

PROFESSIONAL DISCOURSE IN THE CONTEXT OF INSTRUCTING INTERNATIONAL LAW

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The notion of professional discourse implies dealing with the paradigm of applied linguistics (AL). In its turn contemporary applied linguistics is currently seen as a practice-driven branch of linguistics, an interdisciplinary field that aims at solving language related phenomena in a broad range of professional contexts being at the intersection of a whole range of quite a number of integrated disciplines [2]. For the paper in question these areas are, in particular, linguistics, international law, teaching English for specific purposes. Each of which seems to play a supportive role to each other under the general methodological grounds of applied linguistics. As a result of interdisciplinary fields of enquiry, new data, like professional discourse of international law as well as international law term system, emerge.

A noteworthy fact is that practical application of teaching methods, based on theoretical methodology of applied linguistics, helps meet the international law students' needs in the use of field-specific terminology and professional language use. In this way, interdisciplinary collaboration, characteristic of applied linguistics, serves to solve practical language-related problems. For instance, in its close cooperation with pedagogy, applied linguistics concentrates on what aspects of language are supposed to be learned.

Instructing students of international law professional discourse is ever more considered as an essential constituent of English for specific purposes teaching process. Correct usage of specific professional terminology, pertaining to the field of professional knowledge of international law in particular, requires sufficient understanding of both the backgrounds: those of law and foreign language. These interdisciplinary issues are in the domain of applied linguistics.

Further on we shall concentrate on such relevant activity for the students of international law as essay writing on topical issues of international law and its evaluation. Given the AL methodology, students (Ss) are taught discourse competence, ensuring effective communication. To this end, Ss should concentrate on how effectively the essay addresses the suggested topic, i.e. the focus of students' attention should constantly be on the assigned topic.

The subject-matter can be successfully revealed only on condition that Ss complete all tasks set forth by the following assignments suggested further. At first, Ss should concentrate on effective organization of their thoughts encompassing effective introduction. Then, as for the bulk of the essay, Ss should logically arrange the paragraphs, focus each paragraph on the main idea as well as ensure smooth transitions between the paragraphs. Besides, their main points should be supported with sufficient specific details for each point, the examples given are to be relevant to the issue and fully detailed. Finally, students should formulate an effective closing.

The above stated can further result in our **essay writing guide** [1] which aims at finding out how well students can reveal a topic, argue their point of view, evaluate evidence and organize their thinking. This guide provides general practical advice about different aspects of writing, such as '*structuring an essay*', '*using key words*', '*establishing a basic framework*', '*identifying and evaluating resources*', '*paraphrasing*', '*quoting*', '*logically connecting*'.

1. Any essay should contain an **introduction**, a **body** of several paragraphs, and a **conclusion**. Each of these parts has a specific function designated above.

2. The **introduction** usually begins generally and then moves to more specific details. It should contain your main statement (intent, idea) or outline the key points of each of the paragraphs that you will further reveal in the body of the essay.

3. The **body** is a series of paragraphs that build your argument. Each new idea should have its own paragraph. Paragraphs often begin with a topic sentence that states the main idea of the paragraph. It needs to be supported by evidence, explanation or an example and followed by a link or a comment to the next paragraph. To write the body of the essay follow points 4-8 below.

4. Identify the *key words*, *terms* in the essay topic and ensure that you understand what you are being asked to do (these may be your active vocabulary words and word combinations). Avoid using low-frequency vocabulary.

5. Make sure you cover the whole topic and do not deviate from it. Think about each section separately (these may be the headings of the texts from the unit) and break each section into several small questions.

6. Once you have identified the different parts of an essay topic and *established a basic framework*, it is time you gathered evidence, statistics, and other information (reread the texts from the unit or articles, visit an appropriate Internet site, or survey a variety of books).

7. *Paraphrasing* means restating the words or ideas of a text in your own words using your active vocabulary. This is helpful as you can make the ideas from the texts you've read fit into your writing style. You may *quote* someone to support your point of view.

8. *Linking parts of your essay together* makes your essay coherent and cohesive. Linking devices vary according to their position in a sentence, frequency and punctuation. Linking devices belong to different categories:

1. *Cause*: 'because of', 'since', 'for', 'on account of', 'owing to', 'thanks to'.

2. *Effect*: 'consequently', 'that is why', 'as a result', 'hence', 'therefore'.

3. *Sequence*: 'after', 'as follows', 'consequently', 'in the end', 'finally', 'later'.

4. *Addition*: 'in addition', 'additionally', 'furthermore', 'and so on and so forth', 'apart from', 'not to mention'.

5. *Finishing*: 'finally', 'in conclusion', 'in the end', 'all in all'.

The *conclusion* should summarize your main ideas and restate the main statement, intent or idea.

Eventually, the following questions are to be considered at the language level: How effectively does the students' essay use language correctly? Are grammar, professional vocabulary and usage correct? Are punctuation and spelling correct?

As is seen in the scope of this paper, professional discourse concentrates first on language use and then on linguistic aspect. In instructing professional discourse what is said either in written or spoken form is often of more importance than how it is put, without diminishing the role of the latter. Organising thoughts on professional issues this way alongside with appropriate use of specific field terminology is sure to make students of international law effective communicants in the professional domain of international law.

Literature

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