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Abstract. The paper is devoted to describing of features of teaching English for lawyers. Some approaches of teaching English are enumerated. Main methodological points of teaching English are mentioned.

Key words: teaching, activity, method, concept, language, communication, learning process.

ОСОБЛИВОСТІ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ДЛЯ ЮРИСТІВ

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Анотація. Стаття присвячена опису особливостей викладання англійської мови для юристів. Перелічено деякі підходи до викладання англійської мови. Зазначено основні методичні аспекти викладання англійської мови.

Ключові слова: викладання, діяльність, метод, концепція, мова, комунікація, процес навчання.

The prospect of teaching **Legal English** is concerned with legal experience or knowledge about the world of laws and jurisprudence.

There exists the misconception that teaching English for Lawyers means teaching Legal Studies to learners of English. While in some cases it may be true (Legal Studies courses, for example, where teachers will need to present Legal concepts and Legal terminology), a large number of students of Legal English are people who are already working in jurisprudence within their own linguistic environment and background and who wish, for a number of reasons, to be able to perform their professional role in English, too. The teacher's role in this second case is not to present legal concepts to the learners or to instruct them how to conduct their activity. On the contrary, it is to empower the learners to develop their language skills within a certain legal context. Teachers of English for Lawyers are firstly English teachers.

Teaching Legal English differs from teaching General English in a number of ways and methods. It happens in the choice of contexts for listening and reading tasks and in the choice of lexis in grammar and vocabulary exercises. In addition to such important linguistic issues, there are a number of relevant factors that relate to teaching English for Lawyers.

In short, teaching specific legal concepts in English will both give learners important practice in his or her field of law and put the teacher into the role of a

language leader, correcting errors where necessary and providing the proper word or phrase where it is relevant.

Moreover, asking learners to give a presentation about their particular branch of law, their legal studies or their current research will also be a highly focussed activity, where the teacher can both give guidance at the preparation stage and feedback after performance. A particularly effective general approach for the teacher is to see this kind of teaching as both a teaching and a learning process for the teacher, where a great deal of interesting information about a wide range of judicial processes can be received. In the final analysis, it is important not to be intimidated by the status and professions of the learners but rather to establish the kind of teacher – learner relationship where both sides are recognized as experts – the learners as experts in their particular field of expertise and the teacher as an expert in the field of language teaching and as an indispensable source of linguistic information.

As it was mentioned earlier, the relevant task is to put the three parts of (a) combining authentic, framework and tailor-made materials, (b) integrating legal skills with simulations and role-plays, and (c) implementing information and communication technology as teaching and learning tools, together in preparing teaching materials and strategies and learning activities. The integration of these three parts can widen the classroom experience for both teachers and students of law in English. The benefits of this structure support students-centred learning and situation-centred learning which have for long been acknowledged and promoted as elements of legal communication teaching. Pre-experienced learners may not have hands-on experience of legal procedures as the job-experienced learners have, but they have a developing knowledge of law and interest in legal topics that are valuable in language learning classrooms. Creating real life situation is a great way to prepare students for the professional world.

Every teacher enjoys trying out different methods, adding variety to lessons, and discovering the most effective methods of teaching. As you bring a new perspective to your students – the challenges of everyday professional life – you will be adding both variety and meaningful communication to the study of English. It is a challenge, though, that carries with it significant benefits in making teaching and learning methods, strategies and approaches of English for lawyers more practical. Teaching Legal English is far more than teaching Law or Language; it is teaching communication in the authentic professional contexts.

Furthermore, most speaking practice in the classroom should be done both in pairs and small groups with students talking to each other. It is a common mistake of some teachers to think that students must or need to talk to the teacher. While speaking with the teacher is useful, each student in a small class of only 12 will get at most 3 minutes of talking time in a 45-minute class if conversation is teacher-centered. In pairs, those same students could be directly involved in conversation as much as 20 minutes.

As it was mentioned earlier, there is a large increase in the amount of time a student can practice speaking, listening and interacting in professional English. One of the biggest problems students have is the very limited amount of time they

actually get to practice speaking and listening in direct interaction. Often their *only* opportunity to speak English is in a classroom with other students.

The teacher's role during work in pairs and small groups is to encourage students and help them focus on the main topic of the lesson. Including pairwork and small-group work in your lesson is crucial to the success and improvement of your students' professional language skills.

It is important to use English in the classroom both as the target language and as the teaching language. There are cases, however, when the limited use of the students' first language can also be useful. It is important to be careful while using native language. Most students have already studied English for years but still can't speak fluently.

One of the most common errors some untrained teachers make is that they talk too much. Students get very little chance to actually use the language they learn and the classroom must be structured to create that opportunity and to speak English as much as possible.

There are many approaches to teaching methodology, two teaching methods are most commonly taught. Methodology taught in certification and training programs is generally either "PPP" (present, practice and production) or "ESA" (engage, study and activate). That doesn't mean they are the best approaches. They are just the most well-known and widely used approaches.

Presentation involves presenting the target language (the language to be taught to the students) to the students generally through eliciting and cueing of the students to see if they know it and then providing the language if no one does.

The target language is usually put on the board either in structure (grammar-type) charts or in dialogues. Presentation features more "teacher talk" than the other stages of the lesson, generally as much as 65-90% of the time. This portion of the total lesson can take as much as 20-40% of the lesson time.

Next comes "Practice" where the students practice the target language in one to three activities that progress from very structured (students are given activities that provide little possibility for error) to less-structured (as they master the material). These activities should include as much "student talk" as possible and not focus on written activities, though written activities can provide a structure for the verbal practices. Practice should have the "student talk time" range from 60-80 percent of the time with teacher talk time being the balance of that time. This portion of the total lesson can take from 30-50% of the lesson time.

"Production" is the stage of the lesson where the students take the target language and use it in conversations that they structure (ideally) and use it to talk about themselves or their daily lives or situations. Practice should involve student talk at as much as 90% of the time and this component of the lesson can/should take as much as 20-30% of the lesson time.

As you can see the general structure of a PPP lesson is flexible but an important feature is the movement from controlled and structured speech to less-controlled and more freely used and created speech. Another important feature of

PPP (and other methods too) is the rapid reduction of teacher talk time and the increase in student talk time as you move through the lesson.

Roughly equivalent to PPP, ESA is slightly different in that it is designed to allow movement back and forth between the stages. However, each stage is similar to the PPP stages in the same order. Proponents of this method stress its flexibility compared to PPP and the method, as defined by Jeremy Harmer (its major advocate), uses more elicitation and stresses the "Engagement" of students in the early stages of the lesson.

ESA is superior method to PPP when both are looked at from a rigid point of view. But, EFL is not rigid and you should not adhere to any one viewpoint or method. PPP is often an easier method for teacher-trainees to get a handle on than probably more programs teach ESA than PPP these days, especially those that teach only one of the approaches.

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