

TEACHING LEGAL ENGLISH TO LAW SCHOOL STUDENTS THROUGH VOCABULARY PRACTICE TASKS

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ABSTRACT. The paper aims to demonstrate that students can learn and reinforce Legal English vocabulary through practical tasks developed based on authentic materials. The arguments to support such a demonstration consist in showcasing a variety of examples of practical vocabulary tasks that we have developed and used in class with our students. Yet, before shifting to the practical facets of teaching Legal English to law school students, the article debuts with a clarification of some concepts related to English language teaching, as well as with language teaching approaches, which is further followed by a brief analysis of the teaching resources available for Legal English and their advantages. As previously mentioned, the final section of the paper is devoted to the extensive exemplification of the possibilities a language instructor can use in a Legal English class based on the practical tasks he/she may design and develop starting from authentic materials. The teaching practice, however, has revealed that, though students can as well acquire legal English terminology while being engaged in and as a result of vocabulary-based practical tasks, the degree of effectiveness of their learning of English legal concepts is higher if learning is contextualized.

Keywords: *English for Specific Purposes, English for Legal Purposes, CBI, CLIL, Legal English teaching resources, LE vocabulary*

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ZUSAMMENFASSUNG. Das Papier zielt darauf ab, zu demonstrieren, dass Studenten Legal English Vokabular durch praktische Aufgaben, die auf authentischen Materialien basieren, lernen und verstärken können. Die Argumente, die für eine solche Demonstration sprechen, bestehen darin, dass wir eine Vielzahl von Beispielen praktischer Wortschatzaufgaben zeigen, die wir im Unterricht mit unseren Schülern entwickelt und angewendet haben. Bevor jedoch auf die praktischen Facetten des juristischen Englischunterrichts für Jurastudenten übergegangen wird, beginnt der Artikel mit einer Erläuterung einiger Konzepte, die sich auf den Englischunterricht beziehen, sowie auf Sprachunterrichtsansätze, auf die eine kurze Analyse folgt Unterrichtsmaterialien für Legal English und ihre Vorteile. Wie bereits erwähnt, widmet sich der letzte Teil der Arbeit der extensiven Veranschaulichung der Möglichkeiten, die ein Sprachlehrer in einem Legal English-Kurs nutzen kann, basierend auf den praktischen Aufgaben, die er / sie aus authentischen Materialien entwerfen und entwickeln kann. Die Unterrichtspraxis hat jedoch gezeigt, dass, obwohl die Schüler sowohl legale englische Terminologie erwerben können als auch als Ergebnis vokabularbasierter praktischer Aufgaben, der Grad der Effektivität ihres Erlernens englischer Rechtskonzepte höher ist, wenn Lernen stattfindet kontextualisiert.

Schlüsselwörter: *Englisch für spezifische Zwecke, Englisch für juristische Zwecke, CBI, CLIL, Rechtsenglischunterricht, LE-Vokabular*

1. Introduction

As a rule, law school students who have Legal English included in their syllabus have the advantage of possessing the knowledge of the legal field, which usually allows them to acquire a better understanding of the English counterparts of the legal concepts they regularly operate with in their chosen profession, provided that they are proficient in English as well.

The aim of the present paper is to showcase a facet of teaching Legal English to Law School students by the use of vocabulary-based practical tasks. We are using for exemplification tasks that we have developed starting from authentic materials, which have been administered in our Legal English language classes, where the students have a B2 to C1 level of proficiency in English. In the end, we shall draw conclusions on the effectiveness of the teaching and learning approach employed that has been based on vocabulary practice tasks.

2. Concepts in English language teaching: ESP, EAP, ELP/EALP/ELAP

ESP (English for Specific Purposes) involves CBI in various disciplines such as economics, medicine, technology, law etc. Thus, *Legal English* as a form of ESP has its specific vocabulary which is distinguishable from both GE (General English) and other branches of ESP, such as BE (Business English), EAP (English for Academic Purposes), EOP (English for Occupational Purposes), EMP (English for Medical Purposes), EVP (English for Vocational Purposes) and such.

Some words are common to BE and LE (e.g. case, sentence, trial etc.), which may cause confusion among L2 learners, whereas some other belong to LE only and their meanings have to be carefully looked up in legal dictionaries (e.g. *attorney/lawyer, defendant, caselaw, prosecutor, verdict, judge, witness* etc.).

The Internet may be used to teach LE terminology as it is a source of authentic texts and a pathway to language platforms (online legal dictionaries, interactive legal vocabulary exercises). Eastman (1996:34) states that the web will become more and more important given its ease of use and wide accessibility.

Legal English as EAP

English for General Purposes (EGP) or TENOR (Teaching English for No Obvious Reason) is founded on the principle of achieving a high standard of everyday English communication skills (such as reading, writing, listening and speaking). Usually, the General English language course syllabus is based on a conception of the kind of reality students have to deal with in English (Holme, 1996).

In contrast, ESP involves “education, training and practice, and it draws upon three major realms of knowledge: language, pedagogy, and students’ specialist areas of interest” (Robinson, 2001). As its name suggests, ESP is an extension of what is learnt in EGP and it focuses on specific knowledge.

There are two main strands of ESP, which are EOP and EAP. EOP involves the preparation for the professional occupations students are likely to go into when they graduate (Flowerdew & Peacock, 2001:11). EAP refers to English teaching that relates to a study purpose, which is taught generally within educational institutions to students needing English for their academic courses (Dudley-Evans & St. John, 1998).

English for Legal Purposes (ELP) is also known as English for Legal Academic Purposes (ELAP) or English for Academic Legal Purposes (EALP) and is “an established sub-section of EAP” (Dudley-Evans & St. John, 1998: 48). It has its specific jargon and complex language, which are most often familiar only for the specialist community.

3. Language teaching approaches in teaching Legal English *Content-based instruction (CBI)*

CBI is an integrated pedagogical approach in language education, which a double focus on language skills and content mastery.

In the ESP literature there are various definitions of CBI. For instance, Mohan (1986) argues that language and content should be learned simultaneously, while Briton et al. (1989) views CBI as the “integration of particular content with language-teaching aims”, where content refers to “regular subject matter that students are currently learning such as mathematics, geography, and history etc.”. On the other hand, Williams (1995) states that an integrated approach provides a basis for language teaching and increases the chances of L2 acquisition success.

CBI refers to contextualized learning, which means that students are thought useful language in given discourse contexts, not in isolated language sequences, which may keep students motivated and interested.

English for legal purposes runs in parallel with law courses, which allows students to associate the legal knowledge with the legal English contexts and language. Usually, Legal English is included in the curriculum of students enrolled in law studies, whose evaluation consists of formative and summative tests administered at the end of each semester.

Teaching English for Legal Purposes can be centered on teaching specialized terminology in legal contexts by integrating all four language skills: listening, reading, writing and speaking. Thus, teachers might use authentic materials as teaching resources as the target students’ proficiency is adequate enough (usually B2 to C1 level).

Content and language integrated learning (CLIL)

CLIL is a methodology similar to, but distinct from CBI or *language immersion*, which refers to learning context through a second foreign language, thus teaching both the subject and the language.

Language immersion is a method is a method of teaching a second language in which the learners’ second language (L2) is the medium of classroom instruction. Thus learners study school subjects through L2 (such as mathematics, geography, science, law etc.).

The purpose of such an approach is to foster *bilingualism* by offering learners the opportunity to develop their communicative competence or language proficiency in L2.

According to D. Marsh (2002), CLIL has a dual focus as it “refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language”.

In teaching legal English it is important to take into account the learners’ level of L2 skills and their language competence. Teaching legal English as a second language brings about some challenges such as the peculiarities and particularities of legal vocabulary and the cultural differences between the national and the L2 legal systems.

Usually, the purpose of teaching legal English is to prepare students to practice law in international contexts, to facilitate their acquisition of specialized terminology and prepare them to meet the requirements of a law degree program.

David Mellinkoff (1963:11-29) argues that legal English lexis includes Latin, French and Anglo-Saxon words and phrases, rare words from Old and Middle English, professional jargon and formal expressions, which makes it difficult to understand not only to foreign learners or L2 learners, but also to native speakers.

The aim of legal English teaching will be to train students in practicing specific skills so as to be able to use it with ease in professional legal contexts. Therefore, a good teacher of legal English must possess the required qualifications and experience in teaching English for specific purposes and sufficient knowledge of relevant legal topics. Teaching materials and resources used in legal English classes are mainly based on authentic texts displaying legal matters, contexts and systems of the US and the UK. That is why instructors teaching legal English to L2 students should primarily focus on the cultural differences that arise from the learners’ L1 culture and the L2 legal contexts they are studying. Thus, teachers should be aware of this specificity and be able to provide a cul-

tural balance and cross-cultural comparisons (for instance, when teaching topics such as “the legal profession”, “sources of law” or “branches of law”, teachers of English for law may resort to comparisons between L1 and L2 legal systems so as to make the legal notions more accessible and comprehensible).

In legal English classes students are usually exposed to legal contexts or topics in the target language (L2). Such exposure can be provided by asking students to carry out certain documentation or research on a certain legal issue, which implies the students’ availability to work independently and to carry out individual information gathering, as well as their competence in computing. In addition, students should possess an adequate communicative ability which is ensured by an advanced level of L2 and a deep knowledge of legal matters in L1. Such competence and knowledge will allow students to draw comparisons between L1 and L2 legal systems and thus extract the proper meaning of L2 legal vocabulary items or legal concepts.

Another alternative to enhance students’ acquisition of the legal terminology is to assign translation exercises from L1 to L2, and the other way around. *Translation* of legal terminology is not merely a process of finding the equivalent in L1 (mother tongue), but it requires a great deal of cognitive effort and a deep understanding and solid knowledge of the legal matters, doubled by an utter awareness of the cultural differences between L1 and L2 legal systems. In support of this idea Walker (2001) argued that “a legal concept is an abstract general notion or idea which serves as a category of legal thought or classification, the title given to a set of facts and circumstances which satisfies certain legal requirements and has certain legal consequences”.

4. Legal English teaching resources: textbooks, authentic legal texts/resources

Legal English Textbooks

Legal English textbooks usually contain reading, listening texts on various legal issues and their aim is to make students familiar with language and structure of the legal texts. They also include practice tasks focused on specific vocabulary, grammatical structures and functional language. The additional purpose of such tasks is to prepare students for real-life situations.

The textbooks are also centered on oral communication skills through activities such as discussions, oral debates, making presentations, delivering arguments, communicating with clients, moot courts, representing a client etc.

One of the most important issues that arise in teaching Legal English is that the language specialist has to be able to understand and explain the matters of law so as to appropriately teach students legal terminology. For this reason, the language teachers have to keep in contact with specialists in the legal field to inform them on various legal issues that need clarification and can only be understood within the whole legal system. This sort of collaboration is most often necessary as there are major differences in the organization of the judicial system in UK and Romania, for instance.

Usually, the best approach in teaching, for instance, the structure of the courts, the legal profession, the branches or sources of law is to resort to a comparative approach between the legal systems in L1 and L2 cultures. Thus, besides being able to more easily understand the legal issues by resorting to comparisons, the students also become aware of the cultural differences between L1 and L2 contexts.

Advantages of legal textbooks

Indisputably, textbooks are an essential tool for both teachers and students in teaching and learning a language, in general, and legal English, in particular. According to A.A. Samad (Noorlen, Samad 2011:1) textbooks represent a major source of contact the students have with a language except for the information provided by the teachers.

The advantages of textbooks consist in the fact that they provide a clear structure and organization of the subject matter into units of study, sections and subsections. Furthermore, each unit usually includes inputs that allow students to practice the four language skills and tasks designed to facilitate the practice and acquisition of specialized legal vocabulary. They are also a resource for students' development of language competences and skills by providing a variety of tasks such as: matching exercises, gap-fill activities, cross-word puzzles, matching terms with definitions, translation of specialized contexts, legal expressions etc. Moreover, textbooks allow continuity and coherence in the study of Legal English and also an integrated learning as it introduces various legal topics and contexts.

The use of authentic legal texts as alternative teaching resources

There is a wide range of authentic legal texts that can be extracted from pieces of legislation, statutes, legal contracts, legal journals or articles, in legal cases or websites, where legal glossaries can also be found.

The Internet is the most valuable source of authentic legal texts, which offers a great variety of materials for teachers of Legal English. As compared to the printed sources (such as journals, newspapers, scientific magazines etc.) offering a limited amount of legal materials which date swiftly, the Internet makes available resources that are "continually updated, more visually stimulating and interactive", thus "promoting a more active approach to reading" (Berardo, 2006:62).

The authentic legal resources on the Internet have the advantage of offering students the opportunity of using computers and finding this learning method motivating and attractive. Students have access to cases of the European Courts of Human Rights or the European Court of Justice etc., law school websites, legislative acts, law professionals web pages, legal documents – contracts, court proceedings, judgments, EU legislation, legislative matters etc.

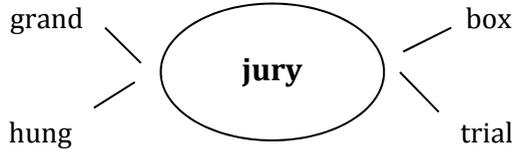
5. Designing effective Legal English vocabulary practice tasks for law students

According to Krois-Lindner (2008:57) the Internet can offer the possibility to develop coherent and fully integrated authentic materials. Thus, in order to facilitate the students' acquisition of legal terminology, a variety of tasks can be developed by the teachers starting from authentic texts or resources such as: gap-fill exercises, matching activities, collocation exercises, matching word with definition, word formation, word puzzles or crosswords, exercises with opposites or synonyms, translation tasks, exercises with legal idioms etc. Examples of such Legal English language activities that we have developed for our law students are shown in the tables below. We shall briefly discuss the purpose of each type of task we have exemplified. For instance, the aim of the exercises with legal collocations and legal idioms (tables 1 and 2 – Pielmuş, 2013:42-44, 97-98, 104-105) is to teach the students learn how to associate various terms around a legal word or phrase, thus facilitating the acquisition of new vocabulary in the form of collocations and idioms.

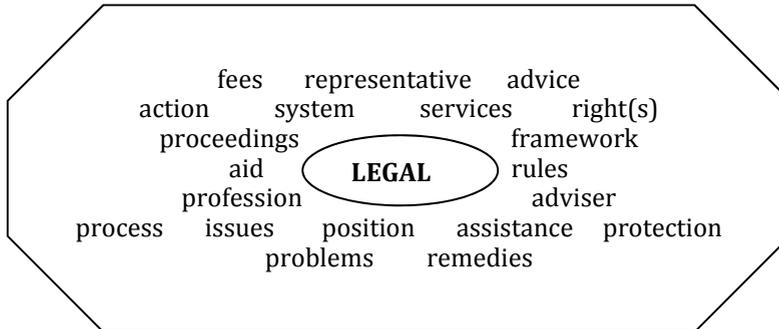
Both types of tasks can be used to encourage students to find the best equivalent of the legal words and phrases in L1 as they already have a legal background in their mother tongue, which can allow them to equate the English and Romanian versions of those terms. The tasks mentioned can also be a lead-in to further vocabulary exercises such as

Table 1. Collocations

1. Fill in each box below with the missing word that collocates with the ones already given. Then give the correct translation of each collocation.



2. Here are some words that collocate with the adjective "legal". Find the best translation for each collocation and then use some of them to complete the sentences below.

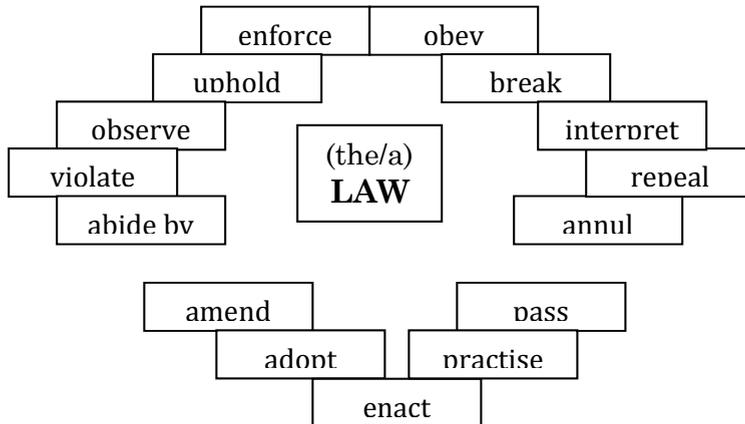


1. A career in the ...**legal profession**.... can be intellectually challenging, personally fulfilling and financially rewarding.
2. Every lawyer can provide pro bono**legal services**.... to victims.
3. Under civil law, a person who has been injured or suffered a financial loss can seek **legal remedies**....

gap-fill in the sentences or in larger texts (table 3 - Piemuş, 2013:50-51). Usually, the purpose of a gap-fill exercise is to test the students' understanding of the overall context the legal words are used in and their ability to fit the appropriate words in the right blanks depending on their meaning or the grammatical category that is missing. Next, the word-formation tasks (table 4 - Piemuş, 2013:52-53) represent both an opportunity to exercise and learn new vocabulary and to revise grammatical categories, as well as word derivation with prefixes and suffixes. Such a task may be followed by a fill-in exercise, which may allow the use of the newly acquired terminology in short contexts such as sentences.

Table 2. Legal idioms

Look at the diagram below. It contains idioms with the word "**law**". Match each idiom with its appropriate translation from the list below.



- | | |
|-------------------------|--------------------------------------|
| a) a interpreta o lege | g) a promulga/pune în vigoare o lege |
| b) a practica avocatura | h) a amenda o lege |
| c) a vota o lege | i) a aplica legea |
| d) a abroga o lege | j) a încălca legea |
| e) a respecta legea | k) a aproba legea |
| f) a adopta o lege | l) a anula o lege |

Table 3. Gap-fill

Use the words in the box to fill in the blanks in the text below.

<i>adjudication</i>	<i>legislatures</i>	<i>guilty party</i>
<i>enforced</i>	<i>constitution</i>	<i>lawsuits</i>
<i>jurisdictions</i>	<i>litigant</i>	<i>codifies</i>
<i>legal remedy</i>		<i>precedents</i>

What Is Law?

Law is a system of rules and guidelines which are (0) **enforced** through social institutions to govern behavior. Laws are made by governments, specifically by their (1) *_legislatures_*. The formation of laws themselves may be influenced by a (2) *_constitution_* (written or unwritten) and the rights encoded therein.

A general distinction can be made between civil law (3) *_jurisdictions_*, in which the legislature or other central body (4) *_codifies_* and consolidates their laws, and common law systems, where judge-made binding (5) *_precedents_* are accepted.

The (6) *_adjudication_* of the law is generally divided into two main areas. Criminal law deals with conduct that is considered harmful to social order and in which the (7) *_guilty party_* may be imprisoned or fined. Civil law (not to be confused with civil law jurisdictions) deals with the resolution of (8) *_law suits_* between individuals or organizations. These resolutions seek to provide a (9) *_legal remedy_* (often monetary damages) to the winning (10) *_litigant_*.

Table 4. Word-formation

Complete the chart, where possible, with corresponding verbs, nouns, adjectives and adverbs as in the example below.

Verb	Noun	Adjective	Adverb
<i>to defend</i>	<i>defense defendant defender</i>	<i>defenseless defensive defendable</i>	<i>defenselessly</i>
to legalize

Another task that can be used in a Legal English class in order to check the comprehension of various legal terms is matching words with their definitions or matching words with their L1 equivalent, or even matching words in order to build up collocations or verb phrases. Table 5 (Pielmuş, 2013:91-92) exemplifies a matching activity which has as aim to match the legal concepts with their definitions. Such a task require students to rely on their L1 legal knowledge in order to be able to infer what the legal term referred to is and make the right association between the

terms and their definitions. However, this task might pose a certain degree of difficulty if it is not a follow-up of a larger contextual discussion about a legal issue, as the L2 legal concepts may hardly indicate an L1 correspondent.

Table 5. Matching

<i>Match the legal idioms (a-l) in the right column with their correct definitions (1-12) in the left one.</i>	
1 - an event or accident due to natural causes for which no human is responsible and which could not have been avoided by planning ahead (a storm, an earthquake, a volcano etc.)	a) burden of proof
2 - causing a disturbance, violent or disorderly behavior	b) examination for discovery
3 - the necessity to prove a disputed fact as required by the laws of evidence	c) power of attorney
4 - a case where you incorrectly identify someone	d) contempt of court
5 - the breaking of a promise which may also be a breach of contract	e) a breach of promise
6 - a lawsuit that is made on behalf of a group of persons in a similar situation or who have suffered a similar wrong	f) penalty clause
7 - property belonging jointly to a married couple or acquired during their marriage	g) a breach of the peace
8 - a cause or reason for legal action such as a lawsuit	h) case of mistaken identity
9 - disobedience of the orders and authority of the court, disrespect for the court process	i) grounds for (something)
10 - an oral examination that is taken under oath in which each side to a lawsuit has the right to examine the other side's witnesses before a trial or hearing	j) an act of God
11 - a section in a contract specifying an amount of money to be paid if the contract is not fulfilled	k) community property
12 - a legal document granting authority for one person to act as another's representative	l) class action lawsuit

Key : 1 j, 2 g, 3 a, 4 h 5 e, 6 l, 7 k, 8 l, 9 d, 10 b, 11 f, 12 c

A different and effective approach to learning legal vocabulary consists in tasks that allow learners to practice and learn legal terms by associating them in pairs of opposites and synonyms (tables 6 and 7 - Pielmuş, 2013:62-65). Not only is such a task effective in terms of the general goal of our Legal English class, which is to facilitate the students' acquisition of legal terminology and encourage them to use it confidently in legal contexts, but it is also an opportunity to revise parts of speech, by associating words around grammatical categories, such as nouns, adjectives, verbs, adverbs.

Table 6. Opposites

Arrange the words in the box below in opposite pairs.

<i>lawful</i>	<i>peaceful</i>	<i>unlawful</i>
<i>capture</i>	<i>innocence</i>	<i>guilt</i>
<i>dangerous</i>	<i>safe</i>	<i>acquittal</i>
<i>escape</i>	<i>deterrence</i>	<i>punishment</i>
<i>legality</i>	<i>release</i>	<i>imprisonment</i>
<i>reward</i>	<i>unlawfulness</i>	<i>indictment</i>
<i>encouragement</i>		<i>violent</i>

lawful - unlawful
 innocence - guilt
 peaceful - violent
 dangerous - safe
 punishment - reward
 legality - unlawfulness
 release - imprisonment
 indictment - acquittal
 encouragement - deterrence
 capture - escape

Table 7. Synonyms

Arrange the words in the box below in pairs of synonyms.

<i>punishment</i>		<i>constraint</i>
<i>guilty</i>		<i>irresponsibility</i>
<i>unlawful</i>		<i>exoneration</i>
<i>legality</i>		<i>dreadful</i>
<i>clemency</i>		<i>penalty</i>
<i>charge</i>	<i>acquittal</i>	<i>restriction</i>
<i>culpable</i>		<i>abominable</i>
<i>recklessness</i>	<i>legitimacy</i>	<i>criminal</i>
<i>accusation</i>		<i>leniency</i>

leniency - clemency
punishment - penalty
guilty - culpable
criminal - unlawful
legality - legitimacy
abominable - dreadful
charge - accusation
exoneration - acquittal
irresponsibility - recklessness
restriction - constraint

In addition, tasks such as word-puzzles and multiple choice questions might also be used in legal English classes to improve learners' vocabulary (tables 8 and 9 - Pielmuş, 2013: 23-26, 74-78). Multiple choice questions is based both on the students' comprehension of the context and the legal terminology. This type of task may check the knowledge of certain legal collocations, as in the first example in table 8, or the understanding of the context as in the second example in the same table. This

exercise format might be appealing to the students as it does not involve a lot of creative effort on their part, similarly to cross-word puzzles, which require them to discover the legal term that corresponds to a certain definition, while having an indication of the number of letters the term they are looking for has. A word puzzle may test how well the students have assimilated the legal concepts from previous content-based classes.

Table 8. *Multiple choice questions*

Choose the correct answer.

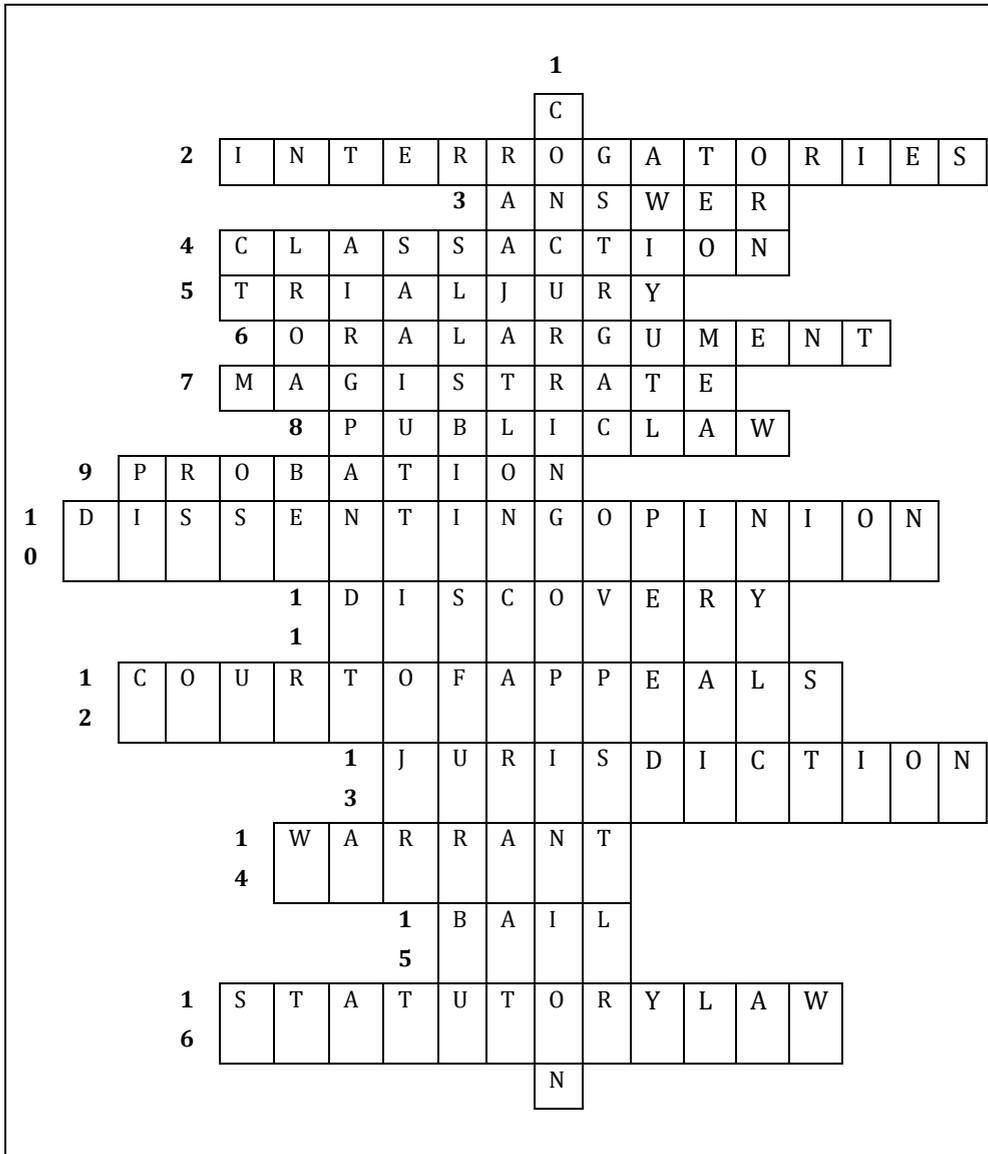
1. A jury that cannot reach a majority verdict is known as a _____ jury.
a) incongruent
b) hung
c) divided
d) nonunanimous

2. The accused man proved his innocence in court and he was _____.
a) pardoned
b) acquitted
c) exempted
d) absolved

Table 9. *Word puzzles*

Fill in the puzzle with the correct legal terms that correspond to the following definitions.

1. an opinion by a member of a court that agrees with the result reached in a case but offers its own rationale for the decision (2 words)
2. written questions sent by one party in a lawsuit to an opposing party as part of pretrial discovery in civil cases; the party receiving the interrogatories is required to answer them in writing under oath
3. the formal written statement by a defendant responding to a civil complaint and setting forth the grounds for his or her defense
4. a suit brought by persons having similar grievances against a common entity (2 words)
5. a group of citizens who hear the evidence presented by both sides at trial and determine the facts in dispute (2 words)
6. an opportunity for the lawyers to summarize their position before the court and to answer the judges' questions (2 words)
7. a lower level judicial official to whom the accused is brought after the arrest, who has the obligation of informing the accused of the charges against him/her and of his/her legal rights
8. the relationship that individuals have with the state as a sovereign entity, for example the tax code or the criminal laws (2 words)
9. punishment for a crime that allows the offender to remain in the community and out of jail so long as he/she follows court-ordered guidelines about his/her behavior
10. an opinion by a member of a court that disagrees with the result reached in the case by the court (2 words)
11. the process by which lawyers learn about their opponent's case in preparation for trial by depositions, interrogatories and requests for documents
12. a court that is higher than an ordinary trial court and has the function of reviewing or correcting the decisions of trial judges (3 words)
13. the authority of a court to hear and decide legal disputes and enforce its rulings
14. it is issued after a complaint, filed by one person against another, has been presented and reviewed by a magistrate who has found probable cause for the arrest
15. a sum of money put up with the court by the defendant to ensure that he or she will appear at the time of trial
16. the type of law enacted by a legislative body (2 words)



Last but not least, translations (table 10 - Piemuş, 2013:111) can be used in Legal English classes with a view to enhance the knowledge of vocabulary and also find correspondence between L1 and L2 legal concepts.

Translations still remain a handy method of practicing vocabulary, by allowing students to check both their acquisition and comprehension of the legal terms. This way they might also reinforce the correspondence between L1 and L2 legal concepts.

Table 10. Translation

Use the vocabulary given below to translate the sentences into English:

*defendant * trial * criminal trial * defence * prosecution * the accused *
to testify * court of law custodial sentence * hearing * witness*

1. Nici o persoană acuzată nu este obligată să răspundă întrebărilor poliției înainte de proces.
2. Într-un proces penal se iau toate măsurile pentru a respinge orice avantaj al acuzării asupra apărării.
3. Inculpatul nu este obligat să depună mărturie într-un proces penal.
4. Instanța poate impune inculpatului o sentință privativă de libertate.
5. Într-un proces penal este foarte importantă audierea martorilor acuzării.

6. Conclusions

The paper has provided an extensive illustration of the possibilities a language instructor can use in a Legal English class based on the practical tasks he/she may design and develop starting from authentic materials. These tasks have been administered in our Legal English language classes, where the students have a B2 to C1 level of proficiency in English. Furthermore, the students present the advantage of being in possession of the legal knowledge in L1, which is usually considered a prerequisite for them to be able to attain a better understanding of the legal English terminology they will be using in professional contexts.

Although the results of the classroom practice in Legal English based on the use of vocabulary tasks, as they have been reflected in the students' final test grades, have been more than satisfactory, due to the fact that the students are both highly proficient in English and in their legal field. However, our long-lasting teaching practice has revealed that, though students can as well acquire legal English terminology as a result of practicing vocabulary-based tasks, the degree of effectiveness of their learning of English legal terminology is considerably higher if the legal English learning is integrated in contexts related to the legal profession. This means that the legal English vocabulary tasks can work better in terms of helping students acquire legal terminology in the second language if these tasks are introduced into the lesson as additional, complementary resources to a content-based instruction.

As we have analyzed at the beginning of this paper, English teaching in general, as well as English for Legal Purposes in particular, as a variant of English for Specific Purposes, has to be circumscribed to a certain teaching approach, which the ESP instructor finds most appropriate for his/her classes. We have described two such teaching approaches, such as CBI and CLIL, in relation to teaching Legal English, which provide the language instructor with the opportunities to focus both on content and language in the language class. Thus, students can more effectively reinforce the English legal terminology, as they can link the legal concepts to a certain professional content (such as legal profession, the branches of law, the sources of law, the organization of law courts etc.), which they already possess knowledge of in L1. As such, additional vocabulary practice that complements the content-based lesson will further build on the students' language competence in the legal field.

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