

## TEACHING ESP VOCABULARY BY MEANS OF PURPOSIVE- THEMATIC DIAGRAMMS AND CROSSWORD PUZZLES (On the example of legal english)

*PhD in Philological Sciences G. Grigoryan, O. Zakaryan*

**Keywords:** English for Specific Purposes, Legal English, vocabulary, purposive-thematic diagrams, crosswords, teaching process, Lexical approach, methods, techniques.

### Introduction.

In our globalized world, a lot of means are used to broaden the area of international law to strengthen its influence and role in international relations. Among the many ways to reach this goal in the 21-st century as an era of humanity, the best way is soft power. Nowadays, the leading tool of soft power is language.

English has been keeping its leading role through centuries until now. If we focus on the importance of English, we will realize, that English is not only a conventional means of communication but also a great resource of information as the dominant majority of books, conferences, even movies, etc. are in English. The English language has different classifications and definitions (lingua franca, and according to its application and functions such as Academic, General English(GE), spoken, etc.). We have tried to highlight one of the most popular roles that are realized for the purpose of teaching/learning English, which is the so-called ESP or English for specific purposes.

In other words, English for what? English for whom? Or even what English?

As for a broader definition of ESP, Hutchinson and Waters theorize, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning"<sup>1</sup>.

Almost every linguist will agree that it is not an easy task to learn/teach foreign languages, especially for a specific purpose. And it is no doubt that the essential component in every language is vocabulary. There

---

<sup>1</sup> Hutchinson T., Waters A., "English for Specific Purposes: a learning-centred approach", Cambridge University Press, 1987, p. 19.

are many approaches, which offer new methods of facilitating learning new vocabularies: one of them is the Lexical approach, coined by Michael Lewis in his book "The Lexical Approach" published in 1993. According to him, it is a unique way of lexis-based teaching. Also, in this approach, he puts words at the centre of language<sup>2</sup>.

#### *Origins of ESP.*

English for Specific Purposes (ESP) has emerged as a single field in the 1960s. The emergence of ESP has resulted from many occurrences like the Second World War in 1945, the rapid growth of science and technology, the increased use of English as the international language of science, technology and business, the increased economic power of certain oil-rich countries and increased numbers of international students studying in the UK, USA, and Australia<sup>3</sup>.

According to Hutchinson and Waters, there are three reasons common to the emergence of all ESPs: a) the demands of a Brave New World, b) a revolution in linguistics, and c) a focus on the learner's needs.

Hutchinson and Waters note that two key historical periods breathed life into ESP. First, the end of the Second World War, and second, the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. All the factors mentioned above told on the spread and the increase of the English language significance.<sup>4</sup>

#### *Why is ESP different from EGP?*

The specific needs emerged in connection with new approaches to language teaching and learning as a result of top-level requirements on behalf of the managers, business companies, diplomatic meetings and conferences, translating activities to produce context-bound terms and language level to be able to cover the tasks at work. Hutchinson and Waters state "If language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners' course"<sup>5</sup>.

---

<sup>2</sup> Supardi, "ESP English For Specific Purposes: Teaching Legal English Using Lexical Approach", Universitas Jember, Indonesia, p. 348.

<sup>3</sup> Momtazur R., English for Specific Purposes (ESP): A Holistic Review // *Universal Journal of Educational Research*, 3(1): 24-31, 2015, p. 25 <http://www.hrpub.org/download/20150101/UJER4-19503020.pdf>

<sup>4</sup> Hutchinson T., Waters A., "English for Specific Purposes: a learning-centred approach", Cambridge University Press, 1987, p. 7.

<sup>5</sup> Ibid, p. 7.

According to Kennedy, C. & Bolitho, R. if English is taught as a second language along with other subjects for educational purposes as some useful subject to the learners in the future, then this is EGP. In this type of learning, there is generally no immediate requirement for the learners to use English for any real communicative purposes. In contrast, if English is taught for specialized learners with some specific vocational and educational purpose in mind, then this is ESP. ESP is learning and learner-oriented, with conception and preference for communicative competence<sup>6</sup>.

*The choice of methodology as a significant attribute in the ESP learning process*

The choice of the methodology of learning/teaching ESP is considered to be a crucial point because it might influence the effectivity of the learning process, especially when language learners have different purposes while learning the language and these purposes are closely related to their personality and occupation.

Ignacio M. Palacios Martinez believes that learners possess their own set of strategies, methods and there is no need for imposing on them a particular strategic system which may not be in keeping with their personality, cultural background, cognitive style, age, etc.<sup>7</sup>.

Another aspect why methodology is essential in the language learning process is that ESP courses aim to develop linguistic skills relating to particular spheres of activity, and in this process, not only the nature of the linguistic items introduced, but the ways in which they are introduced and how they are practised, are highly significant. Interestingly, the skills and linguistic items learned will not be useful only in the ESP context. Some of them will be readily transferable to other contexts<sup>8</sup>. What matters in teaching ESP is the learning-centred approach. The instructors need to be creative enough to develop class activities following the adopted methodology while focusing on the aims of the particular ESPs.

---

<sup>6</sup> Mohammed Mizel Tahir, "English for specific purposes(ESP) and syllabus design", p. 98, <https://www.iasj.net/iasj?func=fulltext&aId=45953>

<sup>7</sup> Ignacio M. Palacios Martinez, "The Importance of Language Learning Strategies in Foreign Language Teaching", p.109, [https://www.researchgate.net/publication/28203603\\_The\\_importance\\_of\\_language\\_learning\\_strategies\\_in\\_foreign\\_language\\_teaching](https://www.researchgate.net/publication/28203603_The_importance_of_language_learning_strategies_in_foreign_language_teaching)

<sup>8</sup> Chris Wright, "The Benefits of ESP", <http://www.camlang.com/art001.htm>.

*What is Legal English (LE) or the so-called English for legal purposes, and why is it so difficult for an ESP student?*

LE is a technical language, and, naturally, LE vocabulary and terminology is particularly challenging. Typically, it is complicated for international students to learn LE as an ESP subject. They face at least two difficulties while studying LE vocabulary. First, LE has its distinctive vocabulary, and people even with advanced knowledge in GE might find it difficult to understand and explain LE terms. The second difficulty is that some LE terms are also found in GE, and this fact can make law students confused to choose the exact meanings as very often dictionaries, among multiple connotations, do not provide the word as a field-bound term as well.

The word “party”, which has lots of definitions is explained as follows in LE: “The person who is directly involved or interested in any act, affair, contract, transaction, or legal proceeding; opposing litigants.”<sup>9</sup> Unlike LE, this word has an entirely different meaning in GE, particularly Cambridge Dictionary defines this word as follows:

*Definition 1:* Party(celebration) a social event at which a group of people meet to talk, eat, drink, dance, etc., often to celebrate a special occasion

*Definition 2:* Party (political groups) is an organization of people with particular political beliefs that competes in elections to try to win positions in local or national government<sup>10</sup>.

Also, LE is rich in terms and collocations. Sentences are long and often have peculiar word order. Latin adoptions(often used as such in almost all the languages) are sometimes used instead of English phrases (e.g., *contra legem* for *against the law*, *de jure* for *according to*, *de facto* for *in fact, etc.*) LE uses archaic phrases formed with the prefixes *there-* and *here-* (e.g., *hereinafter* for *from now on*, *therefore* instead of *for that, etc.*), French Anglo-Norman origin endings of the words are frequently met (e.g., *lessee*, *trustee*, *employee*) and unusual set phrases are quite common (e.g. trial de novo, so that a writ of error will lie, etc.<sup>11</sup>

---

<sup>9</sup> The free Dictionary by Farlex: <https://legal-dictionary.thefreedictionary.com/Parties>

<sup>10</sup> Cambridge Dictionary: <https://dictionary.cambridge.org/dictionary/english/party>

<sup>11</sup> Reports of Cases Argued and Determined in the Supreme Court of Judicature: And in the Court for the Trial of Impeachments and the Correction of Errors in the State of New-York, Vol; 12, p 35 [https://books.google.am/books?id=5\\_8aAAAAYAAJ&pg=PA35&lpg=PA35&dq=a+write+](https://books.google.am/books?id=5_8aAAAAYAAJ&pg=PA35&lpg=PA35&dq=a+write+)

According to M. O. Lojko, when legal English is taught to English second language students “there are at least two language-related challenges. The first language-related challenge is the peculiarities of its vocabulary and sentence structure, whereas the second one is the cultural differences between that of the specific national common law jurisdiction and the English second learners. Such cultural differences may require a different approach in the methodology of teaching legal English to foreign learners”<sup>12</sup>. Roxana-Petruta Goga-Vigaru recognizes that “Legal English learner should have at least intermediate level of English”<sup>13</sup>. But in practice although students should have at least intermediate level of English, there are many situations when they have different language levels and achieving their common aim of learning legal terminology and familiarizing it in English becomes a big challenge for teachers<sup>14</sup>. Here the teacher plays a significant role in finding creative ways and efficient methods to meet the needs and competence of students.

*Different approaches concerning the methods of teaching LE vocabulary*

According to Harmer in learning a foreign language, vocabulary plays an important role. It is the element that links the four language skills of speaking, listening, reading and writing altogether. It provides the vital organs and fleshes to the language, so students should acquire an adequate number of words and should know how to use them accurately in context. How the students can master as many as possible words as to use them in appropriate context can be a difficulty for them. Whereas, they have to do it in order to be able to have ability in all of the language skills<sup>15</sup>.

Teaching vocabulary as any other activity requires adequate preparation and planning, and first and foremost great motivation on behalf of

---

of+error+ will+lie&source=bl&ots=WofyFhrUdc&sig= ACfU3U2UD hqHpOGL3 jOyPKU gmk Mh2  
GPhig&hl=hy&sa=X&ved=2ahUKEwjghdi78cXqAhVnyqYKHcCmAMAQ6AEwCXoECAYQ  
AQ#v=onepage&q=a%20write%20of%20error%20will%20lie&f=false

<sup>12</sup> Lojko, M. O. “Teaching Legal English to English Second Language Students in the US Law”, 2011, <https://elib.grsu.by/katalog/161452-345805.pdf>

<sup>13</sup> Roxana-Petruta Goga-Vigaru, “Challenges in teaching legal English and efficient methods of evaluating Romanian students at the Faculty of Law and Public Administration”, “Spiru Haret” University, Romania, 40 [http://files.jolace.webnode.sk/200001244-42f3344e8c/CLEaR2015%20Conference %20 Proceedings%20-%2005.pdf](http://files.jolace.webnode.sk/200001244-42f3344e8c/CLEaR2015%20Conference%20Proceedings%20-%2005.pdf)

<sup>14</sup> Ibid., p40.

<sup>15</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson Education Limited), 2007.

students. Teachers need not only to ensure that their students learn the words properly but also clarify the goals for vocabulary learning and make their students aware of these goals. It is also important for teachers to use an approach that will help their learners develop a comprehensive knowledge of the target words, and to measure vocabulary learning in the course<sup>16</sup>.

Among the approaches concerning the methods of teaching LE vocabulary, the Lexical approach is one of the most valuables. Lexical approach is a way of analyzing and teaching language based on the idea that it is made up of lexical units rather than grammatical structures. The units are words, chunks formed by collocations, and fixed phrases. A simple activity to incorporate the lexical approach is to encourage learners to identify and record lexical chunks and fixed phrases in the texts they read<sup>17</sup>.

Another efficient method of teaching Legal English vocabulary is using images. The use of visual materials in teaching LE to Law students has proven to be an effective way of dealing with a learning impasse. For instance, the cartoons are the best expression of such method. The essence is that learners are prompted to identify characters or objects in the cartoon and then invited to link them to concepts they are learning in the Legal English course<sup>18</sup>. In the 21<sup>st</sup> century, the development of technologies and the Internet can positively promote the development of education, improve the instruments used in the sphere. In particular, the Internet is an irreplaceable tool in LE teaching. Warschauer presents his approach by the following list of the reasons of using the Internet for teaching: it provides authentic language materials; it enables the student to interact with native and nonnative speakers for 24 hours on end; it makes the learning process lively, dynamic, and interesting<sup>19</sup> helping them digest the most complicated materials.

It is worth mentioning that there are considerable differences in the legal systems of different countries, and this fact makes the learning process

---

<sup>16</sup> "Teaching Vocabulary", Stuart Webb, Paul Nation, [https://www.academia.edu/32102031/Teaching\\_Vocabulary](https://www.academia.edu/32102031/Teaching_Vocabulary)

<sup>17</sup> Teaching English, "Lexical approach", <https://www.teachingenglish.org.uk/article/lexical-approach>

<sup>18</sup> Elsa Liebenberg, "Using Images as an Effective Tool to Facilitate Teaching Legal Concepts", <https://journals.openedition.org/apliut/2260?lang=en>.

<sup>19</sup> Dr Supardi, M. Pd., Developing Materials for Teaching Legal English Vocabularies with the Internet Use // "International Journal of English and Education", [https://www.researchgate.net/publication/301767511\\_Developing\\_Materials\\_for\\_Teaching\\_Legal\\_English\\_Vocabularies\\_with\\_the\\_Internet\\_Use](https://www.researchgate.net/publication/301767511_Developing_Materials_for_Teaching_Legal_English_Vocabularies_with_the_Internet_Use)

of Legal English vocabulary harder. Thus teaching methods should match the cultural identity of learners as well when delivering texts on law, court and justice.

*Purposive-thematic diagrams and crosswords as a useful tool for ESP learners and teachers*

The use of diagrams as a method of learning language is already a commonly accepted approach. As G. Grigoryan mentions, "Diagrams make the material clear and the students usually enjoy drawing them. If through their instruction students learn to speak, read and write with competence and confidence, they gain an understanding and love of the English language, thus developing a curious and inquiring attitude toward language. Their schooling, in this case, serves them well. They will be well prepared for using language in everyday life and will be prepared for whatever more advanced linguistic study they undertake in the future"<sup>20</sup>.

Another useful website resource, which is called "ESL Teacher Resources for Elementary Education" elucidates Realia, which is the use of objects or pictures to show students the meaning of a word and helps motivate them to expand their background knowledge. The use of objects and visuals can help build schema by making lasting memories through the use of all five senses. Giving students the physical object helps produce greater memories because they are able to use almost all five senses when observing the object, and they can then reflect on these memories when relating the word to the text<sup>21</sup>.

Among linguists and other academic professionals, there is a popular tool called tree diagrams, used to illustrate the material or object, which is explained, in a way that is visible and comprehensible. The essence of tree diagrams is to depicture the content through a tree with branches.

Thus, the first step, from which an ESP learner should start the language learning process, is to grasp the vocabulary, because if a student does not understand the words used in texts, hardly can they understand the text in general.

Highlighting the importance of the vocabulary in the language learning process, we offer a unique, creative method, which will be helpful

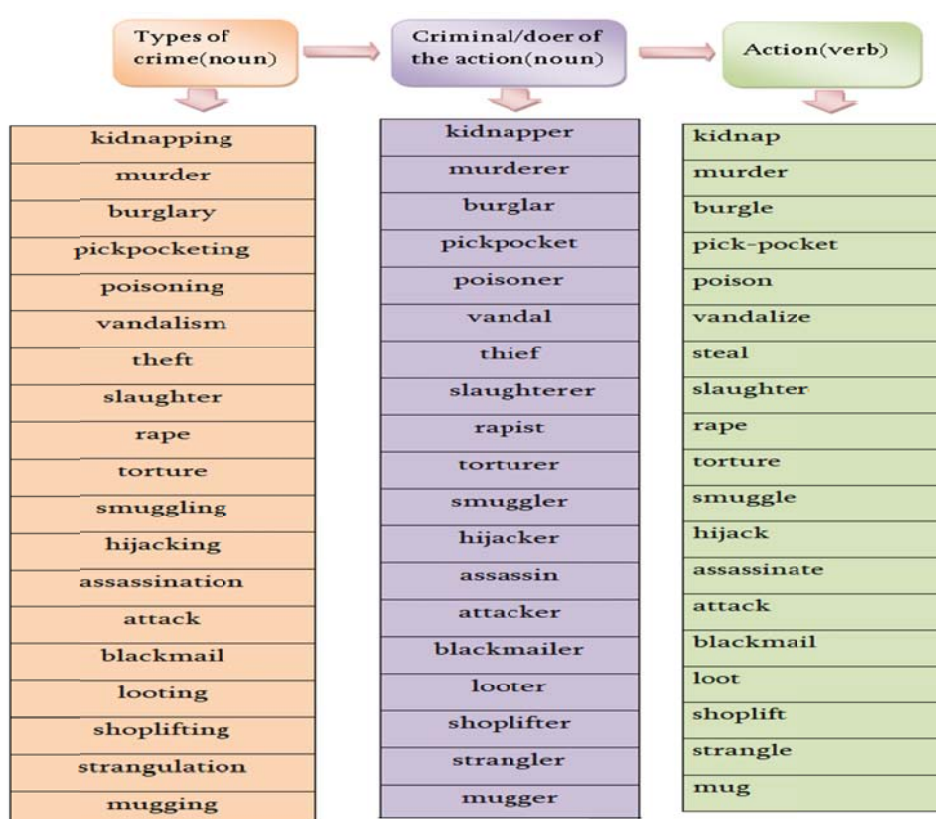
---

<sup>20</sup> "Methods of grammar instruction", G. Grigoryan, Collection of scientific articles, Yerevan, 2016, p.325, <http://isec.asj-oa.am/131/1/324.pdf>

<sup>21</sup> "Building schema(background knowledge) strategies, ESL Teacher Resources for Elementary Education <https://melissablazejak.wixsite.com/esl-teacherresources/schema>

for LE students and why not for any other ESP learners. The essence of this method is to use diagrams and crossword puzzles to facilitate the learning process of LE vocabulary. We call these diagrams purposive-thematic because they can be created for each purpose individually. Below is introduced a sample of LE purposive-thematic diagrams and a crossword puzzle.

*Diagram 1* comprises types of crimes, criminals and corresponding action verbs.



*Diagram1*

In this diagram, it can easily be seen how a suffix, which is one or more syllables added to the end of the word makes a new word or another form of a word. Adding a suffix sometimes changes the spelling of the



word. If the student knows the meaning of the suffix, he can easily guess the meaning and the form of the new word.

*Diagram 2* presents a list of people who are usually involved in the trial courtroom.

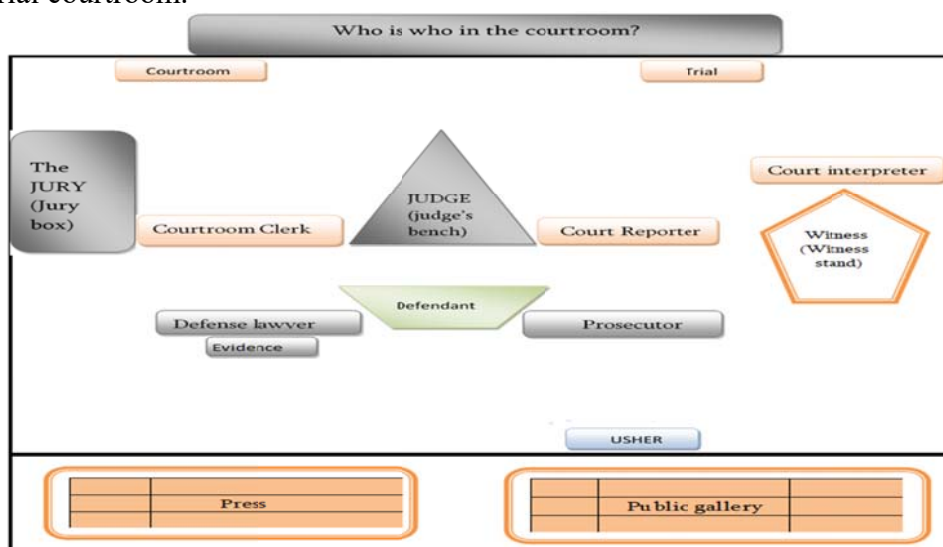


Diagram 2

Such purposive-thematic diagrams are flexible and beneficial both for ESP teachers and students.

1. Purposive-thematic diagrams are a useful learning tool for visual learners because they enjoy the structure of these diagrams and learn vocabularies easier and faster.

2. ESP teachers can create such thematic diagrams concerning the particular topic to make the vocabulary learning process more exciting.

3. As long as LE students already know the specific subject area, such purposive-thematic diagrams can continuously be used by the ESP students as vocabulary reminders and ready-made templates.

Another useful and visual method of teaching ESP vocabulary is crossword puzzles. Students will have to spell the words correctly and learn the definitions to complete the puzzle. According to Jill Hadfield "Crossword puzzle is an effective teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater

retention and memorization of facts.<sup>22</sup> The crossword puzzle below comprises the words and definitions from Diagram 2.

Crossword

**Across**

4. the place or room in which a court of law meets

6. somebody whose job is to allow people to enter or leave a court of law

7. the process of being judged in the court

8. the available body of facts or information indicating whether a belief or proposition is true or valid

**Down**

1. a person who sees an event, typically a crime or accident, take place

2. a person, esp. a public official who institutes legal proceedings against someone

3. a body of people sworn to give a verdict in a legal case on the basis of evidence submitted to them in court

5. reporter somebody whose job is to write notes of what was said at a trial

9. an individual, company, or institution sued or accused in a court of law

### *Courtroom crossword*

Solving this crossword puzzle is also beneficial for the student: 1. their ability to memorize the thematic vocabulary list will add to their vocabulary building skills. 2. they learn the spelling of the terms which will enable them to complete the puzzle quickly. 3. finally, teachers can check the students' knowledge of the already learnt terminology by making the testing process less stressful.

### **Conclusion.**

The article comprises the origin, essence, importance, differences, difficulties, choice of methodology and useful tools of ESP approaches to facilitate the process of learning new vocabularies.

Although ESP learners have some background knowledge in English and learn ESP in order to fulfil their vocational purpose, sometimes even they lose their motivation to learn foreign words, expressions, terms and

<sup>22</sup> J. Hadfield, Elementary Communication Games, Great Britain: Longman Ltd, 1984, p. 5.

what is more complex, to remember all this stuff if the teaching methods are incomplete and not creative enough.

The article highlights the effectiveness of using diagrams and crosswords during teaching ESP thematic vocabularies, which helps the students easily comprehend linguistic impasses. This method will be helpful for visual learners, as they find that information makes more sense when it is explained with the aid of a chart or illustration<sup>23</sup>.

These methods are examined on the example of LE, but they can easily be used by other ESP learners/teachers too. The essence of this method is to depicture the content through diagrams or crosswords. Also, thematic vocabulary learning method is very practical and easy to use both by ESP teachers and students. On the one hand, ESP teachers can independently create such diagrams in order to make the vocabulary learning process more exciting. On the other hand, such purposive-thematic diagrams can be effortlessly learnt and used by ESP students, because they already have knowledge about their specific learning area.

**Բանալի բառեր.** հատուկ նպատակներով անգլերեն, իրավաբանական անգլերեն, բառապաշար, նպատակային-թեմատիկ գծապատկերներ, խաչբառներ, դասավանդման գործընթաց, բառագիտական մոտեցում, մեթոդներ, տեխնիկա:

**Գ. Մ. Գրիգորյան, Օ. Զաքարյան.** Անգլերենի բառապաշարի դասավանդումը նպատակային-թեմատիկ միջոցներով (Իրավաբանական ոլորտի օրինակով). Հատուկ նպատակներով անգլերենի դասավանդումը տարածված է եղել դեռևս 1960-ական թթ.: Իրավաբանական ոլորտում ևս անգլերենը համարվում է հատուկ նպատակներով ուսուցանվող լեզու, և այս դեպքում ևս կան մեծ թվով մասնագիտական բառեր, որոնք պետք է յուրացվեն: Այստեղ ևս դժվար կլինի ուսուցումը, եթե նրանք չունենան համապատասխան բառապաշար և վերջինիս կիրառման հմտություններ, օրինակ՝ իրավաբանական փաստաթղթեր ընթերցելիս կամ գրելիս, զեկույցներ, նորություններ լսելիս, դատական նիստերի գործ ներկայացնելիս: Այս դեպքում պետք է ուշադրություն դարձնել բառագիտությանը, բառապաշարի ուսուցմանը: Նման մոտեցումը և հնարքները կոյուրացնեն դասավանդման գործընթացը:

Հոդվածում շեշտը դրվում է խաչբառերի, նպատակային-թեմատիկ գծապատկերների կիրառման և իրավաբանական անգլերենի դասավանդման գործընթացում դրանց ներդրման վրա:

---

<sup>23</sup> “Visual Learning Style: Traits and Study Strategies” <https://www.thoughtco.com/visual-learning-style-p2-1857113>

**Ключевые слова и словосочетания:** Английский для специфических целей, юридический английский, лексический запас, целевые-тематические диаграммы, кроссворды, процесс обучения, Лексический подход, метод, техника.

**Г. М. Григорян, О. Закарян. Преподавание английской лексики с помощью целевых-тематических средств (на примере английского для юристов).** Преподавание английского для специфических целей (АСЦ) актуально еще с 1960-х гг. Юридический английский наряду с другими считается языком, изучаемым для специальных целей, и содержит большое количество профессиональных терминов, которые должны усвоить обучающиеся. Изучение будет весьма затруднительно, если у них не будет достаточных знаний и навыков использования лексического запаса юридического английского, к примеру, для чтения или написания юридических документов, чтения или прослушивания докладов, новостей на юридические темы в СМИ, представления дела в зале суда. В этом случае следует обратить внимание на лексикографию, обучение лексике. Такой подход и приемы облегчат процесс преподавания.

В статье особое внимание уделяется использованию кроссвордов и целевых тематических диаграмм в процессе преподавания юридического английского.