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Exposure to Paper and Digital Sources while Teaching the Discipline “Foreign Language of Specialty” for Bachelor Degree Students Majoring for Specialty 293 “International Law”

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Abstract. Due to globalization, the expansion of Ukrainian's economic links with other nations, and the link with the expansion of strengthening at a good level, there is a growing demand for legal English teachers among professionals who speak the language. English teachers ought to assist in the development of abilities that will make law students more marketable. The method of teaching legal English is intricate but fascinating. Remember that there are a number of contemporary and interactive approaches to teaching this sublanguage. For legal English instruction to be both effective and efficient, students must use them in the classroom. Various activities of these methods are used by teachers with the aim of teaching in deeper perspective. The aim of this paper is to present the challenges in teaching legal English to nonnative students majoring for the specialty 293 “International Law” and to offer several suggestions in the form of complex of nine various communicative tasks for improving the methods of assessment. English for Specific Purposes has increasingly developed in the last decades and there is no argue that English has become lingua franca. Being the language of international legal practice, English is an important part of a legal training program and, in order to face the challenges of the labor market in the future, students must be able to overcome the problems due to the differences between legal systems and languages. Teaching English for Specific Purposes is a never-ending process considering that, in order to achieve proficiency, constant training is needed. The outcomes of the on-going paper have revealed that the complex of nine interrelated tasks will be able to improve the knowledge of legal English of university students majoring for the specialty 293 “International Law”.

Key words: Bachelor degree students, international law, original articles, videos, foreign language, legal glossary, higher education, presentations.

Використання паперових та цифрових джерел під час викладання дисципліни «Іноземна мова спеціальності» студентам бакалаврату спеціальності 293 «Міжнародне право»

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Анотація. У зв'язку з глобалізацією, розширенням економічних зв'язків України з іншими країнами та зміцненням зв'язків зростає попит на викладачів юридичної англійської мови серед професіоналів, які володіють мовою. Вчителі англійської мови повинні сприяти розвитку здібностей, які зроблять студентів-юристів більш затребуваними. Методика викладання юридичної англійської є складною, але захоплюючою. У сучасній методиці існує низка дієвих та інтерактивних підходів до викладання. Щоб юридичне навчання англійської мови було ефективним студенти повинні використовувати її на заняттях в аудиторії. Різноманітні види діяльності цих методів використовуються вчителями з метою навчання для більш глибокої перспективи усвідомлення мови. Метою даної роботи є представити проблеми викладання юридичної англійської мови для неіноземних студентів спеціальності 293 «Міжнародне право» та запропонувати декілька пропозицій у вигляді комплексу з дев'яти різноманітних комунікативних завдань для вдосконалення практичного заняття фахової іноземної мови. Англійська мова спеціальності набула все більшого розвитку в останні десятиліття, і ніхто не стверджує, що англійська мова стала lingua franca. Будучи мовою міжнародної юридичної практики, англійська є важливою

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частиною програми юридичної підготовки, і для того, щоб протистояти викликам ринку праці в майбутньому, студенти повинні вміти подолати проблеми, пов'язані з відмінностями між правовими системами та мови. Викладання англійської мови для спеціальних цілей є нескінченним процесом, враховуючи, що для досягнення навичок необхідно постійне навчання. За результатами розробленої роботи виявлено, що комплекс із дев'яти взаємопов'язаних завдань дозволить покращити знання юридичної англійської мови студентів університетів за спеціальністю 293 «Міжнародне право».

Ключові слова: студенти бакалаврату, міжнародне право, оригінальні статті, відеоматеріали, іноземна мова, юридичний глосарій, вища освіта, презентації.

I Introduction

Legal language (Fig. 1) is a technical form of communication, distinct from other technical languages, such as mathematics or physics, as it is closely tied to a national legal system and relies on highly specialized terminology. In language used for specific purposes, the text is formulated within a specialized language or sub-language governed by specific syntactic, semantic, and pragmatic rules.

Legal language is employed in various communicative contexts, such as pleading, claiming, and advising. It is used by lawyers, judges, jury members, law professors, and also in interactions between legal professionals and laypeople or the general public.

According to White, one of the most challenging features of legal discourse is its "invisibility." He argues that "the most serious obstacles to comprehensibility are not the vocabulary and sentence structure employed in law, but the unstated conventions by which the language operates." [3; 7].

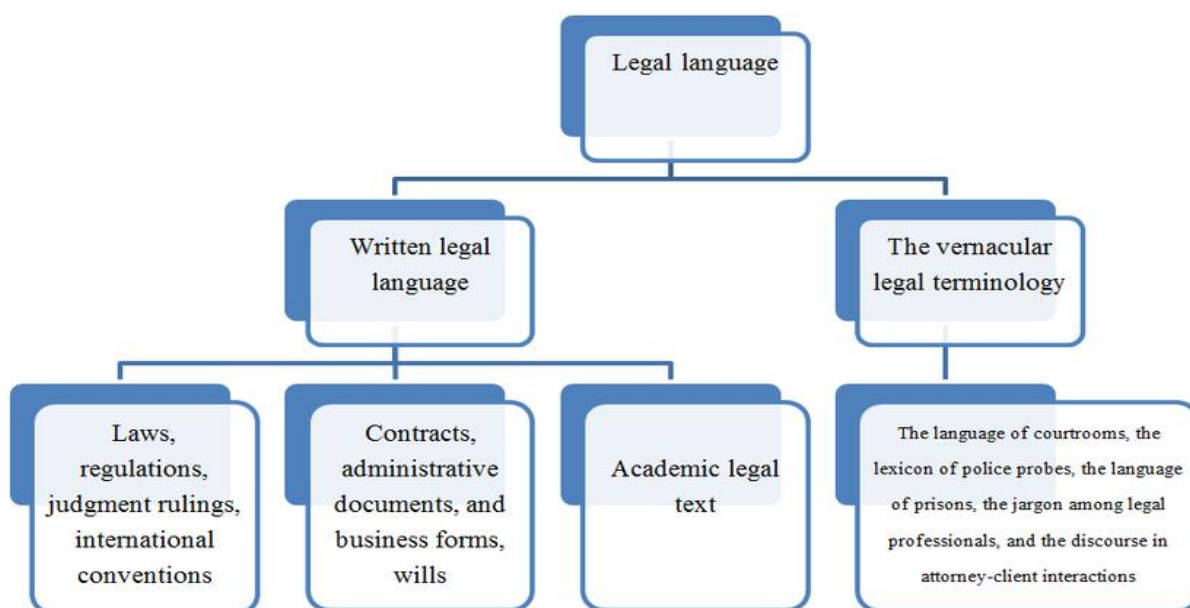


Fig. 1. Legal Language Components

Legal English is a highly specialized form of language. Many terms carry distinct meanings in General English and take on entirely different, specific connotations within the legal field. In Albania, students recognize the importance of mastering Legal English. However, teaching English for Specific Purposes, particularly Legal English, presents numerous challenges for educators. These challenges become even more pronounced in multilevel classrooms. What are some of the key issues teachers face in such environments? Why is teaching Legal English so complex? Why do these challenges intensify when dealing with students of varying proficiency levels? Can students with limited general English skills successfully acquire Legal English? Could working in pairs or groups enhance language acquisition? Is it possible for students to support one another through active interaction and a positive attitude towards peers with lower skill levels? Furthermore, what are the defining characteristics of Legal English? Can ongoing professional development and specialized training enable teachers to overcome these obstacles? Would team-teaching with a legal expert provide additional support and insight for Legal English educators? This refined version aims to be more fluid, precise, and professional in tone. [5; 17; 18].

II Materials and Methods

Law students encounter numerous challenges in the process of learning Legal English. One of the primary difficulties lies in comprehending the subject matter and articulating their understanding in a manner deemed acceptable by their instructors [12; 16]. This task becomes particularly daunting for students with limited proficiency in General English, as they often struggle with grammatical and spelling errors and frequently lack the vocabulary necessary to convey their ideas effectively. Students are also confronted with an abundance of unfamiliar terms. Many of these falls under legalese – specialized terminology used within the legal profession that is typically unfamiliar to individuals from other fields. This lack of familiarity with legal jargon further complicates their ability to engage with and master Legal English [18].

Legal English (Fig. 2) course is a course of language, not a course of legal concepts or information, so I must admit that, in order to gain sufficient knowledge on different legal issues, I asked for my colleagues' help. As they are specialists in different areas of law, they could provide useful information which is important for me in succeeding teaching legal English [17].

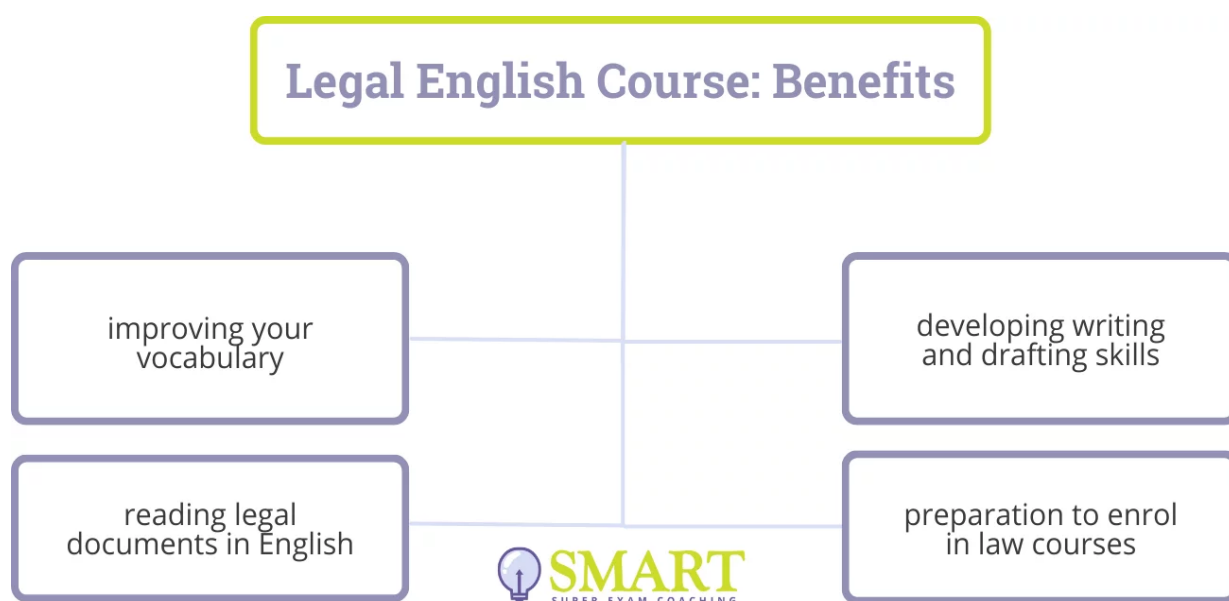


Fig. 2. Legal English Course

Instead of the present structure of the legal English course, starting next academic year I shall try to change the syllabus and follow the structure if ILEC (International Legal English Certificate) Preparation Course. I consider that ILEC syllabus is more appropriate for a legal English course because it familiarizes students with the kind of vocabulary and situations they will encounter later on in their professions, it improves their ability to write common legal text types in English, it improves their ability to read and understand legal texts, it improves their speaking skills, making them more confident to engage in speaking situations typical of legal practice [3; 8; 14].

The course succeeds in achieving its aims through certain aspects found in the syllabus: production of authentic legal texts, language functions specific to legal texts and learning new legal vocabulary [3; 9; 13].

When writing or structuring a legal English course (Fig. 3), a teacher must be aware of the fact that students don't need to master US or UK legal concepts, but to provide information regarding their own legal system, in our case Romanian law. As Codruta mentions it in her paper (2012), "the teacher must be utterly aware of the problems that such approach might create. When students are required to discuss in English about their own legal systems, we unavoidably determine them to translate into a foreign language. Although they are fluent and accurate in English and can engage, develop and sustain a conversation on a wide array of topics, it is very difficult for them to think in English about their own legal system." [4; 9; 13].

A great result of legal English teaching would be that students gain the ability to formulate speeches using specialized terminology and also to develop ideas in the field of law. That is why, I, as a teacher, encourage

discussion activities and role-plays in order to improve students' performance on speaking. In order to function adequately in an international legal English context, students must be able to produce legal vocabulary through legal texts and to express themselves by providing, orally, legal information in English.

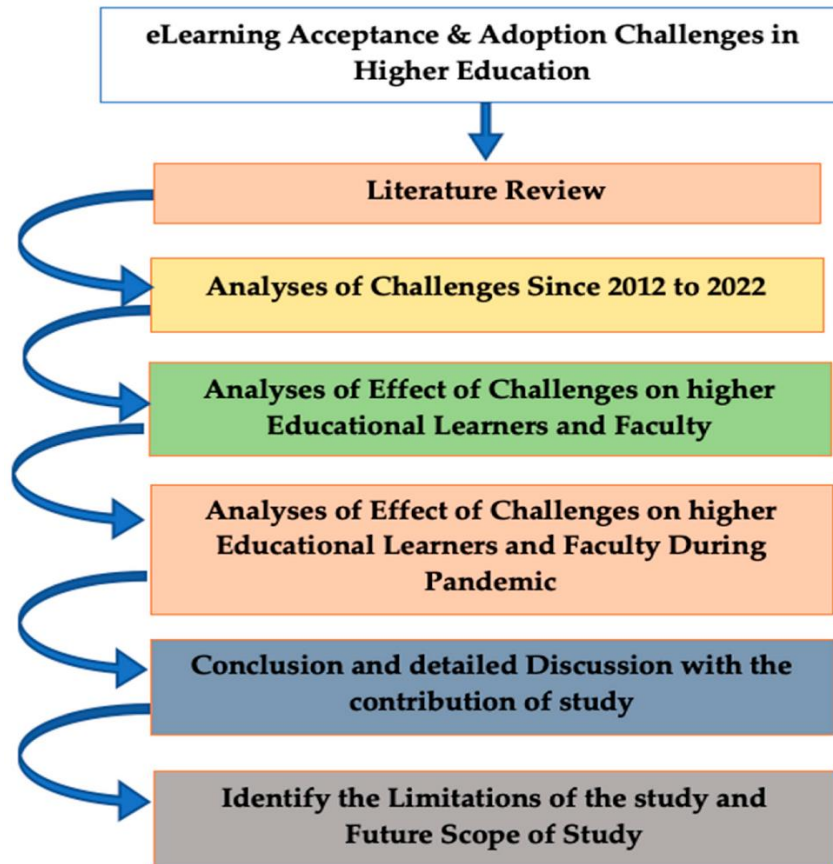


Fig. 3. Current Issues in Teaching Legal English

A great method for developing listening comprehension skills in the absence of native speakers involved in the educational process is through videos. I use this method with my class and it proves to be very efficient in achieving communicative objectives. I create all sorts of exercises for them (multiple choice, fill in the gaps, true/false exercises, short essays, etc.) and use them while we are watching or post watching the videos [4; 7].

Another problem teachers are facing is the fact that, although students should have at least intermediate level of English, there are many situations when they have different language levels and achieving their common aim of learning legal terminology and of familiarizing in English with the kinds of situations typical of legal practice becomes a big challenge for teachers.

We consider that assessment is important for the improvement of the teaching learning process. In the process of learning, of gathering information, it is very important to write a report or to give an oral presentation as forms of assessment because, as we all know, legal professions require a lot of legal writing and speech delivering.

We also consider very important the constructive criticism offered by the other students (the audience) after preparing and holding a presentation. In this way, as mentioned by Bradea, students will be better organized in their activity of selecting and organizing legal information, will do research in the library and on the Internet, will develop presentation abilities and authentic English discourse [3; 7; 11].

III Results

As a result, a package of 10 tasks was developed.

Tasks 1: make a speech on the topic "some features of legal documents in different countries"

Note: choose one or two of the countries (Ukraine; Turkey; the USA; the UK; France; Italy; Spain;

Germany; China; Australia; India; Poland; Maldives; Palawan, Philippines; Seychelles; Bali, Indonesia; Greece; Fiji; Thailand; The Caribbean; Australia; The Bahamas).

Task 2 "Vocabulary Exposure": from any alternative source connected with human rights (book, article, video, BBC news) choose 3 legal collocations and on power point slides present them with pictures, definitions, and example sentences or even mini.

Task 3: from the added book "International Law", pp. 265-276 "The International Protection of Human Rights", read 1-2 pages rewrite the 7-10 phrases with translations and report in the class, preferably to ask 1 question at the end of your speech (Fig. 4).

Task 3

The preamble to the Universal Declaration of Human Rights adopted on 10 December 1948 emphasizes that 'recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world'. While there is widespread acceptance of the importance of human rights in the international structure, there is considerable confusion as to their precise nature and role in international law.² The question of what is meant by a 'right' is itself controversial and the subject of intense jurisprudential debate.

Some 'rights', for example, are intended as immediately enforceable binding commitments, others merely as specifying a possible future pattern of behavior. The problem of enforcement and sanctions with regard to human rights in international law is another issue which can affect the characterization of the phenomenon. There are writers who regard the high incidence of non-compliance with human rights norms as evidence of state practice that argues against the existence of a structure of human rights principles in international law. Although sight must not be lost of violations of human rights laws, such an approach is not only academically incorrect but also profoundly negative. The concept of human rights is closely allied with ethics and morality. Those rights that reflect the values of a community will be those with the most chance of successful implementation. Positive rights may be taken to include those rights enshrined within a legal system, whether or not reflective of moral considerations, whereas a moral right is not necessarily enforceable by law. One may easily discover positive rights. Deducing or inferring moral rights is another matter entirely and will depend upon the perception of the person seeking the existence of a particular right.

Rights may be seen as emanating from various sources, whether religion or the nature of man or the nature of society. The Natural Law view, as expressed in the traditional formulations of that approach or by virtue of the natural rights movement, is that certain rights exist as a result of a higher law than positive or man-made law. Such a higher law constitutes a universal and absolute set of principles governing all human beings in time and space. The natural rights approach of the seventeenth century, associated primarily with John Locke, founded the existence of such inalienable rights as the rights to life, liberty and property upon a social contract marking the end of the difficult conditions of the state of nature.

This theory enabled recourse to be had to a superior type of law and thus was able to provide a powerful method of restraining arbitrary power. Although this approach fell out of favor in the nineteenth century due to the problems of its non-empirical and diffuse methodology, it proved of immense value in the last century in the establishment of human rights within the international community as universal principles. Positivism as a theory emphasized the authority of the state and as such left little place for rights in the legal system other than specific rights emanating from the constitutional structure of that system,⁹ while the Marxist doctrine, although based upon the existence of certain immutable historical laws governing the development of society, nevertheless denied the existence of rights outside the framework of the legal order. Modern rights theories cover a wide range of approaches, and this clearly emphasizes the need to come to terms with the requirements of an evolving legal system that cannot be totally comprehended in terms of that system itself.

Fig. 4. Card for Task 3 on base [2; 6; 11]

Task 4: Translate the passage from the report into Ukrainian (Fig. 5).

Task 4

In a groundbreaking effort to empower young people, the General Assembly established the first United Nations Youth Office. At the Economic and Social Council youth forum, more than 22,000 participants debated with global policymakers on how innovative ideas can advance youth priorities. In a historic achievement for global ecosystems, in 2022, the Conference of the Parties to the Convention on Biological Diversity agreed on the Kunming Montreal Global Biodiversity Framework. Through that Framework, the parties set ambitious new targets and actions to reverse biodiversity loss, restore ecosystems and mobilize new funding for conservation to help to close a \$700 billion financing gap.

To better protect the world's oceans and life below water, participants at the 2022 United Nations Conference to Support the Implementation of Sustainable Development Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development agreed to scale up innovation, science, partnerships and action to achieve that Goal. Countries registered over 700 pledges, including billions of dollars to halt and reverse damage to the oceans. In another milestone, in June 2023, Member States adopted by consensus an agreement under the United Nations Convention on the Law of the Sea on the conservation and sustainable use of marine biological diversity of areas beyond national jurisdictions. To unlock the power of local networks for sustainable development, we established a secretariat for the Local2030 coalition. The new office will leverage resources from the entire United Nations family to support local actors in driving transitions in the energy, digital, green, blue and care economies.

CLIMATE ACTION. In a challenging context, we helped countries to achieve breakthroughs on global climate action. During the twenty-seventh session of the Conference of the Parties to the United Nations Framework Convention on Climate Change, Governments struck a historic agreement to set up a new loss and damage fund to help vulnerable countries to deal with the impacts of climate change. The Conference also launched an unprecedented call to accelerate clean and just transitions to renewable energy and to reform multilateral banks to better support these transitions. For the first time, the outcome statement also contained a reference to the right to a healthy environment, which the General Assembly had recognized as a human right in 2022. Our work with Member States unlocked a series of positive changes for the twenty-seventh session of the Conference and beyond. Championed by the Secretary-General, the Early Warnings for All initiative was launched by the United Nations to better protect vulnerable populations from disasters with timely hazard warnings and risk information.

We also convened Members States to the seventh session of the Global Platform for Disaster Risk Reduction to better coordinate risk management and enhance resilience. The session resulted in new recommendations on how to enhance implementation of the Sendai Framework through its midterm review. In response to escalating climate emergencies, we brought countries together to pledge hands-on support. The United Nations response to the floods of 2022 in Pakistan helped to lay the groundwork for the International Conference on Climate Resilient Pakistan, which resulted in nearly \$10 billion in pledges.

Fig. 5. Card for Task 4 on base [10; 13; 15]

Task 5: Translate the passage from the report into English (Fig. 6).

Task 6: Applying the given below beginning write the essay on topic "The evolution of human rights in the 21st century." (200-250 words), adding at least 3 various references!!!! (Fig. 7).

Task 7: Firstly, watch the video and from the added international treaty titled as "NATO summit 2024 – a preview of events with ambassador Michael Carpenter, Senior Advisor for Europe at the National Security Council": come up with glossary of 25-30 phrases with translation.

Task 5

Україна виступає за посилення ролі Генеральної Асамблеї ООН як найбільш представницького політичного органу. У 1997 р. Міністра закордонних справ України Г. Й. Удовенка було обрано на посаду Голови 52-ї сесії Генасамблеї. Предметом особливої гордості України є те, що саме 52-а сесія ГА ООН, яка увійшла в історію як «сесія реформ», ухвалила всеосяжну програму оновлення Організації, запропоновану її тодішнім Генеральним секретарем К. Аннаном, і надала потужного імпульсу широкомасштабному оновленню ООН. У червні 2018 року Постійного представника України при ООН В. Ю. Єльченка обрано Віце-головою 73-ї сесії Генеральної Асамблеї ООН.

В умовах триваючої агресії РФ проти України вкрай важливе політичне та міжнародно-правове значення мало схвалення Генасамблеєю ООН резолюцій 68/262 «Територіальна цілісність України» (27.03.2014 р.), 71/205, 72/190, 73/263 і 74/168, 75/192 «Ситуація із правами людини в Автономній Республіці Крим та м. Севастополь, Україна» (19.12.2016 р., 19.12.2017 р., 22.12.2018 і 18.12.2019 р., 16.12.2020 р.), та 73/194 і 74/17, 75/29 «Проблема мілітаризації Автономної Республіки Крим та м. Севастополь, Україна, а також частин Чорного та Азовського морів» (17.12.2018 р. і 9.12.2019 р., 7.12.2020).

Україна є активним учасником діяльності органів системи ООН у сфері прав людини, стороною всіх основних документів ООН з прав людини, включаючи Міжнародний пакт про громадянські та політичні права, Міжнародний пакт про економічні, соціальні і культурні права, Факультативні протоколи до них та Міжнародну конвенцію з ліквідації всіх форм расової дискримінації.

З березня 2014 р. в Україні на запрошення нашої держави діє Моніторингова місія ООН у галузі прав людини, що фіксує правозахисні наслідки російської агресії.

Як активний прихильник гендерної рівності, покращення становища жінок, подолання гендерних стереотипів, Україна бере участь у більшості заходів ООН з цієї проблематики, у т.ч. у регулярних дебатах РБ ООН з тематики «Жінки, мир, безпека», виконує Конвенцію ООН про ліквідацію всіх форм дискримінації щодо жінок, зокрема, шляхом виконання національних програм та проєктів у цій сфері.

Україна бере активну участь у міжнародній співпраці зі сталого розвитку, спрямованій на комплексне вирішення завдань охорони довкілля, соціального розвитку та економічного зростання на глобальному, регіональному та національному рівнях. Делегації на рівні Президента України брали участь у засіданнях високого рівня з огляду прогресу у здійсненні ЦРТ і ЦСР.

Наша країна отримує значну технічну, консультативну та фінансову допомогу спеціалізованих установ ООН, її фондів та програм, зокрема, у сферах демократичного врядування, подолання бідності, досягнення національних Цілей сталого розвитку, підтримки державного управління, боротьби з ВІЛ/СНІД та іншими тяжкими хворобами, захисту довкілля.

За час співробітництва від організацій системи ООН Україні було надано допомогу на суму понад 200 млн. дол. США для реалізації більше 300 проєктів міжнародної технічної допомоги в таких сферах: захист прав людини, соціальна допомога, розбудова громадянського суспільства, охорона навколишнього природного середовища та атомної енергетики. У 2019 р. портфель такої допомоги ООН включав 12 проєктів кошторисною вартістю 46 млн. дол. США.

У сфері розвитку допомога від ООН надається через Рамкову програму партнерства Уряду України - ООН на 2018-2022 рр., яка включає проєкти, що реалізуються в Україні всіма установами системи ООН, пріоритетними є 1) стале економічне зростання, навколишнє середовище і зайнятість; 2) рівний доступ до якісних та інклюзивних послуг і соціального захисту; 3) демократичне врядування, верховенство права; 4) безпека громадян, соціальна єдність і відновлення з особливим акцентом на Сході. Бюджет Рамкової програми становить 667 млн. дол. США, що передбачає залучення додаткових ресурсів для реалізації цих проєктів.

Fig. 6. Card for Task 5 on base [8; 9; 14]

Task 6

Human rights mark everyone as free and equal, irrespective of age, gender, caste, creed, religion and nationality. The adopted human rights in light of the atrocities people faced during the Second World War. On the 10th of December 1948, the UN General Assembly adopted the Universal Declaration of Human Rights (UDHR). Its adoption led to the recognition of human rights as the foundation for freedom, justice and peace for every individual. Although it's not legally binding, most nations have incorporated these human rights into their constitutions and domestic legal frameworks. Human rights safeguard us from discrimination and guarantee that our most basic needs are protected

Fig. 7. Card for Task 6 on base [7; 9; 12]

Task 8: Give the Ukrainian equivalents for the following word combinations: international law, principle, rule, international affairs, provisions agreed to in treaties, rulings of international courts, environmental pollution, adoption of common rules, to maintain peaceful international relations, legal equality, enforcement of international law, ownership of property, international organizations, recognizing countries, legal entities [8; 11].

Task 9: Read the extracts below and put them in correct order (Fig. 8).

Task 9

1. While there were other intermediate influences on the development of international law, its modern roots may be traced to the seventeenth – century Dutch philosopher Hugo Grotius. He is often referred to as the “father of international law”. Grotius’s fundamental contribution to the theory of international law was his insistence upon a voluntary law of nations based upon their consent.

2. The Greek city-states and their philosophers believed that there was a legal hierarchy of local and “higher laws”. Local laws governed the conduct of individuals within each city-state. These laws of the city-states, however, were subordinate to what the ancient Greeks perceived as a branch of law now called international law.

3. As it developed, international law incorporated various inconsistencies and definitional aberrations. Even in the late twentieth century, some topics have only just been resolved after centuries of controversy– and others remain in the many “gray” areas of international law.

4. The process by which international law is formed dates from regional developments in the ancient Chinese and Indian empires. In the fourteenth century B.C., the Egyptian pharaohs entered into treaties with neighboring kings. These agreements represented a consensus on the recognition of sovereignty over certain geographical areas, the extradition of refugees, and the exchange of ambassadors.

Fig. 8. Card for Task 9 on base [2; 5; 8].

Task 10: Correct the mistakes in the sentences given below. You can find the right versions in the text. Mind the grammar, passive voice (Fig. 9).

Task 10

1. Some international law is also create by the rulings of international courts and organizations.
2. The rules of international law generally divided into laws of peace, of war, and of neutrality.
3. Enforcement may effectively achieved through the actions of individual nations, agencies of international organizations such as the United Nations (UN), and international courts.
4. War still recognizes under traditional international law.
5. Neutral waters and ports must not be use for naval operations.

Fig. 9. Card for Task 10 on base [2; 7; 12]

IV Discussion

Training that is focused on the workplace should be integrated with general language instruction. It is more advantageous to start specialized professionally-oriented training right away in groups that have a high enough level of general language training. On the other hand, in groups where English skill is low or average, the emphasis should be first on general language instruction, followed by professionally-oriented teaching.

In oral communication, grammatical issues should always be worked out and corrected. It should be mentioned that there is a significant gap in the linguistic proficiency of applicants to the law faculty. Even Nevertheless, new students are typically quite motivated to study the language since they are aware of the excellent employment opportunities that come with being fluent in English lawyers. What aspects of teaching English to legal students are there? Grammar, vocabulary study, reading, and literary translation have long been the main priorities in English instruction. But the topic of how to use a foreign language practically has come up recently.

Both general language instruction and professional language training should be provided in a complicated setting when teaching English to law majors. Reading real texts and using them to teach oral speech should be a part of the training curriculum from the outset. It is crucial that students be able to freely navigate different educational and legal systems, especially in light of the issue of students studying specialization jurisprudence. It's also important to keep in mind foreign legal systems at all times. This is crucial since there may be major differences in their legal systems. For instance, the terms "counselor" (adviser, lawyer) only exist in the USA and Ireland, whereas "solicitor" and "barrister" are exclusive to British law. After all, socialization issues are always pertinent while acquiring a second language. Teachers of law students should keep in mind that a modern specialist must speak at a level that would enable him to interact, if needed, with specialists from other nations when teaching them a foreign language. He needs to be familiar with the fundamentals of grammar in order to accomplish this, but more than anything, they need to understand legal terminology.

After all, it is impossible to feel at ease in a conversational setting with other lawyers and not get lost when discussing any professional situation if a future lawyer lacks a professional vocabulary, even if they have a grammatical minimum that covers the fundamental rules of morphology and syntax and allows you to understand a foreign language text.

Thus, professional vocabulary assimilation plays a major part in law students' foreign language instruction. Lexical unit assimilation is done in order to improve oral speech abilities. It also aims to apply communication skills and provide a suitable response in typical professional communication scenarios, both written (the ability to make a resume, any legal papers, etc.) and spoken (to convey messages about a professional topic). Legal documentation and communication have specific characteristics that should be understood.

Firstly, information should be transmitted in a clear and concise manner so that the recipient can be certain that the information is understood correctly.

Secondly, it is important to be able to work with basic models, understand logic, and master vocabulary that has certain features in jurisprudence. This is because well-known words in jurisprudence are often translated quite differently.

Lastly, when it comes to developing oral-speech skills, those with a legal orientation should be chosen from the topics of oral speech. This means that the communicative competence of law students in English should be professionally oriented. In particular, the teacher must carefully prepare the means for conducting game activities, which can serve as various schemes, drawings, maps, slides, technical training tools, etc. Students will be very interested in various speech games.

For example, playing the role of a policeman, a victim and a suspect. This may include conducting an interrogation of a suspect, describing the appearance of a suspect, conducting a trial on a civil claim, etc. It is also possible to implement the development of grammatical material using legal vocabulary.

To implement the educational process in this direction, an English teacher must have competent knowledge of the future profession of law students. That is, a teacher teaching English to future lawyers should be guided by legal terminology, the legal culture of the native country and the countries of the language being studied, various legal phenomena.

The acquisition of English for Specific Purposes has become a necessity nowadays. Many people are eager to become successful in different fields. English has become a key component in helping them achieve professional and career development. Possessing good knowledge in General English isn't enough for ambitious people and students. The need of being good at English for Specific Purposes has become more prominent than ever before [5; 16].

Law students encounter numerous challenges in mastering Legal English. They often struggle to comprehend the subject matter and lack the necessary vocabulary to express their ideas clearly. For some, limited proficiency in General English further exacerbates these difficulties.

Teachers also face significant obstacles when teaching Legal English, particularly if they lack expertise in law. This can make it challenging to effectively convey subject-specific content in a field where they have limited knowledge. In such cases, team-teaching has proven to be a valuable approach. It allows an ESP (English for Specific Purposes) teacher to collaborate with a subject specialist, such as a law professor, to deliver more comprehensive and accurate instruction (Fig. 10).

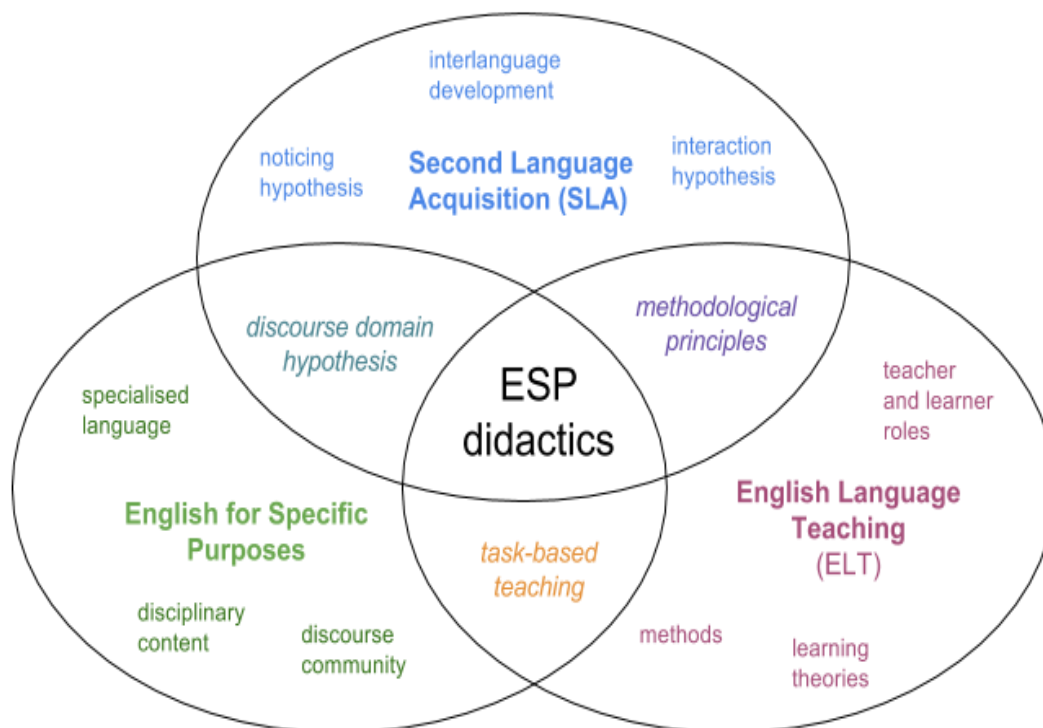


Fig. 10. Legal English Core Principles

Collaboration between Legal English teachers and law professionals can be highly effective. Legal English is distinguished by its unique linguistic features, including specialized legal terminology (terms of art), legal jargon, words with meanings that differ between General and Legal English, and phrases used in highly specific contexts. Additionally, Legal English often lacks standard punctuation and employs stylistic features such as doublets and triplets, further contributing to its complexity [3; 11; 16].

V Conclusion

The method of teaching is conditioned by the students' needs and also by their level of English language. Teaching legal English represents a challenge for teachers for three reasons:

1. Students' increasing interest for law subjects and lack of interest in learning highly specialized terminology in English.

2. Students' different levels of English language.

3. The fact that the teacher has to play the role of the learner himself in order to be prepared all the time.

Besides the desire of succeeding in their teaching job and of making the students realize the importance of legal English in their future professions, the teacher also has the obligation of helping the students to be able to face the challenges of the labor market later on. One can do that, first of all, through the teaching methods he uses, and secondly, through the form of assessment which has to be the most suitable for achieving this aim.

In conclusion, we would like to note that the effectiveness of professionally oriented legal English language teaching depends not only on the students, but also on the work of the teacher himself, who must have competent knowledge, be able to organize the educational process in such a way that students in the classroom can easily and with interest assimilate educational material.

Thus, upon graduation, students should not only understand legal texts and terms, but also freely express their thoughts, communicate and also use English in their further professional activities.

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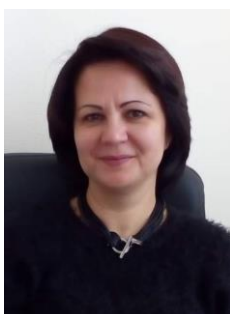
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