

READING SKILLS AND LEGAL DISCOURSE IN *ESP* CLASSROOM

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One of the practical aims of learning English for students mastering law is to develop their general and professionally-oriented language competences (linguistic, sociolinguistic, and pragmatic) to enable them to communicate efficiently in their academic and professional environment, facilitate their academic and professional mobility, provide them with a platform of long-life learning.

Students are supposed to develop their integrated skills in legal discourse. Legal discourse is understood as a specialized area of communication that includes: 1) employees' activities in a legal advice office (lawyer – client); 2) questioning witnesses; 3) legal documents (contracts, laws, legal reports etc.). The communication in the legal sphere includes activities of associations, institutions, and individuals. The existence of special methods and means of legal activities should be also mentioned. Along with general ethics and culture, legal ethics and culture should be taken into consideration by law students taking *ESP* course.



Students need to be exposed new specialized legal and educational materials in English and assisted in processing them and learning from those materials.

A modern ESP teacher cannot teach reading and translating any more. Reading itself cannot be a kind of skills considered separately. Reading now means obtaining information, ideas and opinions, with a large degree of independence, from a range of study and specialism-related sources, understanding terminology and abbreviations, and using reference sources selectively; identifying the content and relevance of new items, articles, reports; doing an information search in Internet; finding information in library catalogues; understanding articles and reports concerned with contemporary issues; understanding essential meaning of correspondence; understanding complex instructions and regulations.

Flexibility in reading and ability to cope with numerous reading materials include flexibility in speed as well as comprehension. According to Edward Fry, educated native speakers of English generally read at three different speeds, depending on their purpose, the difficulty of the material, and their background knowledge: study speed, average reading speed and skimming. People read textbooks and complicated documents such as legal documents at the slowest speed. The reader studies the materials carefully in order not to miss a single point. Law students and professional lawyers can work with legal materials at study speed to understand every part of them.

The reading process should be highly organized. Developing the skill of reading requires attention to four aspects: specific reading skills, vocabulary development, intensive and extensive reading, and class discussion to solidify the ideas derived from read texts. Reading and vocabulary have a symbiotic relationship: one really is impossible without the other. There is an important question: what words in the text are vital to understand in order to read the text critically?

Speed reading deserves special attention. Through speed reading students can obtain general or detailed information, these skills can be applied to find information quickly; to see if a newspaper article worth reading; to find law-related information using library catalogues, reference books and dictionaries, Internet.

Reading skills development includes a lot of learning-by-doing activities, which help students extract meaning from texts by using note-taking skills, following directions, following the sequence of ideas, solving problems set up in the texts. Information in the text, which is highly structured in nature often lends itself to being transferred to graphic forms, such is lists, diagrams, and flowcharts. By manipulating the data, learners gain more experience with the language as well as with the underlying organizational systems presented in the material. A vital aspect of learning by doing goes beyond reading itself for it moves into peer discussion activities. The talking which follows reading is an important part of both: language learning and content learning.

Legal discourse is highly specialized use of language so reading and working with the texts require special attention to details and meaning of every term or word.

References

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The collection includes convention papers of the reports made at The 21st Annual National TESOL-Ukraine Convention “Global Changes in Ukraine: Global Changes in English Teaching in Ukraine”, that took place in Ivan Franko National University of Lviv on March 24-25, 2016. More than 300 teachers from the higher and secondary educational establishments of Ukraine participated in the work of the Convention. The reports presented at the Convention deal with a wide range of research problems in the spheres of linguistics, discourse analysis, ELT methodology, CALL, sociolinguistics, translation studies, literature studies, etc.

The publication is aimed at EFL professionals, researchers, students, post-graduate students, and at all those interested in the theoretical and practical aspects of teaching and learning English.

Глобальні зміни в Україні: глобальні зміни в викладанні англійської мови в Україні: тези доповідей (англ. мовою) / Укл. А. Раду. Ред. А. Раду, Л. Кузнецова. – Львів: Львів: ПП „Марусич”, 2016. – 233 + 4 с. вкл.

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Видання розраховано на науковців, викладачів, студентів, магістрантів та аспірантів, які вивчають англійську мову та на широке коло зацікавлених осіб.