

# THREEFOLD-TASK PATTERN OF SHAPING LEGAL ENGLISH COMPETENCY IN WRITING OPINION ESSAY: BASED ON THE PRACTICE GUIDE “FOREIGN LANGUAGE OF THE SPECIALTY”



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**Abstract.** *In a new era of global integration, legal practitioners are in need of Legal English, a subset of English for Specific Purposes (ESP). Because of its intricate elements, teaching legal English has been viewed as a challenging yet fascinating task. As a result, a number of cutting-edge teaching strategies are put out to help students improve their legal English proficiency. This empirical study focuses on the perspectives of law students regarding the advantages of possessing opinion essay writing skills; investigates the effectiveness of on students’ development of legal English elements in multitask practicing; and, at the same time, discloses the challenges that students have when engaging in such activities. Accordingly, in the main body of research two questions were formulated to determine the research focus on two main goals. First one is aimed to reveal which skills are necessary to be shaped for university learners in the process of studying legal English within the course “Foreign Language of the Specialty” considering the modern challenges and requirements for future professionals’ preparation? Second one is aimed to argument the importance of mastering essay writing skills enhancing it by means of application of threefold-task pattern provided in the practice guide “Foreign Language of the Specialty”. With the aid of data gathering tools, the study used a mixed-research approach to accomplish these goals. So, a practice guide “Foreign Language of the Specialty” was created for higher education students of specialty 293 “International Law” in order to systematize and diversify educational and pedagogical activities in the process of forming professional foreign language communicative competence of students enrolled in the Bachelor’s degree program of the Faculty of Law and International Relations. The purpose of the 293 “International Law” practice guide on “Foreign Language of the Specialty” for higher education appli-*



cants is to provide classroom and individual English language instruction for professional communication for students at the “Bachelor” level, master’s degree program participants, postgraduate students at higher education institutions, teachers, scientists, and anybody else who wants to improve their command of the English language. The fragment of such pattern dedicated to the Module 1. International Space and Maritime Law of the Theme 1.1 Origin and Main Sources of International Space Law based on Course Training Program on “Foreign language of the Specialty” is provided in this research. The findings showed that the university learners had positive opinions on the importance of improving their legal English skills, as evidenced by the high mean values. Despite a number of challenges during the application process, including legal English into the curriculum had a good impact on students’ motivation, research, critical thinking, and other opinion writing skills and, therefore strongly advised to successfully teach students to complete their legal English practice based on Course Training Program on “Foreign language of the Specialty”.

**Keywords:** legal English, skills, foreign language competencies, practice guide, essay writing, practice guide, university learners, threefold-task pattern, the Bachelor’s degree program, Course Training Program, Foreign language of the Specialty, study course.

## INTRODUCTION

Today’s changing tertiary education seeks to prepare students with the rising demand for specialized knowledge as well as English proficiency as a professional prerequisite due to globalization. This objective can be accomplished by using innovative teaching and learning strategies that encourage students to engage with one another and foster critical thinking instead of just taking in knowledge from conventional lecturers.

Learning English is unquestionably a cross-disciplinary phenomenon as well as a sociocultural imperative. One of the primary goals of law school is to give students a sufficient level of legal English proficiency, which is dictated by the level of language competency needed for the legal profession. In particular, it teaches students how to use the English legal language professionally.

Stated differently, legal English competency necessitates that students and professionals in the legal sector possess proficiency in all areas of the language, from the usage of words, phrases, and sentences to discourses that function in the legal domains in legal writing and oral practice (Amirbayeva, 2021).

Accordingly, two questions were formulated to determine the research focus in achieving both academic goals of the ongoing research:

1. Which skills are necessary to be shaped for university learners in the process of studying legal English within the course “Foreign Language of the Specialty” considering the modern challenges and requirements for future professionals’ preparation?

2. To argue the importance of mastering essay writing skills enhancing it by means of application of threefold-task pattern provided in the practice guide “Foreign Language of the Specialty”.

## LITERATURE REVIEW

In the framework of ESP, teaching English in context is more focused than just teaching grammar and vocabulary. The primary goal of ESP is to teach English as an integral part of a subject. The mix of topic matter and English language instruction is actually necessary for ESP teaching. Since students are adept at using the terminology and structures they have learned in a relevant context within their disciplines, this kind of integration is very encouraging.

Legal professionals, including judges, prosecutors, and attorneys, mostly utilize legal English, a specialized language in the legal industry, in their work. The phrase “legal English” has been understood in the literature as English for Academic Legal Purposes (EALP), English for General Legal Purposes (EGLP), or English for Occupational Legal Purposes (EOLP). Legal English is a sub-branch of ESP in both variants. It is obvious that law is a complicated subject that requires more work from students than other subjects (Bagchi, 2022).

Furthermore, because of its complex qualities, English presents a higher barrier for both laypeople and legal professionals when utilized in legal subjects. Without a doubt, learners must possess both solid general English proficiency and legal background knowledge in order to understand legal English.

It is evident that the contemporary method of teaching ESP includes the creation of instructional materials, creative pedagogy that promotes language and information acquisition, and the enhancement of each student's cognitive and creative abilities in a professional setting.

Therefore, with the use of real materials in the form of laws or precedents, teachers in legal English courses are responsible for educating students on all facets of language, legal writing, and oral practice in the legal domains (Vasylyshyna, 2024). Fostering students' motivation via practical chances to hone their advocacy and legal reasoning abilities is crucial for future legal professionals (LibGuides, n.d.).

In contrast to other ESP elements, there is surprisingly little published research on teaching legal English creatively, despite all these important concerns. This concept has led to research and use of the three-task pattern for essay writing, which may be interpreted as an interactive approach to teaching legal English (Bagchi, 2022).

## METHODOLOGY

This study is a qualitative assessment of the literature, with the goal of using data and texts from many sources to analyse and clarify information. This qualitative literature review's main goal is to compile, evaluate, and synthesize the body of knowledge already available on the particular subject of interest – that is, how technology might improve language proficiency in educational settings.

Study information has been gathered from a range of relevant sources, such as books, research papers, academic journals, and other scholarly articles. The researcher can follow the changes, trends, and advancements that have taken place in this field thanks to this timeline. A total of fourteen papers were gathered, all of which are relevant to the subject of the study (LibGuides, n.d.).

The ability to evaluate and describe complex events without being constrained by numerical or statistical characteristics is a major advantage of using a qualitative literature study. This method allows scholars to gain profound understanding of how the issue has developed over time, as well as how ideas and perspectives on the subject have changed over time.

Evaluating the validity and dependability of the sources used in this research endeavour is crucial, as is critically analysing the data gathered.

When using a qualitative approach, the researcher must accurately and clearly interpret the results, acknowledge the limitations of the methods and data sources used, and present the findings with objectivity and reflection.

## MAIN RESULTS

Strong reading comprehension of international laws and contracts, accurate legal writing for agreement drafting, proficient oral communication for negotiations and client contacts, and specific understanding of legal terminology are all examples of legal English abilities. Through the interpretation of legal texts, cross-cultural communication, and the development of global professional networks, these abilities enable attorneys to operate in a worldwide workplace (Goga-Vigaru, 2015).

*Fundamental Skills.* The capacity to comprehend and use English grammar, vocabulary, and syntax in order to communicate effectively and precisely is known as linguistic competence.

In legal terminology the term “Skills” means the specific understanding of words and phrases used in the legal field, such as those pertaining to intellectual property, contracts, corporate law, and international treaties (The Free Dictionary, n.d.).

The capacity to read and comprehend intricate legal papers, rules, regulations, and court rulings from different jurisdictions is known as reading comprehension.

Legal writing Skills that is the ability to write accurate, unambiguous, and understandable legal documents, including agreements, opinions, and contracts.

The ability to successfully express ideas, conduct negotiations, and articulate legal arguments in English are essential skills for practicing oral communication.

Cultural sensitivity is the knowledge and comprehension of sociocultural traits that affect legal communication, guaranteeing acceptable and successful interactions with customers and counterparties across the world (Georgetown University Library, n.d.).

*Law Text Interpretation Skills* incorporate the capacity to recognize important clauses and ramifications in international law texts and documents.

*Networking Skills* are expressed in the process of establishing relationships with legal experts across the world and attending conferences and seminars to keep abreast of advances in the field.

Consequently, these skills might be acquired by means of such extracurricular activities as:

1. *Specialized Education*: enrolment in legal English classes that address practical legal writing and legal terminology.

2. *Legal Scenarios for Practice*: to develop practical abilities in a pertinent setting, use simulation-based exercises and genuine legal cases.

3. *Webinars and Conferences*: to enhance listening abilities, build networks, and gain knowledge of global legal matters, take part in online and live English-language events.

4. *Study Legal Documents*: to improve your reading comprehension and acquaintance with legal terminology, study and analyse international treaties, legislation, and case law.

However, in order to enhance legal English skills in writing during teaching the university course “Foreign Language of the Specialty” we are suggesting the threefold-task pattern that includes three diverse stages of practicing legal English with the final goal of composing opinion essay on certain issue.

Importantly, the sufficient advantage of the developed method of teaching legal English demonstrates the innovation the currently applied Course Training Program on “Foreign language of the Specialty” that highlights the following competencies in legal English:

- *Specialized Vocabulary*: Students acquire the jargon and technical phrases unique to their subject, such as economic or medical terms.

- *Developing Communicative Ability*: for academic, professional, and sociocultural contexts within their expertise is the main goal of professional communication in oral as well as written form.

- *Textual Skills*: students work on their ability to read, comprehend, and translate original or modified professional materials related to their area.

- *Practical Activities Competence*: oral presentations, abstract writing, independent student work (ISW) pertaining to their area of specialization, and practical training are frequently included in the curriculum.

- *Interdisciplinary Abilities*: to develop complete understanding, the course integrates with other fundamental subjects, such as law and international law.

- *Blended/Distance Learning Skills*: program provides flexibility by offering remote or blended learning opportunities (Gundareva, 2022).

Therefore, a practice guide “Foreign Language of the Specialty” was created for higher education students of specialty 293 “International Law” in order to systematize and diversify educational and pedagogical activities in the process of forming professional foreign language communicative competence of students enrolled in the Bachelor’s degree program of the Faculty of Law and International Relations.

The practice guide aims to ensure that the necessary communicative speech competencies are formed in the areas of situational and professional communication in both written and oral forms; that self-educational skills and abilities are formed; that critical and creative thinking is developed; that practical foreign language skills are improved in various speech activities within the scope of legal topics determined by professional needs; that practical foreign language skills are developed in obtaining the most up-to-date professional information from foreign sources and mastering the means of its processing; and that motivation and a positive attitude toward learning a foreign language are developed.

It is important to remember that the practice guide is a thorough course that includes hands-on activities to stimulate foreign language speech in a variety of contexts for a contemporary international relations specialist. Sources from reliable American, British, and Ukrainian sources are carefully chosen to cover a range of subjects. The program is designed for international relations students pursuing the “Foreign Language of the Specialty” course.

The class focuses on studying legal documents in order to write essays on topic-specific discussion themes because it is intended for individuals with general language skills.

Along with the standard English language tasks, the program also covers ones that have not received much attention from educators thus far. The most important works by both native and foreign authors are included in the list of literature. The workshop’s content aligns with the primary sections and subjects of the “Foreign Language of the Specialty” discipline’s working and educational program, which is centered on preparing upcoming international relations specialists for the Bachelor’s degree program.

It should be mentioned that the practice guide’s main goals are to help students improve their communication abilities and increase their intercultural competency. A list of literature, six subject subdivisions, and two sections (modules) make up the workshop’s framework.

In particular, the following concepts are pertinent to future international relations specialists: the primary sources of international space law, offenses under international maritime law, the position and function of international maritime law within the framework of international law, legal support for international air law, fundamental legal documents in the fields of international air and diplomatic law, diplomatic etiquette, and regulations for Ukrainian citizens crossing borders.

Based on real American, British, and Ukrainian materials (international treaties, conventions, protocols, resolutions, newspaper and magazine articles, literary sources, and Internet resources), each section includes a three-stage system (triple-assignment pattern) for developing foreign language professional competence in the legal field while taking the content’s cultural implications into consideration.

The purpose of the 293 “International Law” practice guide on “Foreign Language of the Specialty” for higher education applicants is to provide classroom and individual English language instruction for professional communication for students at the “Bachelor” level, master’s degree program participants, postgraduate students at higher education institutions, teachers, scientists, and anybody else who wants to improve their command of the English language.

The fragment of such pattern dedicated to the Module 1. International Space and Maritime Law of the Theme 1.1 Origin and Main Sources Of International Space Law based on Course Training Program on “Foreign language of the Specialty” is provided in this research in the following interpretation:

### Assignment 1

**Study the Given below Article and retell it adding your personal opinion applying such phrases as:** *to express opinion, in my opinion, personally, I think/ I believe (that I strongly believe that, it is clear (to me) that, I (completely) agree/disagree with, it seems to me that, as I see it, in my view, from my point of view, as far I am concerned, I am sure/ convinced that, I (dis)agree with the statement, because my main reason is/another reason, one reason for is, many people say/ believe that, because, since, because of/ due to.*

#### INTERNATIONAL SPACE LAW

*The origins of space law.* The launch of the world's first satellite, the Soviet Sputnik 1 in 1957 amid the Cold War, sparked a space race that would give rise to the need for space law. The US, fearing the Soviet Union had eclipsed its technological capability, responded to Sputnik by launching a series of its own satellites into orbit. The prospect of space's weaponisation or unilateral exploitation by either the US or Soviet Union gave rise to global discussions on the need to regulate space through international law.

The American Bar Association was among the first to advance law in 1959, passing a resolution declaring that celestial objects such as the Moon should not be subject to state appropriation. Following this in 1960, the UN established the Committee on the Peaceful Uses of Outer Space. This Committee oversaw the first Declaration of Legal Principles, which were adopted by the UN General Assembly in 1963 and provided the preliminary architecture for space law. These Principles were then formally codified in 1967 in the Outer Space Treaty, which now comprises the foundation of modern international space law (Holmes & Goldsmith, 2024).

*Overview of space law.* Modern-day space law is predicated on a cascading structure of public international legal treaties, conventions, principles, other legal instruments, and domestic law. The Outer Space Treaty mirrors many provisions in the Declaration of Legal Principles and sets out several rights and obligations on states parties to the treaty, including that the Moon and other celestial bodies shall be explored for the benefit of all countries, irrespective of their scientific or economic development. The Treaty also repeatedly asserts that nothing in space can be exclusively claimed by a state, and that all activities in outer space are to be conducted peacefully (Law.com Legal Dictionary, n.d.).

### Assignment 2

**Applying Cambridge Dictionaries Translate the Given below Article into English and Compose a Summary for it in 250–300 Words.**

#### МІЖНАРОДНЕ КОСМІЧНЕ ПРАВО ЯК ГАЛУЗЬ МІЖНАРОДНОГО ПРАВА

У становленні та розвитку міжнародного космічного права важливу роль відіграла ООН. У 1959 р. був створений Комітет ООН з використання космічного простору в мирних цілях (Комітет ООН з космосу). Цей Комітет аналізує масштаби міжнародного співробітництва з мирного використання космічного простору, розробляє програми та керує технічним співробітництвом ООН у цій сфері, сприяє Дослідженню і розповсюдженню інформації, а також здійснює внесок у розвиток міжнародного космічного права (United Nations, 1961).

Комітет має два підкомітети: науково-технічний та юридичний. Науково-технічний є координатором міжнародного співробітництва в галузі космічних досліджень і технологій. Юридичний – працює над розвитком правових інструментів, які сприяють швидкому технологічному розвитку в галузі дослідження космічного простору.

У рамках вказаного Комітету були розроблені міжнародно-правові документи, які встановлюють основи співробітництва стосовно дослідження та використання космічного простору (Foreign Service Institute, n.d.).

До джерел міжнародного космічного права належать, перш за все, міжнародні договори та міжнародно-правові звичаї.

Регулювання космічної діяльності від самого початку дослідження та освоєння космосу здійснювалося за допомогою звичаєвих норм. До таких норм належали принцип нерозповсюдження суверенітету на космічний простір та небесні тіла, використання космічного простору для мирних цілей, надання всім державам рівних можливостей для дослідження космосу, міжнародна відповідальність держав за національну космічну діяльність.

### Assignment 3

***Following the link <https://www.ieltsjacky.com/ielts-opinion-essays.html> study the main peculiarities and structure of opinion essay and write one of your own covering some of the topic given further:***

- The Future of Space Exploration: The attitude of the researchers in this field is rather ambivalent; the main beneficial and negative points of space exploration would be covered in the next parts to make the argumentative and clear statement (IvyPanda, 2025).
- The Importance of Space Exploration: It is evident in the study that spaceflight was the most instrumental element that acted as the driving force and backbone of the exploration processes to the orbital surface.
- India's Space Exploration Affairs: Space exploration has become a key area of concern for modern scientists and this is evident from the many attempts being undertaken in the world today to explore every bit of the outer space (Robinson, 2025).
- Reagan's The Space Shuttle 'Challenger' Tragedy Address: The speech was given to address the American grief about the disaster that happened to the Space Shuttle Challenger and support the families and the nation (Immerse Education, 2024).
- Space Shuttle Challenger Disaster and Ethical Issues: It manifested in the management's decision to launch the shuttle despite insufficient testing and the faults in the design of the O-rings.
- Space Programs: Progress or Waste of Money?: According to Ehrenfreund, the ingenuity to develop technologies and work in space is part of the progress that comes from space programs. Space programs have led to the development of technologies that improve air transport.
- Human Access to Space and Space Flight: Therefore, these industries work together to develop cheap and efficient alternatives to local products with applications in outer space. Finally, space exploration takes on new meaning when it comes to expanding the boundaries of human.
- Man in Space – Norm Thagard: Man continues to make space travel attempts through advanced technology with the intention of exploring the space. The second technology used in space travel was the use of cordless power tools.
- The Future for Space Tourism: Objectives of the study This term paper lays down the need for researching the background of the future space tourism, its impact to the society and those who are involved as well as assessment over.
- Space: The Reflection of Thoughts About Space: We send people and satellites in space, we use telescopes and other machines to cognize it, and we even landed on the Moon, which is definitely one of the greatest successes demonstrating the power" (Smith, 2025).

### CONCLUSIONS

The learning objectives are essential because they give students the correct usage of the legal English language while also, to a certain degree, strengthening their advocacy and legal reasoning abilities. In today's worldwide world, those abilities are crucial for attorneys.

More precisely, it is recognized that this kind of learning reduces the gap between applied linguistics, language theory, and, to some extent, the actual application of legislation. It also increases learners' confidence and activity levels when they participate in simulated activi-

ties. This claim demonstrates the importance of language and specialized disciplines working together, even if they are distinct subjects that should not be taught separately.

In the legal profession, writing skills are essential, and English is commonly acknowledged as the worldwide language of law. A strong mastery of the essay writing skills in legal English fulfils such purposes. First of all, it increases overall efficacy, persuasiveness, and credibility. Strong English speakers are able to articulate their ideas, arguments, and legal views in a clear and correct manner.

Speaking English fluently provides you an advantage whether creating compelling legal papers, negotiating intricate agreements, or making arguments in court; makes it possible for attorneys to go through legal papers and comprehend international laws, rules, and court rulings.

They are better equipped to give customers thorough legal counsel as a result of this expansion of their legal expertise; gives attorneys a plethora of new career options. Many law firms, businesses, and organizations operate globally and serve customers from all over the world in today's globalized legal climate. Jobs requiring international transactions, arbitration, or working with global legal teams sometimes need fluency in English (Bagchi, 2022).

In order to handle complicated legal cases and land important positions, attorneys who can work and communicate with colleagues and clients from a variety of language backgrounds have a distinct edge; makes it easier to network and create business relationships globally. Possessing a strong command of English allows attorneys to network with foreign legal experts, take part in international conferences and seminars, and keep abreast of global legal trends. A lawyer's professional development might be substantially aided by this exposure to other legal networks and viewpoints (Amirbayeva, 2021).

Therefore, a practice guide "Foreign Language of the Specialty" was created for higher education students of specialty 293 "International Law" in order to systematize and diversify educational and pedagogical activities in the process of forming professional foreign language communicative competence of students enrolled in the Bachelor's degree program of the Faculty of Law and International Relations.

Unquestionably, despite its many advantages, the three-task essay writing pattern is considered time-consuming, which makes it unpopular in legal English classes. Therefore, in order to create, organize, and integrate such activities into the lesson, lecturers and educators must work together.

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