

## LANGUAGE DIFFICULTIES IN TEACHING ESP

Valentina Normuratova\*

\*PhD, Docent,

Uzbekistan State World Languages University,  
UZBEKISTAN

Email id: valentinanormuratova@gmail.com

DOI: **10.5958/2249-7137.2022.00226.9**

---

### ABSTRACT

*This article explains the reasons for arising the quality of teaching foreign language as a language of specialty in nonlinguistic universities. For realizing modern aim of teaching foreign languages – developing learner’s communicative competence - it is required to revise the existed ESP programs and textbooks for the efficiency of their content to the set goal. Textbooks must be effective not only for developing linguistic competence but also it must include didactic resources for developing sociolinguistic, sociocultural, discourse and strategic competences crucial components of the communicative competence. The article also underlines the importance of methodical instructions for overcoming linguistic and cultural difficulties in teaching ESP. The difficulties in teaching foreign language as the of the language of specialty both linguistic and extra linguistic may be overcome only by enlightening them in the appropriate didactic materials and by using modern methods and techniques in the ESP classroom. Some samples of the linguistic such lexical difficulties, syntax difficulties, stylistic difficulties, semantic difficulties in English for law are given in the article for using them in real life academic procedure. This article may help practitioners to improve their content of teaching ESP and to create effective textbooks and manuals in accordance with the modern requirements to realizing the aim of teaching foreign languages.*

**KEYWORDS:** *ESP, English for law, content of teaching FL, communicative competence, ESP textbook, linguistic and culture difficulties, lexical difficulties, semantic difficulties, stylistic difficulties, syntax difficulties*

---

### INTRODUCTION

According to some scientists, one of the main reasons for the poor knowledge of foreign language professionally-oriented vocabulary by students of non-linguistic universities is the insufficient development of some issues in the method of teaching a foreign language as a specialty language. [1] In order to achieve the modern goal of teaching a foreign language in a non-linguistic university - the formation of a foreign language communicative competence of students based on linguistic, sociolinguistic, sociocultural, discursive, strategic competencies, it is necessary to review all the methodological support of the subject "Practical foreign language" for compliance with the designated goal. One of these problems is the method for the formation of professionally oriented lexical competence in students when teaching English as a specialty language. [2]

In this article, we will consider some linguistic difficulties associated with the development of lexical competence in law students when studying English as a specialty language. [3]

When teaching the vocabulary of a specialty, teachers of foreign languages in a non-linguistic university mainly face linguoculturological difficulties. These difficulties fall into two categories. The first direction includes linguistic difficulties associated with the lexical and grammatical features of the language system. The second direction is connected with extra linguistic difficulties, based on the features of the specialty itself, both in the country of the language being studied and in the native country.

So, the linguistic difficulties of the legal profession include the following: difficulties in word formation, difficulties in the use of tense forms of the verb, difficulties in the use of modal verbs, syntactic difficulties, and stylistic difficulties.

In turn, extra linguistic difficulties are associated with the cultural characteristics of legal systems: a fundamental difference in the basis of legal systems (precedent, unprecedented); differences in the structure of legal systems; the variety of types of law and lack of analogs; inconsistency of judicial procedures; differences in the specialization of lawyers and their powers, etc.

This list can be much longer with a deeper study of this issue, but the above is already enough to indicate the problems of the cultural nature of a teacher of a foreign language when studying at a law school.

Considering the language features of the legal specialty in English in more detail, it is necessary to single out the most significant among them and make a typology of the difficulties in their assimilation.

Thus, knowledge of the word-formation features of legal English would help to classify vocabulary and, of course, improve the effectiveness of both its presentation (which is important for the teacher) and assimilation (very important for the student). Identification of productive affixes and the typology of their semantic features will allow you to better navigate the language as a whole. For example, this list represents persons directly related to the law, it is necessary to investigate the relationship between suffixes and their semantics in a legal context, this will help the thematic typology of legal vocabulary

<b>Litigant</b>	<b>litigator</b>	<b>appellee</b>
<b>complainant</b>	<b>investigator</b>	<b>referee</b>
<b>appellant</b>	<b>prosecutor</b>	<b>trustee</b>
<b>defendant</b>	<b>testator</b>	<b>indictee</b>

In relation to the difficulties associated with the use of tense forms of verbs in a legal context, it is necessary to study the cases of using past participles in denominative and attributive functions. For example, it is necessary to specify the cases of using these verb forms as nouns "accused, convicted - accused, convicted, charged". A typology of difficulties according to this principle will help to avoid not only mixing these forms but also mixing them with tense forms of the verb, such as Simple Past, Passive Voice, and Perfect (the most used in a legal context).

Of particular difficulty is the historically established use of modal verbs shall, to be, to do, may in a legal context. Among which “shall” appears in the unusual meaning of “must”. "Do" does not change its meaning, but it is used much more often than in literary English. "Be" plays a fundamental role in transferring various kinds of powers guaranteed by law. "May" is the most used modal verb in the US Federal Penal Code. To overcome the difficulties of using modals in a legal context, it is necessary to create a system of rules and exercises that clearly indicate their semantics.

The syntactic difficulties of the legal context are related to the length of the sentences. Depending on the legal genre, the length of sentences can reach a hundred or more words. This hinders the perception of information since in such a mass of words it is difficult to single out key concepts due to the many attributive inserts. The solution to this difficulty can be exercises aimed at dividing the sentence into logical phrases, and their discussion in turn on questions or on the basis of keywords.

Semantic difficulties are manifested in the use of different meanings of the same word in different contexts. For example, the frequently used word "charge" in a legal context can have about 50 meanings. The word "attorney" has about the same frequency of use as the previous one, although it has about 20 meanings, but its meanings vary greatly in British and American English. This difficulty can be overcome by the purposeful selection of micro-contexts (sentences) containing this vocabulary for training in the use of the most common meanings.

The stylistic difficulties of the legal context are directly related to genre features. For academic education, the books (textbooks, teaching aids) and journalistic (newspaper and magazine articles, various publications) styles of the legal genre are taken as the basis. These styles intersect with other styles: legislation, legal documents, and court decisions, which are often given as examples in the above main learning sources. The teacher of the source language is simply not able to master this amount of material. These difficulties can be overcome only through the efforts of the authors of textbooks and teaching aids. They, due to the reduction of topics, should pay more attention to the development of various kinds of exercises aimed at studying the genre features of the proposed discourses.

This article presents far from all linguoculturological difficulties in teaching a professionally-oriented foreign language in a non-linguistic university, but each teacher, based on the recommendations of this article, will be able to improve the quality of education in their classrooms, develop textbooks and teaching aids, certain types of exercises and tasks, share in your own publications about your experience in this area.

## REFERENCES:

1. Pavlova LP. Formation of lexical competence among students of an economic university in the process of professional directed teaching of a foreign language – education. Moscow, 2013.
2. Vepreva TB. Teaching professionally oriented foreign language vocabulary to students of non-linguistic specialties based on an integrated course, the topic of the dissertation and abstract on the Higher Attestation Commission of the Russian Federation 13.00.02 available at:<https://www.disserscat.com/content/obuchenie-professionalno-orientirovannoi-inoyazychnoi-leksike-studentov-neyazykovykh-spetsia>

- 
- 
3. Nekrasova TP. Features of the translation of legal terminology from Russian into English abstract dissertations for the degree of candidate of philological sciences, Moscow, 2013.