

**Olena Lysytska**  
*Associate professor*  
*Yaroslav Mudryi National Law University*  
*Kharkiv, Ukraine*

## **INTERNET AND VIDEO RESOURCES FOR TEACHING FOREIGN LANGUAGE TO LAW STUDENTS**

The task to master foreign communicative competence not being in the country of the studied language is a very complicated one. It is also rather difficult to motivate Ukrainian law students to learn a foreign language at the University. To achieve these goals, authentic materials are of great importance, text, audio or video materials. Authentic materials are considered as those created by native speakers, they develop an atmosphere of real language communication; make the process of learning foreign language material more lively, interesting, problematic, convincing and emotional as well.

Another advantage of them is its emotional impact on the viewer or reader, which contributes to the formation of students' personal attitudes to what they saw. The use of various information input channels (auditory, visual, motor perception) positively influences the strength of the recording of country specific and linguistic material.

Speaking about video, the technical possibilities of the video are greatly facilitated by the technical capabilities of the video allowing to vary the channels of information flow: demonstration of video materials with and without sound, with sound, but without image, work with a frame, etc.; giving the possibility of multiple demonstration of video materials to deepen perception and understanding.

The successful achievement of these goals is possible, of course, only with the systematic use of video materials or additional authentic sources. But even with access to Internet resources, it is necessary to organize their demonstration in a right methodical way. Video materials can be used at different stages of a lesson; it depends on the specific objectives of the lesson and on the function of the Internet and video materials. This may be at the beginning of work on the topic increasing the motivation of the topic, and also at the final stage of work on the topic. Videos can be used

independently of the textbook, for example, news videos, media video reports to important events in the country and the world. They can be used as supplement content and thematically define educational material.

There are many Internet resources with a large informative content base of free English online podcasts, which create favourable conditions for improving listening skills in foreign-language speech. Thus, the main task of the teacher at the stage of work with authentic material is the selection of audio or video material that would be interesting, informative, and accessible to understanding, consistent with the modern reality and the needs of future lawyers. Possibilities of Internet resources for improving listening skills on the basis of authentic audio and video text when learning a foreign language are unlimited. So, for example, the Air Force World Service provides an opportunity not only to read, but also to listen to news in English on the BBC website. Moreover, in addition to broadcasting, this service has a project BBC Learning English, which is the most popular program; it assists students in learning English, especially at the first stage of training. Moreover, there is a large database of interesting free English online podcasts (small audio or video recordings made in the style of radio broadcasts) that significantly improve the perception of English speech by ear. These podcasts are attached by scripts which are very convenient using them at the lesson.

The social service YouTube is widely used for the purpose of university learning to listen. This service provides services for the placement and storage of video information. Users can not only view and listen, but also comment on video materials. Using the materials of this site, the teacher can build the work on listening to more interesting, including various audio and video material (news, telecast, advertising, etc.). CNN World News also provides information in several languages and a classification of articles accompanied with audio and video. News programs come out at different times and cover events that happened in a week, a day, or an hour.

Internet resources and videos can be used by teachers for various purposes:

- to increase student motivation;
  - for a deeper study of the subject;
  - for the development of student autonomy;
  - to improve teamwork and communication skills;
  - to supplement or improve the lesson to revive that or other topic.

Kearney and colleagues in their works ‘Spotlight on authentic learning: Student developed digital video projects’ and ‘An emerging learning design for student-generated ‘iVideos’’ show the benefits of using video to create genuine learning opportunities for students and how ivideos promotes academic independence from research-based propaganda [2,3]. Students can learn a great deal by just watching videos and learning from the thoughts, experiences, and demonstrations of others. Students could benefit greatly from some additional video resources to work outside of class.

Depending on their curriculum students can be directed to YouTube or other source to find the information interesting and relevant to them. If students work at a more self-directed project they can take advantage of this kind of resources. **Videos are classroom motivators as they** can illustrate ideas and engage students more than textbooks and lectures.

YouTube is becoming a place where more and more professionals are downloading their free, stunning content. Many practicing lawyers provide their videos with an explanation of their work, details of everyday routine. Lecturers and services of world universities spread lectures on various topics, including jurisprudence. There is a great amount of amateurs creating animated films for explaining the basic concepts of law (What is a contract? Types of Intellectual Property. Consideration. Litigation. etc.).

To the unconditional advantages that allow you to use YouTube in teaching language, you can include the following:

1. Teachers can find and use a lot of these resources in their teaching practice. Language teachers can make use of video materials for reading, speaking and writing activities. YouTube and other resources are a repository of material that can complement virtually any curricular legal topic: instructional videos, historical footage, and, of course, online streaming.
2. Videos are always interesting for students, they motivate them.
3. Wealth of resources from experts. There are many videos of experts who share their knowledge and prospects for free.

There are a lot of advertisements on sites that are created by highly creative people for the audience to be caught. It is obvious that the lawyer’s job advertisements, video by law firms and lawyers, as well as interviews with famous people in this sphere

concerning functions and responsibilities will be of high interest and may be used in any block of thematic material. A whole new range of professional and ethical issues of legal sphere can be found by an educator to confront and initiate a discussion.

There are also a lot of campaign videos on sights. The videos, which are regularly uploaded onto YouTube, deal with a range of legal issues and global social campaigns with problems to discuss. Television is also on Youtube. Legal channels as well as programs and fragments of debates are at the disposal of students.

Sites containing video are usually of multicultural content: who are people of legal profession in different countries, what issues are of top interest in their legal system, what message they bring to people.

4. Visual and sound materials aid teaching. For language teachers, a visual element increases the possibilities for using any text in the classroom. In other words, there are more tasks that can be made up to train different types of skills.

5. Ability to view Internet materials at any time and in any place. When students have access to the Internet, they can view useful videos at any time convenient for them. For the language teacher, YouTube may be nothing less than one of the best sources of material the classroom.

6. Simplicity of sharing. Because students themselves find useful content, they can easily share it with teachers, friends and group mates.

7. Video is associated with reduced-length clips. For language teachers, it is important not to spend too much time on long movies or interviews.

A student can contribute much also. Students themselves can create original content and share their experiences with viewers. This is a great way for students to develop an online presence and have a creative way to show what they know. There is a wide range of tools for creating and editing videos and applications that you can use to quickly create and / or edit video.

Animoto is an online photo sharing, video sharing and social networking service that allows users to take snapshots and videos and share them with various social networking services. Instagram also allows you to create video clips. This can be of high motivation for students to create their own video connected with one of popular law-related topics and share it. In addition, Instagram contains a lot of pages with useful information for teaching English. These are also accounts that offer both work with phrasal verbs and video. iMovie is a free video editing application for Mac

computers and iOS devices. Teachers use iMovie if they want to use free software to create or edit movies on their Apple devices.

There are some other Internet resources useful to develop different aspects of language such as websites, for example **Breaking News English** helps to provide real information and give students a chance to discover useful legal terminology instead of just reading endless paragraphs full of vocabulary words. This website provides a vast amount of resources for teachers. **BBC Learning English** also provides lessons on business English. They even have humorous online television series centred on various grammatical concepts.

*Website Legal English Online by Translegal ([www.translegal.com/](http://www.translegal.com/))* has over 12,000 audio and video recordings, thousands of legal texts and 1,700 Legal English exercises, providing over 150 hours of training and making *TransLegal's* site the largest database for Legal English learning materials.

To develop materials for teaching LE vocabularies focused on identifying the people in the courtroom, for example, the materials from <http://www.courtprep.ca/> can be used. The site provides the information on the Courtroom process in Canada. It is structured like this:

Justice Process – Not Guilty Plea; Justice Process – Plea Bargain (Pre-trial Meeting); Justice Process – Preliminary Hearing; Justice Process – Trial; Justice Process – Judgment; What if the accused is found not guilty? What if the accused is found guilty? Justice Process – Appeal.

The site is very useful because it also contains the dictionary of basic legal terms with their definitions.

The following conclusions can be made: authentic audio / video and other Internet materials have great potential for solving educational problems with correctly organized work and support by the teacher. These materials are very informative; they create an atmosphere of real language communication and are able to ensure successful perception of foreign speakers by students, to increase the motivation of students to learn a foreign language.

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