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## DIGITAL STORYTELLING FOR LAW STUDENTS

"The law is a profession of words", wrote one of the first researchers of legal English David Mellinkoff. How to use the words effectively and persuasively the future lawyers should learn in both their native language and English.

Law students are involved in international programs, research and debating activities in English from their first days at University. To participate successfully in such activities they need skills which are not solely for the fortunate few who are naturally good communicators,

students have to learn how to process information, analyze it, evaluate and interpret, and then present their ideas clearly and persuasively.

Young people nowadays are called the generation of "digital natives" as they are surrounded with gadgets and electronic devices which they use eagerly and easily. From the teacher's perspective, the technology should be integrated meaningfully and appropriately in the English language classroom. With increasing availability of computerized devices, various forms of digital media production have become quite common as approaches to teaching and learning.

One of the examples of such technology-supported learners' activities is digital storytelling in the ESP classroom that can motivate and engage students in researching, writing, organizing, presenting, interviewing, problem-solving, assessing, as well as employing interpersonal and technology skills.

Digital storytelling combines a traditional narration with visuals, soundtracks while using the new technology to edit and share the story. The implementation of digital storytelling makes students conduct extensive research on the topics they have chosen, create or find appropriate visuals and images to convey targeted ideas, as well as the best media for the presentation. Law students can discuss controversial matters of law and society, issues of democratic development.

The key task of the digital storytelling is writing a script, editing and peer editing it that contributes greatly to writing skills development. A digital story can combine some features of advertising (central idea, short structures, means for catching attention, visuals) and narration that involves the audience directly. How to prepare and organize information? How to catch and keep attention of listeners? How to present the main points one by one in logical order, making it absolutely clear when moving to a new point? How to leave the audience with a clear summary of everything that has been covered? How to focus on speaking clearly and slowly, and loudly enough? How to combine the script with visuals where a complex idea can be communicated by a single image?

The stage of adding images to the story development involves cultivating visual literacy that is the competency to make meaning from what we see and create images that convey implicit and explicit messages to others. The interpretation of visuals involves analyzing, provides opportunities for student interaction, challenges learners to express their feelings and develop their communicative competence.

During the hours spent editing videos, students have to decide which image is best, when to add voice-overs, etc. These activities enable students to expand their computer literacy create progressively more interesting and engaging videos. In the process of a story development a teacher can encourage collaboration, when students assist each other, discuss the results, peer-edit and practice their social skills.

The presentation of the digital story consists of an introduction, a main body (during which the story is shown), a conclusion, and discussion. The narration of the script adds to students' self-confidence and improves public speaking skills. While presenting the results of their hard work students learn not only from their own digital storytelling productions, but also from the classmates. After each presentation students should be encouraged to ask

questions to complete missing information, generate ideas, question particular elements involved in creative process, address what they learned from digital story experience. The creative use of technology is perhaps the most interesting aspect of digital storytelling.

The process of creating a digital story can bridge the gap between language study and language use; apply the language skills in a naturally integrated way; students learn how to search, gather, organize and share information, become active and autonomous learners.

## *References*

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It is recommended for publication by the Executive Committee of TESOL-Ukraine and the Organizing Committee of the 23rd Annual TESOL-Ukraine Convention.

**Pathways to Success for Contemporary English Teachers and Their Learners**: Book of Convention Papers / Comp. A. Radu. Eds. A. Radu, L. Kuznetsova. – Lviv : ПП „Марусич", 2017. – 208 p.

The collection includes convention papers of the reports made at The Annual National TESOL-Ukraine Convention "Pathways to Success for Contemporary English Teachers and Their Learners", that took place in Lviv on April 25-26, 2017. More than 200 teachers from the higher and secondary educational establishments of Ukraine participated in the work of the Convention. The reports presented at the Convention deal with a wide range of research problems in the spheres of linguistics, ELT methodology, CALL, literature studies, etc.

The publication is aimed at EFL professionals, researchers, students, post-graduate students, and at all those interested in the theoretical and practical aspects of teaching and learning English.

**Шляхи до успіху: особливості викладання і вивчення англійської мови в сучасних умовах** : тези доповідей (англ. мовою) / Укл. А. Раду. Ред. А. Раду, Л. Кузнецова. – Львів: ПП „Марусич", 2017. –208 с.

Збірник тез доповідей Всеукраїнській конвенції TESOL-Україна "Шляхи до успіху: особливості викладання і вивчення англійської мови в сучасних умовах", яка відбулася у Львові 25-26 квітня 2017 р. У конвенції взяли участь понад 200 викладачів вищих і середніх навчальних закладів України. Доповіді відображають широкий спектр досліджень, які здійснюються науковцями та викладачами вищих і середніх навчальних закладів у галузі лінгвістики, лінгвометодики, комп'ютерної лінгвістики, лінгвометодики з впровадження новітніх інформаційних технологій, літературознавства тощо.

Видання розраховано на науковців, викладачів, студентів, магістрантів та аспірантів, які вивчають англійську мову та на широке коло зацікавлених осіб.