



**"DIFFICULTIES IN TEACHING SPEAKING COMPREHENSION TO LAW STUDENTS IN
ENGLISH CLASSES"**

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ABSTRACT

Law Students can have various difficulties and problems in learning legal English. They can make different mistakes in English pronunciation, grammar, orthography and vocabulary usage. There is a connection between the native language of a learner and the particular difficulties in learning and using English, and the kind of mistakes a learner typically makes in English pronunciation, grammar and vocabulary as there is native language interference in learning and using English.

Keywords: legal English, teaching and learning, English pronunciation, jurisprudence, law students.

INTRODUCTION

Speaking and listening comprehension in English are the skills generally more frequently used than reading and writing in daily living in an English speaking country. Listening comprehension and speaking in English are more difficult and more important for learners to master than reading and writing. When reading and writing a text a learner has more time for thinking and pauses than when listening and speaking in English in daily living.

MAIN BODY

An ESL/EFL learner can also look up unknown vocabulary in English dictionaries and use other English reference books when reading and writing a text in English, which is impossible when listening and speaking in English. Therefore, listening comprehension and speaking in English are more difficult than reading and writing. English vocabulary for daily living requires more time and is more difficult to master by foreign learners than English grammar.

Vocabulary is one of the most comprehensive and difficult aspects of English for foreign learners to master thoroughly. They should first concentrate on learning the most frequently used and therefore most important English vocabulary for their practical real life needs.

Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties in learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are



differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar.

English usage can also be formal and informal. Formal English is the language of the mass media, education, business, economy, commerce, technology, science, etc. Informal English includes colloquial, slang and dialect usage. It is harder for foreign learners to master informal than formal English vocabulary.

English synonym dictionaries combined with general English dictionaries are an excellent tool for intensively, comprehensively and logically mastering vocabulary for the needs of the learner in real life situations. Extensive reading on a variety of topics is another effective method for expanding English vocabulary knowledge by learners of English.

Previously, knowledge of a foreign language was an indication of a person's mental intellectual development. The foreign language was primarily used for translating from the target language to the native language. But, in modern world the process of globalization has closely connected different nations with one another and hence, it has enhanced their human and professional relations. This type of connection required thorough study of language for specific purposes.

MATERIALS AND METHODS

There are different types of classroom speaking performance:

- Imitative – imitation of some particular element of language form;
- Intensive – practice of some phonological or grammatical aspects of language;
- Responsive – short replies to questions or comments;
- Transactional dialogue – extended form of responsive language “carried out for the purpose of conveying or exchanging specific information”;
- Interpersonal or interactional dialogue – carried out to establish social relations;
- Extensive or monologue – “... extended monologues in the form of oral reports, summaries, or perhaps short speeches”

Taking into account the characteristics of these six types of classroom performances, student level of proficiency and the nature of law profession, we decided to facilitate transactional dialogues and extensive speaking as well. Claims have been made about the importance of interaction in language learning interactive and enjoyable methodology is quite helpful while teaching due to other option “interaction pushes learners to produce more accurate and appropriate language, which itself provides input for other students” (p. 13).

Group work:

- Generates interactive language. It gives all students opportunity to speak;
- Offers an embracing affective climate;
- Promotes learner responsibility and autonomy;
- Gives the teacher chance to give individualizing tasks to different groups.



Rulon and McCreary (1986) regard that working in small groups after the completion of listening and/or reading passage increases the students' comprehension of the passage. Taking into consideration these claims, in the activities we sustained group work before monologues assuming that student would overcome the obstacles which accompany public speech and they would feel more comfortable. Before designing speaking activities, we made a list of the features that are typical for law profession. Based on the list we modeled the activities requiring discussion, argumentation, problem solution, summary and report of the ideas conveyed inside the group, decision making, defending one's own position, etc. These features, in our opinion, are essential for law students and ESP teacher should develop these abilities.

There was a study which subjects were the first year Law students. The group comprised about twenty students. The level of students was upper intermediate. Each time the teacher provided students with an activity (three activities in all) connected with the topic of the lecture. The students were given appropriate instructions. From the observation, it was obvious that students felt motivated when coping with the texts, which were from real life and dealt with new themes and currently existing problems. They enjoyed the activities and felt content with their achievements. The selected speaking activities are the following:

ACTIVITY 1

1. Read the article about the ban of street-trading and identify the problem. To ban or not to ban Traders Protest Demonstration 3 On September 9, traders held protest demonstration in front of the president's residence. Demonstrators requested meeting with the president to resolve their problems. The traders want to allow them to trade in the street. One of them said that they remained with no income after the street-trading was prohibited. She spent her last 1 cent to get to the place of protest demonstration and does not know how to keep the family now. The next protest demonstration of street traders will be held next Tuesday at 12:00 pm near the City Hall. [humanrights.ge]
2. Work individually. Find and note-down advantages and disadvantages of street-trading. Report to the class about your findings.
3. Work in groups. Take into consideration your notes and agree on the solution of the problem.
4. Present your solution to the class and give reasons for your decisions.
5. Listen to other groups decisions. Which was the best solution of the problem?

ACTIVITY 2

1. Read the following article about the Law on Police. Protected Police – Protected Society The rights of Georgian police will be increased as The Legal Issues Committee of the Parliament of Georgia prepares a draft law, according to which police will have the right to stop and conduct inspection of persons in the street without any legal permission. For such actions "reasonable doubt" will suffice. "Policemen will have a right to stop a person, if he/she has some "reasonable doubt" as to a crime, which this person may have conducted. The person can be stopped as long as it is needed, to prove this "reasonable doubt" or to discredit it. Policemen must explain the rights to the person, who was stopped and present an



identification card, proving that he/she is an authentic police officer. After that, the policeman must explain the reasons for stopping the individual, and that the person has a right to appeal.” This paragraph was added to the Law on Police as an Article 9, prima.

2. Work in groups. Find and note-down pros and cons of the Law on Police. Report to the class about your findings.

3. Work in groups. Describe what you agree about and, if necessary, suggest changes in the Law. Summarize for the rest of the class the opinions that people expressed in your group.

4. Listen to the other groups’ opinions and compare them to your own. Which was the best prepared Law?

ACTIVITY 3

1. Read the following article about the Jury Trial. The Jury is Out! – Jurors to Judge both Georgian Justice and Society the Georgian judicial system will encounter a novel method of dispensing justice in the near future. Starting from October 1st the jury system will officially start operating in Georgia. “We have conducted a very serious campaign in order to increase public awareness and to explain what it means to the population. For almost one year we conducted simulated trial processes and we involved not celebrities but ordinary people in them. So, at least 50 people have already had the experience and they are ready to attend the trial, listen to debates and then make a decision,” says the head of the Supreme Court of Georgia. The jurors are not professional lawyers. In order not to make the trial process shorter, the time for all procedures is strictly defined by the law. At the beginning the juries will be given time to make an unanimous decision. After that, if they don't reach an agreement, at least 10 jurors must agree to the verdict. If they aren't able to reach the agreement on verdict despite further discussion, then new jurors will be invited and they will start reviewing the case. If they also won't be able to announce the verdict, an acquittal will be automatically issued. What will happen if a citizen does not want to be a jury? “If the denial is not supported by rational justification and is not due to urgent necessity, the person will be fined,” says the head of the Supreme Court of Georgia. 5

2. a) Work individually. Do you ... - strongly agree with this law? - partly agree with this law? - disagree with this law? b) Spend a few minutes thinking about how to explain your opinion.

3. In groups explain and discuss your opinion. Find and note-down pros and cons of the jury trial. Take into consideration your notes and agree on the necessity of the implementation of the jury system. Report to the class about your findings.

4. Summarize for the rest of the class the opinions that people expressed in your group. Describe what you agree about and explain any differences in opinion.

5. Listen to the other groups’ opinions and compare them to your own. After the discussion report: Do you still agree or disagree with this law and or you have changed your opinion? If you have changed your opinion, give reasons of this change. Conclusion It is not always available to find the textbook completely fitting to the students’ needs. Teachers usually cope with this problem by adapting the material, if it is not suitable, or creating themselves. When designing speaking activities for law students one should attentively select the texts. The content of the text has an essential importance. We



recommend choosing the texts, which focus on real life situations and up-to-date problems or disputes. Herewith, we should mention that the texts of this type of activities require update, because after a period the content of the texts will become old: problems will be solved, disputes will be settled, etc. Based on this we assume that this state of affair will reduce students' motivation and involvement in the activities.

CONCLUSION

In the centuries, the position of communicating oral skills management has developed. Rather, the grammar translation mechanism was ignored, it became the main skills in the direct way. Audio also focused on speaking linguistics, although linguistic principles were seen as normal routine behavior in general and prediction conditions. Seriously integrated curriculum includes activities in all language skills, equal to equality of each of them. Finally, the teaching of communication language added more realistic dimensions to educate verbal conversations by introducing multiple types of forms in the classroom and practicing naturally or potentially speaking languages, which has spoken style and explained the role of the participants.

Today, despite the indefinite criticism of available methods, technologies or resources, it is generally considered to be the most basic skill to achieve this. Since the beginning of the communication era, it has been treated as the ultimate goal of training the language and its proper development has become the focus of both teachers and learning. However, it is also a recognized fact that it is not easy to master expertise in foreign language spoken in classroom conditions. Even advanced learners have often completed an oral course with this confession that they are not quite prepared to speak outside of the classroom. These natural consequences are more difficult than natural roles and oral communication estimates, and the role of unwanted speaking in the classroom. In fact, choosing the most appropriate type of words for classroom process in a special language course is a very difficult decision, unfortunately, sometimes reflects the natural incident and distribution of communication conditions.

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