The article discusses didactic issues concerning ESP, where different definitions of ESP are analyzed. The key point in the article is how to use internet resources to make Legal English teaching authentic. The article lays down the main resources of the content, which may be vital for the authentic teaching of ESP.

**Key words:** ESP (English for Specific Purposes), Legal English, Internet Resources, ESP teaching, authentic legal materials

English for Specific Purposes (ESP) or English for Special Purposes arose as a term in the 1960’s, because as it became increasingly aware that general English courses frequently did not meet learner or employers wants. The most common definition is given in “Developments in English for Specific Purposes: A Multidisciplinary Approach” by Dudley–Evans⁴:

**Absolute Characteristics**
1. ESP is defined to meet specific needs of the learners
2. ESP makes use of 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**
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 situation. It could, however, be for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems

The definition Dudley–Evans offers is clearly influenced by that of Strevens ², although he has improved it substantially by removing the absolute characteristic that ESP is “in contrast with ‘General English’ and has included more variable characteristics. The division of ESP into absolute and variable characteristics, in particular, is very helpful in resolving arguments about what is and is not ESP. From the definition, we can see that ESP can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simple as an ‘approach’ to teaching, or what Dudley–Evans describes as an ‘attitude of mind’. This is a similar conclusion to that made by Hutchinson et al. ³ who state, “ESP is an approach to language teaching in which all decisions as to content and method are

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based on the learner’s reason for learning”.

In general, ESP can be defined in terms of two basic goals for the learner: 1) the acquisition of content knowledge of a specific field, and 2) the development of English skills required to perform in the discipline. This combination requires expertise in English language teaching and content knowledge of a particular field such as business, science and technology, health services, and aviation, etc. in order to meet the specific needs of the learners; however, few individual instructors possess adequate knowledge of both a specific discipline and English language pedagogy.

Second, the ESP curriculum must meet the specified needs of the learner and utilize the methodology, activities, and authentic materials of the disciplines or occupations it supports and in the process provide appropriate language practice in terms of syntax, lexis, register, discourse and genre required by the discipline (Strevens, 1988 as cited in Johns and Dudley–Evans 1998). Different types of ESP courses strive to accomplish these goals with variables centered on the teacher, the curriculum, and the department location of the ESP courses. At least three primary models exist for delivering ESP instruction.

1. ESP taught by English teachers using field–specific content
2. Field–specific courses taught by teachers in the disciplines using English as the language of Instruction.
3. A collaborative model in which both English and field–specific teachers have joint input into the development and/or teaching of the course.

Butler and Wiburg¹ proposed characteristics of an effective technology–enriched learning environment that can be applied to an ESP curriculum regardless of the particular instructional model employed. An ESP environment that utilizes technology affords learners several advantages:

1. Provides interaction and communicative activities representative of specific professional or academic environments.
2. Fosters understanding of the socio-cultural aspects of the language as practiced in various fields and professions.
3. Provides comprehensible field–specific input and facilitates student production.
4. Provides sheltering strategies for language development and content–specific understanding (modeling, bridging to students’ background experiences contextualizing, metacognitive activities, etc.).
6. Utilizes authentic materials from specific disciplines and occupations.
7. Supplies authentic audiences including outside experts in specific fields.
8. Supports cognitive abilities and critical thinking skills required in the disciplines.
10. Facilitates focused practice for development of reading, writing, listening, and speaking skills across the curriculum and disciplines.

ESP has traditionally been divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) with their further subdivisions. In this article we are going to focus of English for Legal Purposes or Legal English and the use of ICT in their teaching.

As the European Union expands and as more and more companies, organizations, institutions and firms all over the world are confronted with the multi–nationalization

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of business with its commercial and legal aspects, the language required of us to communicate becomes more professional and more specialized. This has never been truer than for Legal English, that’s why the English for Legal Purposes is gaining more and more significance and its teaching methodology is in–depth examined.

The ESP learner is particularly well disposed to focus on meaning in the subject–matter field. In ESP, English should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs, and one of the most recurring challenges that the ESP instructor faces is introducing authentic materials to students. Authentic materials provide students with realistic rhetoric models and accurate constructions; however, unless we carefully prepare our students, the linguistic complexity and lexical diversity of authentic material may discourage learners or may even quite literally be beyond the learners’ ability.

In the case of legal English, this problem of authentic materials is exacerbated because the content of the target “Specific Purpose” [law] differs considerably from the content of the source Specific Purpose. For example, the nature of contracts in German law is quite different from that of American law.

The materials derived from the real worlds, brought into the classroom by teachers or ESP students, can reflect the real language use and may contribute to the overall learning process. With the advantage of the world websites, ESP teachers/ students have at their disposal large amount and variety of material available: texts, visual materials, newspapers, magazines, live radio and TV, video clips and much more. Throwing ESP students in at the deep end of authenticity makes them develop their own strategies for dealing with real language and on the other hand prevents students from being reliant on simplified language.

A reliable website for Legal English lesson plans is The Onestop English for Specific Purposes bank (www.onestopenglish.com), which is defined as a growing bank of lesson plans covering a wide range of professions, including EAP (English for Academic), CLIL (Content and Language Integrated Learning), Banking and financial services etc.

Easily accessible websites can help students to find relevant authentic task–based materials, a typical example of which is www.about.com. According to this site, the use of this lexical approach is essential for successful language acquisition in English for Specific Purposes. However, teachers are often not equipped with the exact English terminology required in very specific trade sectors. For this reason, sheets go a long way in helping teachers provide adequate materials for students with English for Special Purposes needs. In order to amend this problem, the site provides English for Special Purposes Core Vocabulary Lists.

Another useful website is English for Law, http://englishforlaw.blogspot.com/, where ESP learners can find audio and video material about legal subjects, as well as Forum Legal (free legal English materials): http://www.forum–legal.com/, English by lawyers for lawyers. Forum Legal specializes in the provision of legal English training and materials, where you can find free materials for study, as well as a huge amount of textbooks, workbooks and coursebooks on Legal English and different branches of law.

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The role of the learner as the text provider in this case is important, because in the day to day learning/teaching the exposure to authentic materials can make the task more interesting and motivating. The Internet search provides almost unlimited resources for profession–based or specific topics. The interaction online (e.g. the teacher searches for sites on a specific topic, makes questions, and posts the students online) can successfully replace authentic printed materials brought into the classroom and make the ESL classroom significantly livelier. Computer–based information (e.g. TV and radio interviews, the news, video clips, advertising, TV copies on YouTube, etc) provides authentic resources to develop listening/reading/writing/speaking skills in the classrooms as well as autonomously. Best recommended websites for lawyers and legal students are as follows:

General English Material on Legal Topics
www.bbc.co.uk/worldservice/learningenglish
www.breakingenglishnews.com
Legal English Material
Landmark Supreme Court cases. http://www.landmarkcases.org/
Legal Information Institute, Cornell University Law School. http://www.law.cornell.edu/
Street Law online. http://www.streetlaw.org/

Technologies for reading authentic texts are ideal. “Whereas newspapers and any other printed materials, e.g. textbooks date very quickly, the internet is continuously updated, more visually stimulating and being interactive, therefore promoting a more active approach to reading rather than a passive one”1. Authentic materials online keep students informed about what is happening in the world around us so they have educational value. “Extracting information from a real text in a new/different language can be extremely motivating, therefore increasing students’ motivation for learning by exposing them to “real” language”2.

Anything can be used as authentic material, but from a practical/economical point of view, the most useful resource is the Internet, with large amounts of different text types, language styles, and videos of interviews that cannot be found in textbooks which become very dated and do not include improper English. The variety of internet–based text types means that it is easier to find something that will interest the learner and may even encourage for further reading, listening or watching. It can also promote other skills such as skimming/scanning, extensive/intensive reading, summary, essay, email writing, outlining, mapping, sorting, adding information and may result in oral performance, such as newscasts, conversations, interviews, presentations, lectures, reports, etc. The resources of authentic spoken English may stimulate and maintain motivation, especially if the activity does not require identifying or producing every word and when control is transferred from teachers to students by giving ESP students access to technologies. One–way/two–way interactive listening is effective communication that develops competence in listening and interacting with others as well as

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in critical thinking – real talk, real questions. However, very often students know and recognize the legal terms and other semi-technical words when they are presented visually but they do not recognize them in a spoken utterance. The main cause of this communication problem is the disability of listeners to recognize the words in the pace they are spoken, they are unable to use their legal vocabulary knowledge under the time pressure. The awareness of the difference between the text which is meant to be heard and the one to be read is of the greatest importance. Speech has such features as different accents and pronunciation, hesitations in speech delivery, incomplete utterances, rephrasing, unconventional syntax, etc. Readers normally deal with the final product of writing and have little or no difficulty with recognition of words as they have clearly expressed beginnings and endings whereas listeners have to process a speech stream consisting of series of words. By using authentic legal or legalized listening materials the students are given the possibility to develop the skills needed to comprehend and to use the language that is commonly found in real life situations, they are assisted in understanding the content and the purposes of the different types of spoken genres in a legal context, such as job interviews, lawyer–client interviews, providing advice, professional discussions with colleagues, negotiations, seminars and conferences.

The purpose of such activities is to provide opportunities for ESP students to access different online materials, take responsibility in the interaction and to develop independent learning skills. The emphasis that students do not need to understand every word is essential in building their confidence and helps to produce a sense of achievement. If the message interests the learner it can also be related to the learner’s own experiences. Some of the materials may be too difficult to understand, because of the vocabulary not relevant to the students’ immediate needs. To overcome these difficulties, different listening testing techniques can be chosen by the teacher, such as “completing charts/forms/tables”, “multiple choice”, “ordering”, “marking statements”, “true/false statements”, “extending lists”, open-ended questions”, “listening for specific information”, “listening for overall understanding”, “listening for gist”, “taking notes”, etc. that provide the right level of challenge: the balance between the complexity of the language required for the task and the student’s ability is appropriate to allow for accuracy, fluency development and the language development. These tasks encourage the students not only to listen to the information but also to utter it orally.

It might be very time consuming to search, select and collect necessary authentic materials. Special preparation is also necessary to use them. Authentic spoken English that includes natural intonation, repetition of forms and phrases, redundancy, a little overlap between speakers, background noises, incomplete sentences, false starts, accents, and dialects are the factors that influence listening text difficulty. Here are many headlines, adverts, signs, abbreviations, etc. that can require good knowledge of the particular subject or cultural background. Authentic materials can become outdated easily, e.g. news stories, articles.

To have a more student-centered and result-oriented, and ESP teacher/instructor should:

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1. Design computer-mediated activities that provide authentic materials and situations that students will encounter in branches of law.

2. Design task-based online activities that require students to use critical thinking and collaborate with classmates and outside experts in their disciplines.

3. Set up a class on Moodle or any other open source platform where students will be provided various resources and where students can interact with their ESP instructor, classmates, and invited guests.

4. Collaborate with counterpart English teacher of ESP or discipline teacher using English as the median of instruction to develop and teach a curriculum that has input from both discipline teachers and language teaching experts. While teaching legal English it has been noted that it is best to seek out help from the teachers or teacher organisations from other countries who teach language for specific purposes more widely and actively. This is because the demand for English for specific purposes is bigger in Western Europe, and teachers there subsequently have more experience in delivering the subject. Associations of English for specific purposes share a lot of information and can direct interested parties in their search for rare information on specific purpose language teaching. The difference lies only in the fact that in European countries like, for instance, Sweden, Germany and the UK there are strong teacher associations and information bodies such as TransLegal, EULETA and IATEFL SIG, which are responsible for spreading and sharing news, views and clues on teaching English for specific purposes.

5. Take advantage of the abundance of teaching resources available online including lesson plans, online journals in both English teaching and discipline-specific fields.

6. Well prepare to communicative types of listening to authentic legal texts to make oral communication more effective;

7. Use authentic materials, which stimulates and motivates learners to comprehend the content of an oral text because the practical benefits of understanding such authentic language material are obvious

8. Join professional listservs, ESP interest groups, Legal English groups and online forums where you can gain knowledge and share expertise, support, and advice for teaching ESP and particularly Legal English.

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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЮРИСТОВ И ИНТЕРНЕТ В ПРОЦЕССЕ ОБУЧЕНИЯ

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В статье рассматриваются дидактические вопросы, касающиеся АСЦ (английский для специфических целей). Анализируются различные определения АСЦ. Ключевым в статье является ответ на вопрос, как использовать современные ИКТ, чтобы обучение АСЦ, в частности, юридического английского становилось аутентичным. Приводятся (в критическом ракурсе) адреса контентов, которые могут стать основой аутентичного обучения АСЦ.

В статье подчеркивается, что непосредственное использование лучших материалов сетевого ресурса не может достичь целей обучения, если преподаватель не владеет соответствующими ИКТ навыками. Соответственно приводятся те педагогические условия, в рамках которых можно реализовать валидное аутентичное обучение.