

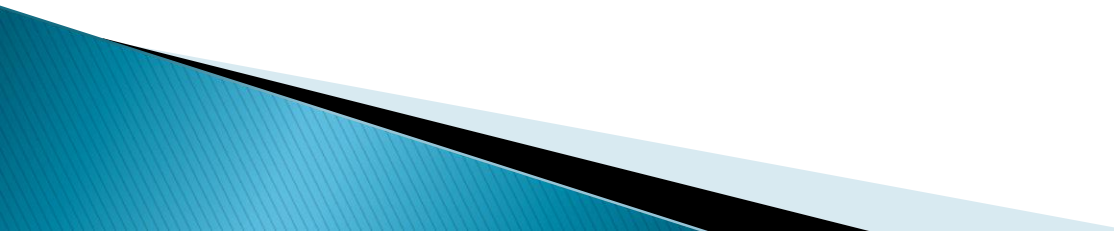
The Role of Short Video Clips in Teaching English for Legal Purposes

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Introduction

- ESP – “...all language teaching should be tailored to the specific learning and language use needs of identified groups of students.” (Johns, Price–Machado, 2001)
 - Focus on the reading skill
 - Listening skill nowadays extremely vital since it provides input for the speaker
 - Today’s generations of students more media-oriented than ever
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Introduction

- ▶ Media in teaching legal English:
 - raise students' motivation
 - illustrate the meaning of legal terms and definitions
 - help in making the practice of reading more interesting
 - serve as a trigger for speaking and writing
 - students hear authentic material

Methodology

- ▶ Survey conducted among the group of thirty-five first-year law students who have been attending the course Legal English at the Faculty of Law University of Rijeka in the academic year 2011 / 2012
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Methodology

- Survey on the role of video in ELP (English for Legal Purposes) classroom

- Circle the number by answering the questions according to your attitude.

- 1 – strongly disagree 2 – disagree a little 3 – neither agree nor disagree
- 4 – agree a little 5 – strongly agree

- 1. English for Legal Purposes is useful for my future job experience. 1 2 3 4 5
- 2. Materials for teaching ELP are learner-friendly and interesting. 1 2 3 4 5
- 3. Definitions in the materials are sometimes unclear. 1 2 3 4 5
- 4. Video makes terminology from the textbook more understandable. 1 2 3 4 5
- 5. I watch short video clips on the web in order to learn something. 1 2 3 4 5
- 6. Video in the classroom motivates me for learning. 1 2 3 4 5
- 7. Short video clips make the classes more dynamic. 1 2 3 4 5
- 8. Short video clips make the classes more interesting. 1 2 3 4 5
- 9. I retain more information when both watching and hearing something than when only reading it. 1 2 3 4 5
- 10. Listening exercises are more interesting with video. 1 2 3 4 5
- 11. Video is a good trigger for writing exercises. 1 2 3 4 5
- 12. I feel more confident in speaking on a given subject after watching a video on it than after reading about it. 1 2 3 4 5
- 13. Video in the classroom is useful because I can hear and see native speakers talking on a certain subject. 1 2 3 4 5
- 14. I use media (youtube, myspace, facebook etc.) in my spare time. 1 2 3 4 5

Background

–types of identity theft: skimming–

- ▶ Skimming – “stealing credit or debit card numbers by using a special storage device when processing cards” (Krois–Lindner, Firth, Introduction to International Legal English)
- ▶ Not clear how does this device function
- ▶ Video from NBC news was used
- ▶ First shown without sound, students had to write down the steps in ATM skimming
- ▶ During the second listening they checked if they wrote down the steps correctly

Background

-types of identity theft:

skimming-

- ▶ http://www.youtube.com/watch?v=m3qK46L2b_c

Background

-Types of identity theft: phishing-

- Before seeing the video students were not sure how to pronounce the initial two letters /ph/
- Phishing was defined as “pretending to be financial institution or company and sending spam or pop-up messages to get people to reveal personal information” (Krois-Lindner, Firth, Introduction to International Legal English)

Background

-Types of identity theft: phishing-

- ▶ <http://www.youtube.com/watch?v=7MtYVSGe1ME>
- ▶ Upon watching the video students were made familiar with the two ways of phishing mentioned in the textbook as well as with another new form of phishing called keyboard spyware
- ▶ After watching the video they were asked to fill in the cloze test about these three forms of phishing

Background

-Types of identity theft: phishing-

- ▶ **Fill in the gaps with the missing words.**
- ▶ Stealing credit/debit card numbers by using a special when processing cards is called ATM skimming. Phishing, on the other hand, is described as fraudulently to personal information from financial institutions. People are fooled by fake emails and they their credit-card details to The term is also applied to describe the practice of creating of banks. There is also a new kind of phishing calledIt is downloaded on your computer and it watches every you make. It is the most dangerous form of phishing since you do not have to Everything is happening Consumers think that banks must be made for losses caused by phishers.

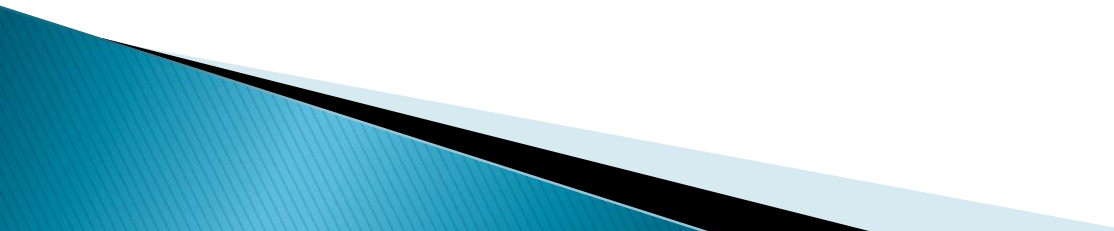
Background

–the House of Lords–

- ▶ <http://www.parliament.uk/about/podcasts/video-tours/lords-chamber/>
- ▶ Before the first listening students were given a tasksheet with the keywords from the guide's lecture (aid in summarizing the key points after seeing the video)

Background

–the House of Lords–

- ▶ Use the following key points for summarizing the video on the House of Lords Chamber:
 - ▶ life peers
 - ▶ legislation
 - ▶ the Lord Speaker
 - ▶ woolsack
 - ▶ a self-regulating House
 - ▶ party basis
 - ▶ cross-benchers
 - ▶ 26 senior bishops and archbishops
 - ▶ the Queen
 - ▶ public gallery
- 

Background

–the House of Commons–

- ▶ <http://www.parliament.uk/about/podcasts/video-tours/commons-chamber/>
- ▶ Students were arranged in groups of four
- ▶ Before the first listening students were given a tasksheet with main points and asked to state the function of the House by judging from the key points

Background

–the House of Commons–

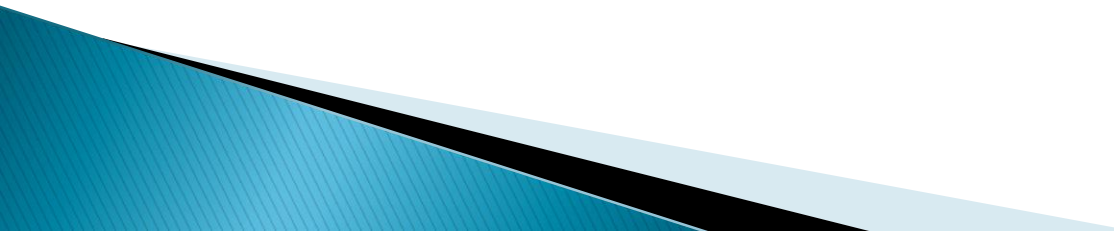
- These are the main points from the video on the House of Commons Chamber you are going to see. Try to state the House's role before seeing the video.
- elected representatives (MPs) discuss bills
- the Speaker – in the middle, calls MPs to speak
- to the right – Her Majesty's Government and MPs belonging to the government party
- to the left – Opposition
- Serjeant at Arms – responsible for security
- public gallery
- the press gallery
- Hansard – the official report, record of what was debated in the House of Commons
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Background

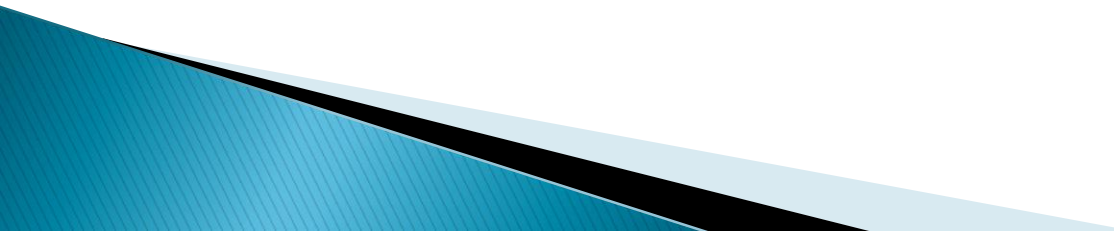
–the House of Commons–

- ▶ The lecture was paused at appropriate places in the talk and after each pause a student from one group was asked to paraphrase the lecture segment
- ▶ After they had finished watching and listening to the video each group was asked, working from their individual notes, to produce a complete version

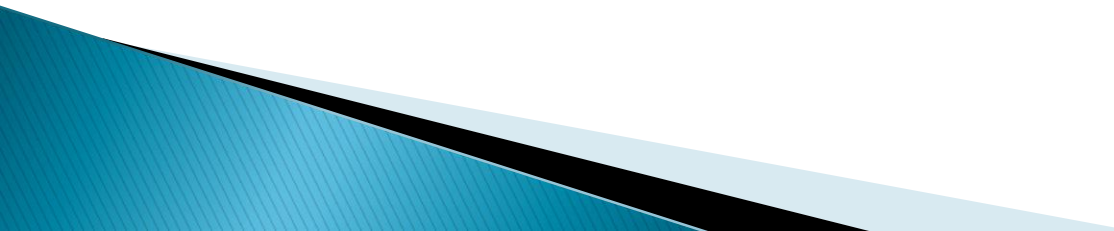
Results

- ▶ **English for Legal Purposes is useful for my future job experience.**
 - ▶ 71.43% agree with the statement
 - ▶ 20% neither agree nor disagree
 - ▶ 8.57% disagree a little
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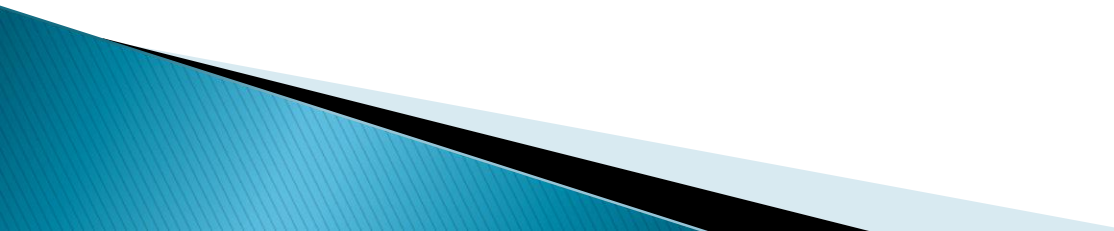
Results

- ▶ **Materials for teaching ELP are learner-friendly and interesting.**
 - ▶ 42.86% agree with the statement
 - ▶ 45.71% neither agree nor disagree
 - ▶ 11.43% disagree a little
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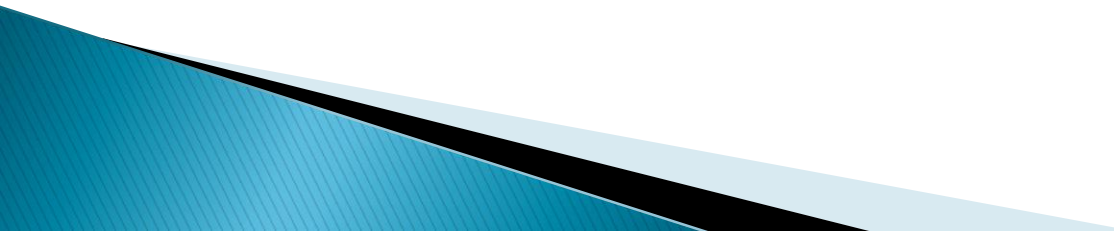
Results

- ▶ **Definitions in the materials are sometimes unclear.**
 - ▶ 34.29% agree
 - ▶ 42.86% neither agree nor disagree
 - ▶ 22.15% disagree
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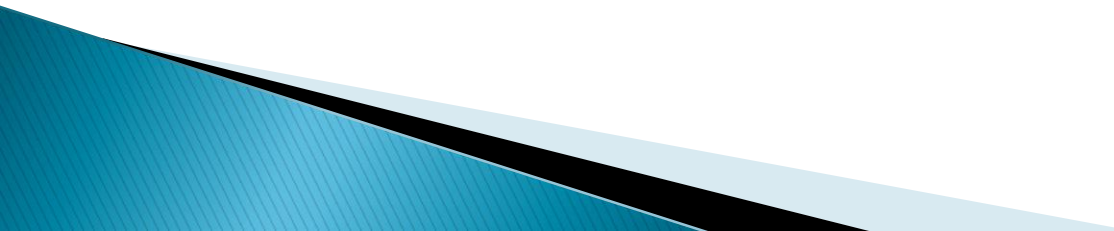
Results

- ▶ **Video makes terminology from the textbook more understandable.**
 - ▶ 51.43% agree
 - ▶ 28.57% neither agree nor disagree
 - ▶ 20% disagree
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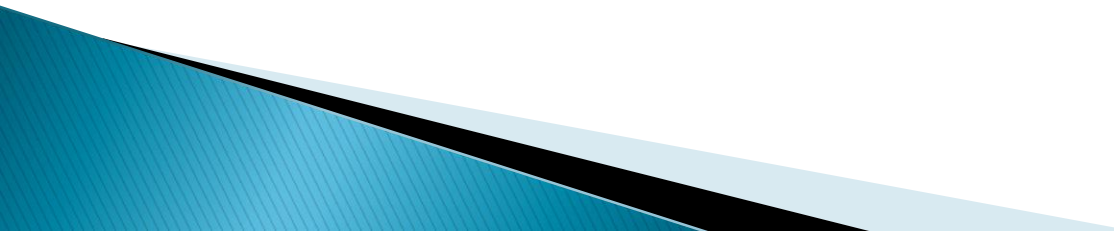
Results

- ▶ **Short video clips make the classes more interesting.**
 - ▶ 65.71% agree
 - ▶ 22.86% neither agree nor disagree
 - ▶ 11.43% disagree a little
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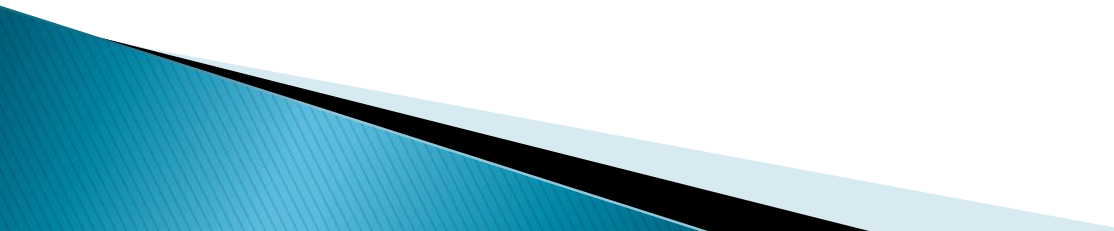
Results

- ▶ I retain more information when both watching and hearing something than when only reading it.
 - ▶ 48.57% agree
 - ▶ 31.43% neither agree nor disagree
 - ▶ 20% disagree
- 

Results

- ▶ **Listening exercises are more interesting with video.**
 - ▶ 60 % agree
 - ▶ 31.43% neither agree nor disagree
 - ▶ 8.57% disagree
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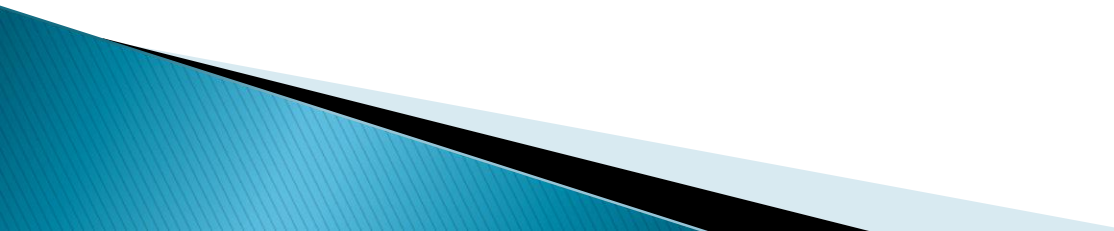
Results

- ▶ **Video in the classroom is useful because I can hear and see native speakers talking on a certain subject.**
 - ▶ 74.29% agree
 - ▶ 17.14% neither agree nor disagree
 - ▶ 8.57% disagree
- 

Results

- ▶ I use media (youtube, myspace, facebook etc.) in my spare time.
- ▶ 82.86% strongly agree
- ▶ 17.14% agree a little

Conclusion

- ▶ All students use media in their spare time
 - ▶ Students are provided with contextualized situation by the use of video
 - ▶ By the use of video teacher can make the usual teaching procedure in reading comprehension more interesting
 - ▶ By the use of video teacher can illustrate the meaning of legal terms and definitions
 - ▶ Video can serve as a substitute for teacher's explanation
 - ▶ By the use of video teachers can build bridges between skills
 - ▶ By the use of video teacher can address the needs of both auditory and visual learners
 - ▶ By the use of video teacher can bring “the outside world in all its complexities into the classroom” (Brinton, 2001)
- 



THANK-YOU FOR LISTENING

and watching

References

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