

Some Observational Remarks on Teaching Peculiarities of Legal English to Native and Non-Native Law Students

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Introduction

Language education should focus on achieving proficiency in a foreign language as a tool for communication in real-world contexts, including professional settings that very often involve direct interaction with native speakers. From the perspective of the competence-based approach, the objective of teaching foreign languages to future lawyers is to develop their communicative competence. This includes the ability to express themselves clearly and persuasively in both oral and written forms, engage in communication with tolerance, master the fundamentals of business correspondence, negotiate effectively in a foreign language, and maintain a proper speech-culture, all of which are essential for successfully addressing challenges in a multicultural environment.

Teaching Legal English brings about various difficulties, including differences in cultural discourse, varying levels of background knowledge, the extensive vocabulary and complex grammatical structures. It also poses a considerable challenge not only for non-native speakers but even for native English learners, as it incorporates elements from Latin, French, and Anglo-Saxon origins, along with specialized lexicon, formal expressions, and established clichés.

Conducting legal English courses calls for a thorough approach, focusing on legal terminology, practical writing abilities, courtroom communication, and cultural awareness. By using groundbreaking strategies and promoting an engagement in continuous learning, we can equip our students to thrive as language-proficient legal professionals. The approach to teaching Legal English should be flexible and responsive to the diverse backgrounds and learning preferences of students. Native English law students might need guidance focused on the complexities of legal syntax, formal language use, and legal reasoning. Conversely, non-native law students may require supplementary assistance in mastering English grammar, legal vocabulary, and the cultural subtleties of the language, alongside support in developing the cognitive skills needed to comprehend complex legal texts.

Legal language is a kind of specialized form of technical language, distinct from other technical disciplines, due to its close connection with specific national and international legal systems, and its unique, highly specialized vocabulary. In the context of language for specific purposes, legal texts are crafted using sub-language governed by particular syntactic, semantic and pragmatic conventions. Legal language functions within specific communicative contexts, such as making claims, presenting arguments, or pleading case, and is utilized by legal professionals including lawyers, judges, jurors, legal scholars, and in interactions between legal practitioners and non-specialists or the wider community.

1. Insights on the Teaching Intricacies and Subtleties of Legal English for Law Students

In the current era of swiftly advancing global cooperation in science and commerce, foreign language programs designed for professional fields are becoming increasingly widespread. These programs are based on a method known as English for Specific Purposes (ESP). To effectively design a course that meets the requirements of particular learners, an ESP program should begin with a comprehensive assessment of learners' objectives, future job opportunities and responsibilities,

career ambitions, as well as their individual learning preferences and strategies. Strevens' definition of ESP makes a distinction between absolute characteristics and variable characteristics. "Absolute characteristics are as follows: 1) ESP is designed to meet specific needs of the learners; 2) ESP makes use of the underlying methodology and activities of the discipline it serves; 3) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. Variable characteristics include the following: 1) ESP may be related to, or designed for, specific disciplines; 2) ESP may use, in specific teaching situations a different methodology from that of General English; 3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work [11].

Legal English, also known as, "Legalese", contends with a specific variety of language used in the legal specialty to exchange information on legal doctrines, fundamentals, and law-related documents. It encloses exact and discipline-specific lexicon, specialized formats used in legal drafting and documentation, and the implementation of established standard language to guarantee comprehensibility and exactitude in accordance with legal principles. It is practiced by legal practitioners, including attorneys, judges, solicitors, lawmakers, and other individuals engaged in the field of law. They apply to legal English to hold discussions and communicate effectively on matters pertaining to the law. It is most commonly found in legal documentation and judicial procedures. Accordingly, it necessitates proficiency of particular specialized terminology referred to the law. It also requires more meticulous and exact patterns of verbal communication because slight divergences can comprise considerably unlike connotations. For example, the word "probate" in one context, namely, in Estate Law, explicates the legal process of validating a will, ensuring that it is properly executed, and managing the deceased's estate (i.e. the fact of officially proving that a will (= a legal document that says what is to happen to a person's property when he/she dies) is correct according to the law [9]. In an alternate scenario, namely, in Family Law, "probate" can also involve disputes between family members over the distribution of an estate. The term "jurisdiction" in Criminal Law, refers to the authority of a court or official organisation to hear a case and make decisions and judgements on geographical area or the subject matter of the case (e.g. A local court may not have jurisdiction over a federal offense like mail fraud which must be handled in a federal court) [3]. In International Law, "jurisdiction" refers to a country's power to make and enforce laws within its borders (e.g. A country might claim jurisdiction over crimes committed on its soil, even if the perpetrators are foreign nationals). When teaching Legal English, it is essential to underscore such semantic variations.

Teaching Legal English depends upon a comprehensive approach to provide native English students and non-native intending legal professionals with the appropriate language skills to be exceedingly successful in the multifold world of Law. We need to make sure that our students can handle the complicated and baffling character of legal terminology, contract formulation, and courtroom discourse. The advantageous aspect is that there is a range of groundbreaking methods and progressive resources, as well as customized techniques to assist us accomplishing this. One of the essential factors of teaching Legal English is bringing students' attention to the large scale and professional language of law. "Legal" terms have fascinated lawyers, linguists, terminologist, philosophers and other scholars for centuries. This can be illustrated, for example, by the popularity of early dictionaries of legal terms, with the 15th century "Vocabularius Utriusque Iuris of Roman Law" terminology being published in 70 editions until the early 17th century" [4]. "In addition to countless legal glossaries, dictionaries and term-bases, there are also many textbooks devoted to legal terminology. There is a clear need for such resources designed for legal professionals but also semi-experts and non-experts who encounter legal terms. Since law regulates various areas of life, legal terminology is present not only in highly specialized legal discourses but also permeates other

domains and general language. The prolific terminographic activity is also motivated by the perceived complexity and obscurity of legal language and opacity of legal terms specifically. Terminology has also been reported to be a frequent source of litigation” [10].

It is recommended for Legal English instructors to step outside their usual boundaries and commit themselves fully to the teaching process in order to make legal terms understandable in non-formal English. Students are more likely to expand their knowledge of English legal terminology when they can explain them in simple and accessible language. Teachers are urged to make use of methods involving active participation of students, such as cue cards and posters, language puzzles and vocabulary games, coupled with real-life illustrations, to assist them to accurately and efficiently comprehend law-related terms and expressions. Teachers should also focus on pointing out any important interpretive differences in the language. Slight semantic divergences can generate considerably diverse interpretations in Law. Words like “accept” and “except” can be easily confused, and it is essential for students to avoid such errors. As a reminder, “accept” means to agree or consent to something (e.g. The defendant accepted the terms of the settlement agreement). On the other hand, “except” refers to excluding or leaving out something (e.g. The clause excepts certain types of claims from being covered under the policy). “Principal” means the main person or entity involved, often referring to the main party in a contract or the amount of money lent (e.g. The principal sum of the loan is due for repayment). “Principle” signifies a fundamental law, rule, or belief (e.g. The court’s decision was primarily based on the legal principles of fairness).

Introducing students to credible legal documents, e.g. statutes and court rulings, is also essential for comprehending legal language within its proper context. Teachers should guide students in examining case studies and legal documents to strengthen their grasp of legal terminology and formulating strategies of document drafting. It is recommended to foster analytical thinking and meaningful discussions, enabling students to apply the language effectively in real-life contexts. “The case method is a fundamental pedagogical tool in the training of lawyers. Through the analysis and discussion of real or hypothetical cases, students develop critical, analytical and legal argumentation skills, essential for the practice of law” [7]. Law students are required to study extensive legal texts spanning thousands of pages, along with numerous books, as an integral part of their education. If teachers burden students with an excessive amount of research material on Legal English, it may become difficult for them to manage, potentially resulting in lack of motivation and diminished curiosity. Consequently, adopting a comprehensive teaching strategy and incorporate diversity should be maintained into the teaching process to achieve far better learning outcomes.

One of the essential aspects of effective Legal English teaching is developing and cultivating proficiency in legal writing. Teaching Legal English remains incomplete without integrating legal writing skills. Once students have mastered the vocabulary and legal texts, teachers can gradually introduce writing to enhance their proficiencies. “Basic preparation for teaching Legal Writing naturally requires knowledge of practicing law and experience in legal writing and oral argument. However, good experience and strong legal writing and editing skills are only half the battle. Many accomplished attorneys flounder as Legal writing professors because they lack the essential skills of a good teacher, namely the ability to do the following:

- Define the course goals.
- Prepare and organize materials.
- Craft class plans.
- Develop effective exercises.
- Engage students with different learning styles.
- Evaluate students work in a way that teaches and encourages advancement” [12].

It may be beneficial to begin with a simple writing task or a legal assignment that students are already acquainted with. If they encounter difficulties with writing, and teachers are unable to offer assistance, they can always consult a law assignment helper for guidance who can provide useful and valuable suggestions to facilitate the writing process. Once students have gained proficiency in writing basic legal texts, teachers might commence offering instruction on drafting contracts, legal memoranda, and briefs with an emphasis on clarity, precision and correct application of language. Teachers should create an atmosphere that allows students to refine their writing skills and get valuable input to boost their legal writing competence.

One of the key elements of Legal English-teaching is the integration of activities for listening and speaking practice. Improving students' listening and speaking skills in legal English is crucial for effective communication, especially in courtroom proceedings. Audiobooks offer an excellent tool for honing these skills. Teachers should choose audiobooks that cover legal topics or are narrated in legal contexts. Listening to these materials will help students become more attuned to the pronunciation, intonation, and cadence of legal language:

A) Listening comprehension

Audiobooks expose the learners to native speakers or professional narrators who articulate legal concepts and terminology with clarity and precision. Listening to legal audiobooks will help the students to improve their comprehension of spoken Legal English, making it easier to follow discussions in meetings, courtrooms, and client interactions;

B) Pronunciation and speaking practice

Listening to audiobooks allows the learners to hear correct pronunciation and intonation patterns specific to legal terminology. By imitating these patterns, they can refine their own pronunciation and speaking skills, which is particularly important for courtroom appearances and client consultations" [13].

It is recommended to provide students with authentic legal dialogues, speeches, and recordings of court proceedings to improve their listening comprehension while familiarizing them with various legal accents and dialects. The implementation of role-playing activities is similarly advised to develop their speaking skills and motivate them to be verbally engaged in legal scenarios. "Incorporating legal podcasts into the teaching process can be a valuable addition to the students' language improvement strategy. Legal podcasts often feature discussions on current legal issues, case analysis, and interviews with legal experts. Listening to these podcasts will help them to familiarize themselves with spoken Legal English, including pronunciation, intonation, and the way legal concepts are conveyed in conversation" [13].

The next vital component in the process of teaching Legal English is the performance of trial interaction. Cultivating strong courtroom communication skills is essential for future legal professionals. Teachers should organize mock trials, debates, and oral arguments to give students the opportunity to hone their ability to speak with confidence and convincingly in a legal environment. "Attorneys in Ancient Greece and Rome were first orators. Their public speaking skills made them influential in their societies. Their oratory abilities were the primary reason for which they became lawyers because they were able to communicate their clients' arguments well. This tradition continued through to modern day attorneys: courtroom lawyers must be effective communicators" [4]. "Mock trials do not need to be stressful. Mock trials offer students a differentiated and experimental learning experience. A "mock trial" is a simulated legal proceeding designed to mimic the format and procedures of an actual trial in a courtroom setting. Typically used as an educational tool, a mock trial involves students taking on roles such as attorneys, witnesses, and a judge to explore and analyse legal issues, practice classroom skills, and engage in critical thinking. Classroom mock trials can be based on a real case or a fictional scenario. In the

English classroom, mock trials provide a fantastic project-based learning opportunity for several short stories and novels. Mock trials also allow individuals to understand the working of the legal system, develop advocacy skills, and gain insights into the complexities of legal proceedings” [14].

As future legal professionals, law students should stay informed about current events and be ready to engage in debates on hot-button issues. Teachers can introduce these issues in class with clear guideline, and if they relate to Legal English, it is even more beneficial. The more captivating the issue, the more eager students will be motivated to participate and share their opinions. By doing so, teachers cultivate not just great orators but proficient speakers in Legal English oratory. Teachers are encouraged to motivate students to maintain a professional tone and conduct when presenting their arguments. In addition, they can promote application of facilitation and negotiation, both of which are crucial legal strategies and methods of resolving disputes though they vary in their approach and procedures. Facilitation (or mediation) entails the involvement of the third neutral party (the so-called facilitator or mediator) who fosters and supports dialogue and assists the parties in reaching a mutually agreeable solution. The mediator refrains from making binding decisions and leads the parties in finding a consensus. “The types of courtroom communication fall into the category of verbal, non-verbal, or both. Verbal communication includes communication that is only exchanged from the mouth and voice and what is actually said: the oral message. Non-verbal communication includes that which is communicated using gestures, facial expressions, body language, and everything else that conveys a message in a means other than verbally” [4].

In contrast, negotiation is a direct interaction between the parties involved in the dispute, with no third-party engagement. During negotiation, the parties address the issues themselves, seeking a resolution through bargaining and compromise. While mediation seeks to reach a collaborative solution, negotiation may include competitive aspects, with parties advocating for their own interests without the help of a mediator. To make it more engaging, teachers can assign different roles for their students. This kind of role-playing and acting can offer a pleasant and refreshing diversion from regular lessons and make students more eager to attend classes. Moreover, teachers do not always need to focus on a legal topic in class to practice these skills.

The implementation of digital tools and resources is also a fundamental aspect in developing foreign language competence among the aspiring lawyers. “The today-society is being informatised and the relevance of using multimedia technologies in the educational process is increasing. Due to the dynamic progress of information technologies, there is a need to change the educational process, clarify the goals and objectives in the development of new technologies, and introduce more effective teaching methods and tools. Multimedia has become one of the leading learning tools in the period of distance learning. Multimedia is a technology that combines information (data), sound, animation, and graphics. A multimedia product is an interactive software that can include music and speech accompaniment, visual range, animation, graphic images and slides, databases, text, etc.” [5]. Teachers should utilize technology to its fullest potential to enhance dynamic and interactive experiences, integrating language learning apps, virtual reality simulations, and online resources to complement traditional teaching methods. They should also adopt online teaching tools and media to offer visual aids and foster a more immersive learning environment. This will keep students engaged in lessons and motivate them to continue their learning beyond the classroom. “Using the information resources of the Internet allows integrating the students into the educational process to more effectively solve a number of didactic tasks in a practical lesson: to form reading skills and abilities, directly using the materials of the network of varying degrees of complexity; improve listening skills based on authentic audio texts on the Internet; improve the skills of monologue and dialogical utterance based on a problematic discussion of the materials

presented by the teacher or one of the students; fill up students' vocabulary, both active and passive, with the vocabulary of a modern foreign language; get acquainted with cultural knowledge, including speech etiquette, features of speech behaviour of different peoples in the context of communication, features of culture and traditions of the country of the language being studied" [5].

Presentations are a regular part of both the education and professional life of legal students and practitioners, occurring in a range of settings – including presenting individual projects, attending conferences, meeting with clients, or fulfilling everyday classroom assignments and activities. The ability to deliver clear, impactful, and persuasive presentations, using multimedia technologies is essential in the process of learning Legal English. Frequent challenges in presentations generally arise from two main factors:

- the speaker's proficiency in captivating the audience, coupled with the display of confidence and a commanding presence;
- the overall design, organisation, and content quality of the presentation.

"Creating multimedia presentations optimal. The use of computer presentations in the classroom allows introducing new material in the most exciting way, the principle of visibility is implemented, which contributes to the solid assimilation of information. Independent creative work of students to create computer presentations is the best way to expand the stock of active vocabulary" [5].

Educators should also foster ongoing professional growth and nurture lifelong learning mindset in their students. They are expected to inspire students to keep honing their Legal English skills outside the classroom. Teachers should prioritize assisting and encouraging self-study, involvement in legal writing competitions, and participation in workshops and seminars to promote consistent professional competency building and a lifelong dedication to mastering the language. "Law students, faculty, staff, and administrators want to increase the probabilities of better academic performance, bar passage, and meaningful post-graduation employment for each student. Strong empirical data show that student growth toward later stages of ownership of continuous professional development (as reflected in self-directed //self-regulated learning) enhances student academic performance" [6]. Students may choose to take TOLES (Test of Legal English Skills) exam, which enables them to demonstrate their expertise and proficiency in specialized Legal English. The exam assesses the specific essential draft cross-border contracts in English, as well as the language needed to confidently handle international commercial liabilities and financial issues.

2. Major Barriers in Instructing Legal English to Non-native (specifically Armenian) Law Students

The Legal English course I teach is designed for students who are currently enrolled at the Department of Law and require proficiency in English for their future legal careers. VSU (Vanadzor state University) introduced Legal English into curriculum of the Department of Law in response to the increasing demand of today's priorities, encouraging non-native English-speaking students to specialize in this field. Students undertake Legal English over the course of six semesters of their study. As the course demands a solid linguistic foundation, only those with at least an intermediate level of English are capable of meeting the academic and linguistic challenges of the course. Consequently, one of the primary barriers in teaching Legal English to non-native law students is their limited proficiency in General English. Poor General English skills hinder their ability to grasp complex legal terminology, interpret complicated and overwhelming legal texts, and construct clear, precise arguments – key components of legal communication. Without a strong foundation in grammar, vocabulary, and comprehension, students often struggle with understanding legal concepts, following case studies, and participating in discussions or simulations. Moreover, Legal English demands mastery of subtle linguistic nuances, formal syntactic patterns,

and advanced abstract reasoning, all of which require a strong foundation in General English. When students lack these basic skills, instructors may need to spend additional time reviewing General English content, which slows down the progression of the Legal English syllabus and reduce the overall effectiveness of the course. Therefore, bridging the gap between General and Legal English becomes essential for successful learning outcomes.

Teaching Legal English in Armenian tertiary establishments involves a distinct set of challenges that require careful attention and strategic planning:

A) Insufficient practice in Legal English

Proficiency in Legal English is essential for success in the global legal arena. Nevertheless, many non-native speakers pursuing legal studies struggle with this specialized language due to inadequate practice. A significant number of Armenian law students begin their university studies with little to no background in Legal English. As a result, they often find it challenging to navigate complex legal texts that are overwhelmed with highly formalized language. In countries where English is not the official language, legal studies are conducted in the native language, and dedicated instruction in Legal English is rare, or is offered as elective. Consequently, students are exposed to Legal English in limited forms, such as readings or optional lectures, which fail to immerse them in practical applications like drafting agreements, simulating court hearings, or participating in legal negotiations. This gap of immersive instruction slows the development of essential language competencies.

B) Gaps in General English proficiency

Deficiencies in General English skills can present considerable difficulties, especially for learners whose first language is not English, and who aim for specialized educational or career objectives. Moreover, limited competence in General English, particularly in grammar, vocabulary, and comprehension, hampers students' ability to understand and articulate legal concepts accurately in English. This lack of foundational skills creates a real barrier to mastering legal language.

An insufficient vocabulary can obstruct the learner's capacity to articulate thoughts with clarity and accuracy. In academic or professional environments, a limited vocabulary bank might cause confusion, diminish the clarity of writing, and make it difficult to engage in intricate discussions. Non-native law students frequently encounter difficulties in mastering English grammar rules and sentence patterns. This leads to mistakes like improper word order, tense errors, and misinterpretation of words (e.g. party – in legal context means “a part of legal dispute”; in social context it refers to a gathering of individuals, typically organized for enjoyment, or to celebrate a special occasion; in political setting, it means “a structured group of individuals who share identical political beliefs and objectives”). Such difficulties may influence spoken, as well as written communication, creating greater barriers in conveying thoughts comprehensibly and effectively.

C) Shortage of specialized resources

There is a notable lack of localized and contemporary Legal English resources designed specifically for Armenian law students. This lack of specialized resources is a significant obstacle that limits their ability to participate effectively in international legal practice. A key obstacle is the absence of comprehensive textbooks and resources specifically designed for Armenian law students learning Legal English.

The lack of specialized resources restricts the students' ability to communicate effectively within global legal contexts. Furthermore, much of the available material is either outdated, or irrelevant to the legal system of Armenia. The main textbook we use during our Legal English classes which is published by Yerevan State University (Apresyan M., Asikyan S., and others, “English Law”, Yerevan, 2023), provides a comparatively relevant foundation tailored to the needs

of Armenian law students. As authors have mentioned: “The textbook is aimed at law students, legal professionals, and other persons who have a genuine motivation to improve their English language knowledge in the field of Law and those related to it. It constitutes a practical reference and self-study resource which will help learners to both understand Legal English as it appears in contemporary written and oral context and to use clear, accurate English in everyday situations. The students are challenged by a variety of exercises which develop reading, speaking, translating, listening and writing skills to progress through the course. The Armenian-English, English-Armenian vocabulary presented at the end of the textbook is a handy reference source for the students to expand their professional lexis” [2].

Most existing textbooks and materials are based on UK or US legal systems which may not reflect Armenian legal contexts or terminology accurately. Academic institutions and publishers should join their forces to create textbooks and materials specifically designed for Armenian law students, focusing on legal terms and vocabulary relevant to both national and international legal frameworks.

D) Teacher training and resources

Many teachers may not have specialize training in both law and language education, which is necessary for effective Legal English teaching. Additionally, access to modern teaching tools, multimedia resources, or legal simulation platform is limited. Although numerous professors are well prepared in either Law, or General English, they frequently do not possess the advanced expertise necessary to instruct Legal English successfully. Legal English represents a specialized branch of the language that demands familiarity with specific legal vocabulary, formalized linguistic patterns, and a clear grasp of the legal contexts where it is applied.

Effective instruction in Legal English depends on strong collaboration between language departments and law faculties; however, such cooperation is often absent in Armenian universities. Frequently law professors and language instructors operate independently, with minimal communication, resulting in a gap between students’ language development needs and the legal material presented in their courses.

Addressing the challenges related to teacher preparation and the availability of resources in Legal English instruction is vital for improving the language competencies of Armenian law students. By offering specialized training for educators, creating tailored instructional materials, and fostering stronger cross-departmental collaboration, Legal English teachers can more effectively prepare their students to thrive in the dynamic and international legal landscape.

E) Student motivation and perception

Some students may not immediately recognise the value of Legal English, especially if they plan to work domestically. Motivating them to engage with the subject and helping them see its relevance to International Law and professional development can be a challenge. The selection of effective teaching methods is also of primary importance for motivating students and enhancing their perception, both in teaching Law and Legal English. “One major barrier to creating an engaging classroom atmosphere is the “old-fashioned” way of teaching. Traditional methods are not inherently negative, but as education evolves, students are looking for more interactive and informal teaching methods. Many students suggested methods like debates, moot courts, interactive quizzes, case studies, and problem-solving tasks during classes, would be beneficial and increase their interest in lessons. However, some lecturers may not be willing to introduce or implement these new teaching methods, and their approach may not always be in step with the times” [1].

A significant number of students encounter difficulties stemming from low self-confidence in their capacity to acquire Legal English. This results in a cycle of decreased motivation, causing students to question their abilities and feel discouraged about reaching language proficiency.

Instructors should support students by providing supplementary resources like language workshops, tutoring sessions, and individualized feedback to help students build their confidence in Legal English. When students feel encouraged and observe tangible improvement, they are more likely to stay motivated and engaged in the learning process.

Fundamentally, the instruction of Legal English to non-native learners, especially Armenian law students, presents numerous complex challenges. They stem from limited opportunities to engage with authentic legal settings, insufficient General English proficiency, a scarcity of specialized teaching materials, and notable differences in legal traditions and cultural contexts that complicate the understanding. Without conscious and structured support, these difficulties can significantly impede students' ability to understand international legal frameworks and confidently participate in legal discourse. Thus, implementing a more personalized, student-centered, and interdisciplinary teaching approach is essential for equipping Armenian law students with the language skills and legal expertise necessary to succeed in a globalized legal environment.

Conclusion

Teaching Law students Legal English, whether they are native or non-native speakers, requires a well-organised and flexible approach that takes into account the varied linguistic backgrounds and specific challenges each group faces. For native speakers, the focus should be on improving their knowledge of legal terminology, boosting their ability to interpret complex legal texts, and enhancing their skills in legal writing and reasoning. Despite their strong command of English, these students need targeted instruction to effectively apply their language skills within the legal field. Conversely, non-native speakers face additional challenge of learning a new language and mastering the specialized vocabulary and structures of legal English simultaneously. Therefore, their curriculum should be designed to address both their general language proficiency, and the acquisition of legal language.

Focusing on core language skills, like grammar, pronunciation, and listening comprehension, along with mastering legal terminology, is essential for helping these students bridge the gap between their current language abilities and the demands of the legal profession. The key to successful Legal English instruction is the combination of a solid linguistic foundation with a thorough understanding of legal principles. This integrated approach enables the comprehensive development of legal communication skills. Furthermore, applying experimental teaching methods, such as working with case studies, interpreting legal texts, and engaging in legal writing activities, enables students to convert academic knowledge into practical abilities, effectively preparing them for the challenges they will face in the legal profession.

Ultimately, the teaching of Legal English should remain flexible, offering programs that merge language development with legal studies and prioritize engaging, experience-based instruction. This method prepares law students, whether or not they are native English speakers, to excel in a legal profession that is growing more globally interconnected and culturally complex. Strengthening their command of legal terminology and communication skills enables them to face the challenges of their future careers with assurance.

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Ակնարկային դիտարկումներ լեզվակիր և ոչ լեզվակիր իրավաբան ուսանողներին իրավաբանական անգլերենի ուսուցման առանձնահատկությունների վերաբերյալ

Մարիկյան Նունե

Ամփոփում

Հանգուցային բառեր և արտահայտություններ. *իրավաբանական անգլերեն, իրավական տերմինաբանություն, դատավարություն, դատական պրոցեսի կողմ, իրավական համակարգ, պրակտիկ իրավաբան, իրավական հայեցակարգ, իրավական համատեքստ*

Լեզվակիր և ոչ լեզվակիր իրավաբան ուսանողներին իրավաբանական անգլերենի ուսուցումն ունի իր առանձնահատկությունները և պահանջում է անհատական մոտեցում: Լեզվակիր ուսանողների դեպքում հիմնական շեշտադրումը ուղղված է մասնագիտական տերմինաբանության յուրացմանը և զարգացմանը, ինչպես նաև իրավական ոլորտում անգլերեն լեզվով իրավական գիտելիքների կատարելագործմանը: Ոչ լեզվակիր ուսանողները ուսուցման ընթացքում բախվում են լրացուցիչ դժվարությունների, քանի որ միաժամանակ պետք է հաղթահարեն ընդհանուր լեզվական խոչընդոտները և յուրացնեն մասնագիտական բառապաշարը: Ուստի նրանց համար նախատեսված ուսումնական ծրագիրը պետք է ներառի ինչպես ընդհանուր լեզվական կարողությունների (քերականության, բառապաշարի, արտասանական և լսողական հմտությունների զարգացում), այնպես էլ իրավաբանական տերմինաբանության և իրավական բնույթի տեքստերի կառուցվածքների ուսումնասիրություն: Այդ պատրաստությունն էականորեն նպաստում է ժամանակակից սովորողների կայուն մասնագիտական հաղորդակցական կարողությունների ձևավորմանը: Դիտարկումներ-

ըը վկայում են, որ իրավաբանական անգլերենի արդյունավետ ուսուցումն իրենից ներկայացնում է լեզվական պատրաստվածության և իրավաբանական գիտելիքների ներդաշնակ համադրում: Ուսուցման արդյունավետությունը մեծացնում է այնպիսի գործնական մեթոդների կիրառումը, ինչպիսիք են քեյսերի վերլուծությունը, իրավական (իրավաբանական) փաստաթղթերի ուսումնասիրությունը և գրավոր առաջադրանքների կատարումը: Դրանք նաև նպաստում են ուսանողների մասնագիտական բառապաշարի ամրապնդմանն ու հաղորդակցական հմտությունների զարգացմանը իրավական համատեքստում:

Некоторые наблюдения об особенностях преподавания юридического английского студентам-юристам – носителям и неносителям языка

Мариян Нуне

Резюме

Ключевые слова: *юридический английский, юридическая терминология, судебное разбирательство, сторона судебного процесса, правовая система, практикующий юрист, правовая концепция, правовой контекст*

Преподавание юридического английского языка для носителей и не носителей языка среди студентов юридических факультетов имеет свои особенности и требует индивидуального подхода. Для носителей языка основной акцент делается на развитие профессиональной терминологии и углубление знаний в области права на английском языке. Преподавание направлено на освоение специфической лексики, юридических текстов, а также на улучшение навыков юридического письма и аргументации в английском языке. Для неносителей языка преподавание юридического английского языка требует дополнительных усилий в области языковой подготовки. Важно уделять внимание базовым аспектам языка, таким как грамматика, лексика, произношение, а также изучение терминологии и структуры правовых текстов. Такая подготовка существенно способствует формированию устойчивых профессиональных коммуникативных компетенций у современных обучающихся. Наблюдения показывают, что успешное преподавание юридического английского языка требует сочетания языковой подготовки и знания юридических дисциплин. Использование различных методов обучения, таких как практические задания, анализ кейсов, а также работа с юридическими документами, позволяет студентам лучше освоить правовую лексику и совершенствовать навыки общения в юридическом контексте.

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