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### The role of legal English in Kazakhstan

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**Abstract.** The present paper is devoted to describe the features and objectives of teaching English to law students in Kazakhstan, to report the results of recent research in the given field and challenging the educators, teachers and researchers for further studies in the field of legal English.

In Kazakhstan the educational institutions require all students and graduates to master at least one foreign language. English as a foreign language is being taught from the primary school. Teaching English in higher schools is different from teaching English in secondary schools. And in this case the teachers are asked to take an appropriate approach to meet and satisfy the learners' needs. Since we focus on the law students of higher schools this approach is called as teaching English for legal purposes.

Why do law students need English for legal purposes? This question is the matter of this paper.

**Keywords:** Legal English; English for legal Purposes; teaching English.

#### **Introduction.**

This article will provide an overview of current research focussed on teaching English for legal purposes. It reviews the research aimed at the study of the role of teaching English within the legal context in Kazakhstan.

This article aims to challenge the scholars, educators, researchers to focus their attention on the research of English for academic or specific purposes basically for non-native English learners. This area of research will improve General English teaching methodology in a whole and widen its boundaries. This means that English has many varieties and needs to be taught for a specific field of study such as medicine, engineering, business English, law, economy, computer, science and so on.

In the given article we would like to discuss the questions: why do overseas law students need to study English legal system in learning English as a foreign language.

The article was written on the base of English materials.

#### **Materials and Methods.**

English is spoken and used by millions of people for different purposes in the world. It has achieved the status of a global lingua franca (Crystal, 2007) which enables a mutual intelligibility across cultures. In accordance with the changes in international relations the aim and objectives of teaching English are changing its criteria, for example English has recently been taken as a key to professional and career development.

English language has been taken as a career development key by some scholars (S.Tietze, 2008), according to which careers continue to be a topic of interest for scholars working in the field of management and business, yet having not been thoroughly investigated from a language perspective. "Some progress has been made in understanding the relationship between the careers of international managers and language competence, as it has been proposed that foreign language proficiency may open up career opportunities that would not otherwise exist and that language proficiency is not only a key organizational capability but also a strategic career asset" (D.Collinson, G.Kirkup, R.Kyd, L.Slocombe). That is why a high competence in English language provides a successful career achievement.

English as a foreign language subject should meet the needs of learners. What do overseas law students need? First, they need language skills, ability to read special texts and translate it, write on special topics and speak on a particular topic. What special topics it must be, of course the topics that interest and meet the learners' needs. Then topics are to be tailored according to the needs of learners i.e., what would they need English for. In our case we need English for legal purposes (further ELP). That is why the topics within law or legal system would be suitable for law students. Secondly, English as a language of international communication will lead overseas law graduates to interact with law specialists from everywhere in the world, share experiences and work together in solving the same global problems.

The level and group of learners might vary in teaching English for legal purposes. English for legal purposes might be taught for law students either in higher education or for adult learners pursuing similar purposes.

English is important for many reasons for overseas law students. The increasing number of legal communications is in English. And there are more and more lawyers who are proficient in English. Thus, teaching English to law students requires both language and legal knowledge.

Teaching English for law students presents difficulties for the ELP teachers because of the lack of teaching recourse materials both in Kazakh and Russian languages: books, dictionaries, audio and video materials and access to sources of English legal system. Not all ELP teachers have the law education, subject-specialist information about the aspects of the discipline, teaching legal terminology and its system. There appears to be an increasing demand for ELP teachers collaborate with the law specialists.

It is difficult to find a linguist-lawyer among teachers of ELP and hence the need for close collaboration between linguists and law specialists are increasing. As stated above the learners of ELP need to have very good language skills, in order to be able to interact in an international level. In ELP all language skills that are listening, speaking, reading and writing are expected to be used in a legal context. For example, a law student is not much required to know the terminology of medicine, engineering, business etc., he is expected to know the legal words. After graduation he should be able to interact on a professional level with law specialists from over the world.

It is important for ELP teachers to pay close attention not only to the linguistic aspect but also to the substantive legal content of the materials. The best way to gain such knowledge is to create connection with the legal world and confer with legal professionals.

The dominance of English as an international communication context is now seemingly beyond dispute. Studies around the world, for instance, by (Kirtpartrick, 2007) , all confirm that English is an intrinsic part of communication in multinational settings and a fact of life for many specialists in the field of law.

New developments in teaching English for specific purposes also contributed to the rise of English for legal purposes, by emphasising the central importance of the learners and their attitudes to the subject. Learners have different professional development needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. According to the research of Tom Hutchinson and Alan Waters (Hutchinson, Waters, 1987) the growth of ESP (English for Specific Purposes) has been brought about by a combination of three important factors: 1)the expansion of demand for English to suit particular needs; 2) developments in the field of linguistics; 3)and educational psychology. All three factors seem to point towards the need for increased specialization in language learning.

### **Discussion.**

The first question that we have put forward was: why do overseas law students need to study English legal system in learning English as a foreign language. First, because English is a part of

society, culture and means of communication. The legal system regulates norms and behaviour of a society. Let us say this English legal system of a social value. Secondly, they are law students not businessmen, medicine workers or technicians. Let us say this specialized value. The third point of view is that English legal system is a source of "origin or natives". The knowledge about the Queen in Parliament of UK much interests students rather than Parliament of Italy. This will be of original value. And the fourth point is that English as a language of international communication could lead overseas law students to international work experience. That is of a professional value.

### Conclusion

English for Legal Purposes is a new branch of English for Specific Purposes which appeared due to the changes in a global market. It is a part of General English being taught for specific group of learners, for example law students.

Research shows that most ELP books have been written for native English speakers and a few for non-native English speakers. With native English speakers more emphasis is given to the development of their legal skills and competence, such as letter writing, communication with clients etc., whereas materials for non-native English speakers have to be focused on improving both language skills and legal knowledge.

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## О роли юридического английского языка в Казахстане

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**Аннотация.** В данной статье рассмотрены современные исследования в области преподавания английского языка для будущих юристов. Знание английского языка для них является профессиональной необходимостью. Исследования показывают, что преподавание английского языка для юристов требует особый подход и улучшения существующих методов в системе образования Казахстана.

**Ключевые слова:** юридический английский язык, преподавания английского языка для юридических целей, обучение английскому языку.