THE USAGE OF THE DESIGN THINKING APPROACH IN TEACHING LEGAL ENGLISH FOR PRACTICING LAWYERS AND THE 1ST YEAR BACHELOR PROGRAMME'S LAW STUDENTS – COMPARATIVE RESEARCH

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Research purpose. The aim of the paper is to analyse the usage of the design thinking approach in comparative research of teaching ESP for practising lawyers and first-year Bachelor programme law students.

Keywords: Direct Thinking approach, legal English, practising lawyers, Bachelor programme students

Research Methodology. The following methods were used while doing the research: survey data analysis of the English language course's target audience and the qualitative analysis of the data content. A questionnaire of the courses' participants was developed and carried out; the answers were processed. The research experience was analysed, the conclusions were drawn and the proposals for future work were worked out. The framework of learning was based on the Stanford method: empathizing, defining the problem, ideating, prototyping, and testing.

Findings. A lot of people comprehend the necessity to acquire English and particularly ESP for their professional needs, but in most cases, their enthusiasm decreases and even disappears when hard work on a regular basis starts. The greatest advantages of the Design Thinking approach in teaching English for specific purposes are the development of ESP competencies and the making of the learners more motivated. The pros and cons of the approach, based on the learners' results and questionnaires have been summarized.

Practical implications. The results of the comparative research proved that the Design Thinking approach is more efficient in the course for practising lawyers as it was longer, and the learners were solving a lot of real-life professional problems. They were also more cooperative and active as they have much more professional and life experience. The results also proved that the Design Thinking approach is more appropriate for learners who have a higher level of English proficiency.