

ENGLISH TEACHING -LEARNING-ASSESSMENT COMPUTER-AIDED FOR LAW FACULTY’ STUDENTS

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Abstract:

This paper discusses the issue of teaching-learning-evaluation in English for Law students. As new technologies have become part of our lives, the communication can be mediated by them with the aim of improving no native speakers’ grammar rule and a specialized lexicon as rich.

Keywords: *communication, English language, non-native students, multimedia learning, Law students.*

Nowadays, communication, creativity and collaboration are the higher priorities in the world of education and work [6].

The nature of communication

Communication between humans is an extremely complex and ever-changing phenomenon, and it is not my intention to examine all the many variables that are involved. But there are certain generalizations that we can make about the majority of communicative events and these will have particular relevance for the learning and teaching of languages.

In one opinion [5], skills are separate and should be treated as such; „once, students will concentrate on reading, and reading only, on the next speaking and only speaking, etc. In fact this position is clearly ridiculous for two reasons: firstly, it is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading - even if they only read what they have just written. Secondly, though, people use different skills when dealing with the same subject for all sorts of reasons”.

From the perspective of social psychology, communication channel is not limited to media used or the means that are used for directing the message to the interlocutor (e.g. voice, handwriting or gesture), but refers equally to the physical conditions in which exchanges of communication runs between the players at their position in space, the venue etc.[1, p.28].

According to the researchers Abravanel and Ackerman (1973), the spatial organization influences the speakers’ type of speech: „When using a communication channel less familiar or very restrictive, oral language tends to be closer to written language.

Organizing discourse in this case more structured judgments are consistent and attention that the speaker attaches to the efficiency of messages is increased, unlike oral discourse usually

relatively redundant, less developed in terms of formal and comprising proportionally verbs than nouns more (which reveals the orientation towards active language rather than the descriptive one), elements to which are added a higher proportion of linguistic emission.” [1, pp.28-29].

Translation of the texts by non-native students

Vizental A. considers that, [13, p.179], grammar-translation teachers requested that their students should memorize long bilingual lists of new words. „The procedure can work well, particularly at the advanced level, but there are several major shortcomings, such as:

- translation often fails to provide the exact meaning of the words, especially in the case of polysemantic ones;
- translation cannot cope with subtleties of the language, such as stylistic appropriacy;
- memorizing decontextualized lists of words is hard and boring;
- it is not important that the students should learn all the new words in a new text: some of the unknown word may have limited circulation and occurrence (not „essential English”),

In the author’s opinion, teaching vocabulary is a three-level process: presentation, practice and use.”

English vocabulary learning methods exemplified by the author can be adjusted by using educational technology. As a concept, it concerns an array of tools, such as media, machines and networking hardware, as well as considering underlying theoretical perspectives for their effective application [11], [4].

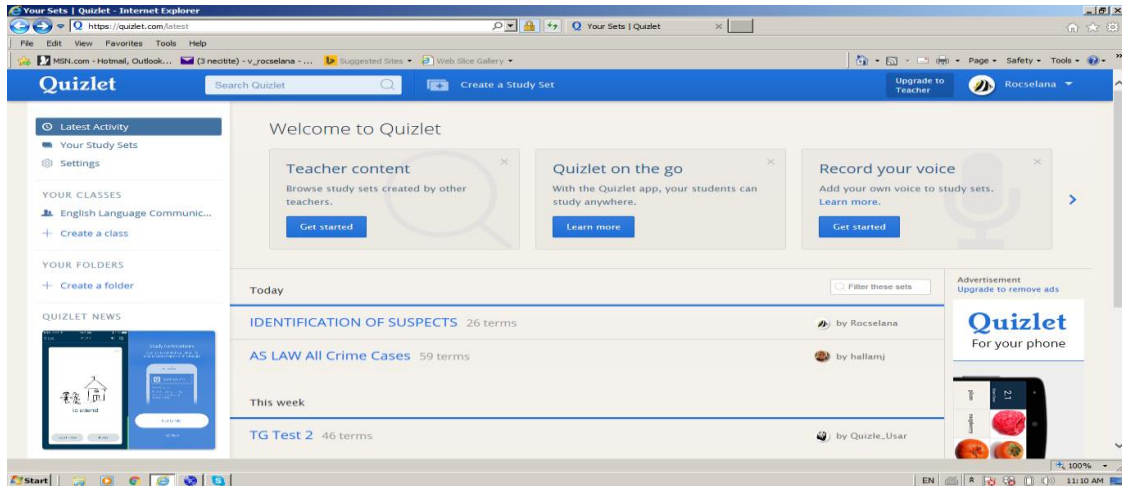
Since the 90’s, the researchers did not have more limited initial use, but have begun to follow step by step development of ICT in institutions in areas such as education, health or justice, whether civil society or political communication [9, p.258].

Modern electronic educational technology is an important part of society today [12]. Educational technology encompasses e-learning, instructional technology, information and communication technology (ICT) in education, EdTech, learning technology, multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer managed instruction, computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI) [2], internet-based training (IBT), flexible learning, web-based training (WBT), online education, digital educational collaboration, distributed learning, computer-mediated communication, cyber-learning, and multi-modal instruction, virtual education, personal learning environments, networked learning, virtual learning environments (VLE) (which are also called learning platforms), m-learning, and digital education.

E-learning authoring tools are software or online services that enable users to create courses, simulations, or other educational experiences. These tools typically support conventional, presentation-like courses, and may enable screen recording, multimedia, interactivity, quizzes, and non-linear or adaptive approaches [3].

An example in teaching-learning-evaluating [8, p.452] methods for law student can be the following one, using Quizlet.

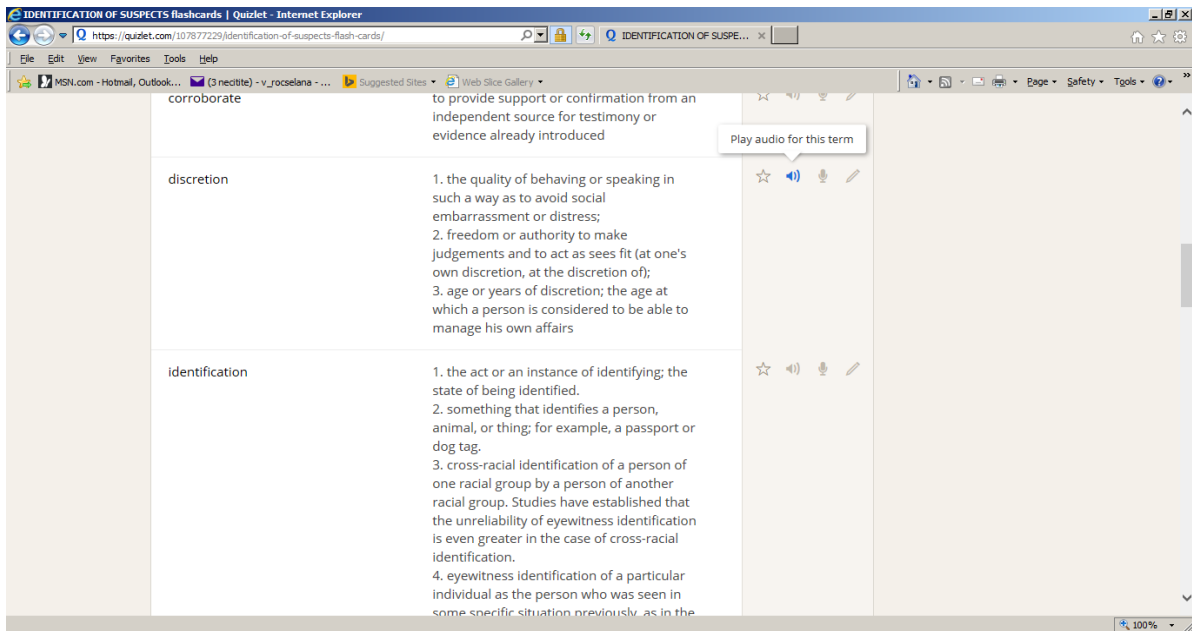
As a teacher of English at „Titu Maiorescu” University, Faculty of Law, I created a course on the main subject of criminal law, for a group of second year students, entitled: “Identification of the Suspects”:

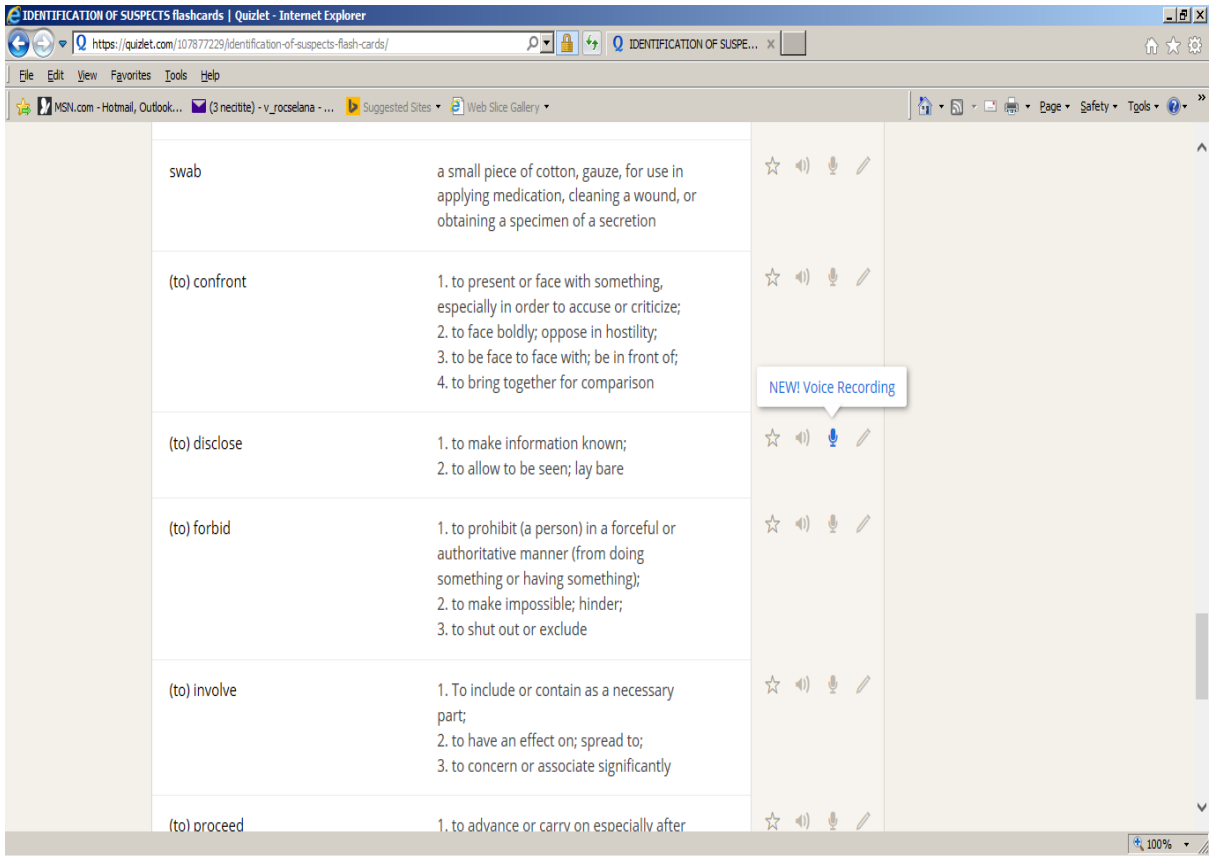


(Diagram 1)

26 terms and their definitions of criminal law were introduced (diagrams 2 and 3) - using computer application, students can listen the pronunciation of each term and its definition, and record their own voice and self-learning pronunciation.

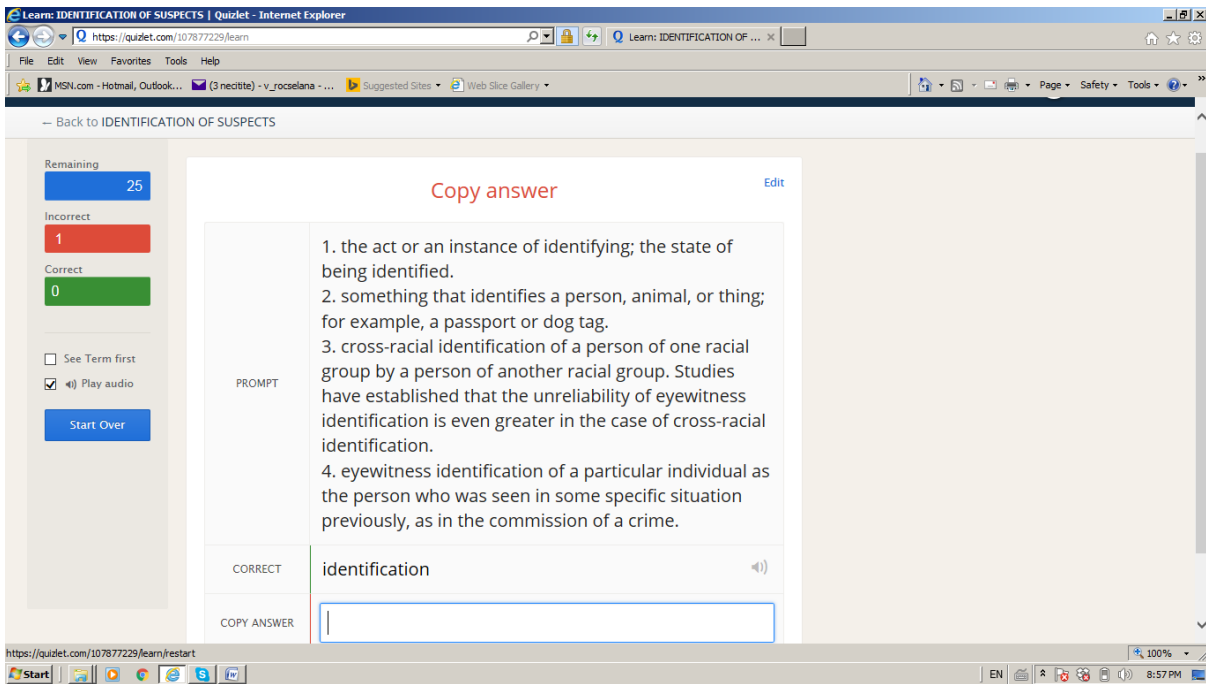
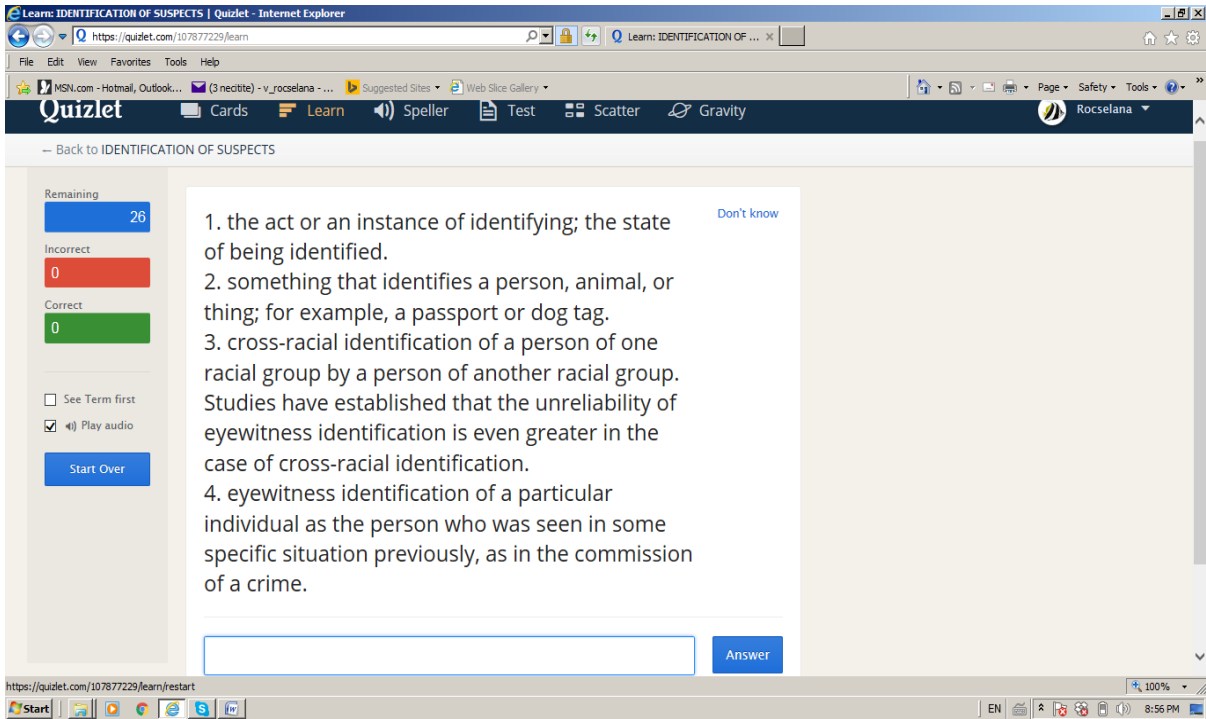
As a teacher, we have to ensure effective integration of classroom technology [9, p.258]. The current school curriculum, as well the academic one, tends to guide teachers in training students to be autonomous problem solvers [7].



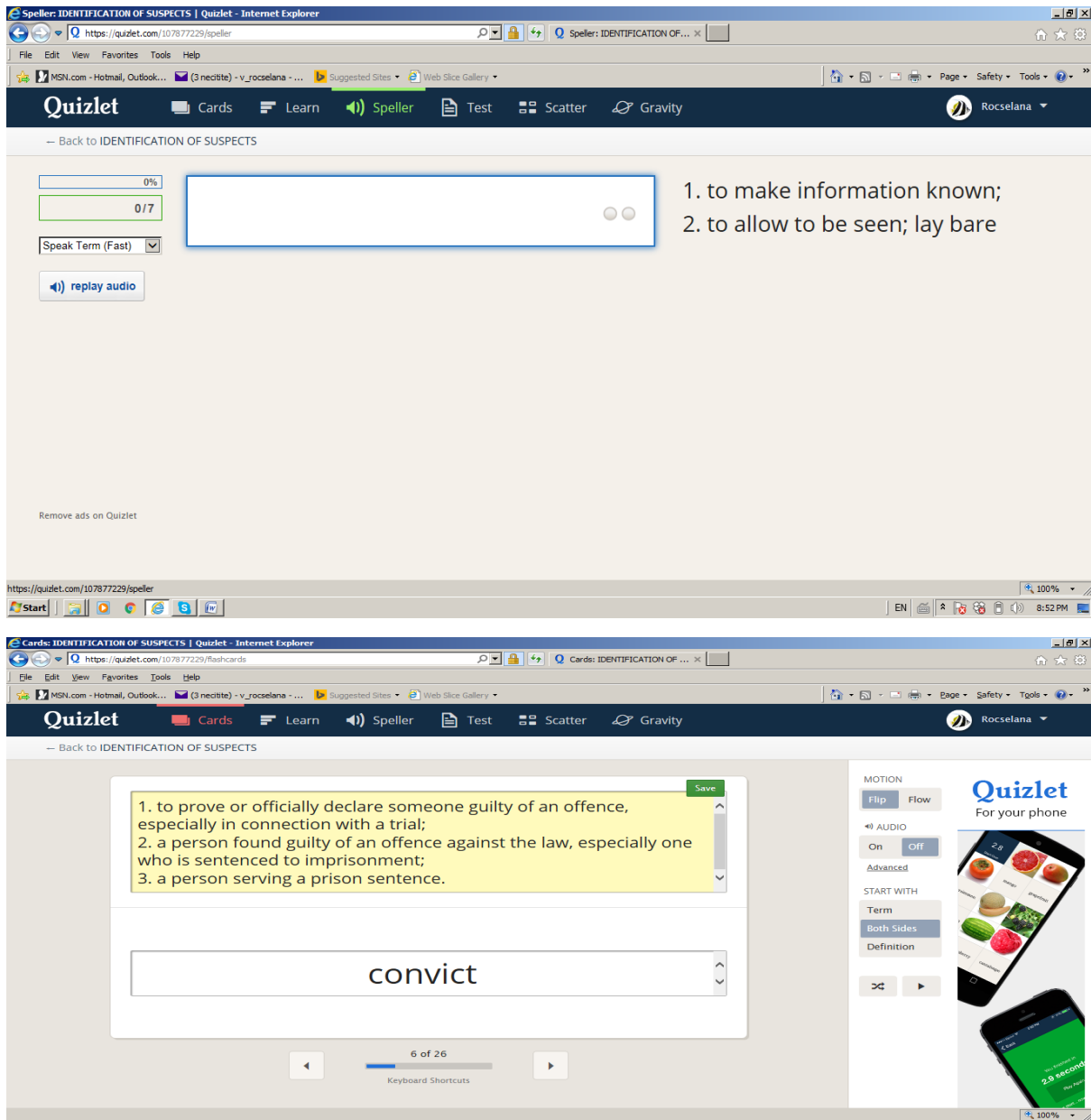


(Diagrams 4 and 5)

Another application, Learning (Diagram 4) gives further explanation of any of terms, the student can complete the ANSWER in box-response, option that can be verified (Diagram 5).



(Diagrams 6 and 7)



The following applications Speller (chart 6) has different definitions of the reference speeds, helping student at pronunciation phrases or Cards (Chart 7), with which the student can check their knowledge.

In conclusion, the use of technology in English teaching-learning-assessment for Law students as a necessity, teacher-student interaction being mediated by computer.

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Webgrafia:

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