

TEACHING READING IN LEGAL DISCOURSE FRAMEWORK

Students mastering law are supposed to develop their ESP integrated skills in legal discourse. One of the central features of legal discourse is the fact that the legal language is very conservative, relies on standard formulas of expression, very slow to change. Legal language is very definite and precise as the words are used in strict accordance with the definitions understood by all participants. Members of legal profession make careful distinctions between words that seem nearly interchangeable in the general use of a language: the difference between "residence" and "domicile", "privilege" and "right", may be of little consequence in everyday language, but in a legal context these distinctions are important. In everyday language, we ordinarily try to leave the obvious unsaid, presume that people know what we are thinking and understand what we mean. In legal discourse, nothing can be taken for granted: every significant detail must be stated explicitly. Formality in legal language is the expression of the formality of the legal process itself. The complexity of certain legal concepts demands a corresponding complexity in sentence structure. A great many qualifying phrases and dependent clauses may be required in order to express a concept with the necessary precision. That is why the texts connected to legal issues demand a lot of work in the ESP classroom. Law students can also come across a lot of foreign expressions are found in the legal language, especially Latin [1].

Speaking about law students focus should be put on training them for academic and professional networking in our country and abroad, using English as a means of communication as well as participating in international organizations events, court sittings, running international legal projects. 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 mastering ESP course.

There is an opportunity for graduates of Law Universities to be engaged as professional lawyers in companies and social organizations. Therefore they need to be exposed new specialized legal and educational materials in English, such as university professors' lectures on law, professional articles, documents of international organizations, law reports and codes suitable for their successful learning and professional development.

Law students are expected to read a lot and to be able to read effectively either in their native language and when they study or communicate in English. ESP teacher cannot teach reading and translating any more with the post-reading comprehension questions, vocabulary and grammar exercises that follow. 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.

Good readers need to be able to identify means ideas and details; distinguish between facts and opinions; draw inferences; determine author's intent, stance and bias; summarize; synthesize two or more reading passages; extend textual information into new tasks, such as projects, presentation, written assignments [2].

Now students have wide access to authentic texts related to law and legal problems from legal textbooks, research journals, statutory instruments, state regulations, contracts, agreements and treaties, and web-based sources on law that means that the amount of different sources to be read and applied is rapidly growing.

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 comprehend every part of them, every special term and professional expression [3].

The students who study law are often assigned to reading materials that are difficult for them, and taking into consideration the special features of legal discourse do not provoke excitement. The development motivation for reading is one of the most important tasks for the teacher. To encourage students who are not inclined to read required texts teaches can try to connect reading to students' experiences, immediate goals, future plans, or to the texts read earlier. Nowadays the Internet allows us to access endless reading, video and audio materials on a wide range of topics. Teachers can locate such materials and present them in class. Students can be provided with the opportunities to select some of their own reading connected to some idea, current political or legal situation. Another way to provide a choice is to let them select questions for discussion or point for presentation. When students have some degree of choice, it serves as an excellent motivator.

Cooperation among students gives the opportunities to work together, almost anything related to reading can be shared in pairs or small groups, including answers to comprehension questions, reaction to reading.

Development reading skills for professional purposes is impossible without vocabulary building. The following activities can contribute to vocabulary and reading skills development: encourage students to become word collectors; ask students to categorize words; guide students in analyzing words; encourage students to use newly learned words [4; 8].

Comprehension is the ultimate goal of all reading; the main-idea comprehension should be at the core of all reading instruction [2]. Several activities can be used as comprehension development instead of comprehension testing. Before reading students can express anticipations, predictions then after reading confirm or modify their predictions ask and answer questions in pairs and small groups, discuss the reading strategies for the particular texts, follow up initial post-reading questions responses with further elaboration defending their answers, explaining why the answer is appropriate, pointing out where the text supports their answers, making connection between two or more texts, texts and their background knowledge.

As most text connected to legal matters are rather demanding the students can be asked to summarize the whole text they have read or a segment of their reading. Such task provides students with practice of identifying the main ideas, articulate those ideas establishing links across the main ideas and supporting details. Students can write a one-sentence summary for each paragraph while reading. The useful tool of post-reading activities is creating graphic organizers – fill the simple diagrams with key words and phrases to indicate the discourse organization of the text paragraph or section. Texts or portions of texts that are organized around problem solution, comparison-contrast, or timeline/sequence frameworks work as visual aids for better comprehension.

Paragraph cohesion, both within and among the paragraph, is brought about by “key phrasing” that is restatement of a subject in a later sentence or paragraph in one of three ways: 1) direct restatement; 2) partial restatement, often with *this* or *such*; restatement in an altered form. The analysis of cohesion is linked to vocabulary development in that it requires knowledge of the meaning. 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?

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 reading materials.

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.

References:

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ДІЛОВИЙ ТЕКСТ ЯК ДЖЕРЕЛО НАЦІОНАЛЬНО-КУЛЬТУРНОЇ ІНФОРМАЦІЇ

Однією з головних цілей процесу навчання іноземній мові є проникнення в культуру народу, якому належить ця мова, в систему його світосприйняття і символів. Оскільки мова – це продукт соціальний, і як форма існування розумової діяльності людини охоплює усі сфери особистого і громадського життя, то він є результатом теоретичної і практичної діяльності як індивідуума, так і суспільства. Культура народу, соціальні умови проживання і мова цього народу – нерозривно взаємозв'язані. Тому, навчання іноземній мові неможливе без належної уваги до цих чинників.

Учбові програми з іноземних мов традиційно охоплюють знання про культуру, історію, географію, особливості побуту і державного устрою країни, мова якої вивчається, тобто усі аспекти соціокультурних особливостей країни. В умовах сучасних процесів глобалізації значення соціокультурної складової на нинішньому етапі визнається усіма без виключення фахівцями. Ця складова одностайно сприймається як першооснова для формування соціокультурної компетенції, хоча у визначенні цього поняття і виявленні змісту існують деякі розбіжності.

Так, дослідники Т. М. Колодько і В. М. Топалова відмічають, що основою соціокультурної компетенції на лінгвістичному рівні є соціокультурна складова змісту навчання іноземній мові, а саме:

- а) національна культура країни мови, що вивчається;
- б) уміння і навички вербальної і невербальної поведінки;
- в) фонові знання носіїв мови [3; 5].

П. В. Сисоев пропонує розділити зміст соціокультурної складової на наступні компоненти:

– національний менталітет або спосіб мислення представників певної культури або субкультури, який визначає їх поведінку і очікування подібного від комунікантів;

– комплекс прийомів і способів усного і письмового передавання інформації представниками культури або субкультури;