ENHANCING LAW STUDENTS' LISTENING SKILLS IN THE PUBLIC LAW BRANCH AT USTA BY USING ONLINE WORKSHOPS IN MOODLE.

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Introduction

This study aims at reporting the needs of the Legal English II subject at USTA, the design of a didactical proposal to help Law students improve their listening skills, the implementation of the proposal and analysis of the results. This research was grounded on the design of six modules based on Moodle platform; it was carried out from the first semester of 2016 to the second semester of the same year.

English is considered the number one language for international communication and global business; having the knowledge and the ability in this language, gives a person benefits, such as: finding more job and career growth opportunities, not only in their country of origin, but around the world as well. In English Language Teaching (ELT), there is a wide variety of methods and a broad discussion on how to approach it.

English for Specific Purposes (ESP) from the early 1960's, has grown to become one of the most prominent areas of EFL teaching today Anthony, (1998); Its progress is exhibited in the numerous universities offering an MA in ESP, and in the substantial amount of ESP courses, offered to foreign students in English speaking countries. ESP is an approach of English Language Teaching which aims at meeting the needs of a specific group regarding the language, these needs range form specific disciplines to specific abilities: Listening, speaking, reading and writing.

Likewise, Information and Communication Technology (ICT), in language learning, as an approach, is widely accepted and increasingly recognized, given that it enhances efficacy and effectiveness, thus improving knowledge acquisition, expertise in the target language and

enhancement of autonomous learning. In a digitally native world, filled with digitally native learners, the integration of ICT to ELT is a must.

Moodle e-learning is one of ICT's interactive Learning Management Systems (LMS), widely employed in universities across the globe, as a tool in the creation and delivery of ELT courses. Incorporating such technology, facilitates English Language learning, whilst taking advantage of the enormous opportunity that internet offers to teachers and students, to connect and interact with each other. This Learning Management System, also empowers students to engage themselves in their own learning process and to manage their own time and the resources set at their service.

This research project is developed at Universidad Santo Tomás de Aquino, a Private and Catholic School of Higher Education located in Bogota. It has an Undergraduate Law Program that emphasizes four major areas: Criminal Law, Public Law, Labor Law and Private Law. The Law Faculty Mission, contained in the Institutional Educational Project is "to form professionals committed to the analysis of the national and international legal reality"; accordingly, the Director of the Languages Institute states, when interviewed, that the Law students must have the English Language proficiency, which gives them a potential advantage over other qualifications in Colombia.

For this reason, the Law program syllabus comprises nine courses of English; the former seven General English levels, six hours per week, ninety-six hours per academic term. The latter, two remaining Legal English levels, two hours per week, thirty-two hours per academic term. The former seven General English levels are not a prerequisite to take Legal English, but the Law Faculty requires their students to be enrolled in seventh semester of the Law program, to take this course.

The Legal English course, amounts to an academic credit of forty – eight hours as disposed in the Decree 2566 September 10th/ 2003, which establishes the credit system for undergraduate programs; thirty-two hours are face to face sessions and sixteen hours are intended to be independent work. The university supports Moodle as its official online course management system, and emphasizes on the need to use the Moodle platform as a complement for the face to face sessions. The majority of students have their own laptop computers or tablets with wireless internet access at home. There is also excellent access to computer labs and networked computer stations throughout the campus. Hardware in the labs is updated annually, and all labs have data projectors and whiteboards.

In order to know the State of the Art of the Legal English II Program, a survey was applied, to sixty students, to know their perceptions in regard to the legal English II courses (See annex 1); the results of this empiric method applied, were classified into five main categories which are: time, resources, extra activities, methodology and listening. The majority of the students surveyed, agreed that the amount of class hours is not enough for them to really learn, and be able to perform internationally; likewise, a great part of the public surveyed concluded, that there was a lack of material, physical and virtual resources, a lack or no access to books, videos, movies or online tools to complement the Legal English II class.

Some of the students surveyed stated that there are no extra activities for the Legal English II class, despite the lack of hours; there is no homework or complementary activities to reinforce the topics seen in class. It is also pertinent to state, that this was also expressed as a weakness by the Professor of the Legal English II class. Despite this survey yielded positive results in terms of methodology, some students still suggested changes and improvements in the teaching practice, as making it more functional for the practice of Law, to specialize on the specific branches they

are majoring in, to increase their knowledge of legal terms, and to watch videos on updated legal topics.

Al in all, the students surveyed, understand the importance of practicing and developing all the four abilities: reading, writing, listening and speaking, however, through this survey, the students revealed that the listening skill is of little practice in the Legal English II class, therefore, they suggest an increase of the listening input, because in real life, when they go abroad, they will find it very difficult to understand what other people say.

In overall the students of Legal English II from USTA, are aware of the importance of learning Law oriented English, and the majority are in agreement and satisfied with the methodologies and contents of Legal English, in general, they agree that legal English is a Law oriented subject, which helps them increase their Legal English level, however, when asked if the legal English taught at USTA, provided them with the necessary tools to perform internationally, they differed.

The students stated that: 1) The number of face to face hours for the legal course are not enough for them to be competitive internationally, to apply for scholarships, to study abroad, and to have more job opportunities in their home country, 2) There are no extracurricular activities and a lack of online practice, 3) The Legal English class is a mixed class, with students ranging from the different emphasis of Criminal Law, Public Law, Labor Law and Private Law, therefore, they suggested to tackle these branches in the same depth, to meet their professional needs to the same extent. Consequently, it is a necessity for the students of Legal English II at Universidad Santo Tomás de Aquino to enhance their Legal English performance in the different emphasis of Criminal Law, Public Law, Labor Law and Private Law, any of the Legal branches of their choice and thus be able to meet their needs in this regard.

The above results sustain the necessity to develop this project, which aims at responding to the needs and suggestions of the students regarding the Legal English II program, in order to obtain better results on their Legal English and focus on their emphasis of study: Criminal, Public, Labor or Private Law, through the implementation of online workshops in the Moodle platform, which make up for the independent work, a space to acquire a more in depth knowledge of any of the Legal branches of their choice, and thus be able to fulfill the goals of the University regarding Legal English.

The Scientific question of this project is "To what extent does the implementation of online workshops in Moodle enhance the listening skill in the Public Law branch at USTA?" the Object of study is "English for Specific Purposes", and the field of action is the "English for Specific Purposes to develop the listening skill in the public law branch at USTA".

The Main objective of this research is "To enhance the listening skill in the public law branch at USTA by designing and implementing online workshops in Moodle". The specific objectives are: 1) To research on the theories regarding English for Specific Purposes, Learning Management System MOODLE and listening skill which give the foundations and support the research project, 2) To design, implement and evaluate a proposal to enhance the students' listening performance in the Public Law branch at Universidad Santo Tomas de Aquino and 3) To collect and analyze the data obtained as a result of this project.

To respond to the research question of this project, this study is grounded in the qualitative approach, the author will follow the action research model aimed at describing the process of design and implementation of online workshops in Moodle to enhance the listening skill in the Public Law branch at USTA.

Justification

This research study stems from the enquiries and requests of the Legal English II students at Santo Tomás University, as a means to respond to their needs and suggestions regarding the subject; in addition, to improve the teaching practice and fulfill the goals of the university. The students' perceptions of the subject revealed a gap between expectation and reality in terms of methodology, resources, specific vocabulary focus and development of the listening skill, hence, it is a necessity to design and implement a didactical proposal which meets the needs of the students in this respect.

The design and the implementation of a methodological proposal that enables students to enhance their listening competence is a must. A listening competence focused on the Legal branch they choose to major in: Criminal, Public, Labor or Private Law; through the application of online workshops in the Moodle platform, the official learning management system at Santo Tomas University. This project also aims at taking advantage of the independent work hours established in the credit system for undergraduate programs, by providing students with the necessary tools to practice and learn autonomously.

Chapter I

1.   **Literature review**

1.1 Previous work on the topic

There are several studies on the implementation of the Learning Management System Moodle, as a means to enhance the communicative competence of the students in relation to specific disciplines. The following studies were relevant to this research project as they relate to the main topics to approach.

1.1.1   International

Regarding English for Specific Purposes ESP, a research was conducted in Czech University of Life Sciences in Prague. The study was based on an online 14 module course for Business English in the Moodle Learning Management System (LMS). 107 students enrolled in the Business English subject and were randomly classifed into the control and experimental group. The students presented a pre-test at the beginning of the course and a post- test after the implementation of the tool**.**

The results showed that the students from the experimental group improved their listening skill, and shared the same results in translation and writing as the control group. Students at the end of the course, also expressed a very positive opinion towards Moodle Learning Management System as a tool for learning. This study in particular is useful to my research project as it proves Learning management system platform Moodle to be a successful tool in the improvement of the listening competence.

Another study entitled "Blended-learning in ESP: An insight in Moodle "was carried out in Madrid Spain. The authors intended to promote new methodologies (Moodle), and to create a strategy where B- learning is integrated in the field of English for Specific Purposes**.** The main objective of this research is to analyze the advantages and drawbacks of Moodle from the students and the teachers' perspective. The study yielded positive results; blending face to face sessions with Moodle proved to be very fruitful in Technical English. Students stated that they were actively engaged in their own learning process, since they could self -evaluate without the peer pressure in the face to face sessions**.** Nevertheless, both students and Teachers agree that the tool should be combined with other evaluation systems. This research contributes greatly to my research project in the sense that, it reveals the pros and cons of the Moodle platform from the perspective of the students in udergraduate programs.

1.1.2 National

On a National level, a study called "Electronic Engineering students' interactions through forums in the virtual component of a blended learning course" was conducted in a private university in Tunja. 23 Electronic Engineering students from an ESP course, participated in the study. The research aims at giving proof of the social interaction where learners built knowledge and meaning by using technical English in online forums, making use of the Moodle platform.

The study evidenced that the ESP students developed a social bond becoming a virtual learning community, where they could share their opinions and contruct meaning. A study that contributes to my research project to a great extent, given that it focuses on the blogs as a means of interaction to share and build knowledge through the Moodle platform by using technical English.

1.1.3 Local

On the local level, a study titled "A Moodle-based course of study as a way to help students improve their English" was carried out at Santo Tomás University in Bogotá. 14 English I students from Cultura Fisica Deporte y Recreacion participated in the research. The purpose of the study was to increase the English level of the students by designing and implementing a strategy using Moodle and by following CLIL principles.

The study yielded positive results since the students were higly motivated with the variety of tools offered in the platform, they also increased their communicative skills, felt more confident and gained autonomy. A study which contributes to my research project as it was applied in the same context and using the same Learning Management System Moodle, offering a wide description of the former two elements.

1.2 Theoretical framework

Described herein are the theorethical grounds of the present study, by developing three main constructs: ESP, Learning Management System − Moodle and Listening, as the foundations of the research project.

1.2.1 English for Specific Purposes, ESP

ESP is an approach to English Language Teaching which emerged in the early 1960's due to the fast growth of science and technology, and the increased necessity of English as the international language of commerce and economics in a new globalized world. Currently, the number of universities offering ESP courses and MA's is growing.

What is ESP

Several scholars show great interest and have done countless contributions to ESP, however, the main representatives are Hutchinson T & Waters A., Dudley-Evans, T. & ST John M. and Mohan B. According to Hutchinson T & Waters A (1987) "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". Mohan (1986) defines ESP as "the area of English language teaching which focuses on preparing learners for chosen communicative environments"

In the academic community, many referred to ESP as the teaching of English for any given purpose. For this reason, Dudley-Evans (1997) gave an extended definition of ESP, denoting the absolute and variable characteristics as shown below:

Absolute characteristics

• ESP is defined to meet specific needs of the learners

• ESP makes use of underlying methodology and activities of the discipline it serves.

• ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable characteristics

• ESP may be related to or designed for specific disciplines

• ESP may use, in specific teaching situations, a different methodology from that of General English

• ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary level.

• ESP is generally designed for intermediate or advanced students

• Most ESP courses assume some basic knowledge of the language systems

ESP is divided into two main branches; English for Academic Purposes EAP which refers to teaching English related to the academic study needs of the learners. And EOP, English for Occupational Purposes which involves work-oriented needs and training. Dudley-Evans & St. John (1998) state that "EOP is also known as EVP English for Vocational Purposes and VESL Vocational English as a Second Language".

Needs Analysis in ESP

Needs analysis is the basis of ESP, identifying and meeting the needs of the particular group is a must before designing the syllabus, selecting the material, methodology and assessment of the specific course. In the general English classes, there is a balance amongst the four skills; speaking, writing, listening and reading. Conversely, in ESP through the needs analysis, the most needed language skill is defined, hence, developed.

According to Dudley-Evans & St John (1998) the purpose of conducting a needs analysis prior the design of the syllabus is "First, to know learners as people, as language users and as language learners. Second, to know how language learning and skills learning can be maximized for a given learner group. Third, to know the target situations and learning environment so that data can appropriately be interpreted".

Target Situation Analysis, TSA

TSA is one of the variations of needs analysis which focuses on which centers on detecting the learners' necessities language related. Robinson (1991) states that, "a needs analysis, which focuses on students' needs at the end of a language course, can be called a Target Situation Analysis". Dudley-Evans and St. John (1998) affirms that "TSA includes objective, perceived

and product-oriented needs. The objective and perceived needs are derived by outsiders from facts, from what is known and can be verified.

1.2.2. Learning Management System – Moodle

The use of virtual learning environments in English language teaching has become a necessity in today's world, due to the rapid advances of technology and the globalization of knowledge. These virtual environments offer flexible and user - friendly tools, which enable teachers and learners to access, share and build knowledge at any time. Is is widely known in the academic community that ICT is proved to be very effective in English Language Teaching since it is an interactive and flexible instrument which improves efficiency and effectiveness of learning of the language studied and enhances autonomous learning.

Information and Communication technology ICT is defined by Anderson and Glenn (2003) as "technologies that allow to use, access, communicate and manipulate information and data, these technologies cover all the range of digital devices where hardware, software and internet are used to communicate, where communication and exploration can happen in real time, where information can be shared no matter the distance of the peers". Hartoyo (2010) cleearly states that "the integration of ICT in the field of language learning is inevitable known that the ICT and language learning are two aspects which support each other like two sides of the coin".

Resta (2009) provides an accurate representation of the changes in the teachers' roles from the use of ICT in the classroom. A major shift from the know- it- all to the facilitator.

Changes in Teacher Roles

A shift from	To
- knowledge transmitter; primary source of information - teacher controlling and directing all aspects of learning	- learning facilitator, collaborator, coach, knowledge navigator, and co-learner - teacher giving students more options and responsibilities for their own learning

Table 1: Changes in teacher roles resulting from the use of ICT. Resta (2009)

Moodle is Learning Management System LMS, which stands for Modular Object-Oriented Dynamic Learning Environment; a flexible tool which teachers can use to support the face to face sessions; it provides a virtual environment where students can share and build knowledge, review their peers and self regulate. The development of the Moodle platform started in the 1900's by Martin Dougiamas, a doctoral student at the time, then developed after numerous contributions from the field.

As noted previously, self-regulation is a key component in Learning Management Systems such as Moodle considering that students have to work autonomously to reach their goals. Corno & Mandinach (1983) define self-regulation as the effort put forth by students to deepen, monitor, manipulate, and improve their own learning. Dale H. Schunk, Peggy A. Ertmer (2000) state that self-regulation encompasses the proceses of setting goals for learning, using effective strategies to organize, code, and rehearse information to be remembered, establishing a productive work environment, using resources effectively, monitoring performance, managing time effectively, seeking assistance when needed.

Among the reasons why the growth of Moodle has been extremely rapid whithin universities around the world as it is the case of USTA, which supports Moodle as its official Learning Management System due to the many advantages that the platform offers. A survey done by

eLearning Guild Research, show the advantages of using Moodle, such as: lower total cost for ownership, higher levels of security, peer review, greater flexibility, ability to customize by modifying code, audit ability and code availability, technical support, well-tested updates and plug-ins, variety of capabilities and tools.

According to Villalobos (2012) in his study enhances the features of Moodle as follows: It promotes a constructivist social pedagogy (collaborative, critical reflective activities, among others.

- It is appropriate for E-learning as well as complementing the face-to-face process.

- It is a fast, efficient and user-friendly.

- It lets the guiding-teacher control all options in the course.

- It allows several course format possibilities: weekly, themes, social.

- It offers different activities for the courses: homework, search, dialogues, chats, forum, glossary, wiki, and questionnaires, among others.

- It is also possible to download students´ grades, forums, diaries, questionnaires, and homework in a grading book format.

The Moodle platform offers a wide variety of tools and resources at the service of the community, and particulary useful to this research project. The resources range from blogs, chats, glossaries, quizzes formats to assessment records and follow – up students' progress. It also offers the possibility to connect to other webpages and create direct links to several sources of information. Following is a thorough description of the main tools used in this research project:

Glossary: A tool for creating glossaries cooperatively, by uploading useful terminology for the course with their definitions. These glossaries can be created by the students as well, they learn a new word and have the possibility to upload it to the glossary.

Assignment: An instrument to design and upload gradable content where students are allowed to respond by submitting their answers through text, video or audio.

Attendance: A tool to record the students' attendance to activities and to check the time spent developing exercises. The students can see their attendance records as well.

Blog: This instrument is an online journal for students to engage in discussions, reflect on their own learning and build knowledge. The students' entries are organized chronologically. The students can upload text, video or audios to the blog.

Chat: Through this tool, students and teacher can have discussions at a specific time set for the conversation. Through the chat students and teacher can share files.

Gradebook: Through this tool, teachers can keep track of students scores, have a record of their performance and progress, and calculate grades.

Participants list: You can use the Participants list to view the course participants by group or role, to annotate participants individually or collectively, to message individuals, groups or classes, and to download filtered lists as CSV files.

Messaging: There's a participants' list of students enrolled, who you can message any time through Moodle or to the students' institutional email accounts.

News forum: This tool is created in every course automatically. Teachers can post news on the course home page with relevant information for the students.

Questionnaire: This tool is specifically created for student feedback and opinion such as surveys. This tool is not used for assessment. It offers several types of questions such as: essay boxes, rating, check boxes.

All in all, the previous tools that the platform offers, are a valuable contribution in the design and implementation of the methodological proposal for this research project.

1.2.3. Listening skill

The following theoretical research on listening competence was key in the design, implementation and evaluation of the didactical proposal for this research project. Following is a thorough description of the listening competence according to many authors. In order to learn any language, it is necessary to enhance the four linguistic skills (listening, speaking, reading, writing,) each of them develops differently and requires different strategies to be learnt. This project will be focused to develop the listening skill, thus in the following paragraphs the implications of this skill will be described.

Listening is an interpretative skill defined by Howatt and Dakin (1974) as the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning". Bulletin (1952), highlights the importance of listening as a fundamental language skill, dercribing it as "a medium through which children, young people and adults gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation".

 Listening skill involves the development of sub-skills described by Willis (1981) as enabling skills, which are:

- predicting what people are going to talk about.

- guessing at unknown words or phrases without panic.

- using one's own knowledge of the subject to help one understand.

- identifying relevant points; rejecting irrelevant information.

- retaining relevant points (note-taking, summarizing) recognizing discourse markers.

- recognizing cohesive devices.

- understanding different intonation patterns and uses of stress, which give clues to meaning and social setting.

- understanding inferred information.

Within the four linguistic skills of any language, use the listening skill, demand to interpret and respond to spoken language and it is necessary to understand the sounds and representations of it. Trotman stated the following: "Listening is one of the four language skills: reading, writing, listening and speaking. Like reading, listening is a receptive skill; it involves responding to language rather than producing it. Listening involves making sense (significant ability) of the language sounds. Learners do it using the context and knowledge of the language and the world" (Trotman 2006)

Based on this explanation, it can be inferred that it is necessary to develop habits and listening skills in learners that allow them to interpret spoken language, whether in whole or in part, it means, at the moment a listening exercise is carried out, an advanced learner may understand the entire conversation, other learners understand the main idea of the conversation but not entirely, and other learners understand the language functions being studied at the time. Therefore, it is necessary to properly plan the objectives to be achieved following the exercises that are developed in the classroom and determine the level to which it is addressed, aspects of the

language that will be studied and practiced and what the possible scope of exercise are. Coger, Phillips and Walter say (1995): "After helping learners to understand a text in a general way, the teacher may want to choose and examine some of the language in the listening exercise; it can be a grammatical point, pronunciation, a focus on a function or a focus on vocabulary. Using a listening exercise is a very good way to practice the language in context".

Sometimes listening exercises are linked to the way in which the learner writes, it conveys, when the student has developed a number of writing exercises, they affect the way the language is spoken and understood. It is also known that language has different manifestations and is used in different contexts, the spoken language consists of the use of jargon, slang, accents and expressions that may differ from the written language and grammar structure. For this reason, exercises in which learners improve skills that allow them to differentiate the aspects and forms of spoken and written language should be developed, in order that they can use the features and grammatical changes of the language in each skill and understand when they can use formal communication and in which cases they can use informal communication.

From a diagnostic approach, Field (2008) stated some teachers rush to supply a "correct" answer when a student fails to respond to a listening task. Some teachers may play a recording several times and ask for other students' input to make things right, missing an opportunity to determine the reason for the listening error.

For that reason, it is necessary that students carry out strategies to train their skills and therefore, be able to interpret and respond to listening exercises.

Coger, Phillips and Walter (1995) propose a number of alternatives that can be used to enhance the ability to listen. The first one mentioned is to use the events and situations that

happen in the classroom, which can involve the student in listening exercises, as an example the authors mention that in the development of a class the learners have contact with greetings, speeches, explanations from peers, teacher interventions, corrections, etc. That is why it is required to plan what will be worked, the topic to be treated and its application in the development of the class. The authors also suggest another type of activity to motivate learners to talk to each other; it generates the habit of communicating in English and understanding spoken language directly. At the same time, it can provide students with texts and activities to develop listening skills and strategies that simultaneously generate processes of internalization of language, problem solving exercises are also very useful, in which the learner must understand the context and provide a solution to a given situation.

Within each listening exercise developed in class, a variety of steps can be considered, teachers should continue to make a significant internalization of the exercise practiced because it cannot be developed without proper planning and established objectives, Coger, Phillips and Walter (1995) mention and describe each of the steps that must be taken into account to develop a significant listening exercise, as follows:

Before listening exercise.

Before a listening exercise, the teacher must make students think about and discuss what they will hear, or generate in students the need to understand the exercise, commenting on how it will be developed and how it relates to the following activity that will take place. Real life contexts can also be used and make it the most interesting way possible, and then, the lesson will be much more significant as the student will be interested to know in depth what is attained through the exercise that is being developed.

Pre-listening activities also help students make decisions about what for to listen and, subsequently, to focus attention on meaning while listening. In order to encourage a personal approach to listening, and thereby foster autonomy during this phase, the teacher can encourage discussions, with the whole class or in pairs, on how different students prepare themselves for a particular listening task before beginning it.

Teaching keywords or expressions before listening.

It is very helpful to teach the words and expressions that may appear in the exercise because they can be new or difficult for learners, in that way they can learn different expressions and how to use them in different contexts.

First listening exercise.

A target should be set in which students understand the exercise in general, it means, the teacher sets a specific goal to be reached at the end of the exercise. Provide the learners with the script of the audio, whether the teacher reads it out loud or plays it directly in the recording, it will make the exercise more real and it will help learners to focus on the general idea of the exercise. Finally, ask students to discuss their answers among them before giving the correct answers.

The second listening exercise.

Unlike the first exercise in which it was asked to understand the general idea, at this stage it is possible to ask learners to understand the specific details of the exercise.

Students are asked to pay attention to specific details, the recording could be played for the second time, it can be done slowly, so learners catch all the necessary information and the

exercise is more beneficial. Vandergrift (1999) considers, if students are to develop real-life listening skills (e.g. For understanding radio or television) they must learn to develop strategies that will help them understand the gist of a text, as well as the details that they need to know. Students listen to an oral text and attempt to identify main elements of the text. After the first listening, they write their hypothesis for each element under the 'Guess' column, and under the 'Reasons' column state why/how they came to their hypothesis. Each student then works with a partner to compare answers and discuss potential discrepancies.

On the other hand, Harmer (1998), stated there are two kinds of listening material and procedures, which have some advantages and disadvantages.

The first one is Extensive Listening. It is worked when teachers encourage students to choose what they listen to and to do so for pleasure and general improvement. It usually takes place outside the classroom, at the students´ home, on personal gadgets, as they travel from one place to another. The motivational power of such an activity increases dramatically when students make their own choices about what they listen to.

The second one Harmer (1998) proposed is the Intensive listening, in which the students hear a variety of different voices apart from their own teacher. It gives them an opportunity to meet a range of different characters, especially where real people are talking, even when the recording contain written dialogues from plays, they offer a wide variety of situations and voices.

These kinds of exercises could be done following a variety of activities called ´live listening´, such as, reading aloud, storytelling, interviews and conversations. They offer an extra dimension to the listening experience over a series of lessons. In that way, the role of the teacher is to

encourage students to create an engagement through the manner they set the tasks, by focusing on the following roles: organizer, machine operator, feedback organizer, prompter.

Regarding the process of listening comprehension Byrnes (1984) refers to is as a "highly complex problem-solving activity". Richards (1990) states that there are two stages in listening comprehension which are bottom-up and top-down. Bottom-up processing refers to the decoding process: the direct decoding of language into meaningful units such as: sounds, clauses, accent etc. The top-down processing refers to how listeners use their previous knowledge to infer meaning to language input. Hedge (2000) defines the top-down processing, when the speaker's meaning is interpreted with expectations based on the context and world knowledge.

Top-down listening activities get the students to predict the content of a listening activity beforehand, using information about the topic or situation, pictures, or keywords. It helps them to develop their top-down processing skills, by encouraging them to use their previous knowledge of the topic to help them understand the content. This is an essential skill given that, in a real-life listening situation, even advanced learners are likely to come across some unknown vocabulary. By using their knowledge, they should either be able to guess the meaning of the unknown word, or understand the general idea without getting distracted by it.

Morley (1998) also states that work with the Bottom-up listening activities gives students the need to be able to listen effectively even when faced with unfamiliar vocabulary or structures. However, if the student understands very few words from the incoming signal, even knowledge about the context may not be sufficient to understand what is happening, and the student can easily get lost. Bottom-up listening activities can help students to understand enough linguistic elements of what they hear.

Peterson, (2001) states the combination of top-down and bottom-up data, is called interactive processing, where the teachers, before listening, can, for example, brainstorm vocabulary related to a topic or make students invent a short dialogue relevant to functions such as giving directions or shopping. In the process, they base their information on their knowledge of life (top-down information) as they generate vocabulary and sentences (bottom-up data). The result is a more integrated attempt at processing. The students are activating their previous knowledge.

Consequently, Rost (2002) considers that teachers must take into account the difficulty, and authenticity. In addition to the task, the text itself determines how easy or difficult something is to understand. Spoken language is very different from written language. It is more redundant, full of false starts, rephrasing, and elaborations. A more useful technique is to simply put pauses between phrases or sentences. "By pausing the spoken input (the recording or the teacher) and allowing some quick intervention and response, we, in effect, slow down the listening process to allow the listeners to monitor their listening more closely."

The final advantage of an emphasis on listening comprehension is the psychological advantage. Vandergrift (1999) states, without the pressure of early oral production there is less potential embarrassment about producing sounds that are difficult to master, especially for adults and teenagers. Once this pressure is eliminated, they can relax and focus on developing the listening skill, and on internalizing the rules which will facilitate the emergence of the other skills. Moreover, listening comprehension results in earlier achievement and a sense of success. The student has greater facilitating second language listening comprehension and motivation to continue learning.

The contructs previously described and developed, offer great contributions and are the support in the development of this research project. They are the backbone in the design of the methodological proposal and the process on this thesis.

Chapter II

Instructional design

Main objective

To design, apply and assess a proposal to enhance the listening skill in the Public Law branch at Universidad Santo Tomas de Aquino.

Specific objectives

1. To design the workshops and select the material to upload in the Moodle platform.

2. To implement the workshops and monitor the students' progress.

3. To evaluate the impact of the proposal.

The Object of study is "English for Specific Purposes", and the field of action is "English for Specific Purposes to develop the listening skill in the public law branch at USTA.

2.1 Methodology

English for Specific Purposes is an approach to English Language Teaching which aims at identifying and meeting the needs of a particular group in terms of methodology and precise language abilities, in this case listening focused on Public Law. Once the needs analysis takes place, the researcher selects the material, methodology, assessment and the specific language skill to be developed.

The approaches that the researcher selected to enhance the listening skill are: bottom – up and top – down. Bottom – up approach refers to progressing from subordinate units, such as words, to a larger unit. Top – down approach, on the contrary, refers to progressing from a larger unit to smaller units. The latter requires previous knowledge on the topic in question. The previous approaches were chosen due to the International Legal English Certificate exam from Cambridge, follows these approaches in the type of questions.

2.2 Timetable

Topic	Date	Objective	Moodle /listening
Diagnostic stage	February 27th	- To diagnose the students' legal English level focused on their listening skill. - To identify their skills and weaknesses in the Listening ability.	- Podcast Sample ILEC Test. Multiple choice (top – down approach) and fill in the gaps (bottom – up approach). - Share your thoughts blog Blog
Patent litigation	March 13th	- To introduce vocabulary related to Patent litigation. - To provide a glossary and online resources within the platform for students to learn the pronunciation and meaning of the vocabulary introduced.	- Podcast A questionnaire to complete by filling in the gaps (bottom – up approach). - Glossary - Online dictionaries and legal English practice - Chat - Share your thoughts Blog
Peace agreement, UN	March 27th	To introduce vocabulary related to the peace agreement and the conflict in	Podcasts A questionnaire to complete by filling in the gaps. (bottom – up approach).

		Colombia. • To provide a glossary and online resources within the platform for students to learn the pronunciation and meaning of the vocabulary introduced.	• Glossary • Online dictionaries and legal English practice • Blog A video, open questions for discussion. (top – down approach) • Chat
Capital punishment	April 16th	• To introduce vocabulary related to the capital punishment or death sentence. • To provide a glossary and online resources within the platform for students to learn the pronunciation and meaning of the vocabulary introduced.	• Podcast A questionnaire to complete by filling in the gaps. (bottom – up approach). • Glossary • Online dictionaries and legal English practice • Blog A video, open questions for discussion. (top – down approach) • Chat
Apple vs. FBI	April 30th	• To introduce vocabulary related to the lawsuits (Apple vs. FBI) • To provide a glossary and online resources within the platform for students to learn the pronunciation and meaning of the vocabulary introduced.	• Podcast A questionnaire to complete by filling in the gaps. (bottom – up approach). • Glossary • Online dictionaries and legal English practice • Blog A video, open questions for discussion. (top – down approach)

Discrimination	May 10th	• To introduce vocabulary related to the discrimination and human rights. • To provide a glossary and online resources within the platform for students to learn the pronunciation and meaning of the vocabulary introduced.	• Podcast A questionnaire to complete by filling in the gaps. (bottom – up approach). • Glossary • Online dictionaries and legal English practice • Blog A video, open questions for discussion. (top – down approach)
Tax havens	May 20th	• To introduce vocabulary related to the tax havens. • To provide a glossary and online resources within the platform for students to learn the pronunciation and meaning of the vocabulary introduced.	• Podcast A questionnaire to complete by filling in the gaps. (bottom – up approach). • Glossary • Online dictionaries and legal English practice • Blog A video, open questions for discussion. (top – down approach)
Exit test/ Exit survey	May 25th / May 30th	• To diagnose the students' legal English level focused on their listening skill after the application of the strategy. • To measure the usefulness and reliability of the Moodle platform in the increase and improvement of the	• Podcast Sample ILEC Test. Multiple choice (top – down approach) and fill in the gaps (bottom – up approach). Questionnaire

		listening skills focused on Public law.	

2.3 Didactic proposal

To respond to the main research question, the researcher designed and applied six workshops in the Moodle platform. The workshops were intended to improve the listening competence of the students of Legal English II, by following the principles of ESP, and also focusing on Public Law English. Likewise, these worshops were thought to make use of the 16 hours of independent work of the students, since the students themselves declared in the perceptions survey, that there was no extracurricular reinforcement or independent practice for the face to face sessions.

In the diagnostic stage the students presented a listening diagnostic test, to measure their listening competence before the implementation of the workshops. This diagnostic test was taken from the ILEC (International Legal English Certificate) from Cambridge, which is a high-level English language exam for law students, and practicing lawyers, who want to work in an international legal setting. The exam gives a detailed assessment of the students' ability to operate in a legal context. The exam uses real-life legal situations and covers all four language skills – reading, writing, listening and speaking.

There are three academic terms in the semester, for every term there are two listening workshops assigned in Moodle to develop for a specific deadline and worth 20% of the academic term. The topics and glossaries worked in the Moodle platform are focused on Public Law and up to date topics. Besides the worshops, the students are provided with many tools in the platform to increase their listening skill in the public Law branch, such as online glossaries, legal

English dictionaries, the ILEC exam webpage for practice, listening practice exercises, and oyez, the official webpage of the United States Supreme Court.

Although students were expected to work autonomously, the researcher offered several means to communicate with the students, and to make her presence noticed in the platform. The students could reach the researcher, through chat, messages or email. The researcher also answered to the students' comments on the Share your thoughts forums.

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LESSON PLAN -   ACTIVITY 1
"LISTENING DIAGNOSTIC"

DATE: February 27th	DIAGNOSTIC	INSTITUTION: Universidad Santo Tomás de Aquino
LEVEL: Legal English II	No. OF STUDENTS: 18	TEACHER'S NAME: Diana Patricia Silva Pico
GENERAL AND SPECIFIC BACKGROUND: Diagnostic test on legal English.		TOPIC: Diagnostic test
AIMS: • To diagnose the students' legal English level focused on their listening skill. • To identify their skills and weaknesses in the Listening ability. • To know the students' opinions and perception regarding the diagnostic exercise.		
LANGUAGE FOCUS: Target Language: Diagnostic test (listening) Vocabulary: Legal English (general terms)		
MATERIALS, OR TOOLS NEEDED: Moodle platform		

Computer

Microphone

Earphones

International Legal English certificate (ILEC) sample listening test

PREVIOUS KNOWLEDGE:

Seven previous levels of general English

STUDENTS' ORGANIZATION: Individual

LESSON OUTLINE

1.WARM UP

The Moodle platform has a series of resources and additional practice that the students can explore to familiarize with English related to law.

The resources go from bilingual legal dictionaries, public law webpages, international organization, listening practice and resources and a link to the ILEC itself.

Materials: Moodle platform

2.PRESENTATION

International Legal English certificate (ILEC) exam sample.

Procedure:
   1.   The students access the Moodle platform and click on the diagnostic stage box:
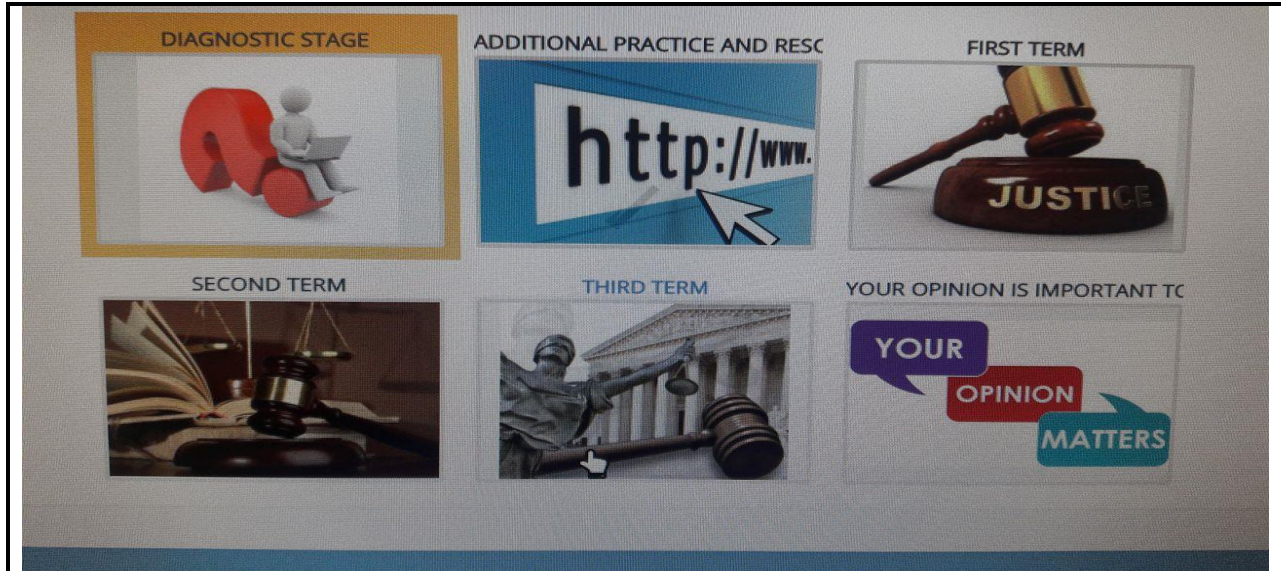
2. The students the, click on the diagnostic pre – test.

3. The student must do this exercise at home and he will have 30 minutes to complete both parts of the exam.

3.PRACTICE

Complete the ILEC sample online.
This paper requires the students to listen to a selection of recorded material and answer the accompanying questions. There are two parts to the test. The students have 30 minutes to complete both parts of the exam.

Procedure:

Part 1.

Part 1

Questions 1 – 6

You will hear three different extracts.
For questions 1 – 6, choose the answer (A, B or C) which fits best according to what you hear.
There are two questions for each extract. You will hear each extract twice.

___

Extract One

You will hear part of a lecture on the subject of loan transactions.

1   What is the lecturer doing?

    A   outlining a case
    B   explaining a procedure
    C   providing a solution to a problem

2   The lecturer refers to the possible unavailability of an asset to illustrate

    A   the caution displayed by lending banks.
    B   the uncertainty attached to such purchases.
    C   the speed needed in preparing paperwork.

Extract Two

You will hear a conversation between two law students about a book they have both read.

3   How does the man feel about the book?

    A   optimistic about its commercial success
    B   relieved at being able to understand it
    C   impressed by the originality of its approach

4   The woman mentions the course they are both attending because she is

    A   considering recommending the book to other students.
    B   underlining a point made by the book's author.
    C   questioning the book's relevance to their studies.

Extract Three

You will hear a young lawyer called Jon Elam talking to a group of law students about his work as a litigator.

5   What makes the work of a litigator interesting for Jon?

    A   the detailed preparation required
    B   the organisation of complex cases
    C   the interaction between different people

6   Jon believes the main responsibility of a litigator is to ensure that

    A   the client can communicate with the whole team of lawyers.
    B   the client can make fully informed decisions.
   C   the case does not damage the client's reputation.

Part 2

You will hear a speaker welcoming delegates to a conference on Competition Law.
For questions 12 – 20, complete the sentences.
You will hear the recording twice.

Conference on Competition Law

The discussion on minority interest acquisitions is described

as being the most (12) .... of the day.

The talk on the most recent (13) .... will begin at 2.30.

The afternoon panel discussion will

focus on (14) .... as a form of abuse of market dominance.

On Day Two, the session on enforcement issues

in competition law will be conducted as a (15) ....

The conference website included programme details and any

(16) .... that were available in advance.

The session on (17) .... will be chaired by Maurice Blick.

In future, the fee payable by (18) .... lawyers will be €515.

For all delegates who are staying in designated hotels,

(19) .... will be provided.

Delegates wanting accreditation for attendance can obtain

this at the (20) ....

1. PRODUCTION

EVALUATION:
A space to share forum (perceptions)

Procedure

1. After completing the listening diagnostic exam, the students will click on the following link:
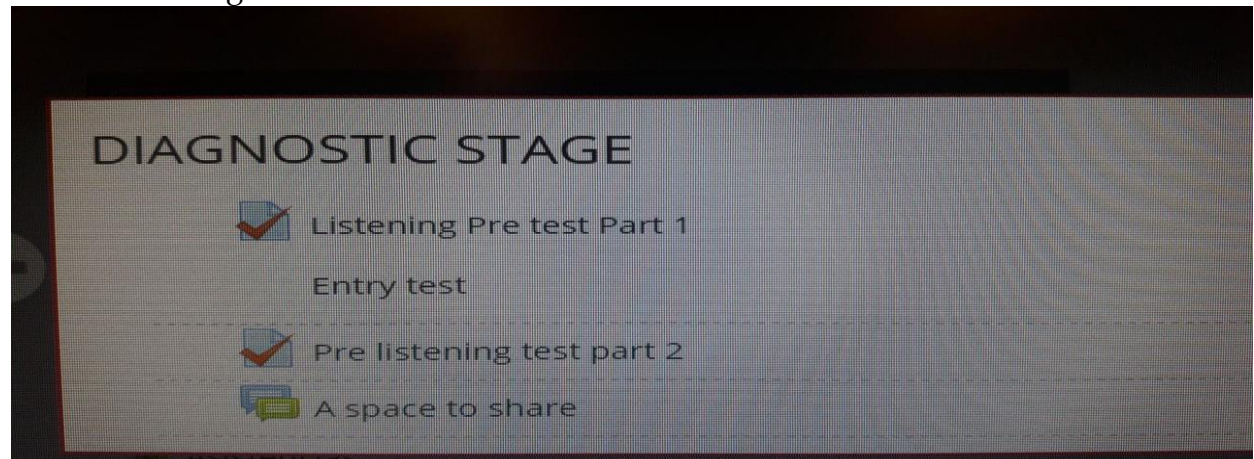
2. The students will do a two meaning recording of their opinions and perceptions regarding the listening diagnostic exam they had just taken.

3. Then, they will upload their opinions on the forum "A space to share".
4. The students will listen to their classmates' opinions and comment on at least two of them.
5. The teacher will respond to their questions and doubts in the forum and chat.

ANNEX:

KEY

Part 1

1. B Explaining a procedure.

2. C Questioning the book's relevance to their studies.

3. C Impressed by the originality of its approach.

4. A Considering recommending the book to other students.

5. C The interaction between different people

6. B The client can make fully informed decisions

Part 2

7. Practical session

8. European initiative

9. Refusal to supply

10. Debate

11. Speakers' papers

12. Merger

13. Trainee

14. Free transportation

15. Registration desk.

LESSON PLAN - ACTIVITY 2

"PATENT LITIGATION"

DATE: March 13th	LESSON NO. 1	INSTITUTION: Universidad Santo Tomás de Aquino
LEVEL: Legal English II	No. OF STUDENTS: 18	TEACHER'S NAME: Diana Patricia Silva Pico
GENERAL AND SPECIFIC BACKGROUND: Patent Litigation – public law		TOPIC: PATENT LITIGATION

AIMS:
- To introduce vocabulary related to Patent litigation.

- To provide a glossary and online resources within the platform for students to learn the pronunciation and meaning of the vocabulary introduced.

- To offer a space where students can share their preceptions regarding their process and results.

LANGUAGE FOCUS:
Target Language: Patent Litigation (listening)
Vocabulary: Public Law English

MATERIALS, OR TOOLS NEEDED:

Moodle platform
Computer
Microphone
Earphones
Podcast
Blog

PREVIOUS KNOWLEDGE:

Previous knowledge and understanding of the patent litigation process.

STUDENTS' ORGANIZATION: Individual

LESSON OUTLINE

1.WARM UP

The Moodle platform has a series of resources and additional practice that the students can

explore to familiarize with English related to law.

The resources go from bilingual legal dictionaries, public law webpages, international organization, listening practice and resources and a link to the ILEC itself.

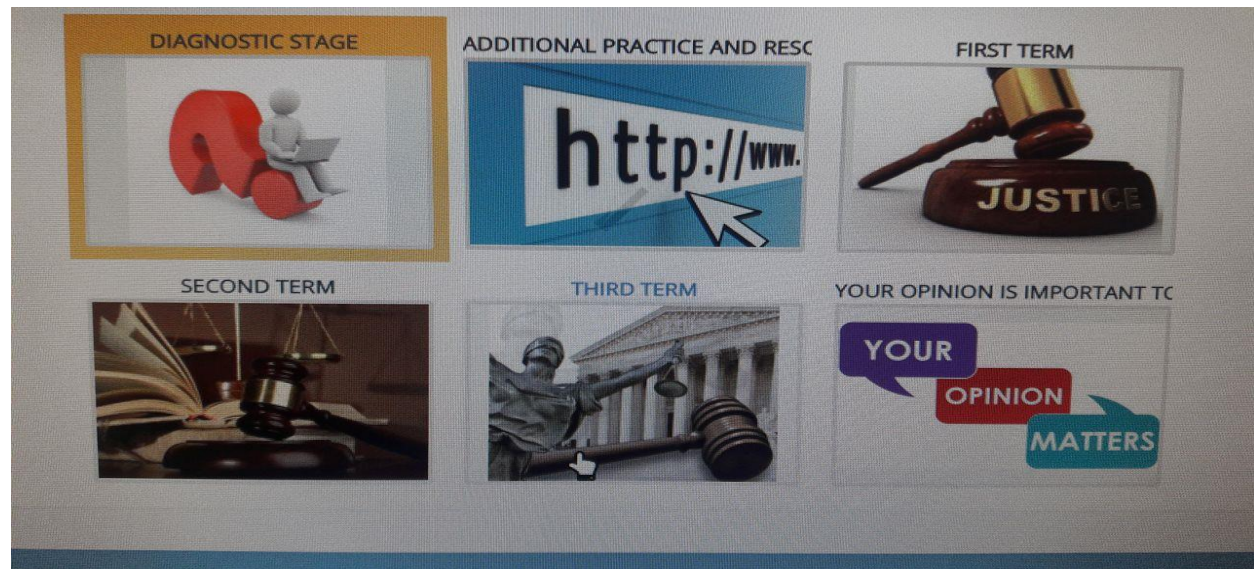**Materials:** Moodle platform

2.PRESENTATION

Glossay to study before taking the test.

Procedure:
1. The students access the Moodle platform and click on the first term box:

2. Within the First term box, there is a link called Glossay/ first term.

3. The students study the glossary and practice the pronunciation in the links offered in the box of additional practice and resources.

3.PRACTICE

The students can practice their listening and patent litigation vocabulary by accessing the box of additional practice and resources.

2. PRODUCTION

The students present the listening exercise.

Procedure:

The first step is to click on the link called Listening 2.

The students will find the listening exercise; they have 15 minutes to complete the activity.

1. I just started a job as an associate in the_____
2. I spend most of my time working on_____
3. doing the leg work and preparing the cases for_____
4. visiting _____and looking together with them through boxes of documents.
5. I'm definitely looking forward to moving up, to managing _____on my own someday.
6. Rather than just assisting the _____

EVALUATION:
A space to share forum (perceptions)

Procedure

1. After completing the listening diagnostic exam, the students will click on the space to share blog:
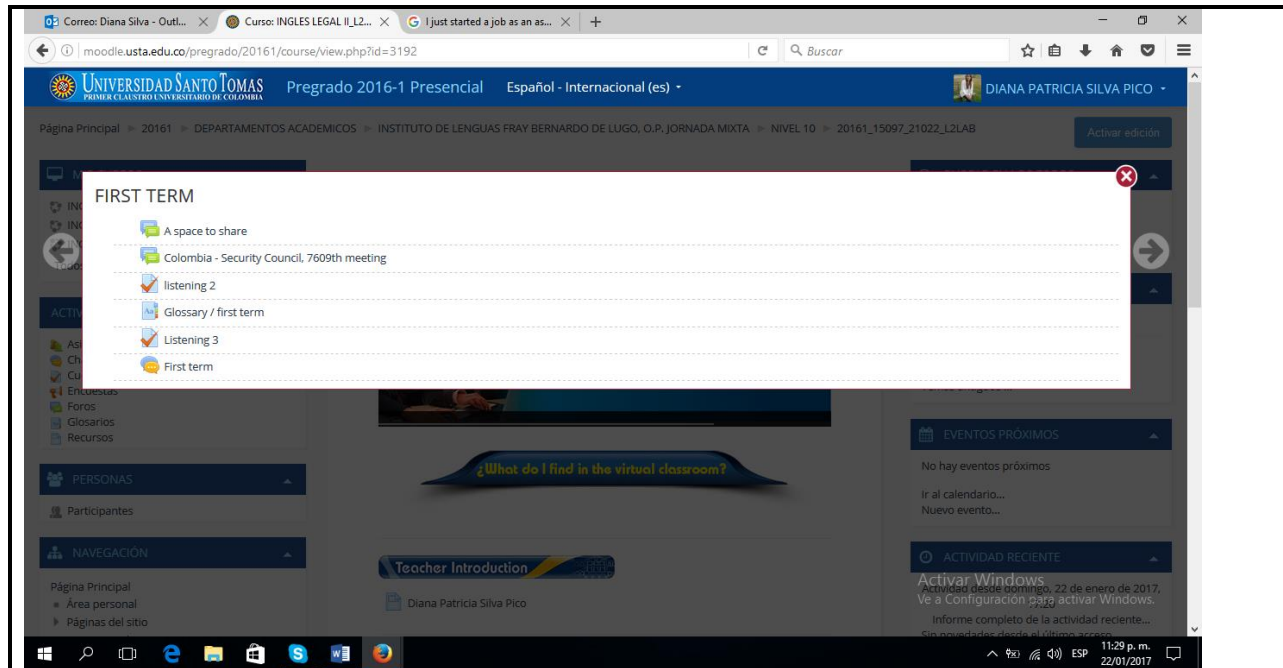
2. The students will record their preceptions of the listening exercise regarding degree of difficulty, and suggestions.
3. Then, they will upload their opinions on the blog.
4. The students will listen to their classmates' opinions and comment on at least two of them.
5. The teacher will respond to their questions and doubts in the forum and chat.

ANNEX:

KEY

1. Firm

2. Patent Litigation

3. Trial

4. Clients

5. Cases

6. Partners

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LESSON PLAN   -   ACTIVITY 3

"PEACE AGREEMENT, UN"

DATE: March 27th	LESSON NO. 2	INSTITUTION: Universidad Santo Tomás de Aquino
LEVEL: Legal English II	No. OF STUDENTS: 18	TEACHER'S NAME: Diana Patricia Silva Pico
GENERAL AND SPECIFIC BACKGROUND: **UNITED NATIONS SECURITY COUNCIL 7609TH MEETING. COLOMBIA PEACE AGREEMENT.**		**TOPIC: PEACE AGREEMENT, UN**

AIMS:
- To introduce vocabulary related to the peace agreement and the conflict in Colombia.

- To provide a glossary and online resources within the platform for students to learn the pronunciation and meaning of the vocabulary introduced.

LANGUAGE FOCUS:
Target Language: Peace agreement United Nations Security Council (listening)
Vocabulary: Public Law English

MATERIALS, OR TOOLS NEEDED:

Moodle platform
Computer
Microphone
Earphones
Podcast
Blog

PREVIOUS KNOWLEDGE:

Students knowledge of the topic – the peace process.

STUDENTS' ORGANIZATION: Individual

LESSON OUTLINE

1.WARM UP

The Moodle platform has a series of resources and additional practice that the students can

explore to familiarize with English related to law.

The resources go from bilingual legal dictionaries, public law webpages, international organization, listening practice and resources and a link to the ILEC itself.

Materials: Moodle platform

2. PRESENTATION

Glossay to study before taking the test.

Procedure:
1. The students access the Moodle platform and click on the first term box:

1. Within the First term box, there is a link called Glossay/ first term.

2. The students study the glossary and practice the pronunciation in the links offered in the box of additional practice and resources.

3.PRACTICE

The students can practice their listening and patent litigation vocabulary by accession the box of additional practice and resources.

3. **PRODUCTION**

The first step is to click on the link called Listening 3.

The students will find the listening exercise; they have 40 minutes to complete the activity.

The following is the transcript of the Security Council meeting and the first part of the U.S ambassador intervention. Minute 14:30.

1. One victim had been_____ and forced to join the Fuerzas Armadas Revolucionarias de Colombia (FARC) when he was 11 years old.
2. The National Centre for Historical Memory has documented the killing of 220,000 citizens, while the Government has registered nearly 6 million_____ persons.
3. Colombians have lost loved ones to bombs and_____kidnappings and disappearances.
4. It is the prospect of finally ending that violence that brings us here today. After nearly four years of negotiations, the Colombian peace process has yielded _____ a set of extraordinarily complex issues.
5. including an accord on victims of the _____ which made the ceremony in Villavicencio possible.
6. Colombia is now on the precipice of a historic_____
7. With today's_____2261 (2016), the Security Council shows that the United Nations stands with the Colombian people as they forge that new future.
8. The requested United Nations observer mission will serve as the international component of a tripartite mechanism that will monitor and verify the_____of hostilities.
9. And be responsible for monitoring the laying down of _____
10. Such as the Office of the United Nations High Commissioner for_____
11. With its_____, the United States underscores its continued partnership with Colombia.

12. Ms. Power (United States of America): I thank you, Foreign_____

13. Nin Novoa, for convening this important meeting. I also thank Foreign Minister Holguín Cuéllar for joining us to mark this very special occasion.

14. It is a pleasure to have her here as a representative of her_____

15. as a former _____to the United Nations

16. And as someone who has been so personally engaged in this_____

EVALUATION:

Security council blog

Procedure

1. The students will click on the Colombia – Security Council blog.

2. Attached is the video of the Security Council 7609th meeting regarding the Peace agreement in Colombia.

3. Listen to the intervention of Ms. Power representative of the Unites States of America to the Security Council of the United Nations. Minute 14:30.

4. The students make a two-minute recording where stating the US position concerning the Colombian conflict and their opinion about the Colombian peace process itself.

5. As a final step, they upload their file and comment on two partners' responses.

ANNEX:

KEY

Listening 3

1. Abducted

2. Displaced

3. Bullets

4. Agreements

5. Conflict

6. Achievement

7. Resolution

8. Ceasefire and cessation

9. Weapons

10. Human Rights

11. Vote

12. Minister

13. Government

14. Ambassador

15. Peace process

Blog

Free answers

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LESSON PLAN - ACTIVITY 4

"CAPITAL PUNISHMENT"

DATE: April 16th	LESSON NO. 3	INSTITUTION: Universidad Santo Tomás de Aquino
LEVEL: Legal English II	No. OF STUDENTS: 18	TEACHER'S NAME: Diana Patricia Silva Pico
GENERAL AND SPECIFIC BACKGROUND: CAPITAL PUNISHMENT Clemency appeal		TOPIC: CAPITAL PUNISHMENT

AIMS:
- To introduce vocabulary related to the capital punishment or death sentence.

- To provide a glossary and online resources within the platform for students to learn the pronunciation and meaning of the vocabulary introduced.

LANGUAGE FOCUS:
Target Language: Capital punishment (listening)
Vocabulary: Public Law English

MATERIALS, OR TOOLS NEEDED:

Moodle platform
Computer
Microphone
Earphones
Podcast
Blog

PREVIOUS KNOWLEDGE:

Students knowledge of the topic – the capital punishment.

STUDENTS' ORGANIZATION: Individual

LESSON OUTLINE

1.WARM UP

The Moodle platform has a series of resources and additional practice that the students can explore to familiarize with English related to law.

The resources go from bilingual legal dictionaries, public law webpages, international organization, listening practice and resources and a link to the ILEC itself.

Materials: Moodle platform

2. PRESENTATION

Glossay to study before taking the test.

Procedure:
    2. The students access the Moodle platform and click on the second term box:
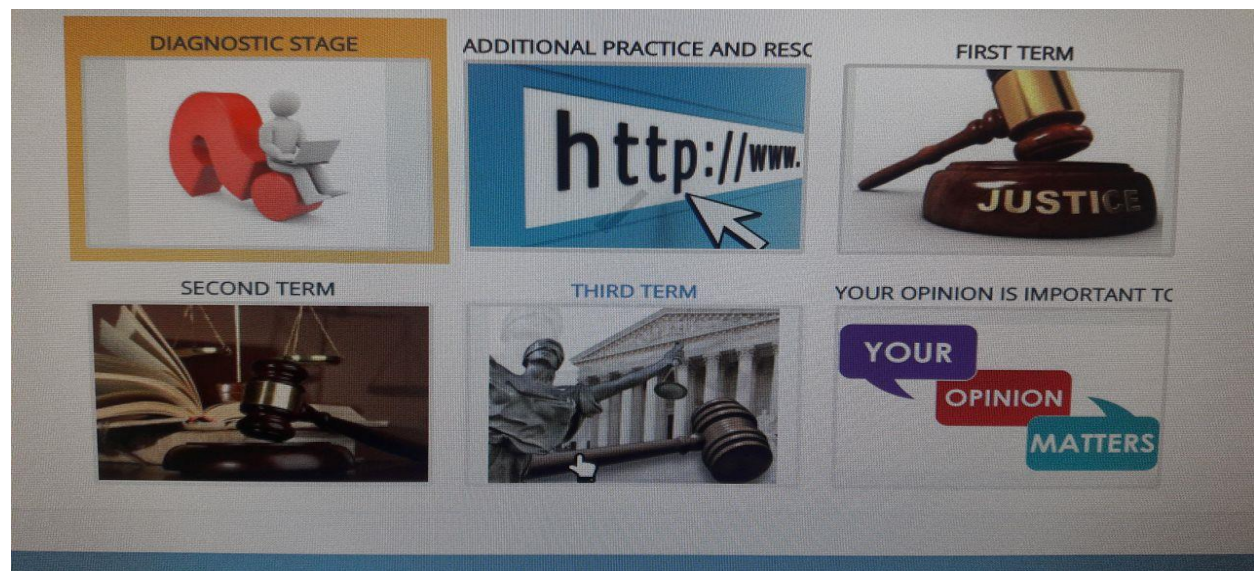
    3. Within the second term box, there is a link called Glossay second term.

    4. The students study the glossary and practice the pronunciation in the links offered in the box of additional practice and resources.

3.PRACTICE

The students can practice their listening and capital punishment vocabulary by accessing the box of additional practice and resources.

4. **PRODUCTION**

1. After studying the terminology related to capital punishment, students will click on the link called Clemency appeal.
2. They have 20 minutes to complete the activity by completing it with the words they hear.

The following is the transcript of the Clemency appeal podcast.

The power of granting 1. _____ typically a reduction of an 2. _____ sentence has a long history. 3. In the _____system in many systems of government. This ability to bestow mercy has been vested in the 4. _____ , a practice that continues in the American 5. _____ Governors are usually the officials who grant 6. _____and the president can only do so in federal death penalty cases. In capital cases the clemency often involves the commutation of a 7. _____to life. Without the possibility of 8. -_____in some states the governor has unconditional clemency power. While on other states that power may be shared with the board of 9. _____and parole. Clemencies can be granted for a variety of reasons.

Doubts about 10. _____, rehabilitation of the prisoner, mental disabilities or concerns about the legal process. 11. _____inmates typically apply for clemency after their normal appeals have been rejected.

Clemency is outside the 12. _____and if it's denied an inmate has little recourse to pursue the matter further. Nevertheless, 13. _____ the US had said clemency is a fail-safe process to protect the innocent. In death penalty cases clemency is sometimes 14. _____to correct for the inequity in sentencing among equally coupable codefendants. For example, the first clemency since the death penalty was 15. _____1976 was for Georgia prisoner Charles Harris Hill in 1977. Although Hill was involved in a crime that resulted in a death, the actual killer his 16. _____had received the life sentence. 17. _____ of the inmate

while on death row can also be a factor. As was the 18. _____with William Moore who was granted a commutation in 1990. In Georgia because of an exemplary prison record and his 19. _____

EVALUATION:
Capital punishment blog

Procedure
1. The students will click on the Capital punishment blog of the second term box.
2. Attached is a video with an intervention from David R. Dow regarding death penalty or capital punishment.
3. The students will watch the video and answer the following questions in a recording; using the terms introduced in the glossary is imperative.

- What are David's arguments against death penalty referring to the specific example of Will, a previous client of his.
- What is your position regarding death penalty?

4. The students will record their answeres and share them in the blog.
5. As a final exercise, students have to listen to their classmates opinions and respond to at least two of them in written form.

ANNEX:

KEY

1. Clemency appeal

2. Clemency

3. Inmate

4. Criminal Justice

5. Executive branch

6. Legal system

7. Commutation

8. Death sentence

9. Parole

10. Pardon

11. Guilt

12. Death row

13. Appeals process

14. Supreme court

15. Granted

16. Reinstated

17. Codefendant

18. Rehabilitation

19. Case

20. Repentance

Blog

Free answers

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LESSON PLAN   -   ACTIVITY 5

"APPLE VS. FBI"

DATE: April 30th	LESSON NO. 4	INSTITUTION: Universidad Santo Tomás de Aquino
LEVEL: Legal English II	No. OF STUDENTS: 18	TEACHER'S NAME: Diana Patricia Silva Pico
GENERAL AND SPECIFIC BACKGROUND: PUBLIC LAW – PRIVATE VS. GOVERMENT		TOPIC: APPLE VS. FBI

AIMS:
- To introduce vocabulary related to the lawsuits (Apple vs. FBI)

- To provide a glossary and online resources withing the platform for students to learn the pronunciation and meaning of the vocabulary introduced.

LANGUAGE FOCUS:
Target Language: Apple vs. FBI (listening)
Vocabulary: Public Law English

MATERIALS, OR TOOLS NEEDED:

Moodle platform
Computer
Microphone
Earphones
Podcast
Video
Blog

PREVIOUS KNOWLEDGE:

Students knowledge of the topic – Apple private vs. government lawsuit

STUDENTS' ORGANIZATION: Individual

LESSON OUTLINE

1.WARM UP

The Moodle platform has a series of resources and additional practice that the students can explore to familiarize with English related to law.

The resources go from bilingual legal dictionaries, public law webpages, international organization, listening practice and resources and a link to the ILEC itself.
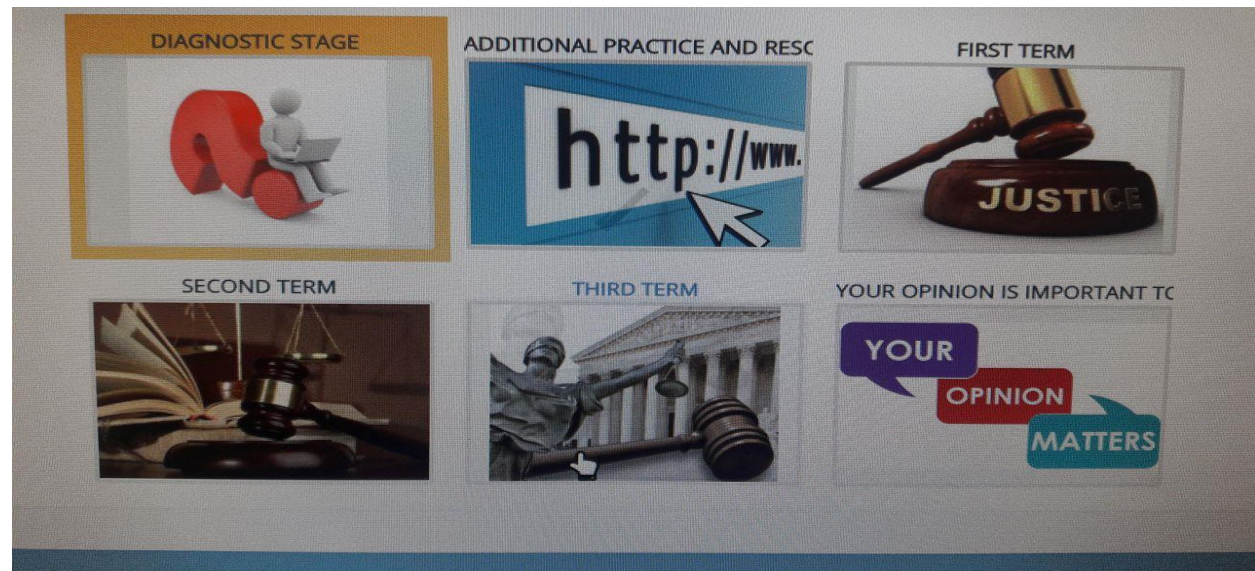
Materials: Moodle platform

2. PRESENTATION

Glossay to study before taking the test.

Procedure:
   3.   The students access the Moodle platform and click on the second term box:

   5.   Within the second term box, there is a link called Glossay second term.

   6.   The students study the glossary and practice the pronunciation in the links offered in the box of additional practice and resources.

3.PRACTICE

The students can practice their listening and private vs. government lawsuit vocabulary by accessing the box of additional practice and resources.

5. **PRODUCTION**

3. After studying the terminology related to public vs. government, students will click on the link called Public law 180.
4. They have 15 minutes to complete the activity by completing it with the words they hear.

The following is the transcript of the audio Public law 180.

One 1. _____ act from this decade remains a particularly complicated piece of legislation for tribes and several states. It affects jurisdiction which is the authority to 2._____ law.

Public law 280 is a law passed by the 3. _____in the early 1950´s during the termination era. And has unfortunately some of the flavor of the termination era it was passed due to a perceived 4. _____ in Indian country. And for better or worse it really hasn't fixed that lawlessness what it has done is brought state police and investigators and 5. _____ into Indian country in any event it extended state 6. _____ over first five States.

And then later six plus several states adopted sort of a partial 7. _____ to eighty jurisdictions over certain things like maybe highways. It also extended besides the criminal jurisdiction jurisdiction to 8. _____ over civil causes of action. A basic 9. _____or basic contract disputes the criminal side was exercised frequently over the past 50 years appeals to 80's history. The civil side is really just now coming to the floor because one 10. _____delegated this power to states. Then generally the 11. _____ that were in peal to it.

These days were themselves without funding for 12. _____. Public law 280 did not take 13. _____ jurisdiction away from the tribes in the states. Where this 14. _____ applies both tribes and states share jurisdiction over criminal and civil matters. This often creates confusion over jurisdiction and a race to the 15. _____ and to judgment in the states where public law 280
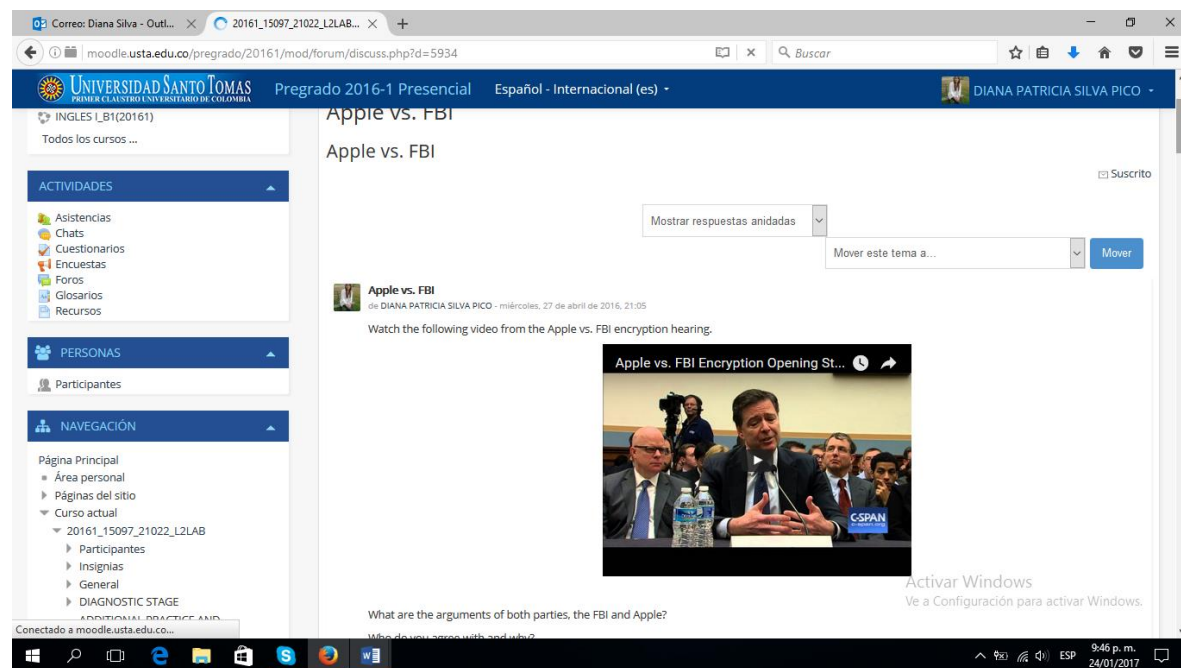
applies. Tribes and States need to agree on a systematic process for resolving 16. _____.

EVALUATION:

Apple vs. FBI blog

Procedure

1. The students will click on the Apple vs. FBI blog of the second term box.
2. Attached is a video from the Apple vs. FBI encryption hearing.
3. The students will watch the video and answer the following questions in a recording; using the terms introduced in the glossary is imperative.

- What are the arguments of both parties, the FBI and Apple?
- Who do you agree with and why?

4. The students will record their answers and share them in the blog.
5. As a final exercise, students have to listen to their classmates opinions and respond to at least two of them in written form.

ANNEX:

KEY

1. Congressional

2. Enforce

3. Federal government

4. Lawlessness

5. Prosecutors

6. Criminal jurisdiction

7. Appeal

8. State courts

9. Tort dispute

10. Congress

11. Tribes

12. Tribal courts

13. Criminal or civil law

14. Courthouse

15. Jurisdictional disputes
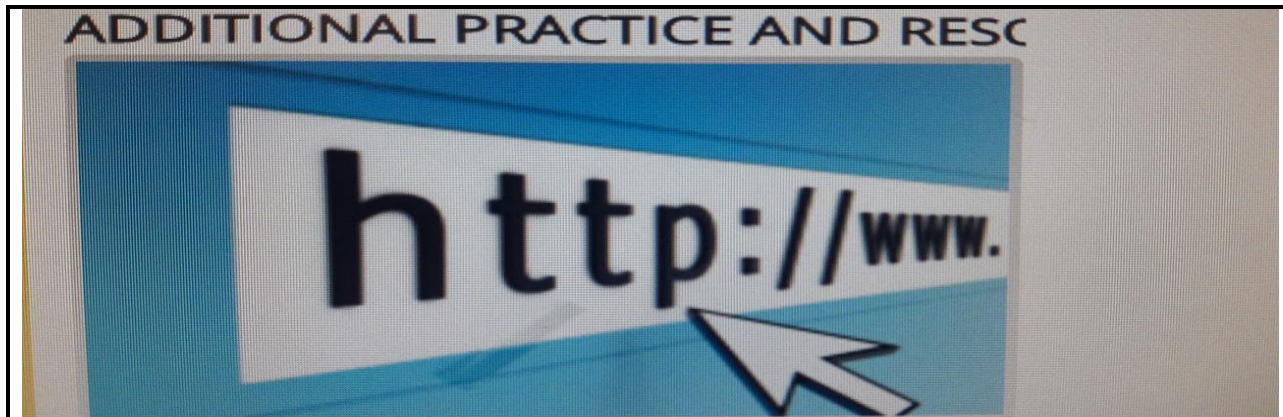
Blog

Free answers

LESSON PLAN - ACTIVITY 6

"DISCRIMINATION"

DATE: May 10th	LESSON NO. 5	INSTITUTION: Universidad Santo Tomás de Aquino
LEVEL: Legal English II	No. OF STUDENTS: 18	TEACHER'S NAME: Diana Patricia Silva Pico

GENERAL AND SPECIFIC BACKGROUND: DISCRIMINATION Human rights	TOPIC: DISCRIMINATION

AIMS:
- To introduce vocabulary related to the discrimination and human rights.
- To provide a glossary and online resources withing the platform for students to learn the pronunciation and meaning of the vocabulary introduced.

LANGUAGE FOCUS:
Target Language: Public lawsuits (listening)
Vocabulary: Public Law English

MATERIALS, OR TOOLS NEEDED:

Moodle platform
Computer
Microphone
Earphones
Podcast
Video
Blog

PREVIOUS KNOWLEDGE:

Students knowledge of the topic – Public lawsuits.

STUDENTS' ORGANIZATION: Individual

LESSON OUTLINE

1.WARM UP

The Moodle platform has a series of resources and additional practice that the students can explore to familiarize with English related to law.

The resources go from bilingual legal dictionaries, public law webpages, international organization, listening practice and resources and a link to the ILEC itself.
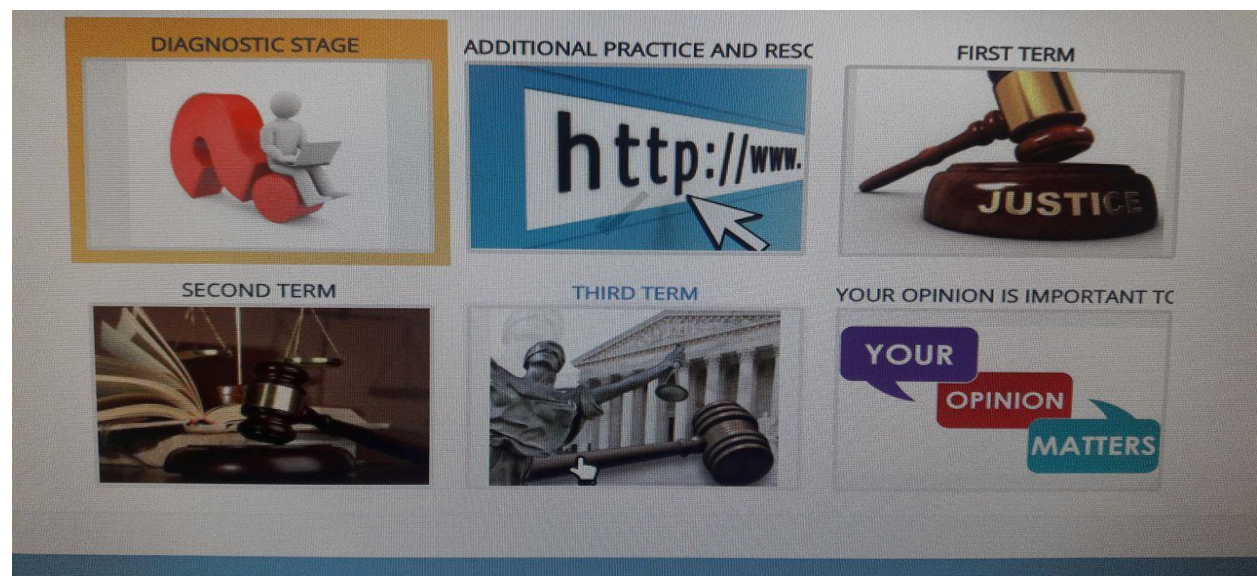
Materials: Moodle platform

2. PRESENTATION

Glossay to study before taking the test.

Procedure:
4. The students access the Moodle platform and click on the third term box:

7. Within the third term box, there is a link called Glossay 1.

8. The students study the glossary and practice the pronunciation in the links offered in the box of additional practice and resources.

3.PRACTICE

The students can practice their listening and discrimination and human rights vocabulary by accessing the box of additional practice and resources.

6. PRODUCTION

6. After studying the terminology related to discrimination and human rights, students will click on the link called Australian Human Rights Comission podecast.
7. They have 15 minutes to dvelop the activity by completing it with the words they hear.

The following is the transcript of the Australian Human Rights Comission podcast. The students should listen until minute 3:40.

Graeme Innes: Hello and welcome to Pod Rights, a series of podcasts from the Australian 1. _____. I'm Graeme Innes, the 2. _____ Earlier this year we chatted on Pod Rights with Race Discrimination Commissioner Helen Szoke as she led the development of an 3. _____strategy for Australia. This strategy was 4. _____ recently in Melbourne. And a number of Australian sporting and other organizations have already come 5. _____ And Helen also recently fronted the press club and talked about 6. _____ and its impacts. So today we'll talk with Helen again and hear about progress on those two fronts. Welcome back to Pod Rights Helen.

Dr Helen Szoke: Thanks Graeme.

Graeme Innes: So firstly tell us about the antiracism strategy and the launch. What is the strategy and what will it do?

Dr Helen Szoke: The strategy comes out of the Government 7. _____ Peoples of Australia. Where there was quite a strong push that in addition to supporting and encouraging 8. _____ We actually needed to name racism as an 9. _____. That we should 10. _____and we've never done that as a country. We've never actually had a national antiracism strategy. So the strategy is, it's quite high level. Basically it says we want to have a range of initiatives that demonstrate what racism is so people can understand it. We want to really develop some good practice about how to prevent it and reduce it and we also

want to make sure that people know what they can do if they experience racism; and that's a strategy that's going to be rolled out over the next three years.

Graeme Innes: So are there specific 11. _____ that will occur under the strategy in the short term?

Dr. Helen Szoke: There are. We've got a 12. _____, if you like, and some of the things that will be running directly from the Commission relate to developing online resources for young people and these are specifically looking at what do you do if you experience racism or if you see racism, and that's a pretty tricky area as you know, Graeme, because you don't want to be encouraging people to leap into the 13. _____ if it's not safe.

Graeme Innes: No.

Dr. Helen Szoke: But equally what we also know is that people often don't know what to do when someone says a 14. _____ or talks about a group in a racist way. We've also got another little project we're going to do which is really going to do which is really going to look at 15. _____ racism within government services and that will be another project that will come off the starting line if you like before the end of this year.

Graeme Innes: This year, yeah. Now I know that you've been doing some work around the antiracism 16. _____ Racism, t Stops with Me and you sort of referred to that indirectly a moment ago, but how does that 17. _____ the strategy? How do these things fit together?

Dr. Helen Szoke: Well the antiracism campaign is one part of the strategy and what we really want to do with the campaign is we want to put the issue of racism on the 18. _____ to be talked about. I describe it, Graeme, as a light touch campaign, so we're basically, we want 19. _____ to sign up; We're asking them to 20. _____ the campaign which means that they'll use the logo if you like Racism, It Stops With Me; we want them to promote the messages of the campaign; And we want them to identify activities that they'll do to actually 21. _____ racism within their own organizations.
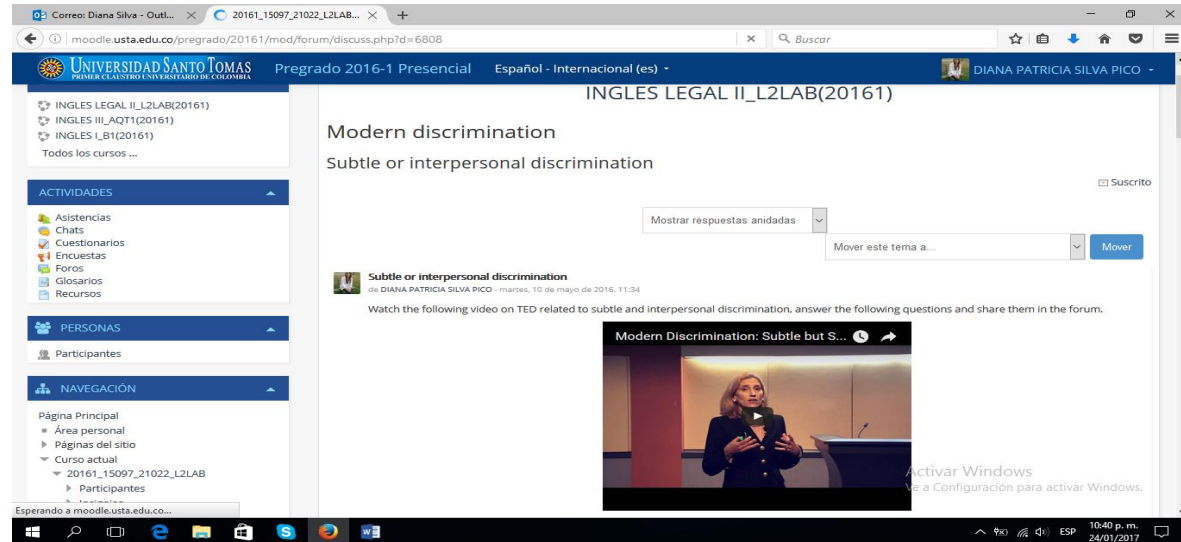
EVALUATION:

Modern discrimination blog

Procedure
1. The students will click on the Modern discrimination blog of the third term box.

2. Attached is a video TED related to subtle and interpersonal discrimination.
3. The students will watch the video and answer the following questions in a recording; using the terms introduced in the glossary is imperative.

- What is interpersonal discrimination according to Mikki Hebl? Share some examples from her study.
- Have you ever witnessed discrimination or ever felt discriminated yourself? The students will record their answeres and share them in the blog.

4. As a final exercise, students have to listen to their classmates opinions and respond to at least two of them in written form.

ANNEX:

KEY

1. Human Rights Comission

2. Dissability Discrimination Comissioner

3. Antiracism

4. Launched

5. On board

6. Racism

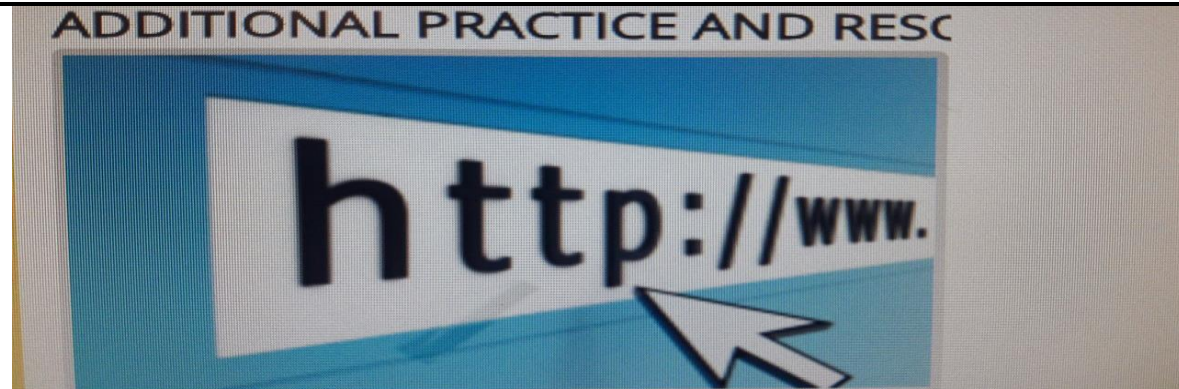7. Policy

8. Multiculturalism

9. Issue

10. Deal with

11. Iniciatives

12. Rolling program

13. Battlefront

14. Racist joke

15. Auditing

16. Campaign

17. Fit into

18. Agenda

19. Organizations

20. Endorse

21. Prevent and reduce

Blog

Free answers

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LESSON PLAN - ACTIVITY 7

"TAX HAVENS"

DATE: May 20th	LESSON NO. 6	INSTITUTION: Universidad Santo Tomás de Aquino
LEVEL: Legal English II	No. OF STUDENTS: 18	TEACHER'S NAME: Diana Patricia Silva Pico

GENERAL AND SPECIFIC BACKGROUND: TAX HAVENS Panama Papers	TOPIC: TAX HAVENS

AIMS:
- To introduce vocabulary related to the tax havens.

- To provide a glossary and online resources withing the platform for students to learn the pronunciation and meaning of the vocabulary introduced.

LANGUAGE FOCUS:
Target Language: tax havens (listening)
Vocabulary: Public Law English

MATERIALS, OR TOOLS NEEDED:

Moodle platform
Computer
Microphone
Earphones
Podcast
Video
Blog

PREVIOUS KNOWLEDGE:

Students knowledge of the topic – tax havens.

STUDENTS' ORGANIZATION: Individual

LESSON OUTLINE

1.WARM UP

The Moodle platform has a series of resources and additional practice that the students can explore to familiarize with English related to law.

ADDITIONAL PRACTICE AND RESC

The resources go from bilingual legal dictionaries, public law webpages, international organization, listening practice and resources and a link to the ILEC itself.
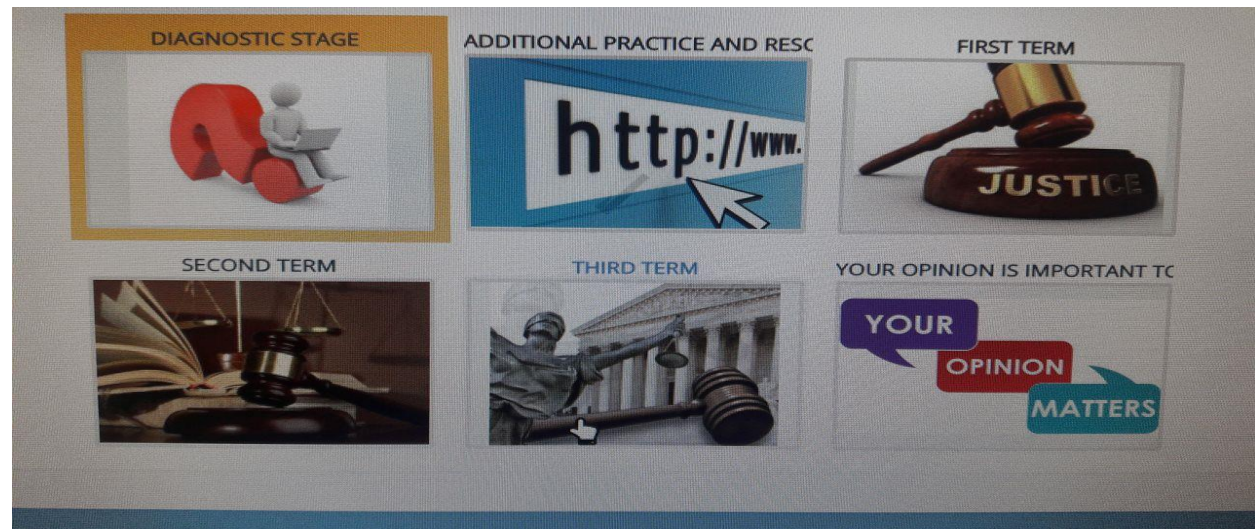
Materials: Moodle platform

2. PRESENTATION

Glossay to study before taking the test.

Procedure:
5. The students access the Moodle platform and click on the third term box:

9. Within the third term box, there is a link called Glossay 2.

10. The students study the glossary and practice the pronunciation in the links offered in the box of additional practice and resources.

3.PRACTICE

The students can practice their listening and tax havens vocabulary by accessing the box of additional practice and resources.

7. PRODUCTION

8. After studying the terminology related to tax havens, students will click on the link called Tax havens.
9. They have 20 minutes to develop the activity by completing it with the words they hear.

The following is the transcript of the tax havens podcast.

Welcome to the taxcast, the tax justice networks monthly podcast I'm Naomi fowler coming up later the trial begins with so called locks 1. _____whistleblower Antoine Deltour. For us several alarm bells are ringing over the state of our 2. _____ We'll skip the headlines this month and dive straight into the big story the biggest 3 _____ leak in history. The panama papers, here to talk about that is the 4. _____ networks John Christiansen. Ok john, well there is really only one story to talk about this month, and we really seem to be living in perpetual yes 5. _____ house of cards episodes. You know let's set up some inquiries, let's have some meetings, let's announce some half tort out 6. _____ and avoid the real issues and solutions so all the pressure can go away, let's just put the solutions to one side. We know what they are, let's get them out of the way and then we can talk about, what's really going on here we need we know, public registers of the real owners of 7. _____ Offshore 8. _____ and offshore foundations, we need countries to commit to automatic exchange of information on tax and multinational companies must report on the real substance of their activities on the country by country basis.

Nations must invest into the tax authorities and boost their capacity to 9. _____ properly instead of running them into the ground. Canada is the rare exception that has put money whereas Memphis has 10. _____ a few hundred million Canadian dollars. And then some anticipated ripping several billion in 11. _____; let's dismiss pretty much all the talk we've had from the politicians so far because we're gonna waste our time here. Let's not be distracted by individual stories on 12. _____ and other well known people caught up in the Panama papers interesting though they are because there really are much more important things going on out there. Including the opportunity for politicians in different countries to make a bit of a graph to increase their secrecy 13. _____ which we'll talk about in a bit whilst dressing up in transparency clothes, that's all a bit alarming actually So we've had, first of all we've had the resurrection of 14.

_____ idea, the completely political constructs no one is on the black list form the United States for example, one of the world's biggest booming 15. _____ if only we had some kind of way to measure these things we'd known what these countries are doing. We already have a suitable way for deciding whether or not a jurisdiction is 16. _____ providing secrecy, deliberately standing in the way of 17. _____ and deliberately not complying with anti 18. _____ legislation and of course that measure is the financial secrecy index Index and the great thing about the 19. _____ is that it is not in any way guided by the politics here which means that unlike the OECD's attempts to accredit black lists in the past, we have no fear of including United States and Germany and other jurisdictions which have been clearly 20. _____ their laws and their 21. _____ in order to attract dealers and flaws, so the financial secrecy index is the appropriate measure. It comes out of 22. _____ it's politically neutral in every way, and perhaps best of all we produce it on an incredibly small 23. _____ this is not an expensive measure but is a measure that is trusted and one of the interesting things that has come out of the panama leaks story Is the extent to which the financial secrecy index has provided 24. _____ with much of the information they needed for example hen I started to look at Panama I looked to the financial secrecy index 25. _____ on Panama when I started to look at BVI a very good reason because BVI is the real start of the Panama leak story our financial secrecy index report on the British Virgin Islands was a report that everyone reverts to so here we have already made process for 26. _____ secrecy jurisdictions looking at those which are more secretive and of course the ideal thing would be to extend financial secret index to cover 27. _____ because owned jurisdictions are weak in some areas of their laws Not 28. _____ in some areas and non cooperative.

EVALUATION:

Tax havens: Panama papers blog

Procedure
1. The students will click on the Tax havens: Panama papers blog of the third term box.
2. Attached is a video on Panama papers, the Tax haven for the wealthy in the world.
5. The students will watch the video and answer the following questions in a

recording; using the terms introduced in the glossary is imperative.

- What are the legal implications of tax evasion?
- What is your opinion about tax evasion?

6. As a final exercise, students have to listen to their classmates opinions and respond to at least two of them in written form.

ANNEX:

KEY

1. Leaks

2. Democracy

3. Offshore

4. Tax justice

5. Prime minister

6. Measures

7. Offshore companies

8. Trusts

9. Regulate

10. Invested

11. Tax revenue

12. Politicians

13. Market share

14. Black lists

15. Secrecy jurisdictions

16. Deliberately

17. International cooperation

18. Money laundry

19. Financial secrecy index

20. Tailoring

21. Compliance regimes

22. Civil society

23. Budget

24. Journalists

25. Report

26. Ranking

27. Owned jurisdictions

28. Compliant

Blog

Free answers

Chapter III

Research design

3.1.   Research question

To what extent does the implementation of online workshops in Moodle enhance the listening skill in the Public Law branch at USTA?

3.2.   Research objectives

1 To research on the theories regarding English for Specific Purposes, Learning Management System MOODLE and listening skill, which give the foundations and support the research project.

2. To design, implement and evaluate a proposal to enhance the students' listening performance in the Public Law branch at Universidad Santo Tomas de Aquino.

3. To collect and analyze the data obtained as a result of this project.

3.3.   Research methodology

Before talking about the research methodology carried out in the project, it is necessary to remark that this study has been worked, taking into account the context, needs and facilities at Universidad Santo Tomás de Aquino. Hence, it is necessary to recall that listening skills development is much more than training; it includes the ongoing workshops, follow-up, study, reflections, observations and assessment that comprise participants as learners, recognizing the long-term nature of learning, and utilizes methods that are likely to lead teachers to improve their practice as professionals.

Therefore, to respond to the question of this reseach the author followed the action research model which has usually been associated with the study of classroom actions, addressing social problems associated with language teaching. It is 'an approach to the collection and interpreting data which involves a clear, repeated cycle of procedures'. According to Bailey (2001) Action Research is conducted by practicing language teachers because they themselves are valuable sources of knowledge regarding their own classroom situations and as a result change can be implemented more credibly because practicing teachers will find the results more credible and valid for their needs.

The principal reason the researcher decided to work with Action Research is because it serves the needs of the reflective professional, it combines the mastery of the professional knowledge a teacher has built up over the years with the wisdom of everyday practice. It also focuses on researching an issue of interest to the teachers and usually takes place inside the classroom to determine what is currently occurring. It involves the teachers systematically collecting information about this issue and then acting on the information to make improvements to it.

On the other hand, Stewart (2001) expresses that action research 'forces teachers to think about what they are doing in the classroom in a systematic way through a lens focused on one particular area of their practice'. The author also suggests the following:

- It involves collecting information about classroom events, through observation or through collecting information in other ways, such as through diaries, interviews, questionnaires or recordings of lessons.
- It involves careful and systematic collecting of that information.
- The research involves a follow-up action.

- It involves some change in practice, and monitoring the effects of such change.

- The results are owned by teachers, rather than the research community.

- The results of the research can be reported at a staff meeting or through a written report.

- It brings changes in classroom teaching and learning.

- It develops a deeper understanding of teaching and learning processes.

- It empowers teachers by giving them the tools which they can use to further impact changes within the profession in which they work.

- In that way and following the literature given, the project has the cycle of investigation that includes the following steps:

1. **Identify the issue.**

In order to know the state of the art of the Legal English II program at Universidad Santo Tomás de Aquino, the researcher applied a perceptions survey to the Law students, (See annex 1). The survey yielded the following results: According to the students, they need to improve their listening skill, there are no extracurricular activities and a lack of online practice, the number of face to face hours is not enough for them to be competitive internationally, the class is mixed with students majoring in different emphasis: Criminal Law, Public Law, Labor Law and Private Law, therefore, they suggested meet their needs language wise according to the branches of their selection.

2. **Review literature on the issue and ask questions to narrow focus of the issue.**

To make the literature review, it was necessary to gather and organize the theory about English for Specific Purposes, Learning Management System Moodle and Listening skill development, as the basis to design the didactical proposal.

3. Choose a method of data collection.

To collect the data of this research study, the researcher selected pre and post surveys, a blog as a student's journal, and pre and post tests. In that way the triangulation strategy is presented as a powerful tool to assess the teaching practice, constituting a clear example of action research. This method attempts to obtain a clear understanding of what really happens in the classroom. At the end, a contrast, takes place on this triple perspective which allows the researcher to propose changes and improvements in the teaching practice.

4. Collect, analyze and interpret information.

In order to know the state of the art of the legal English II at USTA, a suvey was applied to the Law students. The survey aimed at knowing the students' perceptions and needs regarding the subject. The results of this instrument sustained the necessity to design a methodological proposal to enhance the listening competence oriented to Public Law English.

The students take a diagnostic test to measure their listening competence before and after the application of the workshops. During the application of these worshops, the students share their thoughts and perceptions regarding the exercises and their process in the "Share your thoughts blog" taken as a student's journal by the researcher. A survey is applied to the students for them to evaluate the didactical proposal after its implementation. As it was mentioned before, the triangulation strategy helps to interpret the information about how the students perceived the tool, and if it attained the main objective of this research project.

5. Implement and monitor an action plan.

After analyzing the information collected, the design and implementation of online workshops in Moodle have been carried out, to enhance the listening competence of the Legal English II students, following the principles of ESP. The listening workshops are designed

following two main approaches: Bottom – up and Top – down, since these are followed by the International Legal English Certificate exam from Cambridge.

There are three academic terms in the semester and two workshops per academic term. The worshops have to be developed by the students after a specific deadline. To monitor the students' progress, the researcher relies on the students results and the Share your thoughts blog, a space where the students share their thoughts and perceptions regarding the exercises and their process, considered as a student's journal.

3.4.   Type of study

Following the research methodology, the type of study which has been used during the project is qualitative. The researcher seeks to get improvement on a specific issue through the practice, to study the effects of the actions taken. In action research, the implementation of solutions happens as a part of the research process, the solutions are applied once an issue has been identified and studied.

According to Creswell (1994), qualitative researchers are focused primarily with the process carried out through the study, which implies that the research seeks to integrate the participants and their experience along the process, additionally the data collection occurs throughout human instruments given that these provide their experiences, contributions, or perspectives related to a specific solution delivered in the action stage which occurs directly in the fieldwork.

3.5.   Context

This research project was developed at Universidad Santo Tomás de Aquino, a Private and Catholic School of Higher Education located in Bogota. It has an Undergraduate Law Program that emphasizes four major areas: Criminal Law, Public Law, Labor Law and Private Law. The Law students are required to take nine English levels, the first seven are general English, and the last two are Legal English. The Law students have to be in seventh semester to take the Legal

English levels. The Legal English II subject amounts to an academic credit of 48 hours; 32 hours are intended to be in class sessions and 16 hours are destined for independent work.

3.6. Participants

22 students from Legal English II participated in the study. These 22 students range between the ages of 21 to 24 years old, they are enrolled in seventh to tenth semester. The majority of the students are from Bogotá but others come from different parts of the country. The students are majoring in four different branches of their selection which are: Public Law, Private Law, Labor Law and Criminal Law. The students take two weekly hours of Legal English II class.

The Legal English II syllabus and the material were designed and updated by the Director of the Languages Institute and professors, who are both English teachers and lawyers or specialized in legal matters. The syllabus comprises terminology on all the branches of the Law offered by the University and follows a communicative approach to teaching.

Step	Instrument
Plan	• Perceptions survey An initial survey to know the students' perceptions regarding the Legal English I program • Diagnostic test Listening diagnostic through the application of an exam taken from the ILEC, the International Legal English Certificate, to measure the listening competence of the students before the

	application of the workshops in Moodle.
Action	• Students' artifacts Thes students scores and responses to the listening exercises. • Implementation of the workshops The application of the didactical proposal.
Observation	• Students' results The students' final results on the listening exercises. An average result. • Share your thoughts blog A journal where students can share ther thoughts and opinons about the exercises, they can reflect about their own learning process and performance and agree or disagree to their partners' opinions.
Reflection	• Exit test A listening diagnostic through the application of an exam taken from the ILEC, the International Legal English Certificate, to measure the listening competence of the students after the application of the workshops in Moodle. • Survey

	A survey to evaluate the didactical strategy in Moodle.

3.7. Instruments

In order to collect the data of this study, the researcher implemented three instuments which are: Surveys, students' tests and artifacts and a blog as a student's journal. The students signed an authorization letter, granting access to their data and results for the sake of the development for this research project.

Survey

A survey is an empirical method to collect data in social studies, defined by Freeman (1998) as a set of written questions focusing on a particular topic…seeking responses to open-ended personal opinions, judgments or beliefs. During this research, the researcher designed and applied two surveys to the students of Legal English II. An initial survey was applied in order to know the state of the art of the Legal English II subject; the researcher wanted to know the students' perceptions and necessities regarding the subject, in order to improve the teaching practice and meet the needs of the students. (See annex 1)

A. **Thinking about your legal English II class, how much do you agree or disagree with the following statements?**
For each statement, please check the box that best matches your perceptions.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
1. I consider that the activities developed in class are meaningful and useful.				
2. I am satisfied with methodologies used to teach Legal English.				
3. The English class is focused on my field of study.				
4. I am increasing my level of English law oriented.				

5. The classes strengthen the speaking, writing, reading and listening skills equally.				

The purpose of this part of the survey was to have students rate the Legal English II class in terms of methodology, language skills development, ESP and resources.

For the second part of the survey, the researcher formulated two open questions, aiming at knowing the students' expectations of the subject, as follows:

B. Answer the following questions according to your impressions and perspective as well as fairness.

6. As a future Lawyer, do you consider that Legal English provides you with the necessary tools to perform internationally? YES___ NO_____ Explain

_____

7. Please share your suggestions regarding the Legal English program.

_____

As a final part of the survey, the researcher, seeking a broader view of the subject, designed a SWOT to know the strengths, weaknesses, apportunities and threaths of the Legal English II class from the students' perspective, as it appears below:

A. Complete the following SWOT of the Legal English II class.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

A second survey was applied after the implementation for the research proposal, to the students, for them to evaluate the tool in terms of methodology and usefulness and for the

researcher to make changes and continue on the process of improvement of the teaching practice regarding Legal English. (See annex 3)

A. Thinking about the workshops in Moodle, how much do you agree or disagree with the following statements?
For each statement, please check the box that best matches your perceptions.

	Disagree	Neither agree nor disagree	Agree
1. I consider that the activities proposed in the Moodle platform are meaningful and useful.			
2. The online worshops from the Moodle platform are focused on my field of study.			
3. I increased my English level in terms of Public Law.			
4. The Moodle platform offered additional and useful resources to strengthen my abilities in the language and my knowledge on Public Law vocabulary.			
5. I enhanced my listening skills regarding Public Law through the platform.			

For the second part of the survey, the researcher designed two open questions in order to know the students' opinions regarding the advantages and disadvantages of the didactical proposal, as follows:

6. What are the strengths of this virtual tool?

_____

7. What are your suggestions to the improvement of this virtual tool?

_____

Tests and students' work

The students' tests are a way to measure what the students know and have learned at a specific time. They are helpful in determining individual or group status in academic learning.

According to Freeman (1998) this technique of collecting data refers to documents from students or teachers; its purpose is to describe what happens inside or outside the classroom. The researcher uploaded to the Moodle platform an entry test or diagnostic test to measure the students' listening competence before the application of the didactical proposal.
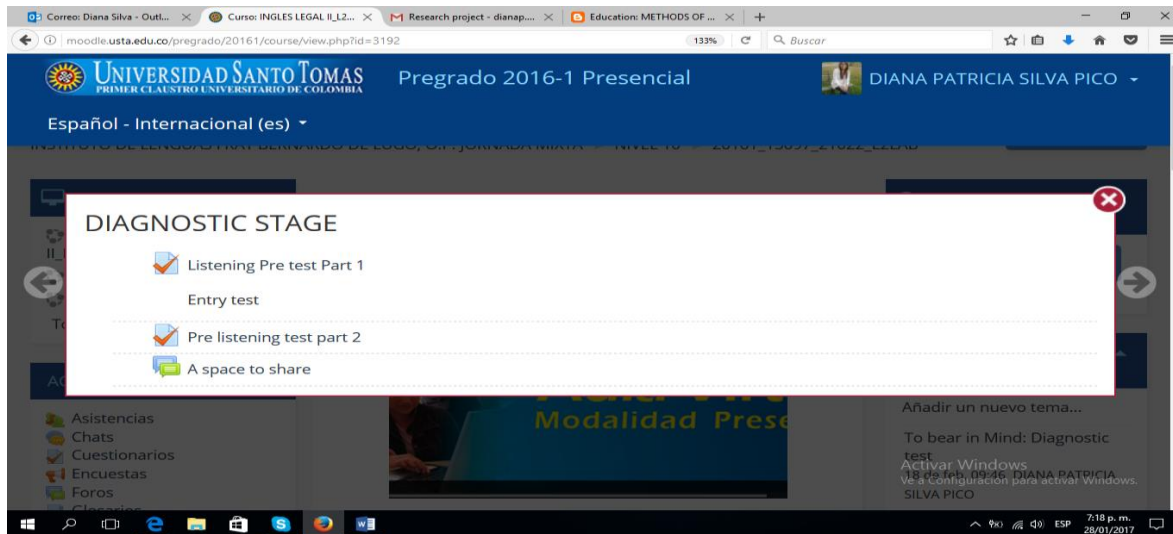

The students had 50 minutes to answer the test. The test was a mock exam from the ILEC, the international Legal English Certificate from Cambridge, and the methodology of the questions was multiple choice and gap filling.

During the implementation of the online workshops in Moodle, the students developed six listening workshops designed and uploaded to the Moodle platform by the researcher. The audios were chosen from updated public Law affairs, such as: tax havens and the peace process in Colombia and followed the same methodology from the ILEC for the questions design. The results on this workshop helped the researcher to monitor the students' progress throughout the application of the strategy.

The researcher uploaded to the Moodle platform an exit test or diagnostic test to measure the students' listening competence after the application of the didactical proposal. The students had 50 minutes to answer the test. The test was a mock exam from the ILEC, the international Legal English Certificate from Cambridge, and the methodology of the questions was multiple choice and gap filling.
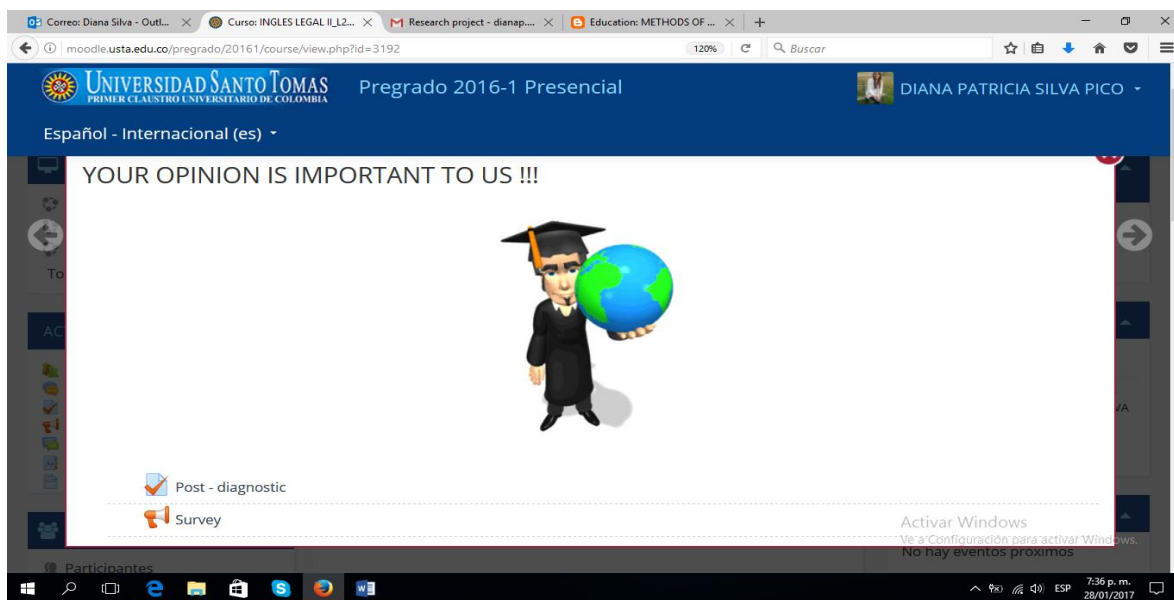
Blog: Students' journal

According to Bryman (2004), the journal should be a record of the methods the researcher used, why the researcher preferred one method over another and the researcher's own observations, sometimes referred to as analytic memos. In this case the record is kept by the students in a blog called "Share your thoughts". There is a share your thoughts blog uploaded in the platform at all the stages of the didactical proposal where students reflect and share their opinions and reflections regarding the complexity of the exercises, their own performance, and self-improvement.

Korthagen 2011 In relation to this, reflexive practice means that the product the student creates helps them to:

– learn from the mistakes, further modify their education practice,

– follow changes in mental strategies of teacher's work,

The purpose of this blog is to provide a space where students can share their opinions about the workhops in terms of difficulty, improvements and agree or disagree to their partners' opinions. The methodology of this blog is the following: The students have to record their

opinion and aupload their recording to the blog, then all participants listen to their partners' responses and agree or disagree to them with supporting ideas. This is a very rich source of information for the researcher, since it provides a wide picture of the students' process, perceptions, self- regulation strategies and good or bad feelings in respect to their own achievements.

Chapter IV

Data analysis
Results

These findings resulted from the application of the three instuments for data collection previously described. They are widely described as they appeared in the previous chapter.

Survey 1

The results of the initial survey are described in detail in the introduction of this paper. The survey was designed and applied to know the students' perceptions and opinions regarding the Legal English II program. All in all, the students stated that: there are no extracurricular activities and there is a lack of online practice, the number of face to face hours for the legal course are not enough for them to be competitive internationally, to apply for scholarships, to study abroad, and to have more job opportunities in their home country, it is a class of mixed students who are majoring in four different branches of the Law: Criminal Law, Public Law, Labor Law and Private Law, therefore, they suggested to tackle these branches in the same depth, to meet their professional needs to the same extent, and stated that there is a need to enhance the listening competence focused on their field of study.

The results of the survey are classified into five main categories as described in the Annex 2:

The previous results sustain the need to design and apply the methodological proposal of this research study, in order to meet the needs of the students regarding the Legal English program and improve the teaching practice at USTA.

Survey 2.

The second survey was designed and uploaded on the Moodle platform aiming at knowing the students' opinion about the methodological proposal designed for this project. The students answered this survey online in order to rate the online workshops in Moodle, in terms of methodology, usefulness, ESP, improvement of the listening competence and resources. The results are described below:

1. **I consider that the activities proposed in the Moodle platform are meaningful and useful.**

- Agree: ▬▬▬▬ 9 (60.00 %)
- Neither agree nor disagree: ▬▬▬ 3 (20.00 %)
- Disagree: ▬▬▬ 3 (20.00 %)

60% of the students surveyed consider the activities designed for the workshops as meaningful and useful to them, while 40% of the students marked the activities as not so meaningful or useful to them.

2. **The online workshops from the Moodle platform are focused on my field of study.**

- Agree (0): ▬▬▬▬ 13 (86.67 %)
- Neither agree nor disagree (0): ▬ 1 (6.67 %)
- Disagree (0): ▬ 1 (6.67 %)
   ¶

87% of the students surveyed consider the workshops in Moodle are focused on Public Law as their field of study, while 13% of the students disagree or are not in agreement or

disagreement with that statement. This is true because some students are majoring in other branches such as labour law and private law. Criminal Law is considered a branch of public Law.

3. I increased my English level in terms of Public Law.

- Agree (0):   10 (66.67 %)
- Neither agree nor disagree (0):   3 (20.00 %)
- Disagree (0):   1 (6.67 %)
  ¶

67% of the students surveyed manifested that they increased their Public Law English through the Moodle platform, while 20% of the students maintain a neutral position regarding an improvement in the language and 7% disagree to that statement.

4. The Moodle platform offered additional and useful resources to strengthen my abilities in the language and my knowledge on Public Law vocabulary.

- Agree: 12 (80.00 %)
- Neither agree nor disagree: 3 (20.00 %)
- Disagree: 0

80% of the students surveyed stated that the Moodle platform offered a wide variety of resources for them to enhance their listening competence oriented to Public Law English, while 20% of the students maintain an impartial position respecting the resources offered by the Moodle platform and their functionality.

5. I enhanced my listening skills regarding Public Law through the platform

- Agree (0):   11 (73.33 %)
- Neither agree nor disagree (0):   2 (13.33 %)
- Disagree (0):   1 (6.67 %)

73% of the students surveyed clearly stated that they increased their listening competence oriented to Public Law, through the application of the online worshops in Moodle, however, 13%

of the students maintain a neutral position in terms of their listening enhancement. And 7% of the students disagree.

The second part of the survey, contains the students' opinions in terms of the advantages of the workshops in Moodle and their suggestions to improve this tool. The students answered two open questions and the results are shown below:

1. **What are the strengths of this virtual tool?**

- The activities in the Moodle are interesting, and good for my career.

- We improve the listening ability and vocabulary.

- It increased the listening for me.

- I think that it improves de listening that is the most difiicult to develop.

- I learned many words.

All in all, the students recognize the didactical strategy of online workshops in Moodle as a very useful tool to enhance their listening competence, to increase their vocabulary related to their career.

2. **What are your suggestions to the improvement of this virtual tool?**

- The listenings should be slower.

- The time to develop the activities can be longer.

- That we need more options to develop exercises.

- Allow more space for uploading the audios that are heavy.

Tests and students' work

The following table shows a report of the students' general results on the entry and exit test, as well as in the listening exercises of the online workshops in Moodle.

PARTICPANTS	ENTRY TEST	1	2	3	4	5	6	EXIT TEST
STUDENT 1	5/15	4/6	11/15	12/19	14/16	2/21	25/28	22/22
STUDENT 2	6/15	5/6	12/15	8/19	15/16	17/21	25/28	22/22
STUDENT 3	3/15	5/6	10/15	17/19	15/16	3/21	13/28	19/22
STUDENT 4	5/15	6/6	15/15	14/19	12/16	20/21	25/28	15/22
STUDENT 5	5/15	6/6	15/15	18/19	15/16	20/21	28/28	19/22
STUDENT 6	10/15	6/6	14/15	6/19	14/16	14/21	25/28	22/22
STUDENT 7	6/15	5/6	15/15	17/19	16/16	19/21	24/28	9/22
STUDENT 8	2/15	4/6	10/15	19/19	15/16	19/21	25/28	22/22
STUDENT 9	13/15	0/6	11/15	17/19	16/16	19/21	28/28	20/22
STUDENT 10	3/15	6/6	11/15	10/19	15/16	19/21	24/28	21/22
STUDENT 11	14/15	6/6	14/15	19/19	0/16	14/21	19/28	20/22
STUDENT 12	4/15	0/6	15/15	15/19	14/16	20/21	24/28	21/22
STUDENT 13	7/15	5/6	15/15	17/19	15/16	20/21	22/28	17/22
STUDENT 14	14/15	6/6	15/15	16/19	14/16	0/21	27/28	22/22
STUDENT 15	3/15	2/6	10/15	0/19	14/16	11/21	21/28	15/22
STUDENT 16	5/15	4/6	0/15	0/19	2/16	0/21	23/28	22/22
STUDENT 17	7/15	0/6	0/15	18/19	13/16	19/21	26/28	22/22
STUDENT 18	5/15	4/6	7/15	12/19	15/16	19/21	7/28	19/22
STUDENT 19	4/15	4/6	10/15	12/19	14/16	4/21	28/28	19/22
STUDENT 20	4/15	5/6	12/15	10/19	12/16	17/21	20/28	17/22
STUDENT 21	5/15	3/6	0/15	4/19	5/16	9/21	0/28	0/22
STUDENT 22	0/15	0/6	5/15	5/19	0/16	6/21	27/28	20/22
AVERAGE	4,2%	7,96%	7,53%	7,03%	8,28%	7,29%	8,21%	8,35%

Table 2. Students results – Moodle platform

The Moodle platform rates students in a scale that goes from 0.0 to 10.0. The average passing score is 6.0. In the previous table are shown the results of the students in the entry test, which was the diagnostic test applied to the students, in order to measure their listening competence before the application of the workshops. The average result of the class is 4,2% which is considered a failing exam. Following, are the results of the six listening exercises from the workshops, and they clearly show an ongoing improvement in the average score of the students. The results obtained in the exercises from the workshops, go from 7,96 to 8,21% as the average score of the class.

In the exit test, that the students took after the implementation of the workshops, the students obtained 8,35% as the average score of the group. These results clearly show a general improvement in the listening results of the students, marking a positive difference of 4,15% after

the implementation of the workshops. It is worth clarifying that the students who obtained 0.0, in any of the tests, did not present the tests or exercises of the platform.

Blog: Students' journal

The researcher set up a "share your thoughts" blog at every stage of the didactical proposal. The purpose of this blog was to act as a student's journal where they could have the opportunity to share their opinions and perceptions respecting their process, the complexity of the exercises, their suggestions and to agree or disagree to their partners' opinions. The students' reflections and interactions are described specifically at every stage, below:

Diagnostic stage:

Participant 2 "the activity was a lot interesting, I like this type of activity for learning English"

Participant 4: "Good day. I consider these activities are very important for the development of the class, but the listening in the diagnostic stage was very difficult. I hope during this semester we can improve our skills in these exercises"

Participant 5: When I heard the exercise it was very technical since people who spoke in the recording were not clear and spoke very fast, in addition, it had many terms that I didn't understand, so this was very difficult to me.

Participant 6: "I agree with my colleague regarding the talks, they had way too technical words and not easy to understand"

Participant 7: "Friends, you have every reason, we need to improve and expand our vocabulary"

Participant 5: I completly agree with you, because the speakers talked to each other very fast and I didn't have time to understand them, also the language was very technical, and in the second part of listening, it was very difficult to fill the blanks with the exact word because for example in my case I know the word but, I made mistakes in spelling.

Participant 10: Hi, I agree with you, for me the exercise was very difficult too, I think that we have to practice more vocabulary about law.

Participant 6: In this activity I can see that despite having done all the levels of English at the university I realized that there is a language that is unknown to me.

Participant 9: I think that doing the listening activity was important because it made realize which are the mistakes and the things that we have to improve in our English class because for example we are good at reading or writing, but listening is more difficult and we have to practice a lot, I feel like I have to learn more vocabulary to understand better the context. In other English courses we learned a lot of grammar but personally I think that these kinds of activities made me realize that learning technical vocabulary is important too and more if it is related to our career.

Participant 8: I agree with your opinion, because it is very important to practice the different activities to involve our career, and especially if those activities show how many people speak and talk, and it is better to practice in this aspect because this helps you learn new vocabulary.

Participant 11: I agree with my partner; we must learn to relate terms that are very important to our career.

In this stage the students expressed their opinions about the entry test, all in all, they claim that the exercise was difficult for them because they are not familiar with the technical language or the spelling of the terminology related to their career, the speed of the recordings was fast for them, but they also recognize the necessity to practice more listening exercises to develp this skill and to increase their vocabulary regarding their field of study.

First term

Participant 14: Listening activity No. 2, was easier to understand by the vocabulary.

Participant 15: I agree with my partner, the second listening was clearer and easier with new vocabulary, it was a good exercise it gave us and taught the pronunciation of important words related to our career.

Participant 12: I agree with my partners. The second listening exercise was easier and I understood the vocabulary.

Participant 7: I agree with you; it is a good exercise to improve our vocabulary.

Participant 7**:** My opinion, this listening was easier than the other. I like this type of activity because it gives us options, it forces us to learn vocabulary.

Participant 10**:** I think the glossary was helpful thanks.

The students' perceptions in terms of the first term workshops are very positive. The students found the listening exercises easier and relevant to their career. They also stated that the glossary was useul to them and they learned to write and pronounce important words related to ther field fo study. All in all, they felt better about themselves and their learning process.

Second term

Participant 1: My opinion about all the activities is that those activities help us improve our English and as well improve our listening, for example in those cases where we had to watch videos.

Participant 7: I agree with my colleague, in spite of the difficulty in the vocabulary, these exercises are very good to improve our speech.

Participant 15: I agree with my colleague; the vocabulary was becoming difficult sometimes but it's good to learn new words to enrich our knowledge.

Participant 15: Good afternoon teacher, these activities are very important because they include the new vocabulary and that helps us in our career, also the methodology used is good because the thematics respond to the reality. Thank you.

Participant 14: I agree with your opinion, I think that the videos and the vocabulary exercises are very important for our profession and I think that the topics of all the activities are very interesting and relevant in order to learn new vocabulary.

Participant 12: Hi teacher, I think that the activities of the second term are important because with these activities we can develop the skills in the language. Another point is that except for Friday that we meet in the class, we forget the contact with the English in the most of the cases because the career is always in Spanish and in the middle of the week we spend the time reading and reading texts in Spanish and when we have this little contact with the platform of Moodle we can develop more the abilities I think.

Participant 7: I had a very good progression in relation to all the last activities we did, now I can understand easier, learn new things such as Apple vs FBI, learning new vocabulary of the law, thank you.

Participant 15: I agree with you because with these types of exercises, we can learn more specialized vocabulary and permits us improve our abilities in the listening.

In the second term, the students show more motivation towards the Moodle platform and their progress. They stated that they have improved their listening competence and increased their knowledge of technical language related to their career. The students recognize an increment in the difficulty of the exercises but they consider this feature a necessity in order to develop their listening skills regarding Public Law English.

Another important aspect is that the students regard the Moodle platform as a valuable and didactical tool, to be in contact with the English Language and to enhance their language abilities since they just take two hours of face to face sessions of Legal English II.

Third term

Participant 5**:** In my opinion the third term helped me strengthen my vocabulary and my listening skills in this language as well as my abilities in the speaking and I consider it is important because this type of exercise allows me to improve and expand my vocabulary.

Participant 8: The utilization of videos seems to me to be very important and new to solve the questionnaires, the videos that have been in use for this seem to me to be very good because those who intervene in the above mentioned videos speak with clarity making more easily the exercise.

Participant 7: My opinion about this exercise is good because this time the exercise helped us improve our vocabulary.

Participant 15: The activities are very interesting and good for our learning and incorporated in our professional vocabulary.

Participant 7: Hello, I agree with my colleague, these exercises are very important to improve our English.

Participant 12: I think that the platform is a great tool because we can reinforce the things that we learn in the classroom and I like this system about my experience with the platform of Moodle I think that is important because we can have contact with the language more than just the class because we only have class on Friday and the rest of time we forget so many things.

In this final term, the students agreed that the Moodle platform offered didactical and useful resources such as videos, for them to improve their listening skills. They enhanced their listening

competence throughout the development of the workshops, they stated that they increased their vocabulary related to their career. They also value the Moodle tool as a valuable source of extra practice for them to keep contact with the English Language outside the classroom.

From the data analysis of the three instruments worked (survey, Tests and students' work Students' journal) the following categories came up:

1. Relevance of the technical language

The listening workshops in Moodle were designed to meet the students' needs regarding their field of study, Public Law and following the principles of ESP, which aims at preparing students for chosen communicative environments. The topics and the vocabulary from the Moodle workshops were selected from current and relevant affairs from the Public Law Branch around the world, these issues were controversial and quite appealing to the students.

From the diagnostic stage, the students declared that they found the audios very hard to understand due to the technical language, as student 5 declares "People who spoke in the recording expressed very fast, in addition, it had many terms that I didn't understand, so this was very difficult to me. We must learn to relate terms that are very important to our career" (source, students' journal). The students recognized a lack of vocabulary related to their field of study: Public Law. Not knowing the legal terminology was an impairment to develop the listening exercises. The previous statement is supported by student 8 and quote "I realized that there is a language that is unknown to me. learning technical vocabulary is important too and more if it is related to our career" (source, students' journal).

The students revealed that they had trouble understanding the pronunciation of these words, their meaning and spelling, therefore, they stated the importance to increase their vocabulary related

to public Law, as student 9 states, "I feel like I have to learn more legal vocabulary to understand better the context." (source, students' journal). The students see the significance of focusing English to their field of study and it serves as a motivational factor in the development of the didactical proposal.

The students participated actively in the development of the workshops since it was of good use to their career, the topics in the forums and recordings were updated to Public Law matters, such as: tax evasion, the peace process, lawsuits against the government of the US: Apple vs. FBI, the peace process in Colombia. The students manifested an increment in their knowledge of technical language since they were motivated to study the glossaries and found the topics interesting and pertinent to their reality as student 7 manifests "I had a very good progression in relation to all the last activities we did, now I can understand easier, learn new things such as Apple vs FBI, learning new vocabulary of the law" (source, students' journal). They observe this progression throughout the development of the listening exercises of the Moodle platform, noticing and increment in their scores, stating that the knowledge of technical language in terms of meaning, pronunciation and spelling increases their listening competence.

2. Effectiveness of the listening strategies

The approaches to develop the listening workshops of this study were bottom – up and top-down. The diagnostic entry and exit test were taken from ILEC mock exam; the type of questions on the ILEC exam, follow both, bottom – up and top – down approaches in their design. The Online workshops in Moodle were designed following the same approaches as the ILEC exam, an exam the Law students take to work as lawyers in English speaking countries.

Bottom – up

In the bottom - up listening exercises, the students listened to a recording and filled in the appropriate spaces with the exact words they heard. This required students to study the glossary with the technical words to be evaluated in the exercise, in terms of meaning, spelling and pronunciation. In the diagnostic stage the students manifested difficulty with the speed of the recordings and the spelling of words, stating that if they made a mistake in writing the system marked the answer wrong, as student 1 declares: "I'm a little bit disappointed about the activity where we had to listen and write the words the guy says, because sometimes you hear the exact word but you don't know what is the exact spelling and because of only a letter you know an a an r and b or something like that, you get a bad score". (source, students' journal). Yet, the students manifest the necessity to practice their listening ability, since they are used to hear all the time the Spanish language and they have not adapted their ear to these words.

Throughout the application of the workshops the students observe an improvement in the listening competence, and recognize this approach as a means to improve and expand their vocabulary, as student 15 manifests, "the exercises are very interesting and good for our learning and incorporated in our professional vocabulary" likewise, student 7 supports this statement as follows "I like this type of activity because it gives us options, it forces us to learn vocabulary". (source, students' journal).

Top – down

In the top – down listening exercises, a more general approach requiring previous knowledge, the students watched a video uploaded on a blog in the Moodle platform, and answered open questions regarding the topic in question or their opinions. The subjects were closely related to the bottom – up listening exercises for students to use this vocabulary. The students could engage in discussions with their partners and agree or disagree to their opinions.

The students manifested that the vocabulary practiced in the top down exercises helped them understand better the videos and have more fluent responses. The previous statement is supported by student 14 "I agree with you, I think that the last video About Apple and FBI helped us to know new vocabulary and the other exercise helped us to understand the last video" (source, students' journal).

All in all, they considered that the vocabulary and the topics worked on the videos, were relevant and important to their profession, it also helped them improve their listening competence.

3. Usefulness of the tools of the Moodle platform

The Learning Management System Moodle, in an online platform containing a wide variety of tools at the community's disposal. Among the tools contained in the platform, we find: the blog, the chatroom, glossary, questionnaires, news forum, messaging and attendance records. The platform allows students to view their progress and results, upload videos, text and recordings and have access to all the information online. Besides these tools, the tests and the workshops, the students counted on a variety of useful resources and extra practice material, containing glossaries, listening exercises, mock listening exams and dictionaries.

The students manifested that the Moodle platform was a great tool because they only took two hours of Legal English per week and it served as an instrument of independent practice where they could reinforce the topics that they learned in the face to face sessions and have contact with the language in a context other than the classroom, as student 12 reports on the students' journal, "I think that the platform is a great tool because we can reinforce the things that we learn in the classroom and I like this system about my experience with the platform of Moodle I think that is important because we can have contact with the language more than just the class because we only have class on Friday and the rest of time we forget so many things". They manifested that

the Moodle platform was very useful and relevant to their career, regarding the selection of topics and the resources, stating that there is a lot of input in Public Law English which is good because outside the platform all the legal input is in Spanish.

Likewise, in the exit survey the majority of the students stated that the Moodle platform offered a wide variety of resources for them to enhance their listening competence oriented to Public Law English. They referred to the Moodle platform as good tool to learn English. The students declared that the videos were of particular use for them in the blogs, they really liked these activities since the topics were pertinent to their field of study, the speakers were clear, the subjects were controversial and could be discussed widely. They manifested that the blogs where they watched the videos and discussed their content helped them improve their listening competence regarding Public Law English.

Conclusions

This study has explored the effectiveness of the online workshops in Moodle, as a means to enhance the listening competence of the students oriented to Public Law. Aiming at giving account of the impact that the online workshops in Moodle had on the students' listening competence, The following instruments were applied to provide the qualitative data to support this study, a pre survey to know the students' perceptions regarding their needs; a post survey to evaluate the methodological proposal after its implementation; a students' journal in Moodle where students could share their opinions and reflections, and to solidify the process, the researcher took into account the students' tests results, before and after the implementation of the proposal.

In the diagnostic stage, the students presented a Mock exam of the ILEC with gap filling and multiple choice exercises, obtaining low results and the majority of the class failed. The students claimed in the Journal that the gap filling exercise was extremely difficult due to the following reasons: the speed of the recording, the technical language, pronunciation and spelling of words. The students showed concern and manifested the need to improve the listening competence during the semester. The Moodle workshops contained several resources for practicing the listening competence, such as mock exams, listening exercises, glossaries, online dictionaries. The students studied the glossary of every term in relation to spelling, pronunciation and meaning, then developed the listening exercises. The exercises followed the same gap filling methodology of the ILEC they took in the diagnostic test, the majority of the students manifested in the post survey and in the Students' journal, that they felt better about their listening competence and were able to understand in greater extent, since they increased the technical language, improved pronunciation and knew how to write the words throughout the development of the workshops. The results on the listening exercises of gap fillers were increasing during the course of the application of the workshops, in that sense, the implementation of these workshops in Moodle enhanced the listening competence of the students.

Among the resources that the Moodle platform offers, the students particularly liked the blogs where they had to watch a video exploring the same issue as the gap filling exercise and respond to open questions. The students were highly motivated because the topics were related to their field of study and to relevant and up to date issues concerning Public Law around the world. The students had to upload their responses to the blog, listen to their friends' interventions. The students' responses were intended to be two-minute-long but the exceeded this time limit and spoke up to five minutes, making use of their previous knowledge, understanding of the videos

and most importantly, they included the vocabulary introduced in the glossaries and evaluated in the gap filling exercises.

The students manifested that the gap filling exercises were of great help in the understanding of the videos and in the quality of their responses, because of the use of the same technical language; they also noticed their improvement in the listening competence since they understood better the videos and their classmates' interventions uploaded in the forums. Therefore, it should be concluded that the gap filling practice was complimentary to the understanding of the videos.

All in all, the students described the Moodle platform as a valuable tool to enhance the listening competence, the activities according to the students were interesting, good for their learning and focused on the field of study. The Moodle platform was also seen as a flexible support for the face to face sessions, however, the students also reported some setbacks of the Moodle platform. They had to record their opinions and answers in all the forums, share your thoughts and those designed as part of the workshops. The students had difficulty uploading their answers, the platform did not allow more than one-minute response, and the students contributions were longer. Consequently, the students had to upload four or five audio files which interrupted the train of thought of the other participants, since the answer or intervention was broken in several parts.

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Appendixes

Appendix 1

UNIVERSIDAD SANTO TOMAS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

SURVEY

OBJECTIVE: The application of this survey aims at knowing the students' views and opinions regarding the legal English program of the Law Faculty.

A. Thinking about your legal English II class, how much do you agree or disagree with the following statements?
For each statement, please check the box that best matches your perceptions.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
8. I consider that the activities developed in class are meaningful and useful.				
9. I am satisfied with methodologies used to teach Legal English.				
10. The English class is focused on my field of study.				
11. I am increasing my level of English law oriented.				
12. The classes strengthen the speaking, writing, reading and listening skills equally.				

B. Answer the following questions according to your impressions and perspective as well as fairness.

13. As a future Lawyer, do you consider that Legal English provides you with the necessary tools to perform internationally? YES___ NO_____ Explain

14. _____
_____
_____
_

15. Please share your suggestions regarding the Legal English program.

_____
_____
_____

C. Complete the following SWOT of the Legal English class.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

Thank you very much for your cooperation

Appendix 2

Survey 1. Emerging categories.

TIME	"Two hours a week is a very short time". "I consider it's not enough to be considered Legal English". "Legal English should have more hours and more extra activities". "We need to learn more tools as they learn vocabulary and more time for the class". "I think the Legal English program should have more hours because it's not enough". "Little time for the class". "I suggest the development of more Legal English levels at USTA". "I suggest a longer Legal English program". "I state Legal English is good but it should include more vocabulary and have more class time". "I think the Legal English program should have more hours because it's not enough". "We need to learn more tools to learn vocabulary and more time for the class".
RESOURCES	"There are not enough books".

	• "There are few resources".
	• "There is no access to the equipment to learn the Law and the jurisprudence".
	• "It would be easier to learn vocabulary with multimedia tools, like movies and other stuff".
	• "We need to learn more tools as they learn vocabulary and more time for the class".
	• "There is little use of movies and documentaries".
	• "The legal English program provides good tools but not the necessary to perform internationally".
EXTRA ACTIVITIES	• "Legal English should have more hours and more extra activities".
	• "Legal English program should have more practice and a text vocabulary guide to follow".
METHODOLOGY	• "I suggest making it more functional for the practice of Law".
	• "It would be good to go deep and know terms of the kinds of branches of Law".
	• "I emphasize on the importance of using different methodologies".
	• "Include watching programs or movies to make the class more interactive".
	• "I suggest different methodologies in class".

	• "More reading and speaking with the classmates and watching movies about the subject are a matter of life and death".
	• "The Legal English program should have other activities, contextual ones, such as real sentences".
	• "I want the program to be a bit more didactic".
	• "I suggest practicing more listening, more didactical activities because in real life when they go to a different country this would be the most difficult".
LISTENING	• "I suggest practicing more listening, more didactical activities because in real life when we go to a different country this would be the most difficult".
	• "Listening is little".
	• "I suggest increasing the listening competence".
	• "I consider including more listening activities because it's very important for speaking and vocabulary".
	• "I emphasize on the importance of listening to improve the program because it's very important to understand what other people say".

Appendix 3

UNIVERSIDAD SANTO TOMAS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

SURVEY

OBJECTIVE: The application of this survey aims at knowing the students' views and opinions regarding the Online workshops in Moodle.

D. Thinking about the workshops in Moodle, how much do you agree or disagree with the following statements?
For each statement, please check the box that best matches your perceptions.

	Disagree	Neither agree nor disagree	Agree
16. I consider that the activities proposed in the Moodle platform are meaningful and useful.			
17. The online worshops from the Moodle platform are focused on my field of study.			
18. I increased my English level in terms of Public Law.			
19. The Moodle platform offered additional and useful resources to strengthen my abilities in the language and my knowledge on Public Law vocabulary.			
20. I enhanced my listening skills regarding Public Law through the platform.			

B. Answer the following questions according to your impressions and perspective as well as fairness.

21. What are the strengths of this virtual tool?

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22. What are your suggestions to the improvement of this virtual tool?

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