

How do you promote active learning
and speaking inside and outside the
classroom?

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1. Context

- A lot of one language group (L1) – in my case Chinese.
- Pre-sessional English - 5 weeks of intensive English i.e. 15 hours class time per week.
- **Course Aims:** take students from around 6 to 6.5 IELTS equivalent while training in academic legal skills such as researched essay writing.
- **Aims of task:** motivating, communicative opportunities for speaking progress

2. What is active learning and what's the connection to speaking

Active learning seems to contain two key elements

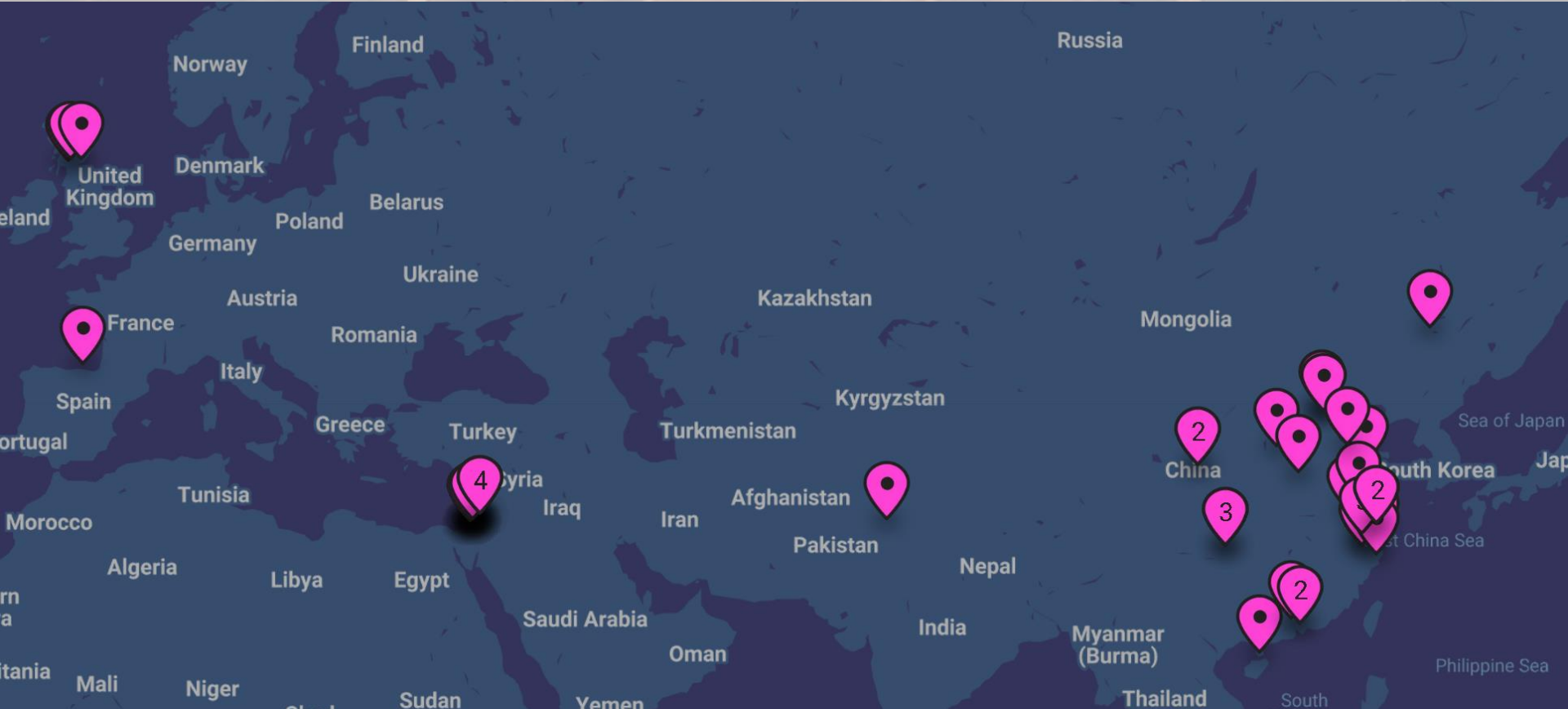
- i) promoting cognitive engagement – commonly seems to involve a *social* element
- ii) meta cognition – students need to identify and reflect on the activities and cognitive processes.

I added to this, *personalisation* and *story-telling*.

Connection to speaking

- Thus, I was looking at a way that students socially construct knowledge predominantly via spoken information exchange.
- Lead to an assessed spoken output – in this case it's a pair doing a 15 minute presentation

3. The idea



2021 everyone online, fewer Palestinians, more Chinese

4. Key stages and elements of the project

Course **input** followed by a series of **3 jigsaw activities**

Input – includes tasks to assist in analysing facts and linking to legal responses

a) practise reading media reports on legal disputes, paying attention to how a factual set of circumstances is addressed via legal sources and relevant enforcement e.g. courts

And

b) overview of key elements in summarising a case in class: >

Example – structure for presenting

You would tend to summarise a case (legal dispute that has been heard in court) or a legal scenario (legal dispute that hasn't yet been finalised in court) as follows:

1. Overview of the legal area e.g. is this a commercial contract dispute; human right of freedom of expression versus state security laws, etc?
2. Overview of the factual background e.g. where, when, who (main parties)
3. Main argument or dispute e.g. legal questions that arise
4. Decision (if there has been one)
5. Current status e.g. appealed
6. Significance – why this is an important case

Project tasks/jigsaw elements

The following are largely done independently with various check-in points throughout the course

- i) Task A: Find a court case from your country that has been reported in the news (or a news story that mentions something about a court decision). Summarise it for the other pair. You will also explain what type of court the case was in.
- ii) Task B: The law bridging programme convenor will provide an article that describes a case involving Julian Assange. You will read it and will have some tasks connected to understanding the case and the legal sources mentioned.
- iii) Task C: The main project. one pair of students sets a scenario for another pair of students, ideally from another country, and vice versa. The idea is that you will “solve” the case by applying some international legal rules to say what should happen (in an ideal world) OR how this scenario might play out in your country.

Example extract from a student presentation – problems/scenario for response

4-Israel denies women religious services because of the policy of Judaizing and isolating Jerusalem.

5-Israel's blockade exacerbates violence against women in Gaza.

6-during Operation Protective Edge in 2014, the danger of experiencing domestic violence increased considerably, according to research on violence against women and girls in Gaza.

7-During the war, there was a 22 percent incline in the forms of domestic violence experienced by married women, and a 30 percent increase for non-married women.



Part of Student Reflective Log

ICP LEARNING LOG

Code name _____

Nationality _____

You should complete the relevant sections at the appropriate time (as indicated). You can write anything from a couple of sentences or even just some notes to long paragraphs. We'd suggest a minimum of 20 words for each part. You should aim to spend between 10 minutes and 30 minutes on each "reflection".

At the end of the course, you will send this to the course convenor. Please choose a "code name" so that you are anonymous e.g. instead of writing *Ahmed*, you might write *Spiderman*. This is to help encourage you to be honest without worrying about teachers identifying you.

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Day 0 (before the ICP starts)	1
Day 1 (after you meet your partners).....	2
End of week 1 (on Friday 30 th or Saturday 31 st July)	2
Monday 2 nd August (after the live session and presenting to your group)	2
.....	-


Conclusion

Task involves **story telling**: choose something **important to you**, tell the story, ask your partners to respond from a legal perspective i.e. partners need to **understand the scenario, find the law, apply the law** – could be international law, or could be about what would happen in your country.

Reflection: encourages students to pay attention to and learn from the experience.

Students are NOT assessed on content nor on reflections.

Q&A

A photograph of a long, vaulted hallway with a series of arches and columns, leading to a bright opening at the end. The hallway is empty, and the light from the opening creates a strong glow on the floor.

