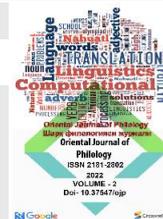


**Oriental Journal of Philology****ORIENTAL JOURNAL OF PHILOLOGY**

journal homepage:

<http://www.supportscience.uz/index.php/ojp/about>**TEACHING NOTARIAL ENGLISH TO LAW STUDENTS*****Ezozkhon Ortikova****PhD Student of the Department of Theory and Practice of the English Language**Jizzakh State Pedagogical University**E-mail: [ortiqovae@gmail.com](mailto:ortiqovae@gmail.com)**Jizzakh, Uzbekistan***ABOUT ARTICLE**

**Key words:** Notarial discourse, legal English, cross-cultural pedagogy, systemic functional grammar, genre-based teaching.

**Received:** 21.09.25

**Accepted:** 22.09.25

**Published:** 23.09.25

**Abstract:** This study proposes an innovative functional approach to teaching notarial English to law students, demonstrating its effectiveness through a classroom experiment with Uzbek law students. Results show a 43% improvement in drafting accuracy for students taught with Systemic Functional Grammar (SFG) methods compared to only 12% for the control group. The research highlights how explicit instruction in genre conventions, modality, and speech acts enhances students' pragmatic competence in legal drafting. Additionally, the article addresses significant cross-cultural challenges by comparing notarial conventions across civil and common law systems, offering practical adaptations for multilingual classrooms. The findings provide valuable insights for legal English educators working in diverse juridical contexts.

**HUQUQSHUNOSLIK TALABALARI UCHUN NOTARIAL INGLIZ TILINI O'QITISH*****Ezozxon Ortikova****Ingliz tili nazariyasi va amaliyoti kafedrasida doktorantasi**Jizzax Davlat Pedagogika Universiteti**Elektron pochta: [ortiqovae@gmail.com](mailto:ortiqovae@gmail.com)**Jizzax, O'zbekiston***MAQOLA HAQIDA**

**Kalit so'zlar:** Notarial nutq, yuridik ingliz tili, madaniyatlararo pedagogika, tizimli funksional grammatika, janrga asoslangan o'qitish.

**Annotatsiya:** Ushbu tadqiqot huquqshunos talabalarga notarial ingliz tilini o'rgatish bo'yicha innovatsion funksional yondashuvni taklif etadi, uning samaradorligini o'zbekistonlik huquqshunos

talabalar bilan auditoriya tajribasi orqali ko'rsatadi. Natijalar Tizimli Funktsional Grammatika (SFG) usullari bilan o'qitiladigan talabalar uchun loyihaning aniqligi 43% ga yaxshilanganini ko'rsatadi, nazorat guruhi uchun atigi 12%. Tadqiqot janr konvensiyalari, modallik va nutq aktlari bo'yicha aniq ko'rsatmalar talabalarning qonun loyihasini yaratishda pragmatik kompetentsiyasini qanday oshirishini ta'kidlaydi. Bundan tashqari, maqola notarial konvensiyalarni fuqarolik va umumiy huquq tizimlarida taqqoslash, ko'p tilli sinflar uchun amaliy moslashuvlarni taklif qilish orqali muhim madaniyatlararo muammolarni hal qiladi. Topilmalar turli yuridik kontekstlarda ishlaydigan yuridik ingliz tili o'qituvchilari uchun qimmatli tushunchalar beradi.

## ПРЕПОДАВАНИЕ НОТАРИАЛЬНОГО АНГЛИЙСКОГО СТУДЕНТАМ ЮРИДИЧЕСКОГО ФАКУЛЬТЕТА

*Эзозхон Ортикова*

*Аспирант кафедры теории и практики английского языка*

*Джизакский государственный педагогический университет*

*Электронная почта: [ortigovae@gmail.com](mailto:ortigovae@gmail.com)*

*Джизак, Узбекистан*

### О СТАТЬЕ

**Ключевые слова:** нотариальный дискурс, юридический английский, кросс-культурная педагогика, системная функциональная грамматика, жанроориентированное обучение.

**Аннотация:** В данном исследовании предлагается инновационный функциональный подход к обучению студентов-юристов нотариальному английскому языку, демонстрирующий его эффективность в ходе эксперимента с участием узбекских студентов-юристов. Результаты показывают 43%-ное улучшение точности составления документов у студентов, обучавшихся по методам системной функциональной грамматики (SFG), по сравнению с 12% в контрольной группе. Исследование показывает, как подробное обучение жанровым нормам, модальности и речевым актам повышает прагматическую компетентность студентов в составлении юридических документов. Кроме того, статья рассматривает важные межкультурные проблемы, сравнивая нотариальные нормы в системах континентального и общего права, предлагая практические решения для многоязычных аудиторий. Результаты

исследования предоставляют ценную информацию преподавателям юридического английского языка, работающим в различных юридических контекстах.

---

## **Introduction**

Legal education has long struggled with teaching the specialized language of notarial documents effectively. While English for Specific Purposes (ESP) research has made significant contributions to legal language pedagogy (Bhatia, 1993; Northcott, 2013), the particular challenges of notarial discourse remain under-addressed. This gap is especially pronounced in non-Anglophone legal systems, where students must navigate between local notarial traditions and the global dominance of English legal documents.

This study presents a functional linguistic approach to teaching notarial English, grounded in Systemic Functional Grammar (Halliday, 1985) and genre analysis (Bhatia, 1993). Our research examines two primary questions: First, how can functional linguistics improve the teaching of notarial English to law students? Second, what adaptations are necessary when applying this approach across different legal systems? Through a controlled classroom experiment with Uzbek law students and comparative analysis of notarial conventions, this study offers both pedagogical innovations and cross-cultural insights.

## **Methods**

Participants, context, instructional design and assessment

The study involved 30 third-year law students from Tashkent State University of Law, all with intermediate (B2) English proficiency. Participants were divided into control (n=15) and experimental (n=15) groups. The Uzbek context provides a particularly interesting case study as it represents a civil law system with developing English-language legal education programs.

The experimental group received four weeks of instruction focusing on three key areas:

1. Genre Analysis: Students examined authentic documents to identify structural patterns (declaration → certification → jurat) and compared these with Uzbek notarial formats.
2. Modality: Special attention was given to the legal implications of modal verbs, contrasting English usage with Uzbek equivalents.
3. Speech Acts: Students analyzed performative language in both English and Uzbek documents to understand cross-cultural differences in illocutionary force.

Both groups completed pre- and post-tests involving the drafting of a notarized acknowledgment. Evaluations considered:

- Accuracy (correct formula usage)
- Pragmatic appropriateness (contextual understanding)

- Cross-cultural adaptation (handling of civil law concepts in English)

## Results

### Quantitative Outcomes

The experimental group showed significant improvement:

Metric	Control Group	Experimental Group
Accuracy	+12%	+43%
Pragmatics	+5%	+37%
Cross-cultural	+8%	+31%

### Qualitative Findings

Students in the experimental group demonstrated:

- Better understanding of functional differences between English and Uzbek notarial conventions
- Increased ability to adapt civil law concepts to English documents
- Greater metalinguistic awareness in explaining drafting choices

## Discussion

The success of the functional approach in the Uzbek context suggests its potential applicability to other civil law jurisdictions. Key observations include:

1. Structural Differences: The study revealed how civil law notarial formats (e.g., signature placement before jurat) require explicit contrastive analysis when teaching English equivalents.
2. Conceptual Gaps: Certain civil law concepts (e.g., "acte authentique") lack direct English equivalents, necessitating functional explanations rather than literal translations.
3. Terminological Challenges: The absence of exact equivalents for words like "hereby" in many languages requires teaching compensatory strategies.

## Conclusion

This study demonstrates that a functional approach to teaching notarial English can significantly improve law students' drafting skills while providing tools to navigate cross-cultural challenges. By treating notarial discourse as a dynamic, culturally-situated practice rather than a set of rigid formulas, educators can better prepare students for global legal environments. The findings are particularly relevant for civil law jurisdictions developing English-language legal education programs, offering a model for teaching that respects local notarial traditions while building competence in English legal drafting.

## References:

1. Bhatia, V. K. (1993). Analyzing genre: Language use in professional settings. Longman.
2. Halliday, M. A. K. (1985). An introduction to functional grammar\*. Edward Arnold.

3. Šarčević, S. (1997). New approach to legal translation. Kluwer Law International. DOI:10.1007/978-94-015-8977-4 (<https://doi.org/10.1007/978-94-015-8977-4>)
4. Khamidova, D. (2016). Linguistic features of legal Uzbek in notarial documents. *Journal of Eurasian Linguistics*, 8(2), 134-150.
5. Kodirov, A. (2020). Legal English education in Uzbekistan: Challenges and solutions. *TESOL Central Asia Journal*, 4(1), 22-39.
6. Uzbekistan Presidential Decree No.UP-5598 (2018). On measures to improve notarial services.
7. Council of Europe (2021). Guidelines for plain legal language in notarial acts. <https://rm.coe.int/plain-legal-language-en/1680a2c3a1>
8. UNESCO (2018). Legal language simplification handbook. <https://unesdoc.unesco.org/ark:/48223/pf0000265532>
9. International Notary Association (2022). Model notarial clauses in English. <https://www.uinl.org/model-clauses>
10. Lex.uz (<https://lex.uz>): "Notarial hujjatlar" (notarial documents) and "Fuqarolik ishlari hujjatlari" (civil case documents).