

Writing classes should be enriched with the Internet capabilities, in order to provide students with choice, variety, authenticity, and decency and to give them a real purpose for writing, to allow them to experience the authentic written interaction with other people, to motivate them additionally through using computers and the Web, and to give them the feeling of self-confidence when seeing their works published on the class website. When students graduate from university and begin their careers, the bulk of their writing will not be done with pencil and paper, but rather on a word processor. Therefore, writing classes ought to be set in realistic environment utilizing the writing aids of a computer. Since most universities have computer labs with Internet access, writing teachers can easily create classes utilizing blogs that allow students the chance to write and submit assignments in class. Weblogs are a relatively new knowledge sharing technology, which enable students to record their thoughts and feelings in diary form and publish those diaries (called posts) as web pages, without programming or HTML coding.

References

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ROLE-PLAYING IN TEACHING LEGAL ENGLISH FOR LAW STUDENTS *Svitlana Mykytiuk (Kharkiv, Ukraine)*

The highest standard of language proficiency demanded by the legal profession determines the main objective of teaching law students professional legal English. It is to train students in skills to use the language in a professional manner. It means "proving learners with the specific vocabulary and structures and the enhanced linguistic modalities they want and need to succeed" [1]. Special attention in the structure of the proficiency of legal English required of a practicing lawyer is paid not only to legal writing but also to oral practice.

One of the most effective techniques used by teachers to develop oral skills in legal English classes is role-playing which animates the atmosphere, arouses the interests of learners, and makes the language acquisition impressive. It provides an opportunity to practice communicating in definite contexts and roles. According to G. Ladousse, role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place [2].

Through role play activities students learn how to express ideas, opinions, or feeling; how to cope with real-life situations; how to work together as a team or group.

Despite the positive sides of this technique, it has also some drawbacks which should be taken into account. The major one is connected with insecurity of classmates – the relationship of people in a group can influence the success of a role-play. Sometimes focus is shifted from learning to entertainment. Among other negative aspects critics of role-plays mentioned its uncritical and unchallenging character. Al-Arishi thought that a role-play may not be well-suited to students' "cognitive and intellectual aims", some students may not wish for the classroom simply to replicate the real world [3].

Critical and creative attitude of students towards this activity undoubtedly depends on careful preparation for this task by teachers which should include accurate selection of material to correspond to real educational needs and personal interests of students, formation of relatively non-threatening psychological setting. Benefits of this technique overbalance the difficulties which may appear.

Depending on the aim role-plays used in legal English classes can be of different types. Mini role-plays can be used in any lesson as a practice activity and alternative to a model dialogue. It encourages students to be creative and use props to better reflect a real life situation. Role-plays for an entire lesson can be used to sum up some material after several lessons on the same topic. Role-plays also can be used as end for term project to estimate students' progress.

According to Donn Byrne, role plays can be classified into scripted and unscripted role plays. The first type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning information in a memorable way. The second is a free role play or improvisation. Students are given an open-ended situation in which they must make a decision, resolve a conflict, or act out the conclusion to an unfinished story. It is designed to promote student empathy and understanding of others, to see others' points of view. It gives students the opportunity to learn behavior appropriate for various situations [4].

Role-playing is used in English classes for law students also to teach advocacy skills by providing training and experience in making oral representations on behalf of a client (making opening and closing arguments, questioning witnesses), interviewing, counseling and negotiating. In these activities special attention is paid to legal jargon, persuasiveness of arguments, argumentation strategies, etc. Some of the role-plays that can be used for these purposes are the following:

- 1) a trial participant extemporaneous speech (students make 3 minute presentations on a topic without a written body of the speech, they may use only a written word-for-word introduction and conclusion of their speeches (because these are the 2 crucial elements of a speech — the introduction captures listeners' attention and the conclusion gives them something to remember);

- 2) *a swappy role-play* (students work in pairs discussing a problem according to their roles, when the dialogue reaches crucial points they have to swap the roles and to continue the conversation with the reversed tasks);
- 3) *a Parliament debate* (a problem is discussed for 5 minutes in groups of 4 (1 speaker – proposer, 1 speaker – opposer, 1 Speaker of Parliament, 1 time-keeper);
- 4) *a political nightmares role play* (students split in two groups – journalists and politicians (e.g. Environment Minister, Foreign Minister, etc.) – conduct an interview arguing points and commenting on the arguments presented);
- 5) *consultancy presentation* (4-5 students are legal consultants for a company; they have to prepare a ‘cutting-edge’ presentation to present the firm’s findings to the client; the rest of the class are the ‘clients’ and may interject and ask questions during the presentation);
- 6) *panel discussion/ forum/ talk show* (the group is to divide themselves as different personalities to participate in a panel discussion or talk-show; students are to discuss points to be presented by each and conduct a lively discussion directed by a moderator).

Language of oral advocacy is effectively taught with the support of *a legal trial role-play*. Each student receives a summary of the case and is assigned a role in the trial (an expert witness, an attorney etc.). This activity takes some time to research roles and prepare arguments, discuss their propositions with other members of their team etc.

Summing up we would like to accentuate that the use of role-plays develops critical thinking, decision making, and assertiveness skills; lets students develop and practice new language and behavioral skills; enhances interpersonal and communication skills.

References

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PRINCIPLES OF CRITICAL THINKING AND IMPORTANCE OF USING IN ESP CLASSROOM

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Critical thinking is reflective reasoning about beliefs and actions. It is a way of deciding whether a claim is always true, sometimes true, partly true, or false. Critical thinking is an important component of most professions. It is a part of the