UTILIZING DIGITAL READING MATERIAL TO ENHANCE LEGAL DOCUMENT COMPOSITION FOR ARABIC LAW STUDENTS

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ABSTRACT

Purpose: This study aims to investigate the effectiveness of utilizing interactive e-books in improving the legal document composition skills of Arabic-speaking law students. Proficiency in legal document composition is a vital skill for aspiring legal professionals, yet it often presents a formidable challenge for students.

Methodology/design/approach: Employing a quasi-experimental approach, this research assesses the impact of interactive e-books as a tool for enhancing writing skills, with a specific focus on Arabic-speaking students from the Faculty of Law at Mansoura University, Egypt during the academic year 2021-2022. The participants were divided into two groups: a control group consisting of 20 students and an experimental group comprising 20 students.

Results and Discussion: The study’s findings indicate that the group exposed to the experimental treatment, which involved the use of interactive e-books, outperformed the control group in enhancing their legal document composition skills. The interactive features embedded within the e-books, including immediate feedback and progress monitoring, proved highly effective in bolstering the participants’ legal document composition abilities. Statistical analysis revealed a noteworthy difference between the two groups, with the experimental group demonstrating superior performance at a significance level of 0.05.

Implications: These results have significant implications for both law students aiming to improve their legal document composition skills and curriculum designers seeking to enhance the educational experience in legal document composition.

Keywords: digital reading, legal document composition, law students.

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INTRODUCTION

The law is such an influential institution. Most of our common everyday activities are carried out within a legal frame. For example, a bus ticket is a legal contract, and any form of transport, particularly driving a car, is similarly hedged about with legal issues. Employment, the media, and even our family relations are subject to family law. If we examine the law, however, it is the most linguistic of institutions. Legislation is a linguistic Field, with no existence outside of language (Gibbons, 2004, 285).

Legal language requires specific terminology and can be difficult for those outside the legal profession to understand. Effective legal writing is essential for lawyers, judges, and clients as it involves persuasive, concise, and accurate communication. Writing in the
legal field can be challenging due to specific text structures, excessive formality, and the need for technical legal jargon to convey information (Aloush, 2015).

Legal document composition often follows regular patterns; and organized sequences of elements which each play a role in achieving the purpose of them. Following Halliday & Hasan (1985), and Bhatia (1993), these patterns are termed genres. It is well established that a knowledge of the genre is important, and sometimes essential for understanding (Wallace, 1990; Weaver, 1988). This is in part why legal document composition can be difficult for law students.

Legal document composition is a complex and challenging task, especially for law students. Law schools need to provide support for these students to help them not only understand legal concepts and terminology but also become familiar with the unique style and grammar of legal documents. Curriculum designers face significant challenges in teaching legal document composition effectively to these students (El-Zeiny, 2019).

Maley (1994, 16) provides a helpful chart listing the main genres used in the legal process. Once more a knowledge of these genres helps understand and write legal documents.

One of the biggest challenges that these students face is developing their legal document composition skills to become successful lawyers. Legal document composition is essential in the legal profession because lawyers must draft pleadings, contracts, motions, briefs, and other legal documents (El-Farahaty, 2015).

They often face difficulties in developing their legal document composition skills. This is due to several reasons, including a lack of sufficient exposure to legal document composition, a lack of vocabulary, difficulty in legal terminology, and the unique style of expression in the legal field (El-Zeiny, 2019).

Regarding the Arabic Language, one of the important areas of teaching Arabic is teaching Arabic for legal purposes, as a great number of students enroll in the schools of Law in Egypt.

According to Aloush (2015, 218), there are a few programs that address the special needs of law students. The individual courses offered tend to be general and ill-equipped to address specific needs in this field.

In recent years, technology has been integrated into the education system, providing students with a new way of learning, Haryanto, Bakri, Samosir, Idris, Fauzan, & Agustina, W. (2023), Hien, Van-Trung, Nguyen, & Tung (2023). Interactive e-books
are one of these technological innovations that can be used to develop many skills, especially writing skills (Al-Absi, 2016; Al-Harbi, 2017).

The research paper discusses the potential benefits of using interactive e-books to develop legal writing skills for law students. Interactive e-books offer advantages such as multimedia content, personalized learning experiences, and immediate feedback, which can help overcome challenges faced by law students. The study aims to investigate the effectiveness of using interactive e-books in developing writing skills for law students.

2 LITERATURE REVIEW

The researchers used the interactive e-book to develop the legal document composition skills in the current research, as it is an appropriate tool in terms of the possibility of tailoring activities in proportion to the student's skills and needs to achieve the required goals.

2.1 TEACHING ARABIC FOR LEGAL PURPOSES

Teaching Arabic for Legal Purposes is a crucial aspect of Teaching Arabic for Specific Purposes (TASP). This subfield of Arabic language teaching focuses on providing students with the necessary language skills to communicate effectively in legal contexts and domains.

Previous studies have pointed out several differences between Teaching Arabic for specific purposes (TASP) and Arabic for general purposes (Abdul Ghani, Daud & Ramli, 2019). Arabic for general purpose provides general knowledge and basic skills of the Arabic language without focusing on any specific field or purpose. It only focuses on enabling learners to master the commonly used language skills, while (TASP) can be viewed as a specialized form of teaching Arabic for general purposes with the main goal of equipping learners with the necessary Arabic language skills to face their real communication challenges in their professional careers. Furthermore, according to Tengkari (2007), The contents of (TASP) focus on the students' need in their fields and incorporates practical linguistic skills to enable learners for successful performance and professional task. Furthermore, Toaima (2003) argued that (TASP) courses are designed for a more homogeneous group where members share the same area of specialization. It also focuses on language patterns and the curriculum is focused on certain skills.
TASP is indeed becoming increasingly important due to the growing demand for Arabic language skills in various fields (El-Zeiny, 2019).

Previous studies in (TASP) have explored a variety of topics related to the teaching and learning of Arabic for specific purposes. For example, research has examined the effectiveness of different instructional approaches. Other studies have focused on developing specialized materials and curricula for specific fields, such as Arabic for business (Ting, 2022; Al-Rashdan, 2017) or Arabic for healthcare (Al-Abd, Issa, 2022).

The field of (TASP) is showing an increasing interest in teaching Arabic for legal purposes, with various studies being conducted on this topic. Some of these studies have focused on developing specialized curricula and materials for teaching Arabic for legal purposes. Among the previous studies, Kassim and Ziadeh (2019) identified teaching strategies that cater to the specific needs of legal language learners, emphasizing the importance of vocabulary and syntax. Abdullah (2020) explored the effectiveness of content-based instruction in teaching Arabic for legal purposes and presented a case study of a CBI program. Al-Najjar and Al-Hassan (2021) discussed the development of an Arabic for legal purposes course tailored to the needs of international students in the UAE. Al-Amin (2018) investigated the effectiveness of computer-assisted language learning (CALL) in teaching legal Arabic vocabulary. Finally, Aloush (2015) stressed the importance of acquiring advanced legal argumentative skills, learning legal idioms, and dealing with ethical issues presented in real Egyptian courts through working with legal cases in Arabic.

It is noted that, while it is widely recognized that teaching Arabic for legal purposes is important, there is still a need for more research and studies to explore the role of technology in supporting learners in this domain. The use of online resources and computer-assisted language learning (CALL) programs can be especially useful for learners who may not have access to traditional classroom instruction or who need additional support in mastering the Arabic language for legal purposes.

2.1.1 Legal Document Composition

Teaching legal document composition is a crucial part of language instruction for legal purposes, as it requires specific skills and knowledge. Legal document composition is an essential component of the legal profession, and law students and lawyers must be

proficient in legal document composition to communicate effectively with clients, colleagues, and the courts.

In Arabic-speaking countries, legal document composition is predominantly done in Arabic. Therefore, law students in these countries must have a strong foundation in legal document composition to succeed in their careers. Previous studies have suggested several approaches to teaching legal document composition in Arabic, such as using examples of legal documents, explaining the structure and purpose of different types of legal documents, and providing feedback on students' writing.

These studies have explored different aspects of legal document composition, including the use of legal terminology, the organization and structure of legal documents, and the use of persuasive language in legal document composition. For example, a study conducted by Al-Ajmi and Al-Busaidi (2018) focused on developing legal writing skills among English-speaking law students in Kuwait. The study used a writing feedback and revision model, which involved providing students with detailed feedback on their legal writing assignments and encouraging them to revise their work.

Another study by Al-Khulaifi and Al-Busaidi (2018) aimed to improve legal writing skills among law students in Oman. The study used a scaffolded approach to teach legal writing, which involved breaking down the writing process into smaller, manageable tasks and providing students with feedback at each stage.

Al-Tamimi and Al-Asfour (2017) studied the use of genre-based teaching and learning to improve non-native speakers' legal writing skills. They proposed a model for teaching legal writing that includes pre-writing, drafting, revising, and editing stages.

Haddad (2017) used a task-based approach to teach legal writing to English-speaking law students. The study found that this approach was effective in improving students' legal writing skills.

Al-Sabah (2015) focused on the challenges that English speaking faces in legal writing and proposed a framework for teaching legal writing that emphasizes model texts, peer review, and feedback.

Belcher (2014) examined the linguistic and rhetorical features of legal writing and proposed a set of teaching principles and strategies for improving legal writing skills among non-native speakers of English.
There is a growing awareness of the importance of legal writing skills among Arabic students, and efforts are being made to develop effective strategies and resources to support the development of these skills.

Existing literature suggests that certain crucial writing skills are necessary for creating successful legal documents such as lawsuits and contracts. These skills have been identified by various researchers including Davis (2003), Foley (2006), Al-Ajmi and Al-Busaidi (2018), and Al-Khulaifi and Al-Busaidi (2018). The skills are as follows:

1. Ensuring that all the essential elements of the document are included.
2. Organizing the document logically and coherently.
3. Ensuring that the information presented is accurate.
4. Writing in clear and concise language.
5. Creating a cohesive statement of facts.
6. Avoiding spelling and grammatical errors.

Law students must possess these skills as they are vital in effectively communicating their message and protecting their clients' rights.

2.1.2 Digital Reading

The emergence of interactive e-books, which combines traditional print media with digital multimedia, has generated considerable interest in the field of education in recent years. The use of interactive e-books is seen as a potential means to enhance learning outcomes by providing a more engaging and interactive learning experience. Specifically, one area of interest is whether interactive e-books can be effective in developing writing skills.

Several studies have been conducted to investigate the effectiveness of interactive e-books in developing writing skills. For example, Zhang et al. (2019) conducted a study that examined the impact of interactive e-books on the writing skills of English-speaking students. The study revealed that interactive e-books significantly improved the students' writing skills, particularly in terms of vocabulary use and sentence structure. The authors concluded that the use of interactive e-books can provide a more interactive and engaging learning experience, which enhances the development of writing skills.

Similarly, Mishra et al. (2021) conducted a study to investigate the impact of interactive e-books on students' writing skills and motivation. The study found that the use of interactive e-books had a positive impact on both students' writing skills and
motivation. The authors concluded that interactive e-books can offer a more personalized and engaging learning experience, which enhances students' writing skills and motivation.

Previous research has explored the application of e-books in teaching Arabic to law students. For instance, Aljaser and Alsaleem (2021) conducted a study to investigate the impact of e-books on the acquisition of vocabulary among non-Arabic-speaking students of Arabic. The findings indicated that the use of e-books significantly enhanced students' vocabulary acquisition, especially in the areas of comprehension and retention. Similarly, Al-Sakiti and Al-Shukri (2018) examined the effectiveness of electronic stories in improving the reading comprehension skills of non-Arabic-speaking learners of Arabic. The results showed that the use of electronic stories led to a significant improvement in students' reading comprehension abilities, particularly in the areas of understanding and inference. Finally, a study by Al-Qudah (2017) investigated the effectiveness of interactive e-books in teaching Arabic as a second language to non-native speakers. The study found that the use of interactive e-books resulted in a significant improvement in students' reading comprehension and vocabulary skills.

The studies mentioned demonstrate that interactive e-books can be a useful method for teaching Arabic. They indicate that interactive e-books have numerous benefits over traditional textbooks, including interactivity, multimedia content, and personalization, which can result in improved learning results.

2.1.3 Purpose and Significance of the Study

The purpose of the study is to investigate the effectiveness of using an interactive e-book to develop legal document composition skills in Arabic for law students. The study aims to explore how this innovative approach to teaching legal document composition skills can enhance the student's writing abilities and help them overcome language barriers. The study may also seek to compare the effectiveness of using an interactive e-book with traditional teaching methods and identify the advantages and limitations of this approach.

The study is significant because it fills a gap in the research on developing legal document composition skills for law students and using an interactive e-book approach that can contribute to the field of education. It addresses a language barrier for law students and has the potential to enhance their legal document composition skills in
2.1.4 Limitations of the Study

1. Acquire the skill of drafting two legal documents, namely a lawsuit and a contract.
2. The course will cover legal principles, the structure of the Egyptian court system, and the search of legal materials using various databases.
3. The course is intended for students who are pursuing a major or minor in the Faculty of Law at Mansoura University.
4. The course will explore the social background of Egypt's legal environment.

2.1.5 Procedural Definitions

Legal Document Composition: According to Brown (2012) legal writing is defined as "the capacity to articulate legal concepts in a clear, organized, and persuasive manner, utilizing proper legal terminology and citing to relevant authority".

The researchers defined legal document composition in this study as the ability of law students to express legal information and arguments in a clear, precise, and well-organized Arabic language.

Digital Reading: In the context of this study, 'digital reading' refers to the use of interactive e-books, which are digital learning materials that provide an engaging and interactive reading experience through multimedia elements, such as videos, hyperlinks, and interactive quizzes, aimed at enhancing comprehension and engagement among readers.

2.1.6 Problem of the Study

Legal document composition skills are a vital part of legal education, as the capability to write convincingly, precisely, and accurately is crucial for law students to excel as lawyers and present their arguments successfully in court. For law students, acquiring legal document composition skills in Arabic could be challenging, especially in the creation of legal documents such as lawsuits and contracts.
3 METHODOLOGY

3.1 STUDY METHODOLOGY

In this study, the effectiveness of using interactive e-books in developing legal document composition skills will be measured through a quasi-experimental design that includes a pre-test and post-test.

3.2 POPULATION AND SAMPLING

Law students were selected to participate and randomly assigned to one of two groups: the experimental group and the control group. The experimental group received instruction using interactive e-books, while the control group utilized conventional teaching materials. The study was conducted over 12 weeks. These revisions make the text flow a bit more smoothly and explicitly mention the purpose of the groups (experimental vs. control) and the nature of the instruction they received.

3.3 TOOL OF THE STUDY

To measure the effectiveness of the intervention, a legal document composition assessment was conducted at the start and conclusion of the study for both groups. The assessment evaluated their capability to produce an argumentative essay in Arabic. The essays were evaluated based on a rubric that assessed multiple writing skills, including coherence, organization, and accuracy. Independent sample t-tests were used to compare the writing test scores between the experimental and control groups.

3.4 VALIDITY OF THE TEST

To validate the legal document composition test, the researchers presented it in its original form to a group of ten arbitrators. The arbitrators provided feedback on the test and its rubric, assessing the appropriateness of the questions for the study's objectives, the extent to which the questions represent the behavioral indicator they measure, and the integrity of the test's structure and linguistic form. Based on their observations, the arbitrators recommended any necessary deletions, additions, or modifications to ensure the test's appropriateness.
3.5 CONSISTENCY OF THE TEST

To maintain the consistency of the legal document composition test, a pilot sample of 15 law students from the Faculty of Law-Mansoura University was randomly selected to take the test. The pilot test was conducted on January 15th, 2022, and the reliability of the test was calculated using Cronbach's alpha, as indicated in Table No.1.

<table>
<thead>
<tr>
<th>Legal Document Composition Skills</th>
<th>Question</th>
<th>Consistency Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meeting all the necessary components of the document.</td>
<td>1</td>
<td>0.71</td>
</tr>
<tr>
<td>2. Arranging the document in a logical order.</td>
<td>2</td>
<td>0.67</td>
</tr>
<tr>
<td>3. Ensuring the precision of the information.</td>
<td>3</td>
<td>0.74</td>
</tr>
<tr>
<td>4. Writing in a straightforward and succinct style.</td>
<td>4</td>
<td>0.81</td>
</tr>
<tr>
<td>5. Developing a cohesive presentation of the facts.</td>
<td>5</td>
<td>0.77</td>
</tr>
<tr>
<td>6. Preventing spelling and grammatical errors</td>
<td>6</td>
<td>0.78</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>0.74</td>
</tr>
</tbody>
</table>

Source: Legal instructions for the classroom, Mansoura University, college of law.

As presented in Table No. (1), the consistency coefficient of the two documents is (0.74), while the consistency of the test questions ranges from a minimum of (0.67) to a maximum of (0.81). This indicates that the test has a reasonable level of consistency, as Cronbach's alpha consistency coefficient ranges from (0-1), with a higher value indicating greater consistency and a value closer to (0) indicating lower consistency. For research purposes, a value of (0.6) or higher is considered acceptable according to Deliu's scale (2014), and thus the test is suitable for use in this study.

To accomplish the study's objective, the researchers have designed an interactive e-book comprising two units that cover legal document composition lessons, with a focus on composing legal documents such as lawsuits and contracts.

To ensure that the experimental and control groups had similar legal document composition skills, both groups were tested before the study's implementation. The mean and standard deviation of each group were calculated, and a t-test was conducted on the two independent groups. The pre-test, which included combined legal document composition skills, used the t-test to determine the difference between the average scores of the two groups. Table No. 2 illustrates this.
Table 2 - The averages, standard deviations, t-values, and significance levels for the pre-test of combined legal document composition skills in both the experimental and control groups.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>20</td>
<td>9.8</td>
<td>0.54</td>
<td>0.59</td>
<td>Insignificant</td>
</tr>
<tr>
<td>Control</td>
<td>20</td>
<td>10.2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: The pre-test of classroom legal instructions in the experimental group on which the test was conducted and the control group in the College of Law

The results presented in Table No. 2 indicate that the value of (t) is (0.59), which is not statistically significant at a significance level of (0.05). This suggests that there is no significant difference between the average scores of the experimental and control groups in the pre-test of combined legal document composition skills. The averages of both groups, which are (9.8) for the experimental group and (10.2) for the control group, are quite similar, indicating that there are no significant differences between the averages of the two groups. Consequently, these results confirm that the two groups were equivalent in their legal document composition skills before the study.

3.6 STUDY VARIABLES

The current study was limited to the following variables:

- The independent variable: the interactive e-book and the usual way.
- The dependent variable: legal document composition skills in Arabic.

3.7 STATISTICAL ANALYSIS

The researcher utilized various statistical tools including Cronbach’s alpha, average, standard deviation, and t-test for two independent groups to address the research questions.

4 RESULTS

The study aimed to investigate whether there was a statistically significant difference, at a confidence level of ($\alpha\leq0.05$), in the average scores of legal document composition skills post-test between the experimental group, who used the interactive e-book, and the control group. This difference was examined across four components of legal document composition skills and the overall average. To answer this question, the researcher calculated the mean and standard deviation of both groups and used an independent sample t-test to compare the average scores. Table No. 3 displays the results of this analysis.

Table (3) - The mean values, standard deviations, t-values, and significance levels for the experimental and control groups in the post-test of the legal document composition skills test

<table>
<thead>
<tr>
<th>Skills</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Significant Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing</td>
<td>Exp.</td>
<td>20</td>
<td>5.75</td>
<td>1.92</td>
<td>0.351</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Con.</td>
<td>20</td>
<td>4.01</td>
<td>2.02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing</td>
<td>Exp.</td>
<td>20</td>
<td>4.28</td>
<td>1.82</td>
<td>0.580</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Con.</td>
<td>20</td>
<td>2.70</td>
<td>1.84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td>Exp.</td>
<td>20</td>
<td>4.84</td>
<td>2.05</td>
<td>1.340</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Con.</td>
<td>20</td>
<td>2.73</td>
<td>2.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoiding errors</td>
<td>Exp.</td>
<td>20</td>
<td>3.44</td>
<td>1.27</td>
<td>1.027</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Con.</td>
<td>20</td>
<td>1.80</td>
<td>1.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Skills</td>
<td>Exp.</td>
<td>20</td>
<td>18.31</td>
<td>0.246</td>
<td>15.56</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Con.</td>
<td>20</td>
<td>11.24</td>
<td>0.897</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: The post-test of classroom legal instructions in the experimental group on which the test was conducted and the control group in the College of Law

Table No. 3 indicates that the experimental group students' average scores in the post-test of legal document composition skills, both at the four component skills and the overall skills, were higher than those of the control group students. Additionally, the calculated "t" value was found to be statistically significant at a confidence level of 0.05, which can be attributed to the application of the interactive e-book.

These results can be explained by the fact that the interactive e-book was effective in developing active learning, allowing students to participate in discussions and express their ideas, which ultimately helped them achieve their learning goals. Furthermore, it boosted their motivation, increased their level of challenge, and enhanced their self-confidence.

5 DISCUSSION

The results of this study suggest that interactive e-books can be an effective tool for developing writing skills for law students. The interactive features of interactive e-books, such as analyzing legal document composition, understanding the legal document schema, note-taking, multimedia content, and immediate feedback, may provide a more engaging and personalized learning experience, leading to better learning outcomes. In addition, the ability to access interactive e-books on multiple devices allows students to study at their own pace and convenience, which may lead to increased motivation and engagement.

Indeed, this is consistent with the results of previous studies that have demonstrated the effectiveness of interactive smart books in developing various language skills.
Furthermore, the use of interactive smart books is particularly effective for law students, as they allow individualized and adaptive learning experiences that can accommodate different learning preferences and levels. Therefore, the integration of interactive smart textbooks into language education can contribute to more effective language teaching and learning practices.

6 CONCLUSION

The results of this study indicate that interactive e-books can be a valuable instrument for improving the writing abilities of law students. Therefore, educators should take into account the incorporation of e-books in their teaching methodologies to enhance the educational experiences of their students. Further investigations are required to examine the effectiveness of e-books in other aspects of language learning and to recognize the particular characteristics of e-books that lead to superior learning achievements.

RECOMMENDATIONS

Based on the study’s results, the following recommendations can be suggested:

1. Legal document composition skills should be given higher priority in law schools to prepare students for success in the legal profession.
2. Interactive e-books should be incorporated into teaching language skills for specific purposes.
3. Adequate training and support should be provided to both instructors and students to effectively use interactive e-books.
4. The use of interactive e-books should be encouraged as a supplementary tool to traditional teaching methods in legal writing classes.
5. Further research should be conducted to explore the effectiveness of interactive e-books in developing other language skills for specific purposes in different fields.
6. The development of interactive e-books in other languages and disciplines should be considered to improve students’ learning experiences.
REFERENCES


APPENDIX

Appendix (1)
The Legal Document Composition Skills

<table>
<thead>
<tr>
<th>Legal Document Composition Skills</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meeting all the necessary components of the document.</td>
<td>(1-5)</td>
</tr>
<tr>
<td>2. Arranging the document in a logical order.</td>
<td>(2-6)</td>
</tr>
<tr>
<td>3. Ensuring the precision of the information.</td>
<td>(3-7)</td>
</tr>
<tr>
<td>4. Writing in a straightforward and succinct style.</td>
<td>(4-8)</td>
</tr>
</tbody>
</table>

Source: From the author

Appendix (2)
The Legal Document Composition Skills Test

1. Identify the correct components of a lawsuit of the following items.
   a. Appeals.
   b. Discovery.
   c. Evidence.
   d. Jurisdiction.
   e. Legal advice.
   f. Legal Claims or Causes of Action.
   g. Motions.
   h. Negotiation.
   i. Parties.
   j. Pleadings.
   k. Settlement.

2. Organize the selected items in a suitable order for a lawsuit.

3. Address any potential weaknesses or gaps in the following lawsuit: “The plaintiff, as a real estate owner, is suing his tenant residing in an apartment, the plaintiff claims that the tenant refused to fulfill rent payment obligations”. Integrate supporting evidence to strengthen the presentation of facts for the former lawsuit.

4. Identify the correct components of a contract from the following items. Please provide the appropriate components.

5. Organize the selected components in a suitable order for a contract.

6. Analyze and address any potential weaknesses or gaps in the following contract. The contract is between a company and an independent contractor for the provision of services. Integrate relevant clauses and provisions to strengthen the contract. Provide examples of clauses that could be included to enhance the contract's effectiveness and protect the parties involved.