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*Teaching and Assessing L2 Learners
in the 21st Century*



ENGLISH DEPARTMENT
FACULTY OF LETTERS AND CULTURE
IN COLLABORATION WITH
POST GRADUATE STUDY PROGRAM UDAYANA UNIVERSITY

BOOK 1

FOREWORD

These proceedings are a collection of papers presented at the 62nd TEFLIN International Conference held in conjunction with the celebration of the 53rd *Dies Natalis* of Udayana University held in Sanur Paradise Hotel from 14th through 16th September 2015. The theme of this year's conference is *Teaching and Assessing L2 Learners in the 21st Century*. The papers were selected out of 503 papers presented covering issues of English-language teaching from the perspectives of (1) Language Policy and Planning in Assessment, (2) Quality Assurance in ELT, (3) 21st Century Language and Communication skills, (4) Assessment in Character Education, (5) Roles of ICT in Teaching and Assessing L2 Learners, (6) English for Young Learners, (7) Innovations in Teaching and Assessing, (8) Best Practices in L2 Teaching and Research, (9) School-based Assessments, (10) English for Specific Purposes, (11) Standardized Tests of English Proficiency (e.g. KLTS, TOEFL), (12) English for General Purposes, (13) The National Examinations and their Impact on L2 Learning, (14) Translation in Language Teaching, (15) Teacher's Professional Development, and (16) Literature-Based in Language Teaching.

We would like to express our sincere thankfulness to those who presented their papers at the conference. We also wish to thank the students at the English Department, Faculty of Letters and Culture, Udayana University who have assisted us with the typesetting for the format of the proceedings. More importantly, we express our gratitude to the board of reviewers who have worked hard in reviewing the submitted papers selected for the proceedings.

Denpasar, September 2015

The Committee

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ENGLISH FOR SPECIFIC PURPOSE: TEACHING LEGAL ENGLISH TO LAW STUDENTS VIA E-LEARNING

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Abstract

Since its advent to the present time Internet has contributed to English language teaching and learning. In English for Specific Purpose (ESP), for example, Internet does not only provide materials that are ready for use for teaching and learning, but it also offers such a facility as e-learning into which the teachers of English can insert or upload their teaching materials and from which the students can learn those materials. To be concerned with ESP teaching, this paper addresses its discussion on teaching Legal English (LE) for law students via e-learning provided by Information Technology Centre at the University of Jember in the program of Integrated Information System (SISTER). For this discussion, this paper then explores the Internet and English Language Teaching (ELT), importance of LE mastery for law students, e-learning at the University of Jember, and teaching LE to law students via e-learning. With these points of discussion, this paper can hopefully be a consideration for teachers of English to develop their materials for teaching via e-learning.

Keywords: *English for Specific Purpose, Legal English, E-learning*

1 INTRODUCTION

Nowadays the advent of Internet cannot be denied or ignored by the teachers of English in their teaching activities. Since its emergence up to the present time, the Internet has contributed to English Language Teaching (ELT) and learning. For this fact, many scholars have devoted their attention to the matters relating to the use of Internet in ELT. Blackstone, Spiri, and Naganuma (2007), for example, focus their discussion on *Blogs in English language teaching and learning: Pedagogical uses and student responses*. Son (2008) devotes his attention to *Using Web-Based Language Learning Activities in the ESL Classroom*. In addition, Chinnery (2014) writes an article on *CALL Me ... Maybe: A Framework for Integrating the Internet into ELT*.

The discussions presented by such scholars above can certainly prove that it is important for the teachers of English to integrate the Internet to their teaching activities either inside the classroom or outside the classroom. Not only as the media for teaching and learning, they can also use the Internet as the resource for teaching, developing materials, and providing materials for their students to learn. Consequently, those scholars can certainly bring the teachers of English to conduct other further studies regarding the use of Internet in ELT.

To be concerned with the use of the Internet in ELT, this recent paper addresses its discussion on English for Specific Purpose (ESP) focused on teaching Legal English (LE) via e-learning. For this focus of discussion, there are four points presented in this paper, namely, the use of Internet in ELT, the importance of LE mastery for law students, e-learning at the University of Jember, and teaching LE to law students via e-learning at the University of Jember. These points are furtherly discussed as in the following sections.

2 THE USE OF INTERNET IN ELT

Some scholars have defined the term Internet differently. Son (2008), for instance, defines it as a global network of computer networks. He then explains that Internet provides language teachers with network-based teaching environments in which they can create meaningful tasks and use various materials for language learners. According to Lin (1997), the Internet is an extensive resource and communication network linking other computer networks across the world. Though these two denitions are in different words, they certainly lead to a further understanding that the Internet can be used by the teachers of English, either as media or as resource for their teaching and developing materials, as well as providing materials for the students to learn.

Concerning the use of Internet as media and resource in ELT, in term of GE the Internet has provided many webs that the teachers can use for their teaching in the classrooms such as <http://www.talkenglish.com/Speaking/listregular.aspx>, <http://www.esl-lab.com/http://www.englishlink.com/en-us/courses/general-english-courses.aspx>, and <http://elt-resourceful.com/downloadable-lesson-materials/>. Furthermore, in relation to teaching LE, Supardi (2013) highlights some webs that provides many materials the teachers can use for teaching, developing their teaching materials, and providing materials for their students to learn LE. http://www.englishvocabularyexercises.com/eveexercises/EngVocEx_crime_law_1-3.htm, www.englishmedialab.com/Quizzes/business/law%20courts.htm, www.courtprep.ca, www.translegal.com, http://www.englishclub.com/vocabulary/20_law.htm, and www.youtube.com/watch?v=eYcYHDFE64.

As well as for both media and resource in ELT, the Internet also provides some tools for e-learning systems that the teachers of English can use for their teaching activities. According to Dalsgaard (2006), the e-learning systems include Blackboard, WebCT, and Moodle. To devote his attention to e-learning systems, moreover, Son (2011) has categorized them into 12 online tools for language teaching including those presented by Dalsgaard.

3 THE IMPORTANCE OF LEGAL ENGLISH MASTERY FOR LAW STUDENTS

English has been used in both general purpose known as General English (GE) and specific purposes known as English for Specific Purposes (ESP). Because of the two uses, it is frequently found in English dictionary that an English word has more than one meaning. For this fact, in the discussion of the word *sentence*, for example, Supardi (2010) explains that this word has two functions either as noun or as verb. As noun, it has two meanings, namely, a) *kalimat* (a set of words expressing a statement, a question or an order, usually containing a subject and a verb) and b) *hukuman* (the punishment given by a court). As verb, it means “*memvonis/menjatuhkan hukuman* (to say officially in court

that is to receive a particular punishment). In order to understand the word *sentence* more clearly, it is necessary to pay a better attention to the following sentences.

- (i) Change the sentences below into passive voice.
- (ii) The sentence of the court was three year's imprisonment.
- (iii) He had been sentenced to life imprisonment.

The three sentences with the word *sentence* above can certainly give a clearer understanding that this word has different meanings though it has the same form. In the sentence 1, the word *sentence* cannot be translated into the meaning of it in the sentence 2 though it has the same function as noun. On the other hand, it cannot be translated into the meaning of it in the sentence 3. The sentence 1 is usually found in GE, usually in grammar books and the sentences 2 and 3 are frequently found in LE that is in legal text books or English for Law books.

The different meanings of the word *sentence* described in the three sentences above can certainly lead the law students of the University of Jember (UNEJ) to feel difficult or confused to get the appropriate meaning of it in the three sentences above. They experience this confusion because they only have knowledge of GE they learnt when they were at elementary schools and high schools. For this reason, it is not enough for law students of UNEJ to have only GE knowledge. It is important to them to have ESP knowledge called LE.

As well as the words with different uses, LE has its own specific words (vocabularies) the law students of UNEJ have to master. In civil law, for example, they often find such words as *complaint, contract, damage, defendant, liability, litigation, negligence, plaintiff*, and many others. In addition, the words such as *accused, assassin, burglar, criminalize, fraud, hijacker, murder, prosecutor, suspect* are found in criminal law. According to Supardi (2013) those LE vocabularies are not only found in both civil law and criminal law, but also in such other legal documents as *opening statements, verdicts, legal proceedings, and legal opinions*.

Such LE vocabularies are certainly new for law students at UNEJ because they have never learnt them before in their junior and senior high schools. As a result, without having enough mastery of such LE vocabularies, it can be difficult for them to use their English for reading, writing, listening, and speaking in the legal contexts. This fact that the law students need to master LE vocabularies certainly leads the teacher of English at UNEJ to think of how to develop LE materials and teach them in an interesting and interactive way. For this reason, in the digital era like nowadays, they have to consider the emergence of Internet in their ELT activities. In order they can teach LE interestingly and interactively, e-learning system can serve it.

4 E-LEARNING AT THE UNIVERSITY OF JEMBER (UNEJ)

The term "e-learning" has been defined differently by some scholars. Naidu (2006) defines it as the intentional use of networked information and communications technology in teaching and learning. Koohang and Harman (2005) explain that e-learning is the delivery of education (all activities relevant to instructing, teaching, and learning) through various electronic media. These two different definitions certainly have the same point and understanding that e-learning is the media for teaching and learning with the use of information and communication technology. Based on these definitions, it seems

compulsory for every school and university to develop e-learning system for the teachers and students.

UNEJ has established e-learning system since 2013. It is powered and developed by UNEJ Information Technology Centre (ITC) in the program of Integrated Information System called SISTER. The development of it is intended for both UNEJ teachers and UNEJ students. For the UNEJ teachers, it is designed in order they can insert or upload their teaching materials into the e-learning system. In addition, the UNEJ teachers can also link the materials they have planned to the webs they have selected. Consequently, with the materials uploaded into the e-learning system and those web-linked materials, the UNEJ teachers can use them for their teaching via e-learning. On the other hand, for the UNEJ students, they can learn those uploaded materials anywhere and anytime they like with the use of their mobile phones, laptops, and computers because those materials are delivered by the Internet.

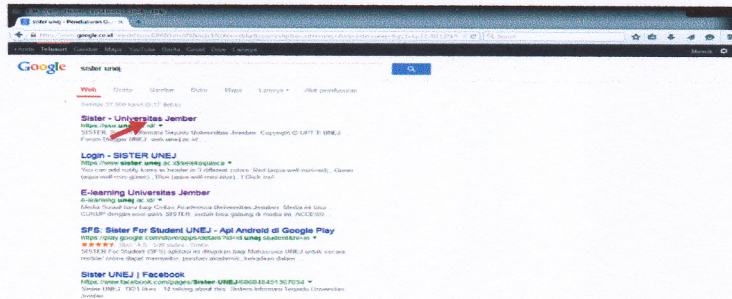
5 TEACHING LEGAL ENGLISH (LE) VIA E-LEARNING

The availability of materials is very important in teaching and learning activities. Without the materials the teachers and the students can do nothing. For this reason, Richards (2010) argues that ... the opportunities provided by blended learning and other Web-based initiatives, traditional books or print-based learning materials continue to play an important role in the lives of the majority of teachers and learners. This argument can certainly lead to an understanding that before doing their teaching activities, the teachers should think of which materials they have to teach and the students can learn. In other words, the materials determine the activities in the classrooms and outside the classrooms such as what the teachers and the students should do. In e-learning, the materials are also necessary for the teachers and the students.

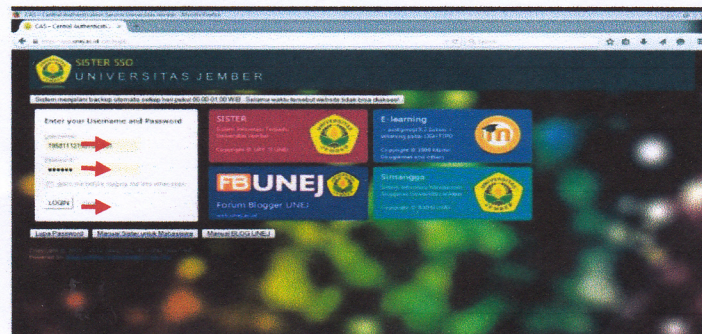
To be concerned with teaching and learning LE via e-learning, this section is written on the basis of the writer's experience, from uploading the LE materials into the system up to teaching them via e-learning powered and developed by UNEJ ITC. To upload the materials, firstly, we have to open UNEJ web via "sister unej". To do this, we have to write "sister unej" on google or other search engines as in the following display.



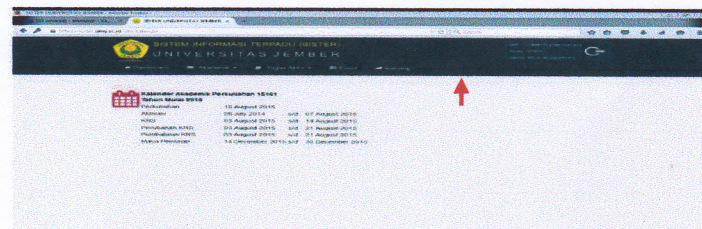
After that, we click "*penelusuran google*" and the display will be the following display.



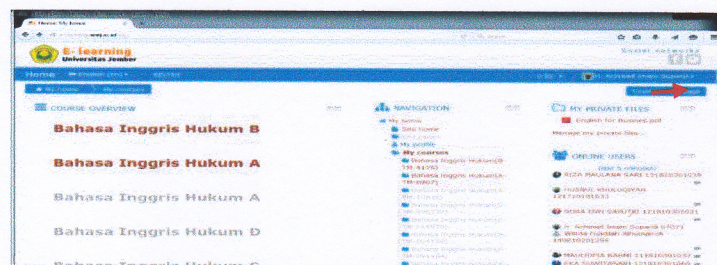
In this display, we click “Sister – Universitas Jember” and the display will be the following display.



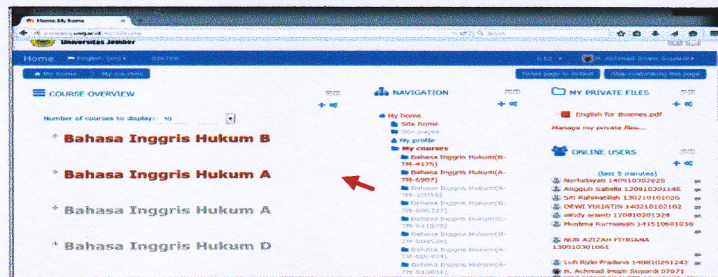
In this display, we have to write “user name” and “password”. After that, we click “LOGIN” and the display will be the following display.



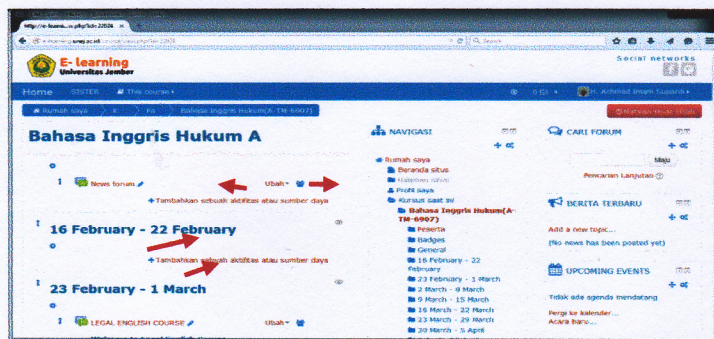
In this display, we click “E-learning” and the display will be the following display.



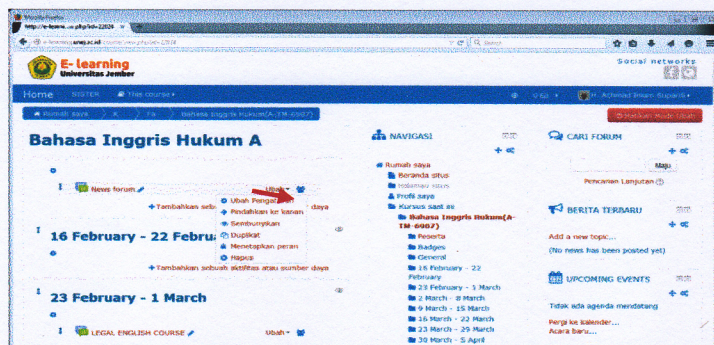
This display indicates that at this semester the writer has two classes (A and B). To upload the materials, we have to click “*Customise this page*” in the blue box on the above right corner and the display will be the following display.



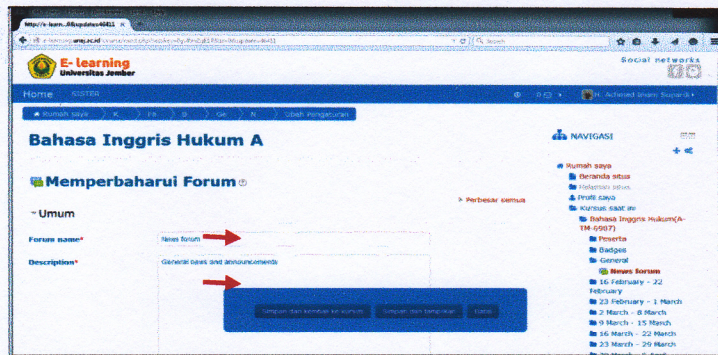
Consider that it is now for uploading the materials for class A. In this display we have to click “*Bahasa Inggris Hukum A*” and the display will be the following display.



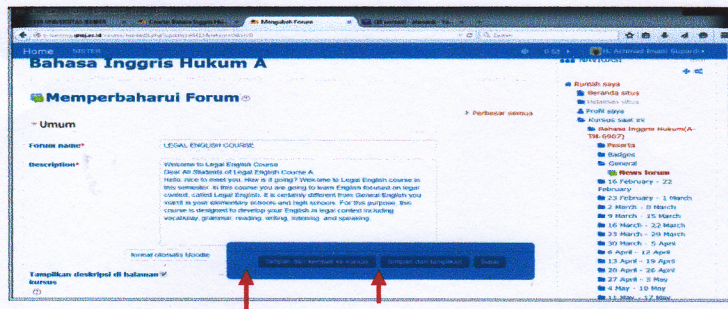
In this display, the materials can be uploaded via “*News forum*” and we have to click “*ubah*” or via “*the dates*” and we have to click “*tambahkan sebuah aktivitas atau sumber daya*”. Consider that it is now for uploading information about Legal English course via “*News forum*”. For this step we have to click “*ubah*” and the display will be the following display.



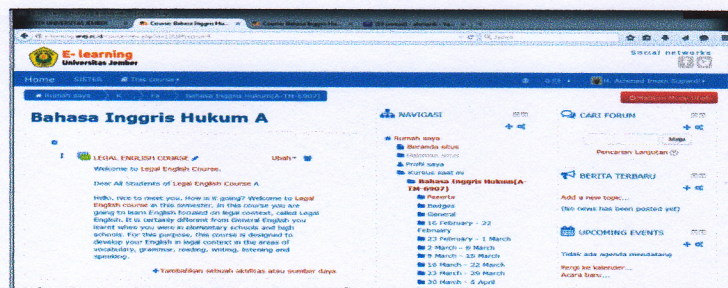
In this display, we have to click “*ubah pengaturan*” and the display will be the following display.



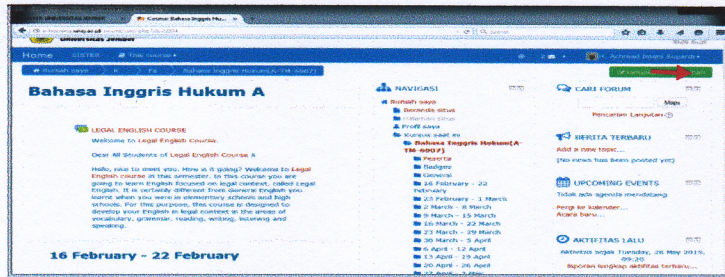
At this time in this display we have to write in the columns “*Forum name*” and “*Description*”. Consider that we are writing about Legal English Course in “*Forum name*” and description of the course in “*Description*”. After that, the display will be mentioned as in the following display.



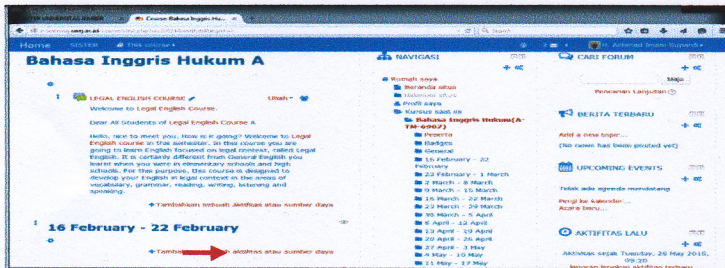
After writing information in the columns of “*Forum name*” and “*Description*”, the next step is to click “*Tampilkan deskripsi di halaman kursus*” and “*Simpan dan kembali ke kursus*” or “*Simpan dan tampilkan*”. If we click “*Tampilkan deskripsi di halaman kursus*” and “*Simpan dan kembali ke kursus*”, the display will be mentioned as in the following display.



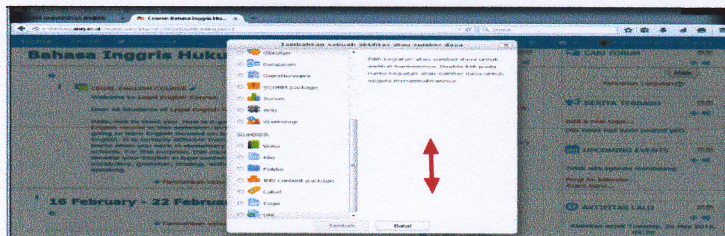
With this display the teacher can begin his/her teaching to introduce the Legal English Course to the students. As well as through “*Forum news*”, the teacher can upload the teaching materials through the “*dates*” as in the following display.



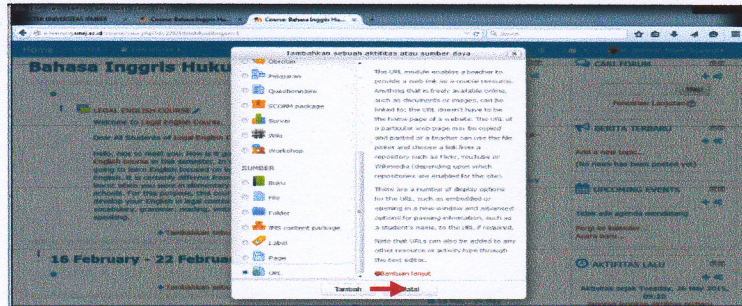
To upload materials through “dates”, like in the previous section, it is firstly to click “*Hidupkan mode ubah*” in the green box on the above corner to have the following display.



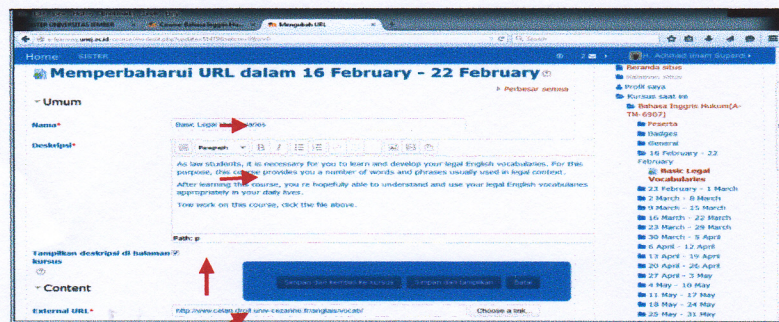
In this display, click “*tambahkan sebuah aktifitas atau sumber daya*” under the date and the display will be the following display.



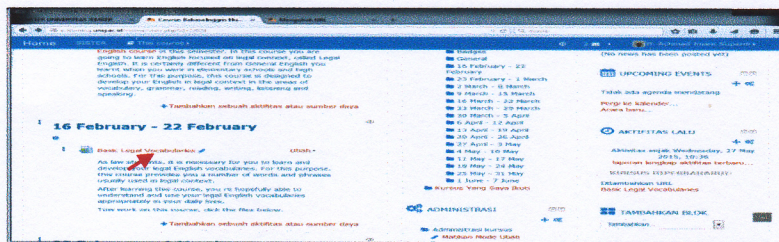
On the left side of the box in the middle of the display, there are many choices such as *assignment, buku, file folder forum, pelajaran, url*, and many others, for the teachers to upload/link the materials into one of the choices by dragging “*up and down*” the panel in the middle of the box. For example, if we want to link the material from the selected web, we have to click “*URL*” and the display will become the following display.



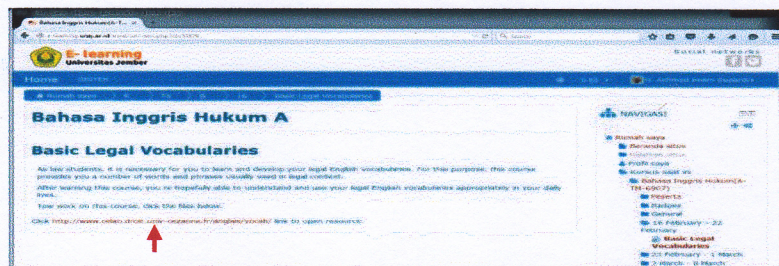
In this display, click “Tambah” and the display will be the following display.



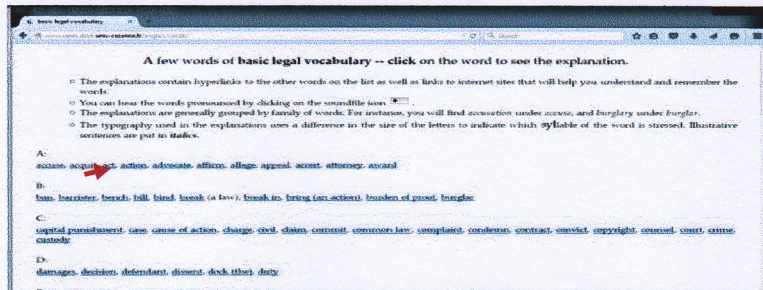
In this display, the we have to write the name of the subject/lesson in the column “nama”, the description of the subject/lesson in the column “Deskripsi”, and the name of the selected URL as in the following display. After that, click “Tampilkan deskripsi di halaman kursus” and “Simpan dan tampilkan” to have the following display.



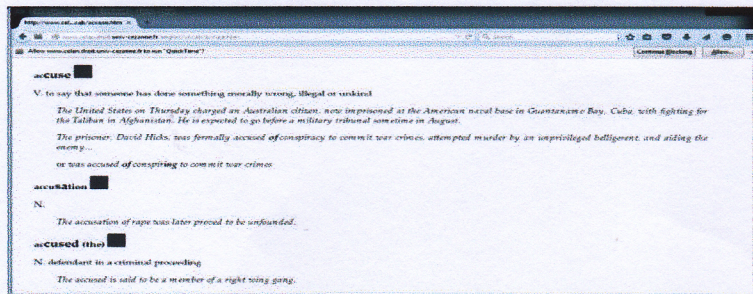
With this display, the teacher can start his/her teaching the web linked materials to the students by clicking the file/topic under the date and the display will be the following display.



By clicking the selected URL concerning the selected material, the next display will be in the following.

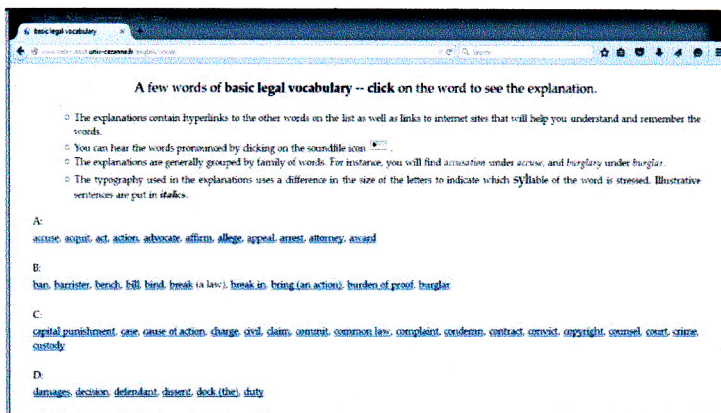


This display shows a number of basic legal vocabulary (from A to Z) we can teach in the classroom. Consider it is now to teach the word “accuse”. In this step we have to click “accuse” to have the following display.



In this display we can teach the students about the meaning of the word *accuse* as verb and the sample sentence using this word. From this display, we can also teach the students about *noun derivation* of the word *accuse* such as *accusation* and *accused* and show them sample sentences using these words.

In order we can teach the other basic legal vocabularies, we only click the arrow (back to the previous page) at the top at the above left corner of the display and the display will be in the following display.



If we want to teach the other words which are not mentioned in the display (such as the words preceded with the letter E, F, G, etc), we only drag up and down the panel on the right side.

6 CONCLUSION

Since its emergence up to the present time, the Internet has contributed to English Language Teaching (ELT). For this fact, many scholars have devoted their attention to the use of Internet in ELT. As well as the Internet serves as both teaching material resource and media for teaching and learning, it is also provides many tools for such e-learning systems as Blackboard, CMS, Moodle, WebCT, and many others. In addition, with the use of the Internet the teachers of English can select the materials from the web they have selected and develop or design them in such a way. They can also use such tools of e-learning systems to develop e-learning facility at schools or universities where they teach. Moreover, with this e-learning facility, before their teaching activities, they can upload such kind of materials (both their own self-designed materials and web-linked materials) into the e-learning system. As a consequence, with these uploaded teaching materials, via e-learning the teachers of English can teach their students in the classrooms easily, attractively, and interactively. On the other hand, students can learn more enthusiastically. Last but not least, this brief paper can hopefully contribute to other teachers in developing their teaching activities.

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