Developing Materials for Teaching Legal English Vocabularies with the Internet Use

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Abstract: *The advance of technology has made the emergence of the Internet become more and more important in language teaching and learning. For this reason, this paper addresses its discussion on the importance of Legal English (LE) vocabularies and the Internet use in English language teaching. On the basis of these two focuses, this current study aims at describing how the materials of LE vocabularies can be developed and taught with the Internet use. For this purpose, this paper tries to exlpore the importance of LE vocabulary mastery for the learners of English as a Foreign Language (EFL) and the reasons of using the Internet for teaching LE vocabularies. In addition, this paper highlights some Internet sites providing LE vocabularies for teaching and learning. This paper finally presents a sample of developing materials for teaching LE vocabularies with the Internet use.*

Key words: *Legal English, LE Vocabulary, Internet*

Introduction

Legal English (LE), like other forms of English for Specific Purposes (ESP), has its own specific vocabularies. For example, the words like *attorney, defendant*, *judge*, *prosecutor*, *witness*, etc, are found in the courtroom. As well as in this legal arena, those legal vocabularies are also frequently mentioned in such legal documents as opening statements, verdicts, legal proceedings, and legal opinions. Such LE vocabularies are certainly new for the learners of English as a Foreign Language (EFL) of law students at Jember University (UNEJ) because they have never learnt them before in their junior and senior high schools. As a result, without having enough mastery of such Legal English vocabularies, it can be difficult for them to use their English for reading, writing, listening, and speaking in the legal contexts. The need for the mastery of LE vocabularies by UNEJ law students certainly leads the teacher of English at Law Faculty of UNEJ to think of how to develop materials for teaching those LE vocabularies inerestingly and interactively.

In order to meet an interesting and interactive way of teaching English, in today's globalised era of communication due to the advance of technology, the emergence of the Internet cannot be dsenied. It has become more and more useful for the teachers of English as a Foreign Language (EFL) to develop materials for teaching. In relation to the need of the Internet use for teaching English, many scholars have devoted their attention to the importance of the Internet on English Language Teaching (ELT). In an excellent resource book entitled *Internet for English*

Teaching, for example, Warschauer et al (2000) address the different aspects of the use of the Internet for English language teaching. In addition they describe that the Internet can be successfully employed to facilitate the learner's English ability improvement. In addition, Hill et al (2005), Lewis (1999), and Macdonald et al (2001) argue that the Internet provides value for the second language teaching and learning.

Paying the better attention to the need for the mastery of Legal English vocabularies by EFL learners of law students of UNEJ and the importance of the Internet on the teaching of English language, it leads to perform a further study on developing materials for teaching Legal English vocabularies with the use of Internet. At this point, this current study aims at describing how the materials of LE vocabularies can be developed and taught with the use of Internet. For this study, this paper addressses its discusion on such focuses as mentioned in the following sections.

The Reason to Master Legal English Vocabularies

English, like other languages, has a large number of vocabularies that make the EFL learners of UNEJ law students need to acquire. Without having enough vocabulary, it is of course difficult for them to use their English for reading, writing, listening, and speaking. Regarding the mastery of vocabulary, Wilkins (1972:111) argues that without vocabulary, nothing can be conveyed. Similarly, it is noted by Milton (2009: 3) that words are the building blocks of language and without them there is no language. For these reasons, this fact of the importance of vocabulary acquisition for the EFL learners to develop their English skills may become "the most fundamental issue for second language acquisition" (Spiri, 2010). As a consequence, a growing number of researchers and teachers are turning to be concerned with the intentional study on developing vocabulary acquisition.

In the era of globalisation like today due to the advance of technology, English has increasingly become a global lingua franca. For this fact, English is considered as "global language" (Crystal, 2003). As the global language, English is then the most common language spoken over the world and used in many aspects of life such as in the global business relationships. In order UNEJ law student can communication in that global business relationships, it is therefore necessary for them to have English ability through the mastery of vocabularies.

However, to have the ability of English for general purpose is not enough for UNEJ law students because English is not only used for this purpose called General English (GE), but it is also used for specific purpose called English for Specific Purpose (ESP). In relation to ESP, Liuolienė and Metiūnienė (2012) argue that traditional English language training may not be sufficient to meet lawyers' English language requirements. As a consequence, the law students of UNEJ must have the mastery of ESP called Legal English (LE).

LE, as a form of ESPs, has certainly its specific vocabularies which make it different from GE as well as such other forms of ESPs presented in Widodo & Pusporini (2010) as English for Business Purposes (EBP), English for Science and Technology (EST), English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English for Educational Purposes (EEP), English for Vocational Purposes (EVP), English for Medical Purposes (EMP), English for Hospitality Purposes (EHP), English for Economics, English for Engineering, English for Tourism, English for Tour and Travel, English for Banking, English for Nurses, and many others. On the one hand, such specific vocabularies of legal English as *attorney, defendant*, *judge*, *prosecutor*, *witness*, *verdict*, etc can lead the EFL learners of UNEJ law students to new vocabularies because they have never learnt them before at their junior and senior high schools. On the other hand, some words (vocabularies) such as *case, sentence, trial, to break* which are also found in GE, can make the EFL learners of UNEJ law students difficult or confused to choose the meanings of those words appropriately from the dictionary because those words have different meanings (Supardi, 2010). To overcome these constraints faced by the EFL learners of UNEJ law students, it is therefore necessary for the EFL teachers of Law Faculty of UNEJ to take account of an interesting and interactive way for his or her teaching of LE vocabularies. With such a way of teaching, it is hopefully that the students can acquire LE vocabularies easily.

Regarding the interesting and interactive way for teaching LE vocabularies, the importance of the Internet use for teaching English introduced by some scholars is overviewed in this current study. With this way of teaching English, the EFL teachers are hopefully able to develop and teach the teaching materials of the LE vocabulary acquisition for the EFL learners of UNEJ law students.

The Reasons to Use the Internet for Teaching Legal English Vocabularies

In the era of globalisation, like today, due to the advance of technology, the emegence of Internet cannot be denied and ignored in English language teaching. In other words, the Internet has become very important in English language classroom. Estman (1996:34) describes it that the web with its ease of use and accessablity will continue to grow in the importance of English language teaching. According to him, the two reasons of it constitute the rapidness of becoming a gateway to other Internet resources and the development from a set of static resources to something more interactive and dynamic. Different from Eastman, Lin (1997) illustrates the importance of the Internet on the English language teaching as mentioned in the following picture.
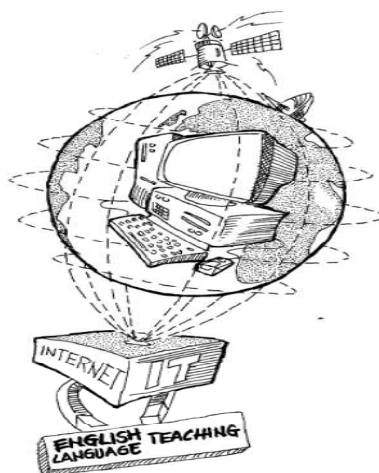
In addition, Warschauer et al (2000) present the list of five reasons to use the Internet for teaching as mentioned in the followings:

(a) it provides authentic language materials;

(b) it enhances the student's level of literacy in conducting on-line communication;

(c) it enables the student to interact with native and nonnative speakers for 24 hours on end;

(d) it makes the learning process lively, dynamic, and interesting;

(e) it gives both the student and the teacher the power to work efficiently.

Because of the important use of Internet for language teaching, Warschauer (l995a; l995b; 1996a; 1996b) then showed his investigation that dozens of teachers around the world have used Internet in language teaching.

Some Internet Sites Providing Legal English Vocabularies

As well as many websites providing the useful web-based resources for General English (GE), the Internet also provides those for Legal English (LE). Cocerning the websites providing resources for teaching LE vocabularies, some Internet sites are highlighted in this section.

1. *Courtprep (Prepare for court) Prepcour (jeunes qui vont à un ...* (www.courtprep.ca)

Courtprep (Court prep) is the site which provides information on the Canadian legal system and prepares victims and witnesses to give evidence through an interactive virtual courtroom.

2. *Legal English Online by Translegal* (www.translegal.com/)

This site is the world's biggest website for learning LE. In term of LE vocabularies, it provides for teaching over 4,000 legal terms through over 5,000 legal documents, 8,000 audio and video recordings and 10,000 exercises and questions.

3. *English Club Online* (http://www.englishclub.com/vocabulary/20_law.htm)

English Club Online helps you **learn English** or **teach English**. You'll find everything from lessons for learners to jobs for teachers, including fun pages like games, videos, quizzes and chat. All the materials in this site are free.

- 4. *ESL Law and Court Quiz*
    www.englishmedialab.com/Quizzes/business/law%20courts.htm

    This site provides quiz that will test English student's knowledge of vocabulary related to law and legal issues. The test is in the form of matching quiz.

- 5. *English Vocabulary for ESL: Legal Vocabulary - Court Cases .*

    This is the vocabulary video in the form of YouTube. In this site you can learn the basic vocabulary of law and court cases.

- 6. *English Vocabulary Exercises - Crime & the Law - Exercise 1-3*

- http://www.englishvocabularyexercises.com/eve-exercises/EngVocEx_crime_law_1-3.htm

    This site provides the English Vocabulary Exercises focused on Crime and the Law. In this site you are asked to complete the exercise by matching the items on the right to the items on the left.

Developing Materials for Teaching Legal English vocabularies with the Internet Use and the Implementation in the Classroom

Before the sufficiency of computer (laptop), viewer, and Internet network at UNEJ Law Faculty where I am working for teaching LE, I often experienced difficulty at performing my duty as a teacher of English, especially in searching and developing the teaching materials. In addition, the students felt bored of the materials presented. However, after the facilities for the Internet access have been available at UNEJ Law Faculty, the Internet cannot be separated from my duty to teach English for law students. With the availability of computer (laptop) and the Internet network, it becomes easier for me to search and develop the materials for teaching and even teach with the use of the Internet.

To develop materials for teaching LE vocabularies focused on identifying the people in the cortroom, for example, I can perform it easily with the use of http://www.courtprep.ca/ as in the following steps.

Firstly, I only type or write on the one of the Internet seach engines. For example, I type **courtprep** on the google search engine as in the following display.
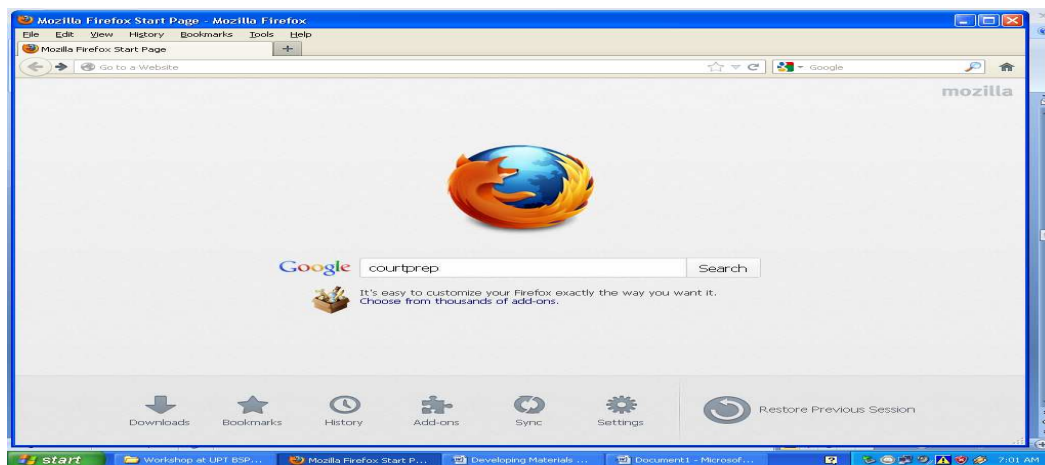
After that, I click the *goole search* or push the button *enter*. From this step, the display will appear as in the following.
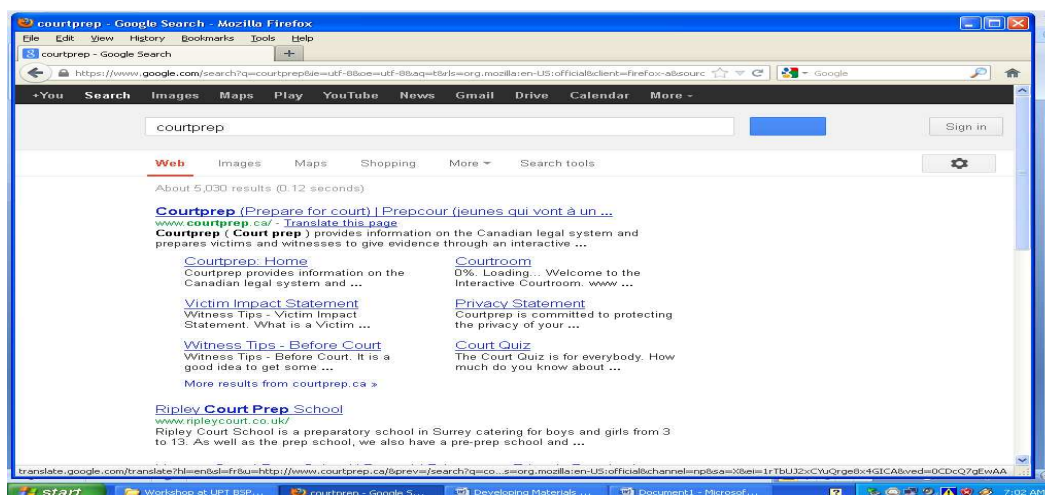
▪ In this display, it appears the information *Courtprep (Prepare for court) | Prepcour (jeunes qui vont à un ...* at the top. The next step, I click it and the display appears as follows.
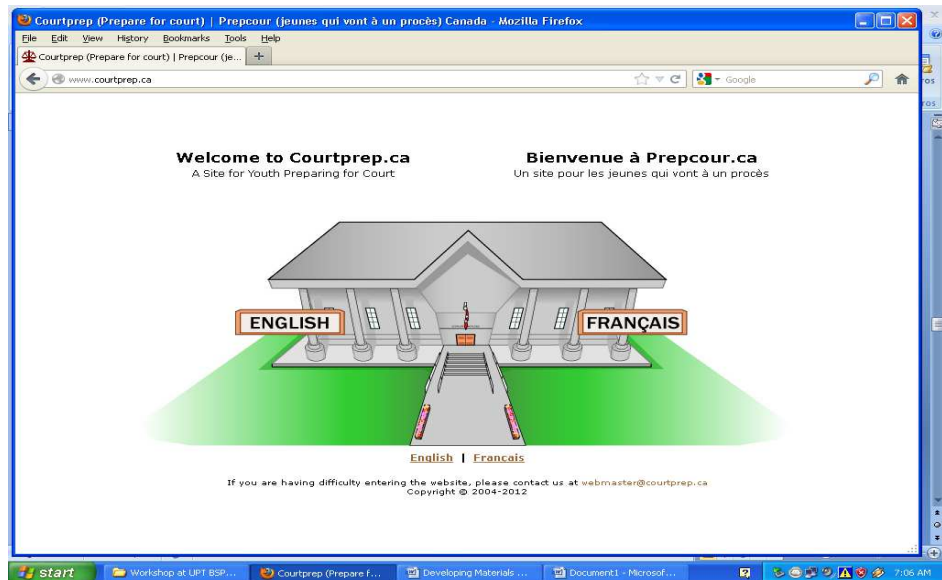

▪ In this display, there are two choices ENGLISH and FRANCAIS to be clicked in order to get the next display. For this, I click ENGLISH to have the information in English and the display appears as follows.


From this display, I can open the courthouse building in two ways by clicking the door of the courthouse in the middle (light brown colour) of the building or the word COURTROOM at the bottom on the right. After clicking one of them, the display appears as follows.

With this display, I click the arrow sign (►►) on the **Proceed to Courtroom** at the bottom on the right corner. After that, the next display appears as follows.
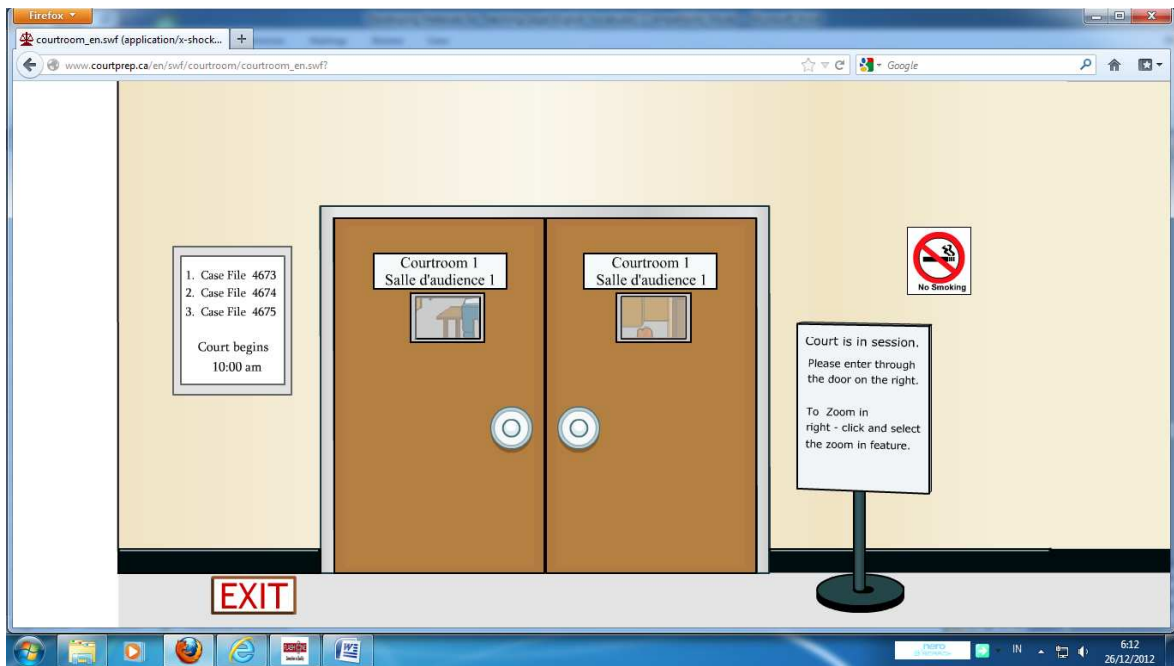
The next step is opening the door of the courtroom. In this step I click the left doorleaf and the next display appears as follows.
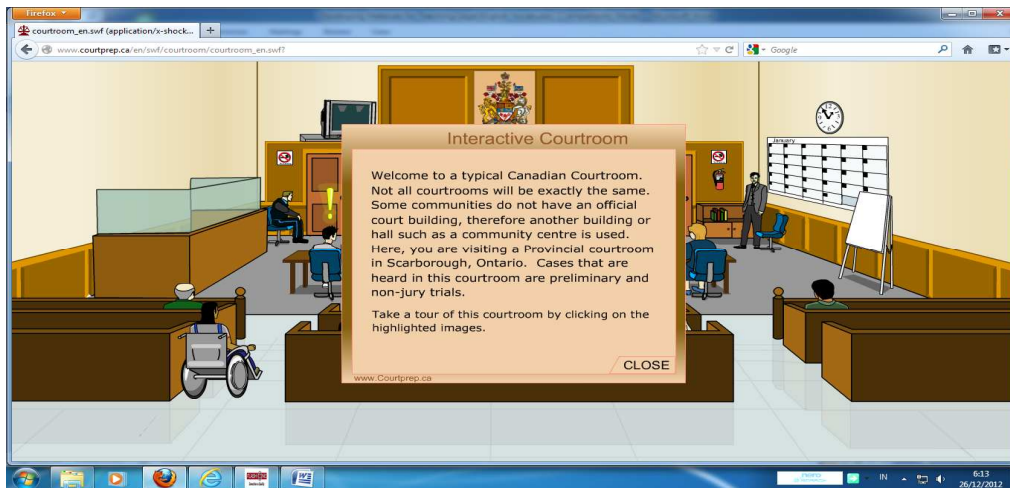
In this display I have to close the information in the box in the middle of the display by clicking **CLOSE** on the right corner at the bottom of the box in order to have the complete information about the people in the courtroom in Canada. After that the display appears as follows.

In this display, it is the time for me to start teaching. At this time I can start with brainstorming activity (pre-teaching) by having the students think of the people on display to answer the questions mentioned below.

- Where are the people in the picture?

- How do you know that they are in that place?

At this session, I give them 10 minutes to work in group of 4 or 5 students to think of the answer of the questions. After ten minutes, I ask each group to present their answers. From this session, I can recognise the students' prior knowledge of the courtroom. Indirectly, they practise a little bit of speaking.
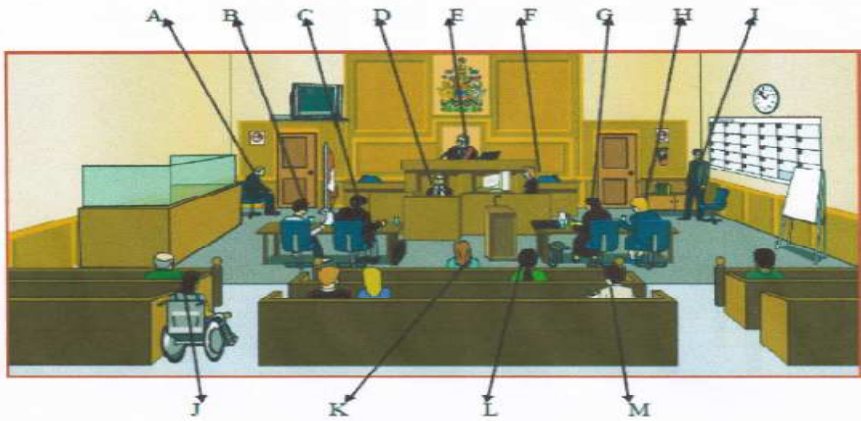
In order UNEJ law students know more about the people in the courtroom mentioned in the display, based on this display I have developed materials for the next step of teaching as the main activity (whilst teaching). I developed it by copying the picture on the display and designing it into the following worksheet of task-based material.

WORKSHEET ON THE PEOPLE IN THE COURTROOM

Group: _____   Date _____

Name: _____

Task 1: Look at the picture below and mention who the people are.

Task 2: Use the picture above to write some differences of the courtroom with that in your country (Indonesia).

Using the worksheet I have developed above, firstly I ask the students to complete Task 1 in groups of 4 or 5 students for 30 minutes. After that I have them check their answers with the answers I have to show on the display. In this activity, I click one by one of the persons on the

picture of the courtroom. In order to find the answer of the man in label C, for example, I only click it and the result shows as in the following display.
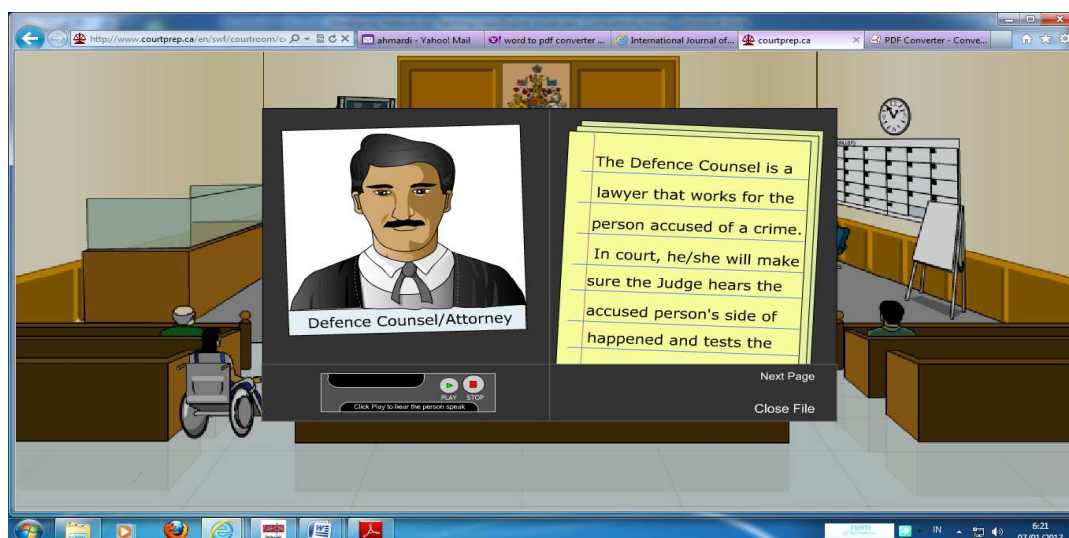
In this display the students can have a look at the answer that the man in label C is **Defence Counsel/Attorney**. In addition, with this display they can understand who the Defense Counsel/Attorney is by reading the information of it on the right side. In order the students can get the complete information of Defence Counsel/Attorney, I have to click the sign "Next Page" at the bottom on the right corner.

In order to get the other answers of the people in the courtroom on the worksheet, I have to close the display of answer C by clicking "Close File" at the bottom on the right corner. After that, I have to performed the same things like what I have performed before.

The next activity is post-teaching. In this activity. I ask the students to finish Task 2 individually on the separate paper for 10 minutes. After that, I have them submit their answers.

Conclusion

Because of the technology advance, the emergence of the Internet cannot be denied. It has become more and more useful in language teaching and learning. In term of English Language Teaching (ELT), for example, the Internet has provided many sites as the resources for the teachers of English to develop materials for teaching. In terms of teaching Legal English vocabularies focused on identifying the people in the courtroom, the sample of material development presented in this paper is hopefully able to give contribution and consideration to those teachers of English, who are interested in developing materials for teaching.

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