

- підвищення кваліфікації педагогів через тренінги і менторств;
- зниження бюрократичного навантаження шляхом цифровізації документообігу;
- покращення матеріально-технічної бази;
- психологічна підтримка педагогів та учнів;
- впровадження гнучких графіків;
- розвиток мотивації учнів через інноваційні освітні програми.

**Висновки.** Освітня система України перебуває на етапі активної трансформації, але стикається з викликами як з боку педагогів, так і учнів. Високе навантаження, недостатня матеріальна підтримка і бюрократія обмежують ефективність педагогічної діяльності. Учні, попри мотивацію відчувають психологічний тиск і нерівність у доступі до ресурсів.

Досвід західних країн і Ізраїлю демонструє, що збалансоване навантаження, використання інноваційних методик, інтеграція теорії з практикою, підтримка психологічного стану та модернізація інфраструктури сприяють підвищенню якості освітньої системи.

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### ANALYSING LEGALESE AND ADAPTED LEGAL TEXTS IN ESP CLASSES

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**Abstract.** *The article examines the role of authentic legal English texts and adapted legal materials in ESP (English for Specific Purpose) classes. It highlights their respective strengths and weaknesses, exploring how each can be effectively used in the teaching process. At the beginner stage of learning English legalese, specially designed textbook materials are generally more suitable, as they are tailored to the specific proficiency level of law students.*

*However, at more advanced stages authentic legal texts can significantly enhance the learning process. The use of both authentic and adapted legal materials has a clear and measurable effect on developing proficiency in legal English.*

**Keywords:** *legal English, legalese, legal terms, authentic legal materials, motivation.*

Traditional English language instruction is often unsuitable for meeting the specific language needs of legal professionals. The primary reason for this is that such instruction typically fails to take into account the ways in which English usage is adapted to satisfy the specific requirements of legal practice and the conventions of legal English as an independent branch of the language. Legal English, also referred to as “legalese” needs a thorough education.

Textbooks undoubtedly play a key role in helping teachers guide students in learning legal English. They serve as the foundation of formal instruction and as the main source of information for both teachers and students. Textbooks often represent the principal exposure students have to the language, aside from what is provided by the teacher. They are also viewed as an indispensable tool for law students.

According to Berardo [1], textbooks enable teachers to design a syllabus that is well-structured, with a logical organization and clear division into units or sections. The sequence and continuity of these units help make the legal English course coherent, integrated, and easy to follow. They allow for smooth progression from learning simpler legal vocabulary in context to acquiring more complex terminology, often using the same textbook. Moreover, textbooks give students opportunities to improve their language competence and skills through varied activities such as reading legal texts, listening, writing, building legal vocabulary, and acquiring essential phrases for communication, negotiations, and presentations. As such, graded texts from textbooks can be applied in teaching legal English both effectively and safely.

Authentic legal texts are those originally written for native speakers and thus use natural, unaltered language. In contrast, adapted legal texts are created specifically for language learning purposes, with language that may be simplified or artificially adjusted to focus on particular teaching objectives. Authentic legal texts offer numerous advantages. Learners often feel more at ease when engaging with familiar subject matter. These texts are relevant to their studies and hold their interest because they are directly related to their professional field – law. By reading texts written by native speakers, students gain a clearer understanding of how legal language

functions in real-world professional contexts outside the classroom. Such texts also expose students to cultural and professional background knowledge. This relevance and real-life connection usually increase students' motivation, as they can directly apply what they learn in English classes to their primary academic or professional activities.

Authentic texts immerse learners in real, modern language used by native speakers. This includes not only technical legal vocabulary but also the general words and phrases most useful in their profession. Authentic sources can present a wide range of text types and language styles that may not appear in conventional teaching materials. Reading such materials can also give students a sense of accomplishment, which in turn can motivate them to read more.

However, as Goddard [2, p. 110] points out, authentic legal texts also have disadvantages. Suitable texts that match students' language level may not always be readily available to the teacher. Many learners find authentic materials to be "highly technical, written for a specialist audience with insider knowledge" and therefore difficult to comprehend – even for some teachers. Additionally, authentic texts often require the creation of supplementary activities or exercises, which falls to the teacher to design. By contrast, textbooks usually provide a wide range of ready-made exercises, making them easier to implement in the classroom. Among the great variety of authentic legal texts the following ones could be mentioned: publicly accessible text materials such as law firm brochures, annual reports of courts, newspapers, magazines, legal journals, scientific articles, legal cases, legislation, legal scientific and fiction books, different websites, etc.

As the Internet has transformed communication around the world, it is natural that it plays a major role in the foreign language classroom. Teachers of legal English are also very well aware that the use of authentic Web materials in the classroom enliven the class and create a more positive attitude toward learning, „immersing the student in a multidimensional English experience" [2].

Most teachers of legal English would agree with Williams [6] who points out that „whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one".

Authentic texts enable learners to come into contact with the real language and content rather than the form. Using authentic materials is a relatively easy and convenient way of improving not only students' general skills, but also their confidence in a real situation. It is also very easy to

access authentic resources in the target language and never has it been easier to create reusable resources.

Thus, taking authentic texts from the Internet has certain advantages in comparison with printed sources. First, nowadays most students enjoy working with computers and find this way of learning highly motivating and attractive. Furthermore, looking for materials in the Internet costs nothing, only time [5]. In addition, the Internet provides versatile sources of authentic legal texts. Students can read the cases of the European Court of Human Rights or the European Court of Justice, the websites of distinguished law schools, articles written and edited by professional legal analysts providing concise assessments of recent judicial opinions and legislative and regulatory actions, feature articles contributed by law firm partners, in-house counsels, and law professors, regulatory and legislative matters, legal documents: contracts, licenses, court pleadings: summonses, briefs, judgments, Acts of parliament and subordinate legislation, EU legislation and other law-related issues. The teacher can easily integrate, combine and remodel legal materials to fit the needs of his students and supplement authentic legal texts with specially designed tasks. Consequently, many skills can be developed alongside reading, such as listening, writing, learning grammar [3].

Both reading and listening are considered as receptive skills, as well as writing and speaking are productive abilities. In the teaching process the development of listening skills is the part of effective communication as listening develops not only competence in listening and speaking, it leads to critical thinking as well. 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 [7].

Different listening testing techniques 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. 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 [4].

When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitability of the listening materials, the techniques used in classroom teaching, and the use of authentic legal materials. Numerous listening and speaking activities help build fluency through the integration of reading and writing. The skills obtained through these activities are widely used by students in their further studies: they make individual presentations, address the audience, present projects and participate in professional discussions using relevant communication skills both in general English and legal English.

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