

Analysis of student needs in technology-integrated legal English teaching materials to train students' higher-level thinking abilities

Yosi Marita^{1*}, Yuneva², Fitri Anita³, and Mita Maharani⁴

¹⁻⁴ Universitas Prof. Dr. Hazairin, S.H., Indonesia

Abstract

This study aimed to identify law students' needs for technology-integrated Legal English teaching materials, determine the linguistic and professional competencies they prioritize, and examine the role of digital learning and Higher-Order Thinking Skills (HOTS) in Legal English instruction. A descriptive qualitative design with a needs-analysis approach was employed at the Faculty of Law, Prof. Dr. Hazairin SH University, Indonesia, during the 2026 academic year. Participants comprised 64 undergraduate law students and seven English lecturers selected purposively. Data were collected through questionnaires and interviews, supported by observation and document analysis for triangulation. Questionnaire data were analyzed descriptively using frequencies and percentages, while qualitative data were examined through data condensation, data display, and conclusion drawing. The results showed that 82.5% of students required more discipline-specific Legal English materials; 92.0% prioritized international legal vocabulary, 84.7% emphasized contract and legal-opinion writing, and 82.1% identified presentation and legal argumentation as important competencies. Technology integration received the highest response (96.5%), while 81.0% supported HOTS-oriented activities involving legal-case analysis, argument evaluation, and solution formulation. These findings indicate that Legal English instruction should integrate ESP-based content, authentic professional tasks, digital learning tools, and cognitively demanding activities rather than relying predominantly on General English materials. However, the study was context-specific and relied substantially on perceived needs. Future research should validate the framework across multiple institutions and experimentally examine the effectiveness of technology-integrated Legal English materials on language proficiency, HOTS, and professional readiness.

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CORRESPONDING AUTHOR

* **Yosi Marita**, Universitas Prof. Dr. Hazairin, S.H., Indonesia. Email: yosimarita1110@gmail.com

Introduction

The internationalization of legal education and legal practice has intensified the demand for law graduates who can operate competently across linguistic, jurisdictional, and professional boundaries. English is increasingly used in transnational commercial transactions, international arbitration, comparative legal research, cross-border compliance, scholarly publication, and communication among legal professionals. Nevertheless, competence in Legal English cannot be reduced to general communicative proficiency because legal discourse is shaped by specialized lexical choices, recurrent phraseological patterns, genre conventions, institutional purposes, and context-dependent meanings. Recent scholarship demonstrates that the distinctive character of legal language lies not merely in technical vocabulary but also in the pragmatic functions through which legal actors

construct obligations, arguments, interpretations, and institutional authority (Alasmary, 2024; Glogar, 2023; Goźdz-Roszkowski, 2021). For learners using English as an additional language, these characteristics create substantial challenges because successful participation requires both linguistic knowledge and the ability to interpret specialized texts in relation to legal purposes and professional situations (Alasmary, 2024; Glogar, 2023; Nhac, 2023). Accordingly, Legal English education should be conceived as a discipline-sensitive form of language education in which linguistic competence, legal literacy, and professional communicative performance are developed in an integrated manner.

This challenge is particularly relevant within Indonesian higher education, where English instruction for non-English majors has often been positioned within institution-wide language courses rather than explicitly designed around disciplinary communication. In law programs, such arrangements may create a mismatch between classroom instruction and the communicative situations students are likely to encounter academically and professionally. Indonesian studies of law students have repeatedly identified demands for discipline-specific vocabulary, authentic legal materials, speaking activities, and professional communication rather than undifferentiated General English. Rumalessin and Farah (2021), for instance, found that law students perceived professionally oriented ESP speaking as important for their future work, while recent research on legal terminology indicates that students view specialized vocabulary as indispensable for understanding legal materials and preparing for international legal practice (Ridha et al., 2025). Comparable Indonesian needs-analysis research also demonstrates that aligning English instruction with anticipated workplace communication provides a more empirically grounded basis for curriculum design than assuming that generic language competencies transfer automatically across professional domains (Kamaruddin et al., 2021; Nurhidaya et al., 2026; Rumalessin & Farah, 2021). Thus, the pedagogical problem is not simply whether law students should learn English, but which English competencies, legal genres, communicative tasks, and learning environments should receive priority.

English for Specific Purposes (ESP) provides an appropriate conceptual foundation for addressing this problem because its curriculum logic begins with the systematic identification of learners' needs rather than with a predetermined General English syllabus. Contemporary needs analysis extends beyond asking students which topics they prefer; it examines the relationship among target-situation requirements, learners' present competencies or deficiencies, and the conditions through which learning can most effectively occur. Empirical ESP studies consequently conceptualize needs as multidimensional, encompassing language skills, academic tasks, occupational communication, learner expectations, institutional requirements, and discrepancies between current and expected performance (Mao & Zhou, 2024; Smith et al., 2022; Thuy Nhung & Huong Hoa, 2021). Importantly, methodological advances emphasize the triangulation of perspectives and data sources because students, instructors, disciplinary specialists, and workplace stakeholders may evaluate language priorities differently (Mao & Zhou, 2024; Smith et al., 2022; Rumalessin & Farah, 2021). In this sense, needs analysis functions not merely as preliminary data collection but as an evidence-based mechanism linking diagnosis to curriculum decisions, task selection, materials development, and subsequent evaluation.

Applied to Legal English, this framework requires closer attention to what law students actually do with language. Legal communication involves interpreting statutes and cases, identifying relevant facts, distinguishing claims from evidence, understanding specialized terminology, drafting legal documents, presenting positions, and constructing reasoned arguments. Recent empirical

research illustrates this multidimensionality. Alasmay (2024) demonstrates the importance of discipline-specific lexical bundles and keywords in the law of contracts; Ridha et al. (2025) report that students regard authentic legal materials, digital lexicons, legal role-plays, and curriculum alignment with real legal tasks as important components of ESP learning; and Nhac (2023) shows that simulation-based Legal English activities can combine language development with motivation, research, and critical-thinking activity. Indonesian legal case-based reading research similarly positions authentic legal problems as resources for fostering critical engagement rather than mere textual comprehension (Misnawati et al., 2023). Taken together, these studies indicate that effective Legal English materials need to move beyond isolated vocabulary lists and sentence-level translation toward tasks in which specialized language is used to accomplish recognizably legal purposes.

Such an orientation also brings Higher-Order Thinking Skills (HOTS) into the conceptual center of Legal English pedagogy. Legal communication requires learners to do more than retrieve definitions or reproduce linguistic forms; they must differentiate relevant from irrelevant information, compare interpretations, evaluate competing arguments, justify positions with evidence, and formulate defensible solutions. Therefore, analytical, evaluative, and creative processes are not supplementary cognitive outcomes but potentially integral dimensions of authentic legal-language performance. Research on case-, problem-, and project-based learning suggests that problem-driven environments can support active engagement and motivation when learners work with meaningful and cognitively demanding tasks (Wijnia et al., 2024; Nhac, 2023; Misnawati et al., 2023). Broader research on twenty-first-century competencies similarly emphasizes problem solving, critical thinking, collaboration, communication, and adaptive learning as competencies that should be embedded in instructional activities rather than treated as abstract graduate attributes (Kain et al., 2024; Wijnia et al., 2024; Smith et al., 2022). For Legal English, this means that a HOTS-oriented task should simultaneously require meaningful use of English and intellectual engagement with legal information—for example, analyzing a case, evaluating alternative arguments, comparing contractual clauses, or constructing a reasoned legal response.

The pedagogical potential of these tasks has expanded alongside the development of digital technologies. Digital learning platforms, multimodal resources, interactive simulations, searchable corpora, online legal databases, and AI-supported applications provide possibilities for exposing students to richer texts, authentic problems, rapid feedback, and forms of participation that are difficult to reproduce through printed textbooks alone. Research conducted specifically in Legal English has demonstrated that strategically planned technology use can enhance learning performance and several dimensions of learner motivation (Minh, 2024). More broadly, systematic and review-based evidence indicates that digital technologies can facilitate multimodal language learning, flexible access, interaction, and learner engagement when their functions are matched to pedagogical objectives (Haleem et al., 2022; Rahmanu & Molnár, 2024; Mhlongo et al., 2023). Indonesian language-learning research likewise suggests that contextualized digital media can increase the relevance and attractiveness of instructional experiences when technology is integrated with meaningful linguistic and cultural content (Koderi et al., 2023; Al Khansa et al., 2024; Asmayawati et al., 2024). These findings support technology integration, but they also caution against regarding the presence of technology itself as evidence of pedagogical innovation.

Indeed, one of the central problems in contemporary digital education is the distinction between technological adoption and pedagogically meaningful integration. Technology can simply

reproduce teacher-centered routines—for example, replacing printed explanations with slides or delivering conventional exercises through an LMS—without substantially changing the cognitive quality of learning. Børte and Lillejord (2024) argue that pedagogy should guide the development and application of digital tools if technology is expected to support active inquiry and knowledge construction. Likewise, research on digital transformation stresses that technological infrastructure produces limited educational value when innovations remain fragmented rather than connected to coherent learning objectives, organizational practices, and pedagogical redesign (Haleem et al., 2022; McCarthy et al., 2023; Mhlango et al., 2023). Particularly relevant to the present investigation, Hariandini et al. (2026) found that despite the visible presence of digital technology in classrooms, much of its use remained centered on presentation and visualization, with more limited application to inquiry, collaboration, formative assessment, and other student-centered higher-order activities. Consequently, the crucial question for Legal English is not whether technology should be used, but how particular technologies can be selected in response to identified learner needs and configured to generate discipline-specific, cognitively demanding language activity.

Recent advances in generative artificial intelligence further intensify this question. Large language models and AI chatbots can support language practice, explanation, feedback, brainstorming, and personalized interaction, creating potentially valuable opportunities for language instruction and professional education (Crompton & Burke, 2023; Kasneci et al., 2023; Kohnke et al., 2023). At the same time, systematic reviews warn that educational use of AI involves risks related to inaccurate information, fabricated sources, overreliance, academic integrity, and the weakening of independent reasoning if students are not required to interrogate generated responses critically (Kasneci et al., 2023; Labadze et al., 2023; Lo, 2023). These issues are particularly consequential in legal education, where accuracy, authority, evidential reasoning, and source verification are fundamental. Ajevski et al. (2023) have therefore situated generative AI as both an opportunity and a challenge for legal education and practice, while recent Indonesian evidence shows that ChatGPT is already being used for legal research, case analysis, writing, and assessment despite insufficient institutional policies, curricular adaptation, and digital-literacy preparation (Al Asyari et al., 2025). Thus, technology-integrated Legal English should not simply train learners to obtain answers from digital tools; it should create conditions in which digital outputs themselves become objects of verification, evaluation, comparison, and reasoned judgment.

Evidence from digital language learning further supports the need to consider students' learning practices and autonomy rather than limiting technology integration to scheduled classroom delivery. Digital resources increasingly enable language learning to extend beyond formal instructional settings through self-directed searching, mobile practice, multimodal communication, and access to authentic materials. Andaloussi and Ojo (2025), for example, show that digital technologies can support flexible and sustained language-learning practices across changing educational contexts. Comparable research in technology-enhanced English learning indicates that multimodal environments can broaden the range of linguistic input and learning activities available to university learners (Rahmanu & Molnár, 2024), while digital learning platforms can strengthen engagement when their technological affordances are intentionally connected to instructional design (Gameil & Al-Abdullatif, 2023). Nevertheless, increased access does not by itself ensure effective learning: students require purposeful tasks, self-regulation, information-evaluation skills, and explicit criteria for determining the reliability and relevance of digital content. This consideration is

especially important in Legal English, where access to more information can increase, rather than reduce, the cognitive burden of distinguishing authoritative legal information from linguistically plausible but legally unreliable material.

A critical reading of recent scholarship therefore reveals substantial progress but also significant fragmentation. The first strand of research has investigated ESP and Legal English needs, identifying specialized vocabulary, authentic materials, oral communication, reading, and professional tasks as learner priorities (Mao & Zhou, 2024; Rumalessin & Farah, 2021; Ridha et al., 2025). The second strand has examined specific instructional interventions such as legal simulations, case-based reading, digital platforms, and technology-supported Legal English learning (Minh, 2024; Misnawati et al., 2023; Nhac, 2023). A third and rapidly expanding strand addresses digital transformation and generative AI, highlighting personalization and accessibility as well as risks concerning verification, critical reasoning, and academic integrity (Al Asyari et al., 2025; Kasneci et al., 2023; Labadze et al., 2023). Finally, HOTS-oriented research emphasizes the importance of analytical, evaluative, creative, and problem-solving processes in contemporary education (Kain et al., 2024; Wijnia et al., 2024; Misnawati et al., 2023). Although these bodies of scholarship are mutually relevant, they have more often been examined as parallel concerns than as interconnected dimensions of one needs-driven Legal English materials framework.

This fragmentation is particularly visible in the Indonesian context. Existing national studies have provided valuable evidence regarding law students' ESP speaking needs, legal terminology, case-based critical reading, workplace-oriented English, and the emerging use of generative AI in legal education (Al Asyari et al., 2025; Misnawati et al., 2023; Nurhidaya et al., 2026; Ridha et al., 2025; Rumalessin & Farah, 2021). However, the available evidence remains limited concerning how empirical needs data can be systematically translated into an integrated specification of what Legal English content students need, which academic and professional language skills should be prioritized, which technological affordances students consider useful, and which learning tasks can simultaneously activate higher-order legal reasoning. This distinction is important because identifying a need for technology is not equivalent to identifying pedagogically appropriate technology, just as identifying a need for critical thinking does not automatically specify how critical thinking should be operationalized through Legal English activities. The original manuscript similarly identifies the continuing mismatch between generic English materials, law students' specialized academic-professional needs, and the still limited optimization of technology for HOTS-oriented Legal English instruction. Teks yang ditempel (1)

The novelty of the present study lies, therefore, not in proposing needs analysis, digital learning, or HOTS as independent innovations, but in bringing them into a single empirically informed design logic for Legal English materials. The study conceptualizes learner needs through four interconnected dimensions: discipline-specific legal content, professional and academic Legal English competencies, technology-supported learning preferences, and HOTS-oriented cognitive activities. This integrated perspective is intended to move needs analysis from a descriptive inventory of student preferences toward a pedagogical blueprint in which target needs inform content selection, technology is aligned with learning functions, and language tasks are designed to elicit analysis, evaluation, and creation. Such an approach responds to contemporary arguments that digital tools should be subordinated to pedagogical purposes rather than adopted as ends in themselves (Børte & Lillejord, 2024; Hariandini et al., 2026; McCarthy et al., 2023) and to ESP

research emphasizing that curriculum decisions should be grounded in systematically collected evidence about learners' academic and professional demands (Mao & Zhou, 2024; Smith et al., 2022; Rumalessin & Farah, 2021).

Accordingly, this study aims to analyze law students' needs for Legal English teaching materials appropriate to their academic and prospective professional contexts; identify the linguistic and legal communication competencies that students prioritize; examine their needs and preferences regarding the integration of digital technologies into Legal English learning; determine the types of HOTS-oriented learning activities required to support the analysis, evaluation, and construction of legal arguments in English; and formulate evidence-based directions for the development of technology-integrated Legal English materials and curriculum design. By addressing these objectives within one needs-analysis framework, the study seeks to provide an empirical foundation for Legal English instruction that is simultaneously discipline-specific, professionally relevant, technology-responsive, and cognitively demanding. These objectives preserve the substantive orientation of the original study while consolidating the earlier five-item formulation into a stronger research trajectory from diagnosis to pedagogical design.

Method

Given the structure of the data collected, the study was most appropriately framed as a descriptive mixed-methods needs-analysis study, combining quantitative questionnaire data with qualitative evidence from interviews, classroom observation, and document analysis. This design was selected because ESP needs analysis requires both measurable information about learners' perceived priorities and contextual evidence explaining the academic, professional, and cognitive demands underlying those priorities. Mixed-methods designs are particularly appropriate when numerical tendencies need to be interpreted alongside participants' experiences and institutional contexts (Creswell & Creswell, 2018). In ESP research, the use of multiple sources and methods also strengthens the validity of needs-analysis findings and provides a more comprehensive basis for curriculum and materials development (Mao & Zhou, 2024; Smith et al., 2022).

The study was conducted at the Faculty of Law, Prof. Dr. Hazairin SH University, Indonesia, during the 2026 academic year. Participants consisted of 64 active undergraduate law students and seven English lecturers, selected purposively because the students represented the primary prospective users of Legal English materials, while the lecturers provided complementary pedagogical perspectives. The sampling strategy was therefore criterion-based: student participants were required to be enrolled in or preparing to undertake Legal English learning, whereas lecturer informants were involved in English instruction relevant to the law program. No age, gender, semester distribution, or other demographic characteristics were reported in the source manuscript; therefore, these variables were not inferred. Data were collected through four complementary instruments: a structured questionnaire, semi-structured interviews, classroom observation, and document analysis. The questionnaire examined students' perceived needs regarding legal terminology, legal writing, oral argumentation, technological integration, and HOTS-oriented activities. Interviews elicited more detailed information concerning academic, professional, and cognitive needs, while observations documented students' engagement with existing teaching materials. Document analysis focused on the syllabus, instructional plans, and currently used learning materials in order to assess their alignment with students' identified needs. Such multi-source data collection is consistent with contemporary ESP needs-analysis practice, which

emphasizes triangulation across learners, teachers, tasks, and curricular evidence (Mao & Zhou, 2024; Smith et al., 2022).

The research procedure was implemented sequentially. First, the existing Legal English curriculum and instructional materials were reviewed to establish the current instructional context. Second, questionnaires were distributed to the participating students to identify perceived linguistic, professional, technological, and cognitive needs. Third, interviews with students and lecturers were conducted to elaborate on the questionnaire results and clarify areas of convergence or discrepancy. Fourth, classroom observations were undertaken to compare reported needs with actual instructional practices and learner interaction. Finally, evidence from the questionnaire, interviews, observations, and documents was compared through source and method triangulation. Quantitative questionnaire responses were analyzed descriptively using frequencies and percentages, allowing the major areas of need to be ranked and summarized without inferential claims. Qualitative data were organized through iterative processes of data condensation, categorization, display, and conclusion drawing, with themes developed around academic, professional, technological, and HOTS-related needs. The systematic use of transparent qualitative procedures is important for ensuring analytic coherence and traceability in interpretive research (Braun & Clarke, 2021).

Ethical procedures should be reported explicitly in the final manuscript. At minimum, participation should be described as voluntary, respondents’ identities should be anonymized or coded, questionnaire and interview data should be treated confidentially, and informed consent should be obtained prior to participation. However, the source manuscript does not report an institutional ethics approval number or a detailed consent procedure; these details should be inserted if available before journal submission. No personally identifiable information should be included in the reported findings. Together, these procedures provide a replicable methodological framework for identifying the gap between current Legal English instruction and the academic, professional, technological, and higher-order cognitive needs of law students.

Result and Discussion

Result

The results of the needs analysis were organized according to the major dimensions addressed in the study: (1) students’ need for discipline-specific Legal English materials, (2) priority language and professional legal skills, (3) technology integration in Legal English learning, and (4) the incorporation of Higher-Order Thinking Skills (HOTS). The study involved 64 active undergraduate law students, with seven English lecturers serving as additional informants. Questionnaire data were summarized using percentages, while the qualitative data collected through interviews, observations, and document analysis were categorized around academic, professional, and cognitive learning needs. 1993-Yosi marita

Overall, the quantitative results showed consistently high levels of perceived need across the six indicators reported in the questionnaire. The percentages ranged from 81.0% to 96.5%. Technology integration received the highest percentage, followed by international legal vocabulary, legal writing, specific Legal English materials, presentation and argumentation skills, and HOTS development. Table 1 summarizes the major findings.

Table 1. Summary of Law Students’ Needs for Legal English Teaching Materials

No.	Dimension	Reported Need	Percentage
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1	Specific Legal English materials	Legal terminology, contract structures, international agreements, and reading and writing of legal documents	82.50%
2	International legal vocabulary	Vocabulary required to understand legal literature and legal documents	92.00%
3	Contract and legal opinion writing	Ability to draft contracts and legal opinions in English	84.70%
4	Presentation and legal argumentation	Oral presentation and legal argumentation in academic forums and trial simulations	82.10%
5	Technology integration	LMS, digital legal case simulations, and legal-text analysis applications	96.50%
6	HOTS development	Analysis of legal cases, evaluation of arguments, and creation of legal solutions in English	81.00%

As shown in Table 1, technology integration obtained the highest reported response at 96.5%, while international legal vocabulary received 92.0%. All six indicators exceeded 80%, demonstrating that the identified needs were reported across several dimensions rather than being concentrated in only one language skill. The original findings likewise report these percentages and identify digital legal case simulations, LMS platforms, and legal-text analysis applications among the requested learning resources. 1993-Yosi marita

Need for Discipline-Specific Legal English Materials

The first result concerned the relevance of the English materials currently used by law students. A total of 82.5% of respondents reported that the existing English materials were too general and did not sufficiently correspond to their academic or professional needs in law. The students identified several types of content that they expected to encounter in a Legal English course, including legal terminology, contract structures, international agreements, and English-language legal documents. The data therefore showed a clear distinction between the materials currently experienced by students and the materials they reported needing for their field of study. The reported needs covered both receptive and productive language activities. On the receptive side, students identified the need to work with legal terminology and written legal texts. On the productive side, they identified the need to develop skills for producing and working with contracts and other forms of legal documentation.

The findings also identified several legal contexts in which English-language materials were required. These included legal literature, regulations, international agreements, contracts, legal opinions, and other professional documents. The students' responses were therefore distributed across academic Legal English and professional Legal English rather than being limited to general communication. The manuscript reports that 82.5% considered the current materials insufficiently specific and requested greater attention to legal terminology, contract structures, international agreements, and legal-document literacy. 1993-Yosi marita

Priority Language and Professional Legal Skills

The second category concerned the specific language and professional skills that students considered necessary in Legal English learning. Three major skills emerged from the reported questionnaire data: international legal vocabulary, contract and legal opinion writing, and presentation and legal argumentation.

Among these competencies, international legal vocabulary obtained the highest percentage, at 92.0%. Students reported a need to acquire terminology used in English-language legal literature

and professional legal documents. The materials identified in the study included academic legal texts, statutes, court-related materials, regulations, and international agreements. Vocabulary therefore constituted the highest-rated language-specific component of the needs analysis.

The second most frequently reported professional skill was contract and legal opinion writing, which received 84.7%. Respondents identified the ability to draft legal documents in English as an important component of their learning needs. The reported writing needs extended beyond general academic composition and included specific forms of professional legal writing, particularly contracts and legal opinions.

The third skill was presentation and legal argumentation, reported by 82.1% of respondents. This category included communicating legal issues orally, presenting legal positions, and developing arguments in English in academic and simulated professional settings. The contexts reported in the article included academic discussions, legal forums, moot-court activities, and trial simulations. Table 2 presents the three skill-specific priorities in descending order.

Table 2. Priority Legal English Skills Identified by Students

Rank	Legal English skill	Percentage
1	International legal vocabulary	92.00%
2	Contract and legal opinion writing	84.70%
3	Presentation and legal argumentation	82.10%

As presented in Table 2, the difference between international legal vocabulary and contract/legal opinion writing was 7.3 percentage points. The difference between contract/legal opinion writing and presentation/legal argumentation was 2.6 percentage points. Although vocabulary obtained the highest percentage among the skill-specific indicators, all three competencies were reported by more than 80% of respondents.

Technology Integration in Legal English Learning

Technology integration constituted the most highly reported requirement across all categories. A total of 96.5% of respondents expressed strong interest in the integration of technology into Legal English learning. The technological resources specifically identified in the results were Learning Management Systems (LMS), digital legal case simulations, and legal-text analysis applications. 1993-Yosi marita

The responses covered multiple types of technology-supported activity. LMS platforms were identified as environments through which instructional content and learning activities could be accessed. Digital legal case simulations represented another preferred form of technology-supported learning, particularly for activities organized around legal scenarios. Legal-text analysis applications were also reported as relevant digital tools for engagement with specialized texts.

Students further reported that these technological resources could support more contextual forms of Legal English learning. The original results specifically recorded perceived benefits related to learning motivation and access to more realistic and contextual learning experiences. Technology integration therefore received a higher percentage than any individual language, professional, or cognitive skill included in the reported questionnaire findings. The article records 96.5% support for technology-assisted learning incorporating LMS platforms, legal-text analysis software, and digital case simulations. The relative distribution of the six reported indicators is displayed in Figure 1.

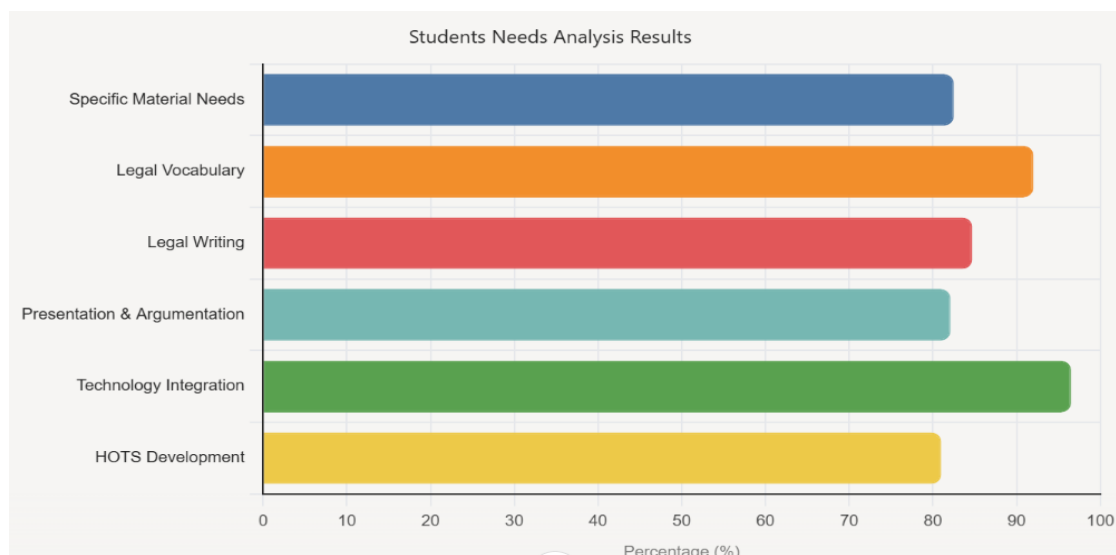


Figure 1. Percentage Distribution of Reported Legal English Learning Needs

As illustrated in Figure 1, all dimensions were concentrated above the 80% level. Technology integration was the only dimension approaching 100%, while international legal vocabulary was the second-highest indicator. The remaining four indicators were located between 81.0% and 84.7%.

Higher-Order Thinking Skills in Legal English Learning

The fourth major category concerned the development of Higher-Order Thinking Skills. Eighty-one percent of respondents reported a need for technology-based Legal English activities that involved higher-level cognitive processes. The specific activities identified in the results included analyzing legal cases, evaluating legal arguments, comparing possible solutions, and constructing or creating legal solutions in English. 1993-Yosi marita

The reported cognitive activities could be grouped into three categories already identified in the study: analysis, evaluation, and creation. At the analytical level, students were expected to work with legal cases and identify relevant information, issues, and arguments. At the evaluative level, the reported tasks involved assessing legal arguments and considering alternative responses. At the creation level, respondents identified activities that required the formulation of legal solutions or written legal responses in English.

Although HOTS development received the lowest numerical percentage among the six reported indicators, its value remained above 80%. Its percentage was close to those obtained for presentation and legal argumentation (82.1%) and specific Legal English materials (82.5%). The difference between HOTS development and presentation/argumentation was 1.1 percentage points, while the difference between HOTS development and specific material needs was 1.5 percentage points.

Integrated Profile of Students' Legal English Needs

When the results were considered collectively, six closely distributed needs were identified. Technology integration occupied the highest position at 96.5%, followed by international legal vocabulary at 92.0%. The next four indicators were contract and legal opinion writing (84.7%), specific Legal English materials (82.5%), presentation and legal argumentation (82.1%), and HOTS development (81.0%).

The qualitative categories recorded in the manuscript also corresponded to these questionnaire dimensions. Students identified specialized legal content rather than exclusively General English content; professional communication included legal writing and oral legal argumentation; technology-related needs included LMS platforms, digital legal cases, and legal-text analysis applications; and cognitive activities included analyzing cases, evaluating arguments, comparing alternatives, and creating legal responses. 1993-Yosi marita

For clarity, Figure 2 summarizes the relationships among the four broader result categories without introducing additional numerical data.

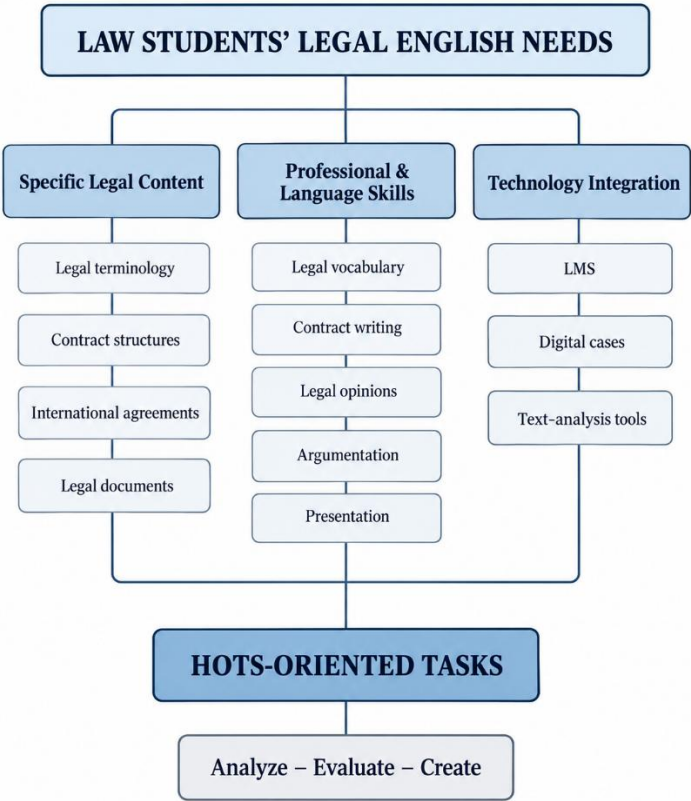


Figure 2. Thematic Structure of the Identified Legal English Learning Needs

Taken together, the reported data presented a multi-dimensional needs profile consisting of specialized legal content, discipline-specific language competencies, technology-supported learning resources, and cognitively demanding Legal English activities. The six quantitative indicators ranged from 81.0% to 96.5%, with a 15.5-percentage-point difference between the highest and lowest values. The questionnaire findings therefore recorded substantial reported need across all categories included in the analysis. Consistent with the data presented in the original manuscript, technology integration represented the highest reported dimension, whereas international legal vocabulary represented the highest language-specific competency.

Conclusion

This study examined law students’ needs for technology-integrated Legal English teaching materials designed to support discipline-specific communication and Higher-Order Thinking Skills (HOTS). The findings demonstrate a clear mismatch between the predominantly General English orientation of existing instructional materials and the academic and professional competencies required by law

students. Students expressed a strong need for English for Specific Purposes (ESP)-based materials that incorporate legal terminology, comprehension of legal texts, contract and legal-opinion writing, and oral presentation and legal argumentation. Technology integration also emerged as a prominent learning requirement, particularly through Learning Management Systems, digital legal-case simulations, and legal-text analysis applications, while HOTS-oriented activities were considered important for engaging students in analyzing legal cases, evaluating competing arguments, and formulating reasoned legal responses. Collectively, these findings answer the study objectives by identifying the disciplinary content, professional language competencies, technological affordances, and cognitive activities that should inform the development of Legal English materials. Rather than treating language proficiency, digital learning, and higher-order thinking as separate instructional concerns, the results indicate the need for an integrated Legal English framework that connects linguistic competence with authentic legal communication and cognitively demanding learning tasks.

Theoretically, the study extends needs-analysis perspectives in ESP by demonstrating the value of incorporating technological and cognitive dimensions alongside conventional linguistic, academic, and professional needs. Practically, the findings provide an empirical basis for universities, curriculum designers, and Legal English lecturers to develop context-sensitive materials that integrate authentic legal texts, professional communication tasks, digital case-based activities, and opportunities for analysis, evaluation, and creation. Nevertheless, the study is limited by its context-specific design, purposively selected participants, and substantial reliance on self-reported perceptions; consequently, the findings should not be generalized uncritically to all law programs or institutional settings. Moreover, the study assessed perceived needs rather than experimentally measuring the effectiveness of the proposed technology-integrated materials. Future research should therefore validate the identified framework across multiple universities and diverse student populations, develop and experimentally evaluate Legal English modules incorporating digital mock trials, technology-assisted legal drafting, and online collaborative case analysis, and examine their longitudinal effects on language proficiency, legal communication, HOTS, motivation, and professional readiness. Such investigations would advance the transition from needs identification to evidence-based instructional design and contribute to a more responsive, digitally informed, and professionally relevant model of Legal English education.

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