

Types of activities used for teaching the discipline “ English for professional purposes. International Law.”

Valentyna Hundaryeva (Kyiv)

The main aim of the discipline “ English for professional purposes. International Law ” is to train and develop practical language skills of the students such as communication skills and oral and written translation skills. When we start teaching this discipline we face the same questions : ‘ How to keep our students interested and motivated ?’ and ‘ How to make the learning process more interesting and effective?’

To reach the purpose and make the learning process more effective and interesting there are different types of activities which should be done regularly and systematically in the particular order. They are as follows :

1. Learning basic legal terms and other words and phrases used in legal literature and normative documents such as declarations, conventions, treaties etc.
2. Reading and translating basic legal texts, doing exercises aimed at developing and enlarging legal vocabulary of the students, and training basic translation skills.
3. Making up and translating the sentences and additional legal texts with basic terms. These types of activities help to train and develop oral and written translation skills of the students.
4. Translation of the normative legal documents such as declarations, conventions, treaties etc., and articles, video materials, for example, news, documentaries, lectures on International Law etc. These activities are aimed at training translation and listening skills of the students.
5. Making reports and Power Point presentations on International Law, taking part in discussions, debates, disputes on different legal topics, students’ scientific conferences etc. The aim of the following activities is to train and develop communication skills of the students.
6. Watching , analyzing and discussing English and American movies on legal topics. These activities help to keep the students interested and motivated and make the learning process more interesting .

The above-mentioned types of activities which are used systematically and regularly

will help the teachers to keep the students motivated and interested, and make the learning process more effective and interesting.

References:

1. Гундарєва В.О., Курнилович М.О. Professional English. International law. Навчальний посібник.- КП «Криворізька друкарня», 2011. – 257 с.
2. Черноватий Л.М., Карабан В.В., Іванко Ю.П., Ліпко І.П. Переклад англomовної юридичної літератури. Навчальний посібник. – 3-є видання, випр. та доп.– Вінниця: Нова Книга, 2006. – 656с.

The main difficulties of legal translation while learning the discipline

“ English for professional purposes. International Law.”

Valentyna Hundaryeva (Kyiv)

Legal translation is one of the most challenging tasks in the field of translation. It combines the creativity required in literary translation with the precise terminology of technical translation. Difficulties may arise due to various reasons like differences in legal systems followed in the countries where the source and the target languages are spoken, explicit nature of legal language etc.

One of the main purposes of the discipline “ English for professional purposes. International Law ” is correct translation of legal texts and practical use of legal terminology by students, used in different normative acts and documents such as international declarations, conventions, treaties, and also in legal articles etc. Since many source language expressions may not have precise equivalents in the target language and literal translations may not make sense, sometimes the original expression is reproduced after paraphrasing it. The translations must preserve the terminology, syntactical patterns and nuances of law from the originals.

Thus, students doing legal translation meet a lot of challenges. Some of them are:

- legal terms: indictment, tort, remedies, felony, delict, liability, peremptory norms, case law, death penalty, jury trial, probation, parole, incapacitation ;
- Latin words: jus cogens, opinion juris, mens rea, actus reus, malum in se, malum prohibitum, habeas corpus, in rem, in personam;
- names of international organizations and bodies: The United Nations, The International Court of Justice, the Security Council, the General Assembly, the Permanent Court of International Justice of the Hague, the International Criminal Tribunal for the former Yugoslavia;
- names of international legal documents: the Vienna Convention on the Law of Treaties, the Charter of the United Nations, the Statute of the International Court of Justice, the International Covenant on Civil and Political Rights, the Universal Declaration of Human Rights;
- different set expressions and other word combinations : member state, nation

state, state of nationality, international entity, public/private international law, pacific settlement of disputes, unilateral or bilateral negotiations, optional protocol, to enter into legal commitments, to exercise the right, crime and punishment.

References:

1. Гундарєва В.О., Курнилович М.О. Professional English. International law. Навчальний посібник.- КП «Криворізька друкарня», 2011. – 257 с.
2. Черноватий Л.М., Карабан В.В., Іванко Ю.П., Ліпко І.П. Переклад англomовної юридичної літератури. Навчальний посібник. – 3-є видання., випр. та доп.– Вінниця: Нова Книга, 2006. – 656с.

*Using Presentations to enhance Legal English Learning and activate all four
language skills*

Valentyna Gundarieva (Kyiv)

In today's global village, listening, speaking and writing skills in English are essential for professional communication. As a result, even though we focus on reading legal literature and basic legal documents, we consciously introduce tasks that activate all four language skills. "The fact that the learner will eventually use the knowledge gained only for reading is largely irrelevant. What is of most concern is how the learner can learn that knowledge most effectively. If the effectiveness of the process can be enriched by the use of other skills, then that is what should be done." (Hutchinson & Waters, 1987) The use of presentation in a friendly, non-threatening classroom atmosphere encourages use of all four language skills.

- **Reading** - Students first read a number of legal articles on a topic of their choice, knowing that they will have to present their conclusions in class. They analyze the articles critically, compare and contrast the ideas presented, synthesize and evaluate. Finally, they select highlights for inclusion in their presentations. This process is comparable to the process students go through when reading in order to write a paper. In both cases, reading for the purpose of transmitting information requires clarification of ideas and expression of those ideas in such a way that others will understand.
- **Writing** - When composing slides, students have to condense the information they have gathered so as to present only the main points. This information reduction process is in itself a difficult but very profitable language task. While writing a minimal list of points on the screen, students can organize a suitable sequence for the points and divide the points into slides. At the same time, students need to take into consideration slide layout. A slide cannot be too cluttered, the size of the font has to be large enough, and the location of the elements on the screen has to be balanced. All this forces students to re-read, re-evaluate and re-write what they have written again and again.

- **Speaking** - The material that students have read, organized and summarized now has to be presented orally so as to convey a clear message to an audience of peers. Just as they would in a purely oral presentation, students have to 'rehearse' the pronunciation of difficult words, time themselves, and make sure that they have all the Legal English lexicon needed for their speech. The added value of computer presentations is that the repeated revisions of their slides (to be seen by all of their peers) give students extensive exposure to the content of their 'talk', helping them remember what they want to say and giving them more self-confidence. After making presentations students ask and answer questions and can discuss the most interesting and important points on the topic.
- **Listening** -The class now listens to the oral presentation. Listening to a non-native speaker is not easy, and visual elements facilitate comprehension. The student functions as a researcher, developer and presenter, while the whole class functions as an audience in an academic lecture. The teacher functions as a facilitator, teaching students how to use the tool, guiding them in the choice of topic, providing guidelines for preparing and giving the presentations, selecting and explaining the criteria for evaluating the presentations, guiding students in the process of preparation, and helping them with revision. The teacher also evaluates the presentations and gives a grade.

Presentation combined with integrated content based tasks provide opportunities for meaningful communication in the classroom and additional motivation to learn and use Legal English in practice.

References:

- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learning-centred Approach*. Cambridge; Cambridge University Press.
- Phinney, M. (1996). *Exploring the Virtual World: Computers in the Second Language Writing Classroom*. In M. Pennington (Ed.), *The Power of CALL*. Houston, TX: Athelstan.
- Schcolnik, M. & Kol, S. (1999). *Using Presentation Software to Enhance Language Learning: The Internet TESL Journal*, Vol. V, No. 3

