



## **The Necessity of English for Specific Purposes at the Law Universities of the Republic of Kazakhstan**

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### **ABSTRACT**

English for specific purposes (ESP) constitutes the minority of courses in the English language disciplines at Kazakhstani Universities. Among possible explanations are that it is costly, time consuming and an intellectually challenging specialization process on the part of the teacher and a more complex and challenging subject for the student, though students don't lack the basic language skills necessary to benefit fully from such specific purpose classes. This article focuses on the teaching of Legal English to students of International law specialty in the Republic of Kazakhstan. It touches upon the history of language for specific purposes, material used in the Legal English classes, and the students themselves. It concludes with the case study investigating trends in Legal English classroom among students of International Legal English at Kazakh Humanities and Law University. This article also deals with the levels of skills necessary for students attending International Legal English classes and the results that students achieve. It concludes that although the need for International legal English in Kazakhstan is not yet realized, it needs to be, if the country wants to cooperate successfully in the world stage and contribute to the International and local legal environment.

**Keywords:** Teaching English for Specific Purposes, Teaching International Legal English, Kazakhstan

**JEL Classifications:** I20, I23

### **1. INTRODUCTION**

The aim of this article is not only to share the experience of teaching International Legal English to non-native English language learners at Kazakh Humanities and Law University but also to fill in the gap in the research concerning the teaching of International Legal English in the Republic of Kazakhstan in general.

Why should a student of International Law specialty study English for specific purposes (ESP) rather than general English? Mainly, there is general English at one end of the spectrum and ESP at the other end. The distinction between general English and ESP lies primarily in the way these two branches of English instruction handle the four basic linguistic skills. These are reading, writing,

speaking and listening. According to the specialists of content and language integrated learning, the four language skills are not the primary focus in a specific purpose language class. The author of the book assessing languages for specific purposes (LSP) Douglas comments the four skills will not be considered a part of specific purpose language ability, but rather the means by which that ability is realized in the performance of tasks in actual language use situations, including LSP (Douglas, 2000).

Many scientists have noted the fact that it thereby frees the student from the tension of making grammatical mistakes. As a result, the student gains more confidence, increases interest in the subject and achieves much better results in foreign language learning. As the American author Stan Law rightly notes, we live in an age when experts and specialists are admired above all

others. The researchers in applied linguistics speak in a favor of specialization in language studies and emphasize that language performances vary with a context. For instance, it has been found that computer engineers will perform better on the specialized tests about microchips than on square-rigged sailing ships because it is the field of their interest and has topics relevant to the field they are studying or working in (Douglas, 2000).

Quite recently, International Legal English became a global phenomenon. Earlier legal English has traditionally been the preserve of lawyers from English-speaking countries (especially the U.S., the UK, Canada, Australia, and New Zealand) which have shared common law traditions. Due to the spread of English as the dominant language of International business, as well as its role as a legal language within the European Union, legal English is now a global phenomenon. The expansion of English to many professional spheres of life is due to the fact that English is becoming a career tongue, a language with prestige, “a key for more lucrative jobs” (Montaut, 2009), rather than a language that is primarily useful when travelling and socializing with foreigners.

## 2. METHODS

### 2.1. Historical Overview of ESP Abroad and in Kazakhstan

The area of ESP is a widely researched topic (e.g., Dudley-Evans and St. John, 1998; Widdowson, 1983; Lakoff, 2000; Shuy, 1998; Deller and Price, 2007; McNamara, 1990; Hutchinson and Waters, 1987; Okune, 2009). The area of assessing LSP (Douglas, 2000) and legal English (Bhatia, 1983; Budikova and Steflova, 2001; Weber, 1999; Haigh, 2004) has been researched quite extensively too. There is a little research, however, on how prepared Kazakh students are to study specific purpose International Legal English and how desirable the subject is among learners in Kazakhstan.

A short historical overview of ESP reveals that, although ESP has a short history, recording the roots of International legal English teaching is surprisingly difficult. The date that marks the beginning of ESP is pinpointed by linguist Douglas. He documents testing of LSP in 1913 (Douglas, 2000) and it has later been established as a genre within English language training. The notion of genre as a framework for language instruction is relatively recent, emerging since the early 1980s (Byram, 2002).

More recently, the appearance of professional language support organizations marks the growing strength and importance of International Legal English as a field of studies worldwide.

European Legal English Teachers' Association (EULETA), TransLegal and International Association of Teachers of English as a Foreign Language (IATEFL) Special Interest Group (SIG) are the most popular, authoritative, resourceful and active organizations providing professional/legal English teacher support and information. A short introduction of the activities of each of these associations reveals more about the wealth of information, and support it can offer to the learner and the teacher alike.

EULETA was founded in 2006 in Neu-Ulm, Germany. It was formed by teachers, writers, lawyers and academics to promote continuing professional development for teachers of legal English. EULETA organizes regular workshops led by experts in the field of Legal English, and biennial conferences. The organization's website ([www.euleta.de](http://www.euleta.de)) is currently being developed and will include a regular newsletter, a lesson share page, conference/workshop papers as well as details on vacant positions and continuing professional development courses.

TransLegal, Europe's leading firm of lawyer-linguists, was founded in Stockholm in 1989. It provides legal English testing, online legal English courses and resources, live seminars, training and translation of legal documents. TransLegal is the publisher of two of the bestselling legal English textbooks, namely, *International Legal English* (Krois-Lindner, and Day, 2006) and *Introduction to International legal English* (Krois-Lindner et al., 2008). What is more, TransLegal in a unique cooperation with Cambridge University English for speakers of other languages created the International Legal English Certificate (ILEC) examination.

IATEFL, founded in 1967, stands for the International Association of Teachers of English as a Foreign Language and is based in Kent, UK. This networking association has 3,500 members in 100 countries throughout the world. In 2007 this long standing teachers association has established a SIG devoted to ESP. The group's mission is to link, develop and support English Language Teaching professionals throughout the world in English for specific, academic and/or occupational purposes (i.e., ESP, EAP and EOP [see footnotes on these abbreviations]). Their mission statement claims that they are a “must” for any teacher who wishes to keep up to date with the latest developments and newest ideas in whatever specialist area of the profession they are interested in.

When legal English was first introduced in the curriculum of B030100 “International law specialty” in KazHLU it was largely due to the initiatives on the part of individual teachers. This as a result meant it was taught rather sporadically. Such lack of purposeful planning is very unusual to the Republic of Kazakhstan. During the soviet era, the university authorities closely supervised and supported the appearance of subjects in the university's subject curricula. After gaining independence in 1990 the situation has dramatically changed. The subjects offered by an individual teacher without the support and direction from the authorities meant that the subject was weakly resourced, amateurish, and usually short lived. However, although teachers of Kazakhstan cannot boast of having sufficient support and such strong and prolific professional organizations as Western European countries, the dates of appearance of legal English in Kazakh universities almost coincides with the appearance of professional language associations in Europe in spite of the fact that the milieu was so unfavorable. The Language Teachers Association of Kazakhstan founded in 2000 in Astana is the only teacher association in the Republic of Kazakhstan catering to the needs of all foreign language teachers.

In KazHLU, legal English was first offered in 2013. The pioneer English teachers without any background in law previously

taught general English for a number of years, and later offered the elective International legal English course for the students of entire university, without distinguishing the faculty.

Bachelor studies of International law program at KazHLU started in 2008. Since that time, the importance of legal English has been growing. Renewed legal English course as one of the core required courses for students studying International law was offered in the 2013 autumn semester. The need of International legal English has become obvious. At least five out of eighteen subjects in the integrated Bachelor study program at KazHLU faculty of International Law are being delivered in English by visiting professors. The reason for the legal English course becoming a requirement is probably due to the fact that foreign professors do not reduce their normal lecture speed to accommodate Kazakhstani students and hope that students are able to take notes and participate in classes dealing with different areas of law in English without much extra effort. Also with the opening of borders, the universities in Kazakhstan take greater care to deliver to students not only local but also more global education. Another reason for the need of specific English course is that the general English skills acquired in general English classes have so far been inadequate as a basis for studying law in English. Traditional English language training is insufficient to meet lawyers' language requirements because such training ignores the particular demands of legal practice.

### 3. NATIONAL SPECIFICS OF IEL

We now turn to a section where a closer look at the subject of International Legal English in KazHLU will reveal more about the subject's contents, versatility and why International Legal English is more challenging, innovative and different from general English. Thus, to analyze the subject deeper, International Legal English is discussed here in terms of the subject and material used in International Legal English classes. What follows is a case study, which reveals International Legal English student's needs and capacities while studying International legal English.

#### 3.1. ILE Specifics as a Subject in Kazakhstan Universities

The main difficulty of International Legal English (ILE) as a subject lies in the specific language repertoire. ILE is full of terminology, rich vocabulary and collocations. As Rupert Haigh (2004) claims, one of the reasons why legal language is sometimes difficult to penetrate is that it is often very different from ordinary English and law of the country which students study LSP as a second language. Firstly, the writing conventions are different: Sentences are long and often have peculiar word order: The stated capital of the Corporation shall be at least equal to the sum of the aggregate par value of all issued shares having par value, plus the aggregate amount of consideration received by the Corporation for the issuance of shares without par value, plus such amounts as, from time to time, by resolution of the Board of Directors may be transferred thereto. The sentence could be simplified into: The stated capital of the corporation is the capital that, by law, must remain in the company. It's calculated by adding the value of all shares. For the shares with a par value, that's 5,000 times \$50, or

\$250,000. For the shares without par value, it's simply the money which they were sold for. This is the minimum stated capital, but the Board of Directors can transfer more money if they make a formal resolution (International Legal English, Teacher's book, 2007, p.58).

Foreign phrases, notably Latin words, are sometimes used instead of English phrases (e.g., *pro rata* instead of proportionally, *sui juris* instead of one's own right, *videlicet* (*viz*) instead of as follows, *per stirpes* instead of by stock (or branches), *versus* instead of against, *ultra vires* instead of beyond the legal powers of a person).

IEL uses archaic phrases formed with the prefixes *there-* and *here-* (e.g., *hereafter* instead of after now, *thereby* instead of by doing that, *therefor* instead of for that), French Anglo-Norman origin endings of the words are frequently met (e.g., *lessee*, *promise*, *trustee*) and unusual set phrases are quite common (e.g., *null and void*, *all and sundry*, *law and motion*, *accord and satisfaction*, *hearing de novo*, *trial de novo*, etc.), as well as *and legal triplets* (e.g., *remise*, *release* and *forever discharge*).

IEL also has legal terms of art, which are technical words and phrases which have precise and fixed meaning and which cannot be replaced by other words (e.g., *patent*, *share*, *royalty*, *bailment*, *abatement*). Legal jargon comprises words that are difficult for non-lawyers to understand and which are being actively replaced by plain language equivalents. There is even a very active plain language movement and campaign (check at [www.plainenglish.co.uk](http://www.plainenglish.co.uk) or Wydick, 2005) to fight impenetrable legal jargon and legalese.

Colleges and universities in the USA have writing centers and writing development programs to help their students improve their writing skills and get rid of legalese. International Legal English difficulty also lies in the fact that legal English has words that have one meaning as a legal term of art and another meaning in ordinary English (e.g., *consideration* in general English means careful thought before making a decision but in legal English it means payment, or, another example, *tender* in general English means gentle and kind and in legal English means an offer to supply goods or services).

There are also regional varieties of International legal English language. Legal English terms vary from one English speaking country to another (e.g., *barristers* and *solicitors* in England and lawyers and attorneys in the USA, *company law* in British English and *corporate law* in American English, *competition law* (British) and *antitrust law* (American), *managing director* (British) and *CEO* (US)). Different areas of law have terms used chiefly in particular area (e.g., *corporate veil* is used in company law, *privacy of contract* is used in contract law, and *mens rea* ("guilty mind") is mainly used in penal/tort law).

We should also note that tort law is not studied in the Republic of Kazakhstan universities while European countries use it mostly and consider it as the basis of law system.

It is important to note that International Legal English terms cannot be translated with exact precision into another language as they

can be, and usually are, very country specific. The overview of ILE difficulties and peculiarities shows that such big variety in the linguistic code makes International legal language cryptic, mystic and historical, as well as specific and precise. When it comes to translations, because of historical and linguistic differences, more often than not, one has to describe the term using the language of approximation rather than translate it into the exact term. The exact term might simply not be available in specific language or in specific jurisdiction.

The language of approximation (e.g., X is rather similar to Y, X is completely different from Y, X is rather like Y, X is slightly different from Y, X is somewhat similar to Y, and so on) is useful for describing the extent to which two entities are similar or different. When dealing with the language of approximation, in order to act efficiently, we have to know when we can assume that the regularity is complete and certain, and when we must assume that it is only approximate and probable (Sardiko, 2008).

Since we cannot be certain sure about the completeness and exactness of the term, we usually have to resort to approximation and detailed, sometimes lengthy, description. Although it would be very convenient to have one matching term, it is not always possible. For example, most students in Kazakhstan would ask what the term “paralegal” means. The best way would be to explain that paralegal is a person who assists a lawyer with legal work, but who is not a lawyer, or that paralegal is rather similar to Kazakhstani secretary. Another example comes from the sphere of organization of courts. When explaining the country specific court system it is better to use the language of approximation as courts in different jurisdictions have different functions and names. For example, there is no magistrate’s court in Kazakhstan but there is a district court that deals with civil and criminal cases and cases of administrative offences rather like magistrates court in England and Wales (European Judicial Network [http://ec.europa.eu/civiljustice/org\\_justice/org\\_justice\\_lit\\_en.htm#2.1](http://ec.europa.eu/civiljustice/org_justice/org_justice_lit_en.htm#2.1)).

This proves that word-for-word translations into one’s own native language are often impossible to make and can be based on simplified understandings of a subject because perfect matches are seldom encountered. Ironically, a language of approximation should be used rather than word-by-word translation if people are striving to be more specific when dealing with International legal terms. Furthermore, Kazakh stylistics is specific as we use the verb at the end of the sentence.

Kazakh students might sometimes find International Legal English difficult due to the fact that unlike the Kazakh legal language, International legal English, as examples above show, is a very historical, traditional and precise language counting hundreds of years of development. “Kazakhstan legalese does not have such long history of terminological development” according to the author of English-Kazakh Law Terms Dictionary (1998) by Zhamilya (2003). For 20 years prior to Kazakhstan independence, a system of soviet/socialist law with a specific vocabulary was used in Kazakhstan. After the restoration of independence in 1991, Kazakhstan took a different direction and started developing the legal system of its own creating terms resembling the western

systems of law. This modernization and development process continues up to this day.

### *3.1.1. Materials used in International legal English classes*

Material in an International Legal English class is one of the most important parts of the course because without good material the course would not be able to survive long and successfully. We suppose that the material used in ILE class can be roughly divided into five types: Material provided by European organizations (EULETA, Trans-Legal, etc.), media (news papers, journals), textbooks, reference books, and other material (films, casebooks, conference material, websites, news channels).

First of all a great help comes from mailing lists of already mentioned linguist-lawyer organizations such as Trans-Legal or EULETA (European legal English Teachers’ Association), or IALEFL ESP SIG. Sometimes free online membership, for instance in the Trans-Legal site, offers a wealth of material to keep specialization going, such as word of the week, quiz of the week and lesson of the week, and other resources to improve or maintain International Legal English knowledge. Premium and pro memberships in addition offer even more resources such as personal lawyer-linguist lessons or a legal English online dictionary to name but two.

Apart from material offered by TransLegal, IATE (Interactive Terminology for Europe) and Access to European Union Law, Eurlex, offer a variety of data in legal English. IATE hosts a database of terms that translates legal or business terms into 24 languages including Russian as a social language of communication.

Some of the other ways of improving one’s knowledge of International Legal English include reading legal publications such as, for example, ELSA (The European Law Students’ Association [www.elsa.org](http://www.elsa.org)), online legal journals (Baltic Journal of Law and Politics accessed through <http://www.versita.com>) Law in Kazakhstan. Paper newspapers are invaluable sources for a complete novice in the world of law too. Every serious newspaper has a section on economy and law. Most local newspapers also usually have business and economy sections, which help to get to know and discern the legal aspects of commercial transactions that take place locally and globally. Even non-English newspapers can provide information relevant to the teaching of International Legal English and put in connection to what is practiced in the textbooks. In other words, newspapers deal with economy and legal matters in everyday language and help to grasp the complexity of things. Media is especially helpful when studying company law and penal law. Commercial matters of company law, for instance, in comparison with another major branch of commercial law, contract law, are discussed in newspapers on a daily basis.

The more formal and typical teacher’s material is a textbook. The international popularity of such textbooks as “International Legal English” (2006, CUP) by Amy Krois- Lindner, TransLegal and Jeremy Day, and “Introduction to International Legal English” (2008, CUP) Amy Krois- Lindner, Firth and TransLegal is first of all due to the fact that they are so cosmopolitan, rich in material, authentic and inclusive of many jurisdictions. These textbooks

represent a new generation of textbooks that answer the needs of legal English as a global phenomenon because they deal with many jurisdictions rather than with just the British or American ones.

The language proficiency level of textbooks in any professional sphere varies with the area. For example, Business English textbooks start at elementary level, while legal English textbooks start at intermediate level or B1 according to Common European Framework of Reference (CEFR). For instance, Introduction to International Legal English (Krois-Lindner, Firth and TransLegal, 2008) is a textbook for intermediate students. One of the most popular classroom textbooks currently around on legal English, International Legal English (Krois-Lindner, TransLegal and Day, 2006), refers to levels B2 to C1 following the CEFR for languages. Thus, all of the teaching material for studying International Legal English is primarily intended for the students who have reached intermediate to upper-intermediate and advanced level of English. The importance of levels will be relevant when we discuss how students self-evaluated their own level of English in a case study before coming to specific English classes.

Another type of legal English textbooks for International law specialists apart from already mentioned classroom textbooks are books intended for legal and business professionals as reference resource materials to access the information in a specific area quickly. The reference resource material focuses on a particular area of target language proficiency as, for instance, taking specific professional tests (e.g., Success with ILEC by Brieger and Kosta, 2008), writing letters (e.g., Oxford Handbook of Legal Correspondence by Haigh, Oxford University Press, 2006), perfecting writing and presentation skills (Legal English by Haigh, 2004) enriching vocabulary (e.g., Check your English Vocabulary for Law by Wyatt, 2006) to name a few.

Other, less formal but very effective ways of increasing International Legal English knowledge comes from a variety of sources, for instance, attending law conferences. It is very useful to read government websites ([www.egov.kz](http://www.egov.kz) [Government of the Republic of Kazakhstan] website), law firm websites (e.g., Nordia Baublys and Partners, LA WIN (Internationally highest ranked business law firm in the Baltics), Raidla Lejins and Norcous, Hinshaw and Culbertson LLP), analyze legal films (e.g., Witness for the Prosecution, The Paper Chase), read casebooks (e.g., Tort law, Oil and Gas law), international bank sites (e.g., <http://www2.goldmansachs.com>) and law firm brochures. While listening to radio programs at, for example, out-law radio [www.out-law.com](http://www.out-law.com) through podcasts you can hear news on particular legal matters accompanied by transcripts that can be followed while listening. Helpful resources are dictionaries (e.g., The Black's Law Dictionary, Family Word Finder: A New Thesaurus of Synonyms and Antonyms in Dictionary Form), past exam papers from English speaking country universities, self-help books (e.g., Legal-Wise: Self-Help Legal Guide for Everyone by Battle, et al., 1996, Xenophobes guide to the English/Italian/Spanish, Oval books, 2008 - social English guide which helps to understand different cultures), and a variety of other different resources for legal English improvement.

### 3.2. The Case Study on Students' International Legal English Needs and Capacities

Before offering the course at Kazakh Humanitarian Judicial University, an exploratory empirical investigation, or needs analysis survey was conducted in 2012 in order to find out the specific purpose language needs of law students at KazHLU from a quantitative point of view. Another group of students was observed in autumn semester of 2013 in order to measure their success while studying International legal English. The objects of both studies were the groups of learners of International Law specialty at Kazakh Humanitarian Judicial University.

Methodologically, the study is a small-scale quantitative analysis carried out with the use of a Likert-type questionnaire consisting of 38 statements delivered to 240 students of law. The students were asked to answer questions with respect to their experience in using general and professional English, self-evaluative questions about their level of general English skills, self-evaluative questions about their possible experience using legal English in a variety of professional settings, and finally questions about which legal English skills they would like to perfect while studying International legal English.

Students' answers were also analyzed through direct observation of university students that attended International Legal English classes in 2013 autumn semester.

## 4. RESULTS

### 4.1 The Researched Student Model

A student is one of the most important, vital and vivid parts of the legal English teaching. Students themselves can do a lot to improve the efficiency of International Legal English classes. They can test with a fresh eye, whether the material is doable, they can find out and research information, and they can share with other students and teachers their insights and knowledge. Overall, students are a key factor in International Legal English classes as well as in any education. The universal features of International Legal English students are such: They are demanding, bright, and competitive. They are good and willing readers of texts because they have to develop their reading skills as their profession demands them to cope with a lot of written information.

International Legal English at KazHLU has been studied by undergraduate (bachelor) university students enrolled in non-formal or non-credit bearing professional educational programs. Non-formal programs are endorsed and accredited by the Department of Continuing Education at Kazakh Humanities and Law University and are aimed at increasing practicing lawyers' professional skills, status and personal growth.

### 4.2. Analysis of the Questionnaire and Observation

On the basis of obtained results, it can be concluded that almost all students strive towards better understanding of Legal English terminology and more fluent oral expression. The needs analysis revealed that in terms of linguistic skills, i.e. speaking, reading, listening, vocabulary, grammar and pronunciation, students mostly prefer to master and enrich their vocabulary. In fact, as

many as 64% of students claimed that they would like to have a more abundant vocabulary. The second most topical need among students was to speak more fluently, as a majority of 60% of the respondents expressed a wish to have bigger word power or eloquence. Last but not the least on the list of students' most urgent needs was the skill of reading. 43%, almost half of all students wish to hone their skills in reading (Figure 1).

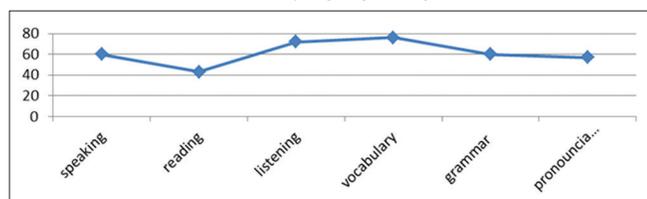
The needs analysis also revealed a curious fact about students' English proficiency levels. In the self-evaluative part, most of the respondents indicated their level of proficiency as A1 to A2 according to the Common European Framework of reference. Levels A1/A2 constitute a basic user. As we remember, the textbooks of professional legal English are written for students whose level should be from B2 to C1 (independent to proficient user). Here we can see potential problems with regards to mastering and assimilating the professional foreign language as well as to the ability to gain from the course as much as possible if the proficiency level is really lower than B2.

The biggest part of the questionnaire, however, was concerned with the legal English skills that the respondents have possibly acquired somewhere else or possessed prior to studying International Legal English formally. A Likert-type of questionnaire of 16 statements was presented to measure the abilities of students to perform activities in an International Legal English context. The results revealed that the majority of students do not have sufficient professional legal English skills when it comes to hands on practice like (in descending order) participating in advocating (57% of students have never done it), chairing a lawyers meeting (54% never done it), giving talks on legal matters (51% never done it), writing scientific articles (45% never done it), dealing with the clients (42% never done it), and abilities to draft contract clauses (41% never done it).

This is not surprising as these activities pertain more to practicing lawyers than law students. In the second part of the questionnaire, the students were asked if they need those legal English professional skills. The respondents showed huge willingness to get, hone or achieve such skills. One should note that what students claim as their top need is more connected to their own studying process than to their future career needs, since those are yet to be defined.

The questionnaire reveals that most students want to be able to use International Legal English terms (76%) and understand legal discussions and lectures on legal topics (72%). Such a result is a good indicator that students struggle in understanding lectures delivered in English at university level.

**Figure 1:** General English language skills students wish to master while studying legal English



Interestingly, when the course was offered as an elective subject, the diversity among students' fields of studies was wider. Two hundred and forty students of International law faculty chose it. The conclusion can be drawn that International Legal English as the study subject mostly appeals to students of International Law specialty.

## 5. DISCUSSION

Taking into consideration the offered educational conditions and methodical principles of the program on discipline "Foreign language," the academic staff of KazHLU made a decision to insert "ESP" into the curriculum of "International law" specialty in order to approbate it during teaching process in within 2013-2014 academic year.

The present program was orientated on the non-language students of the second course of KHLU studying ESP in details and included international standards relating to the English language knowledge. The module program contained 8 theme-modules with 6 credits which are studied by the student for 8 weeks step-by-step. Such limitation of modules allows controlling the perfection of the student's professional and communicative-cultural competence at any period of studying.

The blocks of the module are interconnected logically but are individual at the same time. One module is studied for about 15 academic hours a week; personal work of the student relating to the module material is 6 academic hours.

Special attention in teaching International Legal Language is paid at professionally-orientated control which includes entering, current and final types of controlling. The teacher while carrying out one of the mentioned types of control shall define the level of knowledge, skills, and abilities gained by the student on the basis of the received data concerned with the level of suitability and efficacy of the used ways and methods of teaching, the changes done, evaluation of the student's activity and the given recommendations.

This discipline was aimed to build skills and the ability to write in English legal texts such as letters and memoranda; improving the ability to read and understand legal texts, legal periodicals, commercial legislation, legal correspondence; strengthening the conversational skills to participate in situations that are typical for the study of law and legal practice. For example, client interviews or discussions with colleagues and fellow students. This course was just designed to introduce students to some of the linguistic aspects of work-related commercial lawyer.

To achieve these goals, the course was based at the same aspects of English law sphere. These aspects included: The analysis and production of authentic legal texts; certain functions of language common to the legal texts; and simple terminology. Having finished the course, students should get an idea of the wide range of different types of texts and stylistic flared used in a legal context; learn how to apply the vocabulary they had learned and flared in articles, letters, proposals; and be able to adapt to the situation and participate in client interviews or presentations;

Discipline was the basis of linguistic and common outlook preparation of the student according to their specialization in the field of international law.

Therefore, the entrance exam allowed defining the initial level of the student's professional competence, dividing students into groups on the basis of the gained results, and giving a student to choose an individual way of studying Legal English for 8 weeks in order to achieve the complex didactic aim.

The current exam also played a special role for effective teaching process implementation. It allowed the teacher to follow the process of foreign language skills and abilities formation, to control the level and quality of the gained material, teaching elements of the module, to vary the ways and methods of teaching, to change something in teaching ESP.

As a rule, a midterm control was done every 4 weeks. As far as the final control supposed bringing of the results which showed the level of gained communicative skills by a student.

Final control was carried out after completion of all blocks of the course (Figure 2).

The analysis of the results showed that 85% of the students (160 people) succeeded "successfully" (90-100) and 70% (120 people) were assessed with "good" (75-89).

Having compared the results of the first module and the second module groups, it became clear that the number of students who got satisfactory mark increased at 22 % that 45 people (19%). Besides, the number of students who got "good" enlarged at 25 %. It is necessary to notice that the number of students who got "excellent" was 25 people (13%) that is at 12, 5% higher than it was before.

While making analysis it was found out that 186 students (77%) of 240 were ready to take international exam at level B1 (PET), and 54 students (23%) were ready at level B2 (FCE).

The comparison of the results also proved that the number of students who had possessed English at KET and PET levels increased at 35% and 25%. The number of students who knew English at level of FCE had enlarged at 12.5%.

In conclusion it is necessary to notice that planning teaching process concerning the discipline "International legal English" in KHLU on the basis of module technologies corresponds, without doubt, to achieving the complex aim set by the university to

increase the level of students' professional and communicative-cultural competence for studying Legal English and develop future specialists.

## 6. CONCLUSION

As a country with increased connections to Asia and Europe it is increasingly important for Kazakh society to prepare for international cooperation. Knowledge of relevant foreign languages in the population is an important prerequisite for such cooperation to be successful, and it is particularly important in certain professional spheres such as law and economics. Kazakh society is however rather divided when it comes to such language skills. Concerning English, there are for instance rather few proficient speakers among people over 40 years of age, while younger people tend to have a much better grasp of the language. Since careers are built in time, we can assume that junior professionals tend to master general English to a larger extent. And since general English is the basis of both proficiency in and motivation for learning legal English it is likely that younger people will be easier to recruit to such language courses.

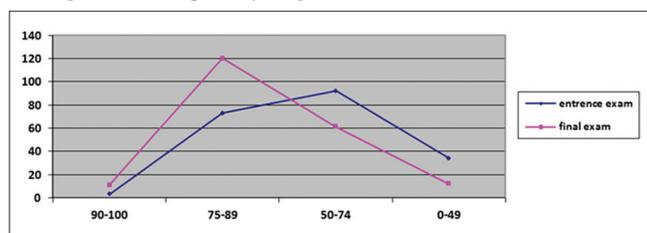
The necessity of International legal English is as big as the immediate demand to use it in real life. The actual usage of International Legal English is rather minimal in the professional level in Kazakhstan, especially among practicing lawyers in public sector. The possibility to use International Legal English largely depends on individual capacity, needs and initiative. Among students it depends on study requirements since visiting professors teach in English, consequently International Legal English is necessary to perform and understand the lectures better. University students actually acknowledged the usefulness of International Legal English classes claiming that it helped them to understand legal subject courses taught by visiting professors much better. As well as active professionals attending foreign venues have a positive outlook and claim that International Legal English classes helped them during their stay in the foreign environment.

The results of the case study aimed at seeing how undergraduate students use and need International Legal English in their studies and work, demonstrate high expectations as to professional performance but rather poor linguistic preparation. These conclusions can be made on the basis of students' answers to the self-evaluative questions about their general English skills and professional skills prior to attending the legal English course. The observation showed that legal English is of interest to students from a variety of faculties, not just law, and that good results can be successfully achieved irrespective of the major.

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**Figure 2:** The quantity of grades before and after the course



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