

Քրիստինե Մկրտչյան*
Երևանի պետական համալսարան
Լուսինե Մնացականյան†
Երևանի պետական համալսարան

Artificial Intelligence and Its Integration into Teaching Legal English

ABSTRACT

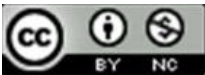
The aim of this article is to study Artificial Intelligence in the context of teaching and learning. AI offers remarkable opportunities to enhance the teaching and learning of Legal English. The tools can help law students develop the linguistic competence and legal reasoning they need to thrive in a global legal environment. AI is revolutionizing not only how law is taught but also how specialized subjects like Legal English are delivered and understood. However, like in any other sphere, in legal and educational spheres as well, AI must be implemented thoughtfully and ethically, with full awareness of its capabilities and shortcomings.

Key words: Artificial Intelligence, linguistic competence, legal reasoning, Legal English

ԱՍՓՈՓՈՒՄ
ԱՐԶԵՍՏԱԿԱՆ ԲԱՆԱԿԱՆՈՒԹՅՈՒՆԸ ԻՐԱՎԱԲԱՆԱԿԱՆ
ԱՆԳԼԵՐԵՆԻ ԴԱՍԱՎԱՆԴՄԱՆ ՄԵՋ

* e-mail: k.mkrtchyan@ysu.am

† e-mail: l.mnatsakanyan@ysu.am



Received: 17/06/2025

Revised: 24/06/2025

Accepted: 26/06/2025

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. © The Author(s) 2025

Սույն աշխատության նպատակն է ուսումնասիրել արհեստական բանականության դերը անգլերենի, մասնավորապես՝ իրավաբանական անգլերենի ուսուցման և դասավանդման մեջ: Աշխատությունն անդրադառնում է արհեստական բանականության ընձեռած հնարավորություններին, որոնք կարող են նպաստել իրավաբանական անգլերենի ուսուցման գործընթացի արդյունավետության բարձրացմանը:

Արհեստական բանականությունն օգնում է ուսանողներին զարգացնել լեզվական մտածողություն իրավական միջավայրում, ինչպես նաև զարգացնել իրավական փաստարկման հմտություններ: Այն էական փոփոխություններ է կատարում ոչ միայն իրավունքի դասավանդման ձևերի մեջ, այլև մեծապես նպաստում է մասնագիտական առարկաների՝ մասնավորապես իրավաբանական անգլերենի ընկալման և մատուցման եղանակների վերափոխմանը:

Այնուամենայնիվ, ինչպես ցանկացած այլ ոլորտում, այնպես էլ իրավաբանական և կրթական ոլորտներում արհեստական բանականությունը պետք է կիրառել մտածված՝ խորությամբ գիտակցելով դրա հնարավորություններն ու սահմանափակումները:

Բանալի բաներ: արհեստական բանականության, լեզվական մտածողություն, իրավական հիմնավորումներ, իրավաբանական անգլերեն

РЕЗЮМЕ

ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ В ПРЕПОДАВАНИИ ЮРИДИЧЕСКОГО АНГЛИЙСКОГО ЯЗЫКА

Целью данной статьи является изучение искусственного интеллекта в контексте преподавания и обучения. Искусственный интеллект предлагает замечательные возможности для улучшения преподавания и изучения юридического английского языка. Эти инструменты могут помочь студентам-юристам развить лингвистическую компетентность и юридические рассуждения, необходимые им для процветания в глобальной правовой среде. Искусственный интеллект революционизирует не только то, как преподают право, но и то, как преподают и понимают специализированные предметы, такие как юридический английский.

Однако, как и в любой другой сфере, в юридической и образовательной сферах, искусственный интеллект должен быть реализован вдумчиво и этично, с полным осознанием своих возможностей и недостатков.

Ключевые слова: искусственный интеллект, лингвистическая компетентность, юридические рассуждения, юридический английский

This era is marked by significant advancements in machine learning, data processing which is a historical period characterized by rapid development and widespread integration of artificial intelligence (AI) technologies across various aspects of society, economy, and daily life. Artificial intelligence refers to the capability of computational systems to perform tasks typically associated with human intelligence, such as learning, reasoning, problem-solving, perception, and decision-making. (Wikipedia) There are some sophisticated types of AI. The aim of this article is to study AI in the context of teaching and learning.

Artificial Intelligence is no longer a futuristic concept confined to science fiction. It has become an active force in reshaping industries, professions, and education. Within legal education, AI is revolutionizing not only how law is taught but also how specialized subjects like Legal English are delivered and understood. Legal English, which is the language used by legal professionals in drafting, interpreting, and applying legal documents and arguments, poses significant challenges for learners and especially those for whom English is not a first language. With the rise of AI-powered tools, the teaching of Legal English stands at the threshold of a transformation that

could make legal language learning more accessible, as well as adaptive and effective.

Legal English is an absolutely essential for international law practice. Lawyers, judges, and legal scholars working across jurisdictions often rely on English to communicate, interpret contracts or argue in arbitration courts. Yet, mastering Legal English requires more than general language proficiency; it involves understanding legal terminology, syntax, argumentation style, and even the cultural context in which legal texts are embedded (Haigh, 2018). For non-native speakers, this dual demand (legal and linguistic) can be “unenthusiastic”. As global legal education expands, law schools are increasingly tasked with ensuring their students to operate effectively in English-speaking legal environments.

AI-based technologies are already widely used in general language learning. Applications like Duolingo, Grammarly, ChatGPT, and others employ natural language processing (NLP) and machine learning to offer feedback and real-time corrections. In the context of Legal English, these capabilities become even more powerful. AI tools can be designed to recognize legal jargon, analyze the structure of legal arguments, and provide specific feedback on usage and tone, which is something traditional language learning platforms often overlook.

For instance, NLP algorithms can parse dense legal texts and identify not only vocabulary but also structural components such as conditionals, passive constructions, and modal verbs that are frequently used in legal writing (Bhatia, 1993). This allows the AI platforms to guide students through sentence formation, clause structure, and proper use of legal

expressions. AI can also help simulate legal scenarios, such as drafting a contract clause or writing a legal memo, and then offer immediate and context-specific feedback. This level of precision already fosters more meaningful learning outcomes and builds confidence in students as they engage with legal texts.

One of AI's most transformative contributions to Legal English instruction is personalization, as every learner comes with different strengths, weaknesses, and different learning paces. AI can analyze a student's progress, identify patterns in their errors, and adapt exercises accordingly (Gikandi, 2021). For example, if a student consistently misuses legal collocations like "enter into an agreement" or "breach of duty," the AI system can generate focused practice to address those specific gaps. Hence, it helps mastering the given vocabulary of each lesson.

Furthermore, AI chatbots trained on legal corpora can simulate client interviews, courtroom dialogue, or even negotiation scenarios. Students are not only able to practice language but also to develop their ability to think and respond like legal professionals. Harvard Law School, for instance, has implemented AI chatbots that provide students with instant legal information and resources which helps to navigate basic legal queries (McGinnis & Pearce, 2021). Similar models can be adapted for Legal English, which would eventually give the learners access to interactive and available practice tools.

Legal English is not only about vocabulary but also about clarity, precision, and persuasive argumentation. These elements are difficult to teach using static materials. AI writing assistants like Grammarly or GPT-based tools can help students

refine their legal writing by flagging ambiguous phrases, suggesting more accurate terminology, and even providing templates for legal documents. Other advanced systems (for instance, Deepthink) can evaluate coherence and logic in legal arguments, pushing students to develop critical thinking alongside linguistic accuracy (Ashley, 2017). So, being very useful, sometimes, to some extent it minimizes the students' efforts to create something new, also saves a lot of time for their further studies.

However, it should be stated that, while AI can improve syntax and grammar, it cannot fully replace the interpretive and strategic thinking required in legal writing. For instance, while an AI tool might suggest changing "shall" to "must" for clarity, it may not understand the legal implications of such a change. Therefore, human instructors still play an essential role in guiding students through the subtleties of legal style, tone, and reasoning. The goal should be to use AI as a support system, and not a substitute for human-led instruction.

Despite its advantages, using AI in teaching Legal English is not without its limitations. One major concern is the risk of over-reliance on automated tools, which might lead students to accept suggestions without critical assessment. In legal contexts, such blind trust could be dangerous. For instance, legal AI models trained on outdated or biased datasets may perpetuate inaccuracies or fail to adapt to specific jurisdictional nuances (Katz et al., 2020).

Additionally, privacy and ethical concerns must also be considered. Legal education involves the discussion of sensitive topics, and AI platforms must comply with data protection standards to ensure student data is secure. Transparency in

how AI models make corrections or feedback suggestions is also essential. Students should be aware that these tools are probabilistic and not infallible. And of course, access remains a challenge. Not all institutions in Armenia, particularly in developing regions, have the infrastructure or funding to implement AI-powered learning systems.

In order to maximize the benefits of AI, the language instructors should thoughtfully integrate AI tools into Legal English curricula. This might involve blended learning models, where traditional classroom instruction is complemented by AI-driven practice outside class hours. Teachers should use AI analytics to track student progress and design more targeted lessons, while students will consequently benefit from immediate feedback and continuous exposure to legal texts.

Moreover, legal education should include training on AI literacy. As legal professionals increasingly use AI tools in practice (such as for contract review, legal analytics, or case prediction), students should understand how these systems work and their limitations. This critical awareness will empower them to use AI effectively and responsibly, both as learners and as professionals.

In conclusion, AI offers remarkable opportunities to enhance the teaching and learning of Legal English. The tools can help law students develop the linguistic competence and legal reasoning they need to thrive in a global legal environment. However, like in any other sphere, in legal and educational spheres as well, AI must be implemented thoughtfully and ethically, with full awareness of its capabilities and shortcomings. Human instructors remain essential for mentoring, contextualizing, and cultivating

critical thinking skills in their students. And with blending the strengths of AI with human expertise, legal education can evolve to meet the demands of a rapidly changing world, without compromising on its core values of clarity, accuracy, and justice.

ԳՐԱԿԱՆՈՒԹՅՈՒՆ

1. Ashley, K. D. (2017). *Artificial Intelligence and Legal Analytics: New Tools for Law Practice in the Digital Age*. Cambridge University Press.
2. Barfield, W. (2023). *The Ethics of Artificial Intelligence in Law: Risks and Opportunities*. Stanford Law Review, 75(3), 421–447.
3. Bhatia, V. K. (1993). *Analyzing Genre: Language Use in Professional Settings*. Longman.
4. Gikandi, J. W. (2021). “Adaptive Learning Technologies and Personalized Learning in Higher Education.” *International Journal of Educational Technology in Higher Education*, 18(1), 15.
5. Haigh, R. (2018). *Legal English*. Routledge.
6. Katz, D. M., Bommarito, M. J., & Blackman, J. (2020). “A General Approach for Predicting the Behavior of the Supreme Court of the United States.” *PLOS ONE*, 15(4), e0231730.
7. McGinnis, J. O., & Pearce, R. G. (2021). “The Great Disruption: How Machine Intelligence Will Transform the Role of Lawyers in the Delivery of Legal Services.” *Fordham Law Review*, 89(3), 1025–1057.
8. Wikipedia “Age of Artificial Intelligence”