



440

On the Use of Authentic Materials in a Legal English Class

Olga Medvedeva

OBLIGATORY 270-hour course of Legal English:

96 contact hours and **174** hours of self-studies

Themes:

Studies and Practice of Law

Tort law

Criminal law

International Law / EU law

Contract law

Employment law

Company law

FINAL Exam

**Vilnius
University**

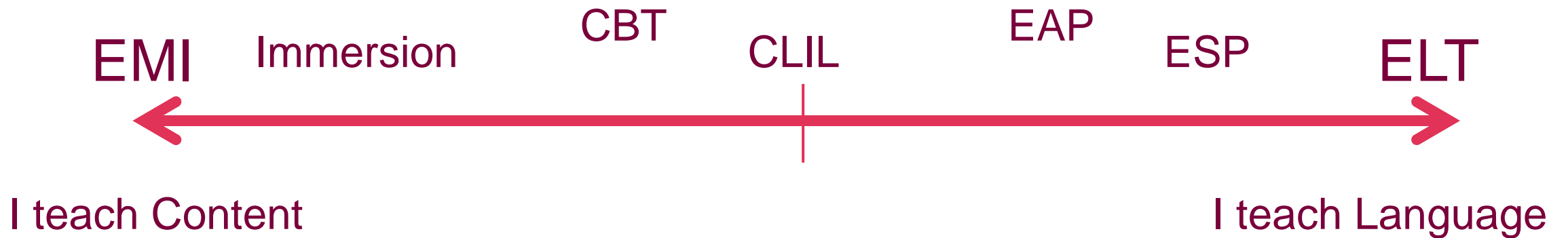


440

Learning / Teaching Languages at Tertiary Level: why?

- Needs/requirements of different study programmes
- Lectures/seminars by visiting professors
- Erasmus+ and other types of student exchange
- Student expectations
- Employee's/Employer's expectations

What is taught:



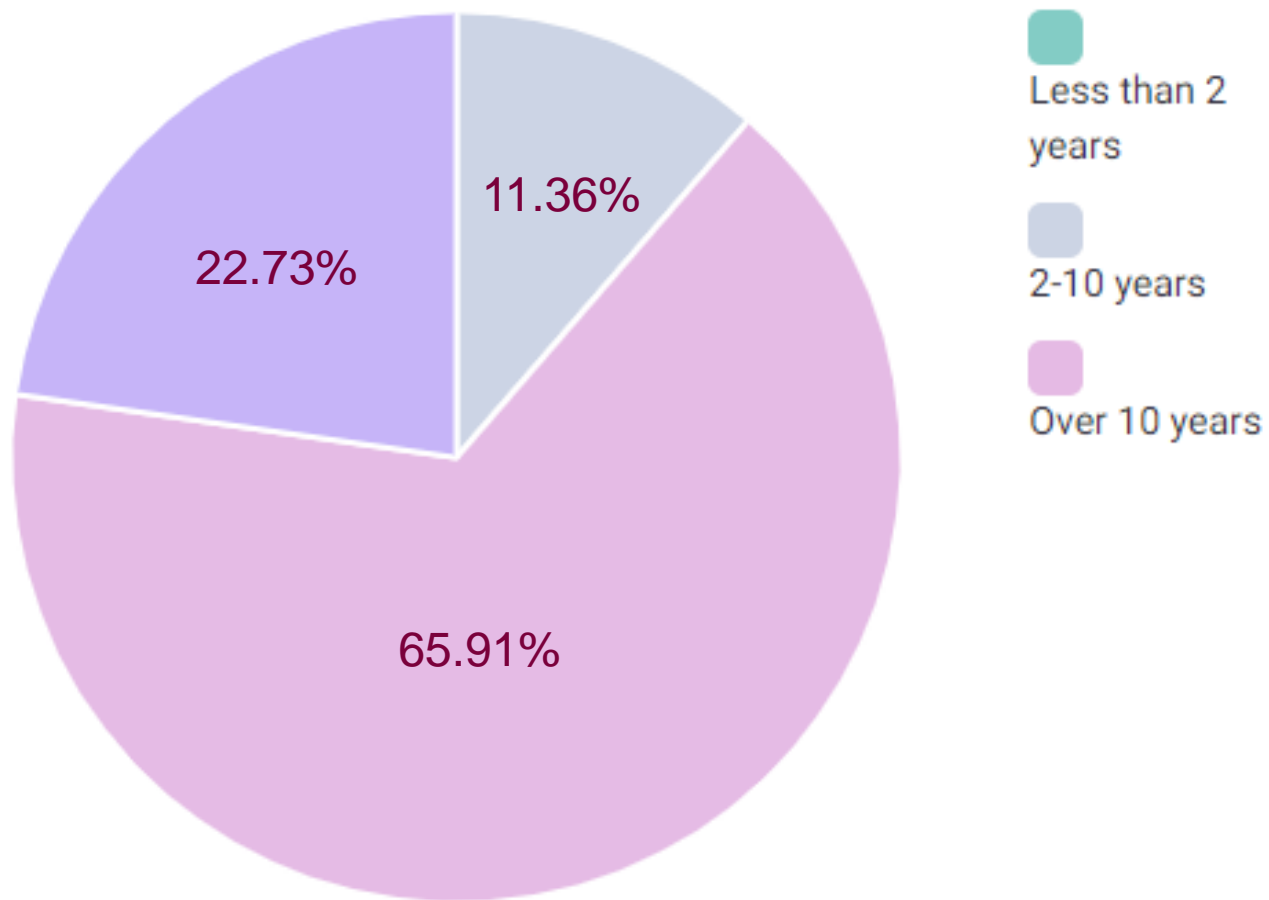
EMI / CLIL / ESP

EMI	Using English as the language of instruction for learning content
LSP/EAP	Learning English for using English as the language of instruction
CLIL	Using English as the language of instruction for learning content with the dual focus on Content and Language

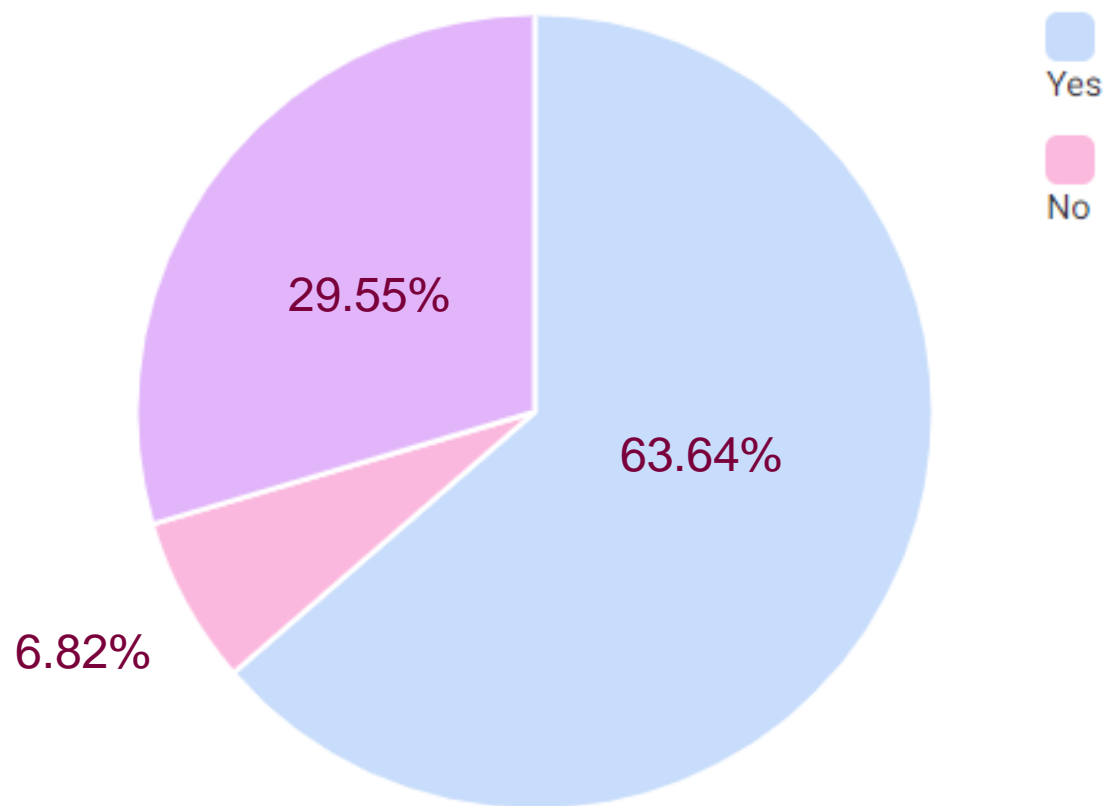
Methodology

- On-line questionnaire
- Qualitative and quantitative approach
- 89 teachers (65% answered *all* the questions)
- Types of questions: close-ended, open-ended, graded

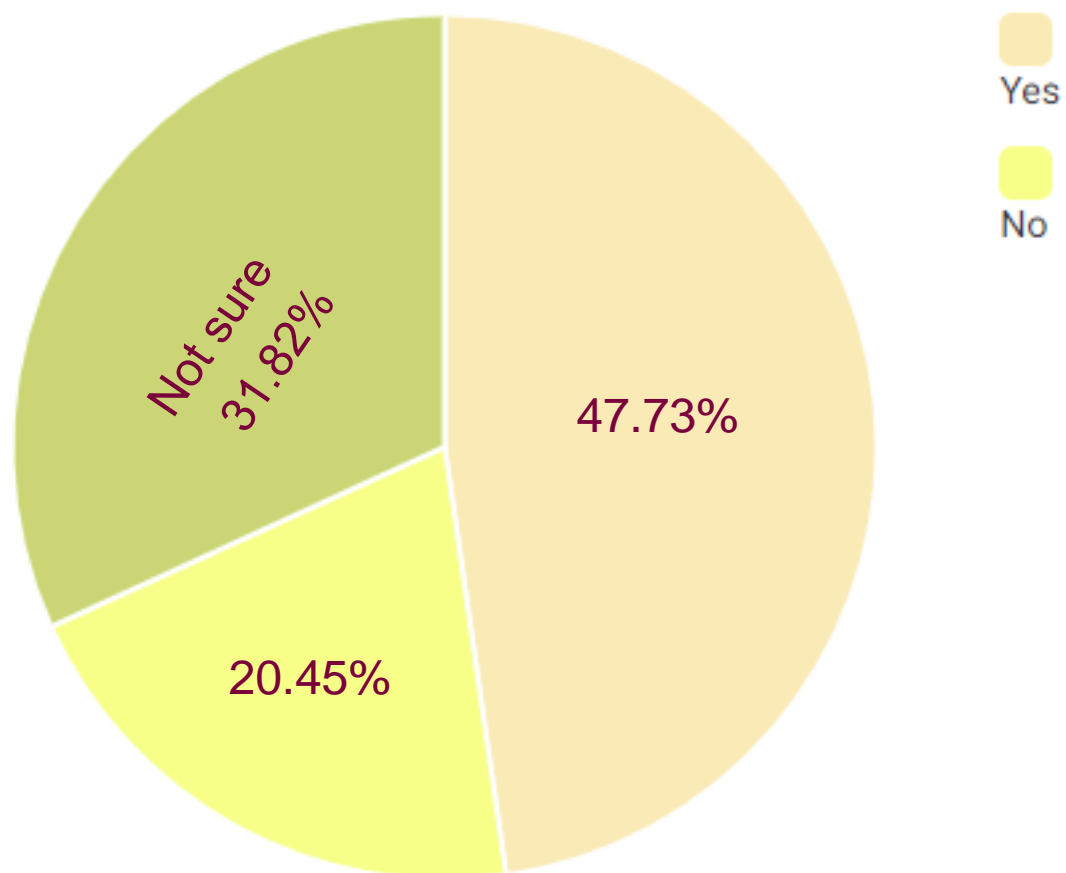
LSP teaching experience: who?



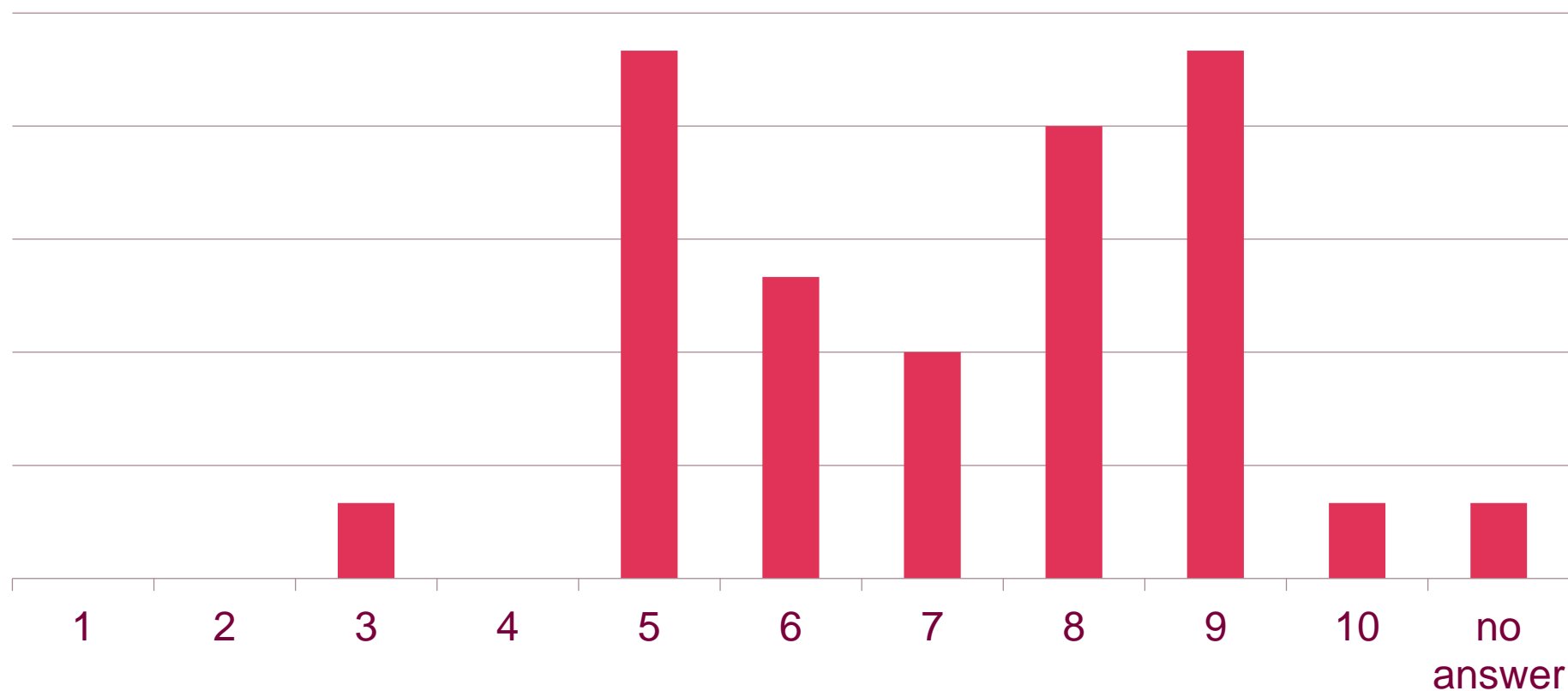
Have you taught General English?



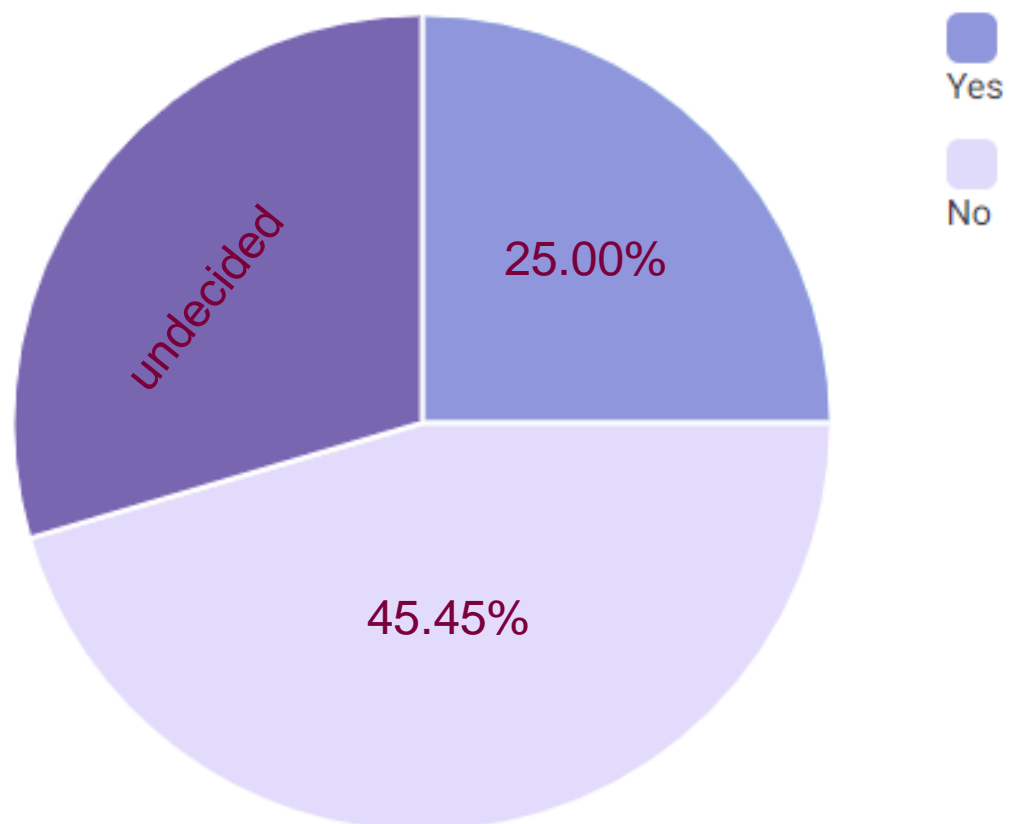
Do you think you are “sufficiently trained/qualified” to teach LSP?



On the scale from 1 to 10 (1= least, 10 = best), what is your acquaintance with / awareness of the subject area?
[Level of acquaintance]

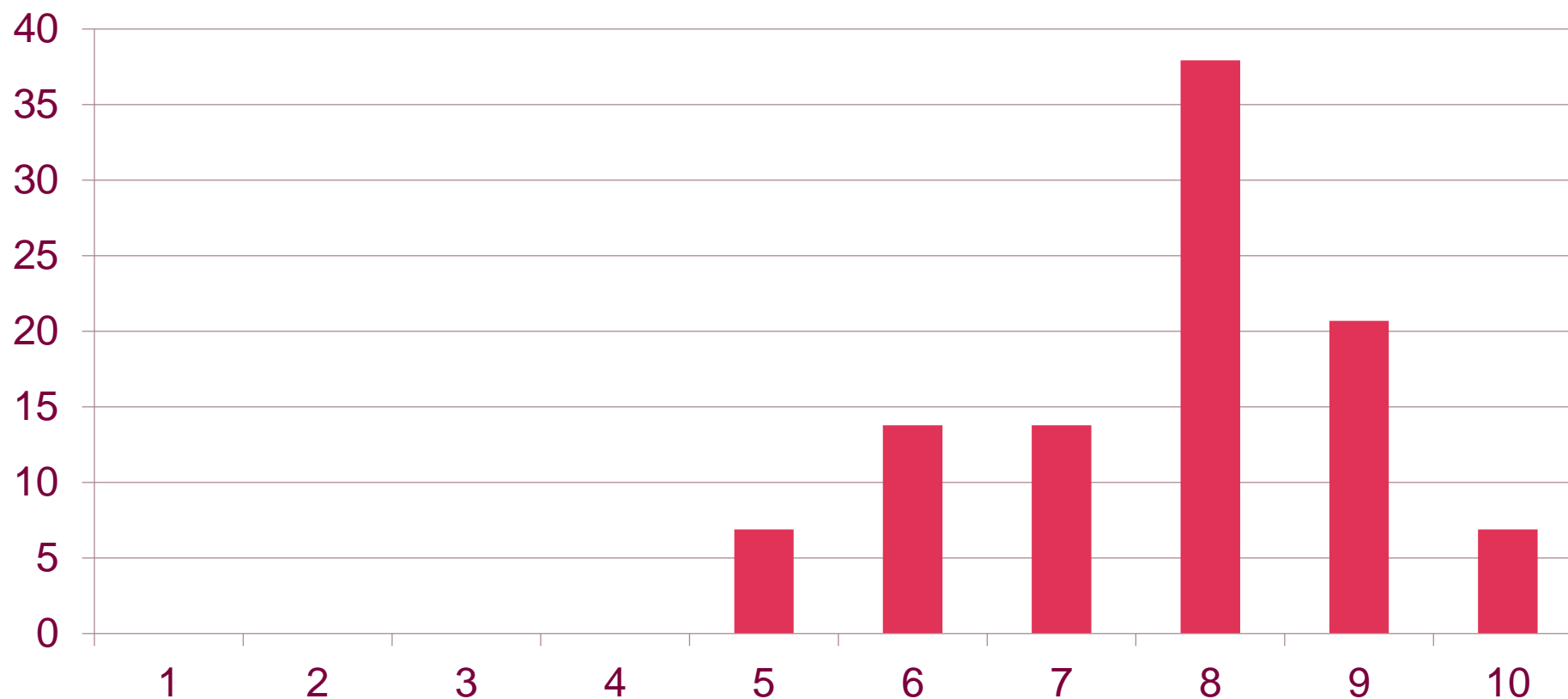


Have you received any special training for teaching LSP?

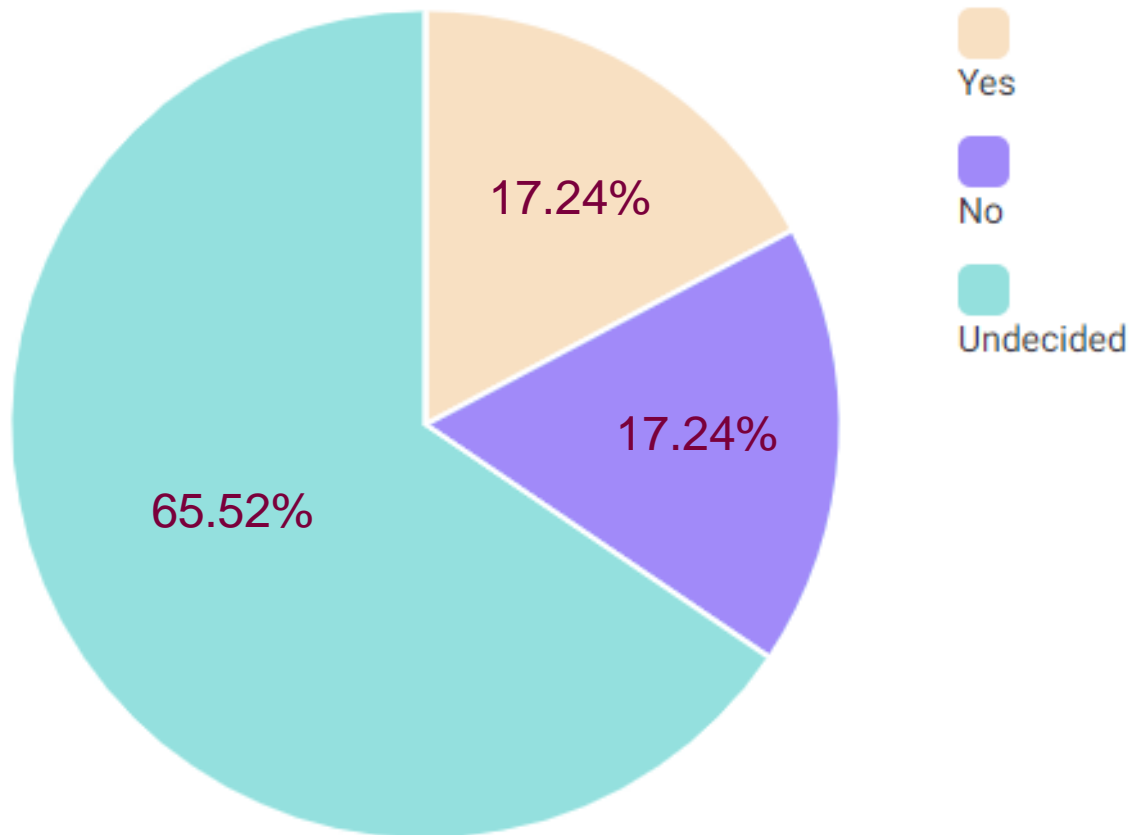


On the scale from 1 to 10 (1= least, 10 = most), to what extend do you believe you satisfy your students' specific needs?

[Student's specific needs satisfied]



Are you satisfied with the existing standard of assessing an LSP course at Vilnius University?



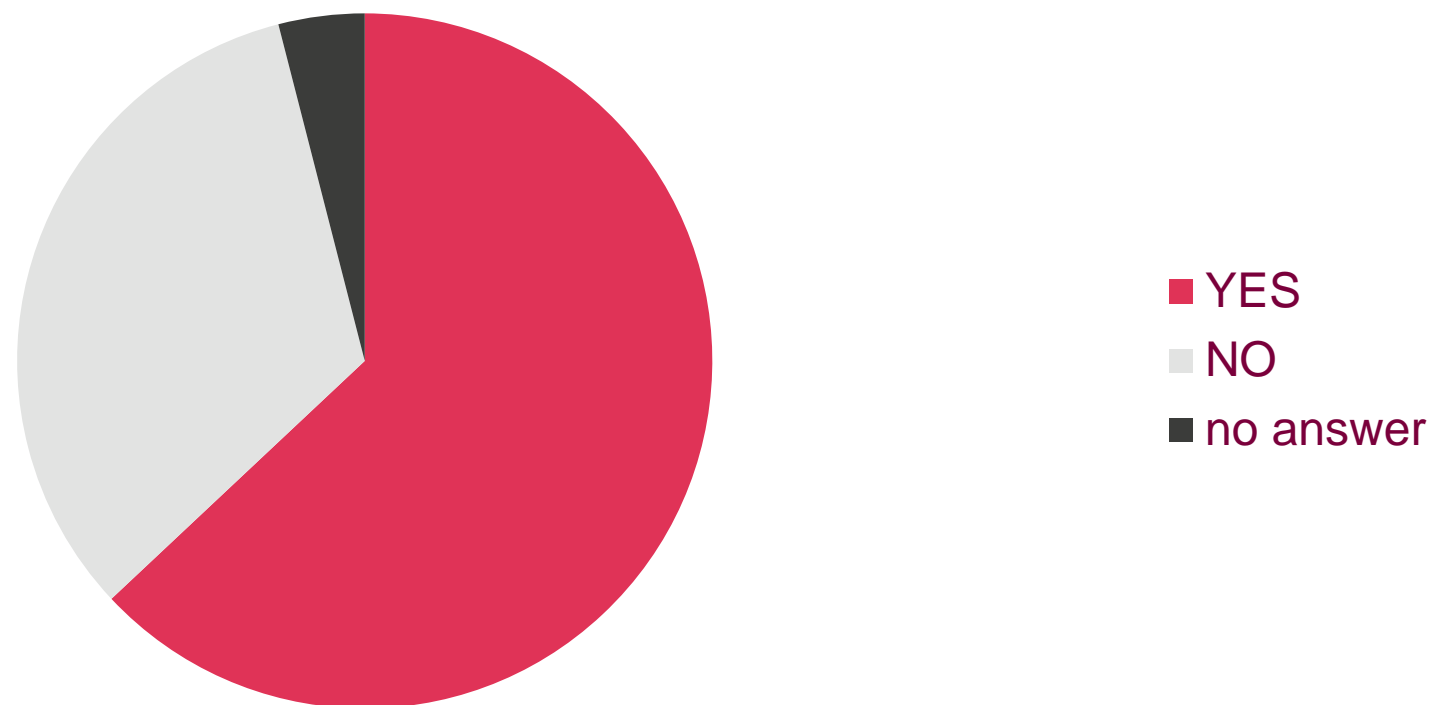
ESP textbooks vs. authentic materials

AIMS:

- to research the use of textbooks and additional materials in ESP classes
- to present our approach to the selection and application of authentic materials in a legal English class

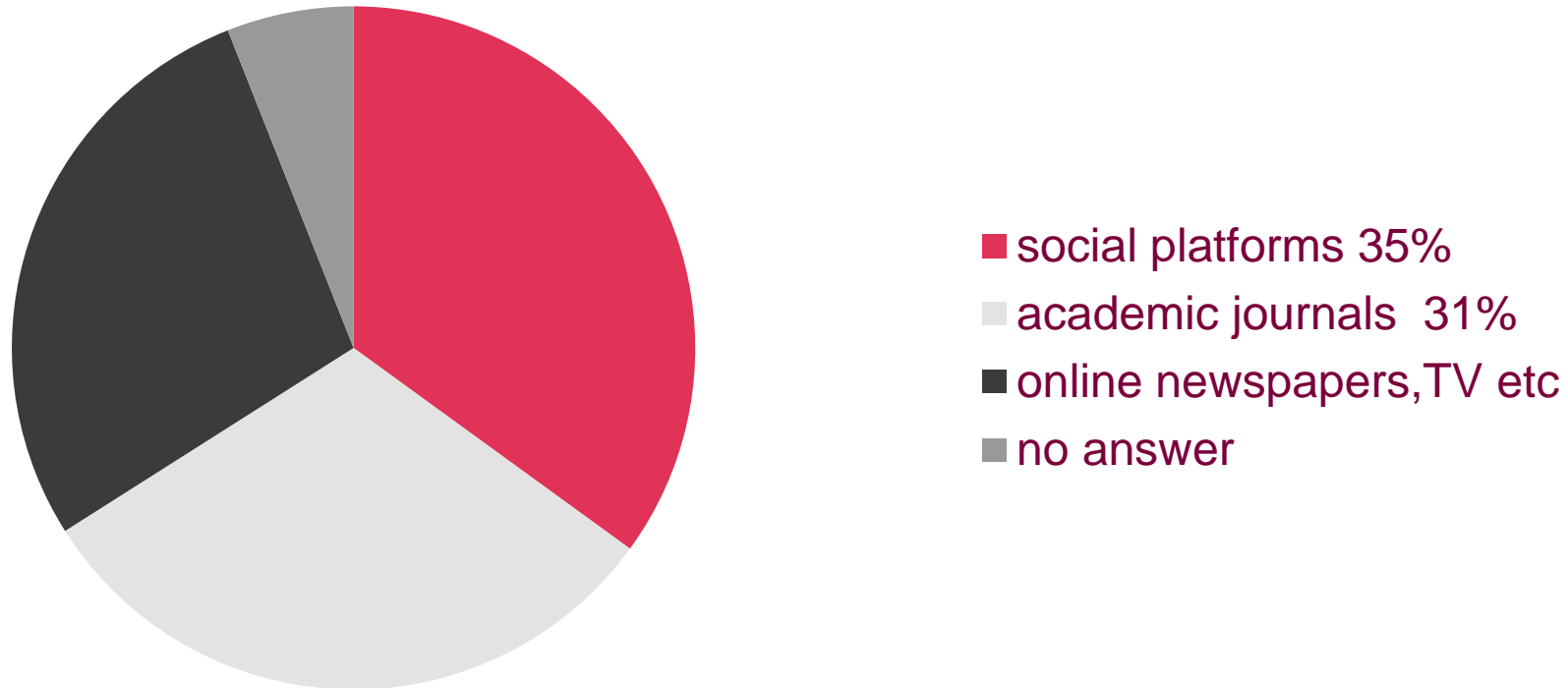
Teachers' attitudes to textbooks

use of textbooks



Additional materials = authentic materials?

additional materials



Authenticity

An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort .

K.Morrow

VALUE of authentic materials

CONTENT / INFORMATION

+

- 1) Language learning (structures, vocabulary)
- 2) Cultural insights
- 3) Practical application

Discussion points (1)

Types of Authentic materials

- Academic legal writing
- Juridical writing (court judgments, law reports, case reports)
- Legislative writing

PLUS:

- Recordings of court hearings
- National / international databases of cases, etc.

Discussion points (2)

SELECTION CRITERIA

- **relevance** of the authentic materials to the students' needs and academic interests
- **informational value** (recent discoveries and findings)
- **accessibility** (open sources)
- **country specific** (fosters multicultural and language awareness)
- **complementary** to the major subjects taught

Discussion points (3)

MODES OF USE

- a) **classroom**
- b) **self-studies**
- c) **blended learning**

Authentic materials in CLASS

GOALS:

- to facilitate comprehension by preventing possible language problems
- to develop reading or browsing skills under time constraints
- to develop transversal skills such as summarizing, inferring, organizing, evaluating and sharing information
- to create a platform for further (productive) classroom activities, such as problem solving and opinion presented in case studies, note-taking and briefing

Authentic materials for SELF-studies

*the principle of pursuing individual needs and interests

Teacher's interference:

- focus on specific language features of the authentic materials
- introducing the functional language for reporting on the results of individual or team research.

Authentic materials in BL format

- facilitating comprehension
- developing language awareness (noticing),
- individualization
- collaboration (for example, using collaborative writing and other ICT supported ways)

Conclusions:

- The overwhelming majority of ESP teachers working at tertiary level in Lithuania include authentic materials in their courses;
- Authentic materials provide 'real-life' context and language, stimulate interest and motivation by their high content value based on most recent discoveries, achievements and research findings;
- Students are engaged in the selection of authentic materials : they are encouraged to choose what better meets their 'subject' needs;
- The use of authentic materials is advisable in any learning setting, provided it is supported with teacher's appropriate instruction aimed at facilitating comprehension of subject specific texts and developing language awareness.

On the Use of Authentic Materials in a Legal English Class

published in “*Innovation in Language Learning - Conference Proceedings*”

Authors:

Vaiva Eimulienė; Aušra Janulienė. Olga Medvedeva

University of Vilnius, Lithuania

Reference

Dearden J. English as a Medium of Instruction – a Growing Global Phenomenon. 2016

Morrow, K. Authentic texts and ESP, in Holden, S. (ed.) English for specific purposes. Modern English Publications, 1977

Spelleri, M., From Lessons to Life: Authentic Materials Bridge the Gap, 2002

Daly, P. Methodology for Using Case Studies, in The Business English Language Classroom, Internet TESL Journal, 2002

Dudley-Evans T., Saint John M., “Developments in ESP: A Multi-disciplinary Approach”, Cambridge University Press, 1998

Gilmore, A. Authentic materials and authenticity in foreign language learning. Language Teaching, Vol. 40(02), 2007

Tarnopolsky, O. Content-based instruction, CLIL, and immersion in teaching ESP at tertiary schools in non-English-speaking countries, Journal of ELT and Applied Linguistics (JELTAL), 2013

Williams, C. The future of ESP studies: building on success, exploring new paths, avoiding pitfalls 2014,



440

CONTACTS

Vilnius university Faculty of Philology
Institute of Foreign Languages

Olga Medvedeva
medolga0707@gmail.com