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Peculiarities of Teaching a Foreign Language to Lawyers Students

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Abstract--The language of law is a technical language, different from other technical languages such as mathematics or physics, as it is bound to the national legal system and has its own highly specialised terminology. In a language of special communication, the text is expressed in a special language or sub-language that is subject to specific syntactic, semantic and pragmatic rules. Purpose of the study: To examine the specific features of teaching a foreign language to lawyers students. A systematic review can be explained as a research method and process for identifying and critically evaluating relevant studies and for collecting and analysing data from those studies. An excellent result of teaching legal English involves providing students with the ability to formulate speech with specific terminology and to develop their thinking about the law. Here's why teachers encourage discussion and role-playing to improve students' oral expression. An excellent method of developing listening skills in the absence of native speakers is video. We use this method with our class and it has proved very effective in attaining communication purposes. Teachers design all kinds of exercises for students and apply them while watching or post-viewing videos.

Keywords--English language, foreign language, language teaching, lawyer training, legal education.

Introduction

The language of law is a technical language, different from other technical languages such as mathematics or physics, as it is bound to the national legal system and has its own highly specialised terminology. In a language of special communication, the text is expressed in a special language or sub-language that is subject to specific syntactic, semantic and pragmatic rules. Language of law is

used in communicative situations, for petitions, lawsuits, etc. Lawyers, judges, jurors, law professors, and in communication between lawyers and laypersons or the general public (Sousa & Padovani, 2021). Based on recent research, one of the most problematic features of legal discourse is that it is "invisible" (Rasheed et al., 2020). It can be claimed that the most serious obstacles to understanding are not the vocabulary and sentence structure applied in the law, but the unspecified conventions under which the language functions (Öztürk & Çakıroğlu, 2021; Zou et al., 2020).

The nature of language acquisition is that mastery of a language is impossible without many years of continuous study. What can our law universities accomplish in a maximum of three years, and what is more realistic, in just two years (top class)? First, we must acknowledge that we are unable to teach fluency within the limitations of that law faculty's curriculum and the short time that law universities accept their students. It will require much more extended and uninterrupted study of a single foreign language. However, law universities can contribute to the teaching of a foreign language and can offer much useful knowledge to law faculty's students, including those who have not previously acquired even basic foreign language skills (Shih & Huang, 2020).

If students can attend law courses conducted in a foreign language, the benefits are invaluable from a comparative law standpoint. Foreign law texts can be read in the original. Legal culture can be transmitted in many ways, which are not the particular subject of the course but are conveyed through references that are often implicit. The result is a super-efficient method of learning a foreign legal system, as compared to the bulky roundabout way of teaching foreign law. The translated law causes countless problems, including the near impossibility of avoiding inaccuracies (Hosseini et al., 2020). Purpose of the study was to examine the specific features of teaching a foreign language to lawyers students (Atmowardoyo & Sakkir, 2021; Spahiu & Kryeziu, 2021).

Features of the legal English course and its importance in the training of future lawyers

The legal English course taught is an above-average course for law and government students who need to be able to use English in their future law professions. Spiru Haret University has implemented legal English in the Faculty of Law and Public Administration to accommodate the high demand, thus encouraging non-native English-speaking students to specialise in legal English. Our students study legal English for four semesters during their first two years in the Faculty of Law and Public Administration, and they must have at least an intermediate level to meet the English language requirement. In the legal education programme. A legal English course is a language course, not a legal concept or information course, so it is necessary to admit that to acquire sufficient knowledge on various legal issues, it was necessary to request help from colleagues. They are specialists in various fields of law and can provide helpful information, which is essential for successful legal English teaching (Wong, 2021; Rinaritha et al., 2018).

Instead of the current structure of the legal English course, from the following academic year, we will try to modify the curriculum and follow the structure of the ILEC (International Legal English Certificate) preparatory course. The ILEC programme is more suitable for a legal English course because it provides students with the type of vocabulary and situations they will encounter later in their profession, it improves their ability to write common types of legal texts in English, it improves their ability to read and understand legal texts, it improves their speaking skills, making them more confident in conversational situations typical of legal practice (Kumar et al., 2016; Menaka & Sankar, 2019).

The course accomplishes its purposes through certain aspects in the curriculum: the use of authentic legal texts, linguistic features specific to legal texts and the learning of new legal vocabulary. In all these years of teaching in the Faculty of Law and Public Administration, it has been noticed that English teachers face the difficult problem of students concentrating more on legal subjects. For this reason, and because we have a limited number of hours for a legal English course, the author would suggest the following programme as being more appropriate for what the student needs to know after graduating from this course:

- Section 1. Legal practice.
- Section 2. Corporate law: company establishment and management.
- Section 3. Corporate law: fundamental company changes.
- Section 4. Contracts: treaty-making.
- Section 5. Contracts: assignment of rights and third-party rights.
- Section 6. Employment law.
- Section 7. Intellectual property.
- Section 8. Competition law.
- Section 9. Transnational commercial law.

As the teacher is designing or structuring a legal English course, the teacher should be aware of the fact that students need to be provided with information about their legal system. Notably, the teacher should be fully aware of the problems that such an approach can create. When students are required to discuss the legal systems of their country in English, there is inevitably a translation of their statements into a foreign language. Despite being fluent and accurate in English and being able to engage, develop and maintain a conversation on a wide range of topics, they find it very difficult to think in English about their country's legal system (Chang & Hwang, 2018). An excellent result of teaching legal English involves providing students with the ability to formulate speech with specific terminology. Here's why teachers encourage discussion and role-playing to improve students' oral expression. To perform appropriately in the field of international legal English, students must be able to develop legal vocabulary through legal texts and express themselves by providing verbal legal information in English (Turan & Akdag-Cimen, 2020).

Means and methods of developing English language skills in a lawyer's professional life

An excellent method of developing listening skills in the absence of native speakers is video. We use this method with our course and it has proved very effective in attaining communication purposes. Teachers design all kinds of exercises for students (multiple choice, filling in the blanks, true/false tasks, short essays, etc.) And use them during the viewing or post-viewing of the video. Another problem that teachers encounter is that, even though students should have at least an intermediate level of English, there are many situations where they have different language levels and reach the common purpose of learning legal terminology and exposure in English at different success rates, the typical legal practice becomes a big challenge for teachers (Lee & Wallace, 2018).

It is considered that assessment is essential for enhancing the teaching and learning process. In the process of training, gathering information, it is very crucial to write a report or make an oral presentation as a form of assessment because, as known, legal professions require a lot of legal writing and speaking. It is also crucial to get constructive criticism from other students (the audience) after preparing and conducting the presentation. It allows students to be more organised in their activities of selecting and systematising legal information, conducting research in the library and on the Internet, developing presentation skills and authentic discourse in English (Al-Samarraie et al., 2019; Chuang et al., 2018).

It is essential when writing a project to know which information to select and to adjust it to your project. The legal English course, as mentioned earlier, is a language course, not a legal concepts course, so the oral presentation better exposes the students' linguistic abilities. Regrettably, the current method of assessing the legal English course at university is based on "multiple choice" exercises, which prevents the teacher from properly evaluating the students. For both teacher and students, as mentioned earlier, the best method of evaluation is through PowerPoint presentations, projects, essays as well as written tests. Evaluation should be a "dynamic and adaptive" process. Evaluation is a very constructive and influential activity that is very stimulating. Thus, all students will have an equal chance of getting a positive mark, and the teacher will not give an advantage to a student who expresses himself better than another student who may be shy or not have such good oratorical qualities. Fortunately, a more modest combination of law and language is possible, although its function differs from that specified above in foreign law courses taught in the respective foreign language (Lin & Hwang, 2018).

Such courses are elementary language courses, which differ from typical elementary language courses in that they are established in a legal context and not in the tourist context usually provided in foreign language faculties. An elementary language course cannot teach fluency, but it can provide a door to a different legal culture. Materials that are developed to establish the Language for Lawyers course should be written accordingly. They can start with a basic legal vocabulary, but convey something of the legal culture. For example, a very brief dialogue involving a client and a lawyer about the necessity of representation can

begin to convey a different legal world just by the way the client approaches the lawyer (Paradis et al., 2010; Prachanant, 2012).

Most information can be conveyed connotationally through the study of foreign languages in a legal context. An equally plain vocabulary could be applied in the dialogue that follows, in which instead of going to the pastry shop to get a pastry, as one would find in a typical dialogue in a typical English textbook, the same client would go to court for a hearing. Learning will occur precisely in the absence of equivalences and the automatic mental work that this lack of equivalence triggers in the student (Leatherman & Cleveland, 2020).

Consequently, even elementary language courses can provide students with an introduction to a different world of law and a different legal culture. When they are offered in law universities, they also have very practical advantages, such as being arranged according to the schedule of the law student rather than that of the foreign language department, which may require more appointments per week and sometimes interfere with the law student's curriculum. Equally, courses designed for law students may concentrate on developing teaching methods to enhance language acquisition in ways that language departments neither search for nor even welcome, as their curriculum is not designed to be accomplished in a maximum of two years (Zheng et al., 2020).

Optimally, have instructors who are native speakers of the target language and lawyers who have been trained. If such an instructor cannot be found, an educated native speaker would be preferable to an instructor trained in another legal system, but not a native speaker. With the availability of well-written course materials, any well-educated native speaker will have more than enough knowledge of the society under study, legal institutions and vocabulary to effectively teach the course (Amiryousefi, 2019). The current difficulty is to enhance the interest of our law universities in language education, which is an integral part of legal education, and to provide textbooks to support teachers. The following step would be for those who have started compiling materials to share their work and sources (Zainuddin et al., 2019). The fastest-growing area in the law school curriculum is the international and comparative field. Those who offer foreign language courses in a legal context, also have noticed a growing interest among students in foreign languages. Student interest can be stimulated by offering law school credit to those who attend "language for lawyers" courses and can explore both innovations. In collaborative efforts and interdisciplinary cross-courses as a way of increasing enrolment, where deans and colleagues may still question whether language education can be justified in law schools (Wang, 2019).

Students learning law in another country frequently expect to attain a level of professionalism that will make their oral presentations and written work comparable to the product of lawyers who speak their native language. Not everyone will choose to pursue this purpose, but assuming this is the case, then the question arises as to whether this is a real purpose and, if so, how it can be accomplished. All students admitted to law programmes are proficient in the language of the country in which they are studying. Thus, their purpose can be accomplished if students and teachers devote their time and energy to following

two basic steps. Firstly, students must commit themselves to convert their entire thought process into the natural language of the country in which they are studying. Secondly, students must commit to transforming their thinking and writing connected to the law into something acceptable in the legal community in which they are studying. It includes the use of proper local legal terminology. The law professor should provide students with specific guidance on how to perform each of these steps (Alobaid, 2020).

Students should be encouraged to read and communicate in their native language during the conversion period. The purpose is to avoid literal translation, which is a natural thought process for people whose language is not their first language. The more the students use native language dictionaries to translate, the more they adhere to the grammatical structure and word order of their native language when speaking in a foreign language. As a result, their communication sounds awkward, though often understandable. Moreover, a dictionary translation into another language does not always convey the different meanings related to particular terms and is occasionally understood almost intuitively. Since communicating with lawyers requires a high level of language proficiency, it is essential to eliminate these subtle mistakes in the choice of professional terms, grammar and word order. Although thoughts and analysis can be understood regardless of these details, it is essential to eliminate inaccuracies to create clear, precise and concise oral and written presentations and work products. As most students already have a good language base, they will only need to speak, read, write and think in the language for a while before they reach near-native proficiency in professional English or another language. Over time, their brains will mostly form sentences in the native language of the country in which they are studying, rather than in their mother tongue. Their vocabulary will develop and they will gradually release themselves from the linguistic constraints of expression. Lawyers need to think in the language in which they practice law. If they can accomplish this, their professional communication will probably become indistinguishable from that of lawyers who are native speakers (Ng, 2018).

In addition to converting their general thinking into English, law students should concentrate on converting their legal thoughts and letters into proper local legal terminology. Students will have to learn and memorise entirely new professional vocabulary, which they will incorporate into their legal communications and work products. The professor can help students compile long lists of new terms that are crucial to their general knowledge of the law and their particular speciality. It is recommended to advise students to start by reading at least two court decisions a day. As they read, students should compile a long list of unfamiliar legal terms that need to be defined and then search for them in a universally recognised legal dictionary. The students should compose and arrange the terms in a logical order. These lists will be helpful to students as they develop their legal writing. In writing, they should constantly include such professional terms in their legal analysis. Eventually, students will become familiar with the appropriate legal terms and learn how to use them (Matus, 2018).

It is recommended that the strategies described should be implemented in all aspects of student life and individual study. In addition to all the benefits described above, this type of exercise will emphasise the importance of good

listening skills and close attention to detail, which are crucial for a successful lawyer (Zou, 2020). In addition, students should be requested to make a list of new legal terms and any other words they have come across and to suggest situations in which such terminology could be used. Successful lawyers must think, analyse and communicate in the same professional language, and using these steps will help English as a Foreign Language students accomplish this purpose when they are studying law in any other country (Cabi, 2018).

Although several cultures have different views on the role of lawyers and the significance of the legal profession, in their societies, the expansion of business and the global economy requires globalisation of the practice of law. The profession (Hafner & Candlin, 2007; Sinclair & Diduck, 1995). Currently, lawyers are frequently contacted and hired by clients who live in various parts of the world and are in search of advice that includes knowledge and experience in more than one legal system. Thus, lawyers must be properly qualified during their time at university. To respond to the demands of a developing legal profession, legal education has responded with the expansion of law-related programmes and the development of new theories to educate foreign lawyers/students. Several American researchers have concentrated on developing specific programmes and theories connected to law for the education of international students. To explore and acquire the legal skills that are crucial to the practice of law in a global multinational environment, and to improve the form of oral or written communication, learners need to think in the same language in which they practice law (Liu et al., 2019).

To accomplish this purpose, students must translate their general thinking into a foreign language and transform their thinking, writing and analysis connected to the law into that which is appropriate in the new legal community. Law professors should provide students with guidance and support during this process. As a result, students will experience a complete immersion in a new legal environment and be able to successfully integrate into this professional culture (Hayakawa et al., 2016; Shirkhani & Fahim, 2011).

Conclusions

The teaching method varies according to the students' requirements and their level of English. Teaching legal English is a challenge for teachers for three reasons:

- Enhanced student interest in legal subjects and lack of interest in learning highly specialised terminology in English.
- Various levels of students' English language proficiency.

In addition to being willing to succeed in their teaching and ensuring that students recognise the significance of legal English in their future professions, teachers also have a responsibility to help students further engage the challenges of the labour market. It can be done, firstly, by the teaching methods, it involves and, secondly, by the form of evaluation, which should be the most appropriate to accomplish this purpose. An excellent result of teaching legal English involves providing students with the ability to formulate speech with specific terminology

and to develop their ideas about the law. To perform appropriately in the field of international legal English, students must be able to develop legal vocabulary through legal texts and express themselves by providing verbal legal information in English (Er, 2013; Tudor, 2003).

The course accomplishes its purposes through certain aspects in the curriculum: the developing of authentic legal texts, linguistic functions specific to legal texts and the learning of new legal vocabulary. In all these years of teaching in the Faculty of Law and Public Administration, it has been noticed that English teachers face the difficult problem of students concentrating more on legal subjects. For this reason, and because we have a limited number of hours for the Legal English course, we recommend the following programme as being more suitable for what the student should know after graduating from this course: law practice; corporate law: company establishment and management; corporate law: fundamental company changes; contracts: treaty-making; contracts: assignment of rights and third party rights; employment law; intellectual property; competition law; transnational commercial law (Bieliauskaitė, 2013; Northcott & Brown, 2006).

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