

**Nataliya Kushevska,**  
*Borys Grinchenko Kyiv University,*  
*Kyiv, Ukraine,*  
*n.kushevska@kugb.edu.ua*

## **UNDERSTANDING OF HUMAN RIGHTS THROUGH TEACHING LEGAL ENGLISH AS A SECOND LANGUAGE**

### **РОЗУМІННЯ ПРАВ ЛЮДИНИ ЧЕРЕЗ ВИКЛАДАННЯ ЮРИДИЧНОЇ АНГЛІЙСЬКОЇ МОВИ ЯК ДРУГОЇ ІНОЗЕМНОЇ**

We are language teachers living in the 21<sup>st</sup> century. Today, we live in critical times. There are a lot of serious global problems, such as: international crimes, human trafficking, social and ethnic conflict. We should help our students to solve these problems. We should understand our responsibility as their teachers, especially in these hard times.

Why is it important to learn about human rights? Students have to understand their rights, and how they should use them in our everyday life. Teaching these issues we give the opportunity to our students to make their own opinions, talk about, achieve their goals [2].

What can we say about human rights? These are the things that one has simply because one is human. The main aim of human rights is that everyone has the equal rights and liberties. And it doesn't matter who you are and where you come from. Human rights are not privileges, and they cannot be granted or revoked. We have human rights and they are protected under the Law. Nobody can give or take them away from you, and also some rights limited in some way. We know different kinds of human rights which are connected with different kinds of areas of our everyday life, such as: right to liberty, the right to freedom of expression, the right to education, etc.

Human rights have many characteristics:

— Human rights are universal, meaning everyone has them, no matter who they are or where they are from.

— Human rights are based on equality, meaning everyone holds them equally. No one should suffer discrimination based on race, colour, sex,

language, religion, political or other opinion, national or social origin, property, birth or other status as established by human rights standards. The meaning of “other status” has evolved over time and it is now widely agreed that grounds such as disability, age, gender identity, ethnicity and geographical origin are included in this definition.

— Human rights are indivisible, meaning there are no rights that are considered “more” or “less” important than others.

— Human rights are inalienable, meaning a person cannot lose a right or a right cannot be taken away from a person.

— Human rights are interdependent, meaning they depend on each other. For example, if a child does not have enough food to eat (the right to food), then he or she will have a difficult time learning in school (the right to education).

— Human rights go hand in hand with responsibilities. A person has rights but also has the responsibility to respect other peoples’ rights too [5].

When we talk about human rights, we often relate them with such international instrument as the Universal Declaration of Human Rights (UDHR), a document that was adopted by the United Nations in 1948.

What are the benefits of teaching human rights through teaching Legal English as a second language? The role of international law as a crucial tool of international relations makes extremely relevant training highly qualified specialists in the area of human rights [4].

Commonly, Legal English is mostly used by lawyers. The main aim for teachers is to prepare law students in the field of human rights with the necessary knowledge and value standards while understanding the concept of human rights in the third millennium, taking into account ethical and moral principles in the teaching and research process with a high level of professional Legal English.

Students will gain knowledge on existing human rights instruments and features they use in the law practice; understanding of the ethical principles of the specialists in the field of human rights; practical skills in protecting human rights, taking through communication with practitioners and experts in the field of human rights and their involvement in the teaching of Legal English; knowledge of institutional and legal mechanisms for protection of human rights at international, European and national level; understanding the meaning and purpose of work in the field of human rights; necessary skills for future success in the field of human rights; practical skills needed for future career.

Sufficient translation of legal text requires from the translator using foreign language as well as native language. It must be accurate translation. You must pay students' attention to the differences in language-ethnic characteristics, linguistic realities and specialized vocabulary.

Legal English, contains a lot of specialized terminology that creates difficulties not only to native speakers, but also to foreign users. Being a non-native teacher of Legal English, I must admit that the most time-consuming activity of my preparation is terminology mining. Any foreign language teaching is a bilateral process. The main problem in ESP teaching is Language or Content. It has become clear and understandable when Legal English can be taught to the students of law faculties who has the background of professional knowledge in native language. Therefore, it is important to law students as a translator have basic knowledge of law and legal language. It is clear that the teacher should be competent in all areas of Law by means of which he / she plans to teach his / her students. The teacher should acquire some professional skills, such as: linguistic, language, socio-cultural skills, planning skills, coordinating skills. Without this competence, no specific knowledge will help to succeed. It means why it is important to have high responsibilities for a teacher.

Each teacher should remember the main components which are necessary for the future legal professionals:

- linguistic competence (basic knowledge of grammar, lexis, phonetics skills);
- socio-cultural competence ( the ability to communicate between people from different cultures);
- socio-linguistic competence (the ability to use language according to the context and style);
- discourse competence (achieving the goals);
- strategic competence (the ability to plan your speech);
- social competence (willingness to communicate, self-reliance) [4].

The most important competence for Legal English teachers is ability to teach their students the writing skills. They can present the samples of documents and check students' work by putting comments on their papers. The main idea of that process is that the students should draft legal documents that will be authentic to members in a particular country. Students try to draft just formally authentic documents, but they make a lot of mistakes.

It is known that students often say that they are unsure what to do or how to draft successful documents. They are simply guessing about what they should write. In fact, they are doing just that:

1. The teacher present to students a number of simple situations to solve them.
2. Then students research this simple legal situation to find legal sources (cases, laws, statutes).
3. The teacher then gives students the task to draft simple legal document.
4. While writing a legal document students may discuss the special features of this document and analyze the mistakes.
5. The teacher examines the text and makes comments on the student's papers.
6. The students analyze the teacher's comments and re-write the document. The comments may be different such as: structural; legal; grammar and terminology form.

Teaching students Legal English based on a number of professional needs of future lawyers. Motivation is one of the most important elements of improvement professional English language training, because the student has to understand the goals of studying English and how he can use this knowledge in the future. The teaching in itself should motivate students to research new material, study new codes and statutes. Teachers should create new teaching technologies to motivate students study more effectively. Working in a team, researching the cases, making projects that is what the students should do if they want to be good lawyers [7].

### **References**

1. Bamford, J. (1990). Education and Action Beyond the Classroom. *The Language Teacher*, 14 (5).
2. Cates, K. (1990). Teaching for a Better World. *The Language Teacher*, 14 (5).
3. Rivers, W. (1968). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.
4. Peterson, A., Warwick, P. (2015). *Global Learning and Education: Key Concepts and Effective Practice*. Oxon: Routledge.
5. Ministry of Justice, British Institute of Human Rights (2009). *Right Here, Right Now. Teaching Citizenship through Human Rights*. London.
6. H.E.N.R. Dewi Nurmayani (2013). *What are Human Rights?* [www.globalethicsnetwork.org](http://www.globalethicsnetwork.org)
7. Hoffman, C. (2011). *Using Discourse Analysis Methodology to Teach "Legal English"*, Georgetown University Law center. USA.
8. UNESCO. (1974). *Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms*. Paris: UNESCO.