

TEACHING CONVERSATION (10 DOCUMENTARIES FOR LAW STUDENTS)

Alina COSTEA
“Ovidius” University of Constanta

Abstract: *Students of English for Specific Purposes do not learn for the sake of learning. They need to be practical and to consider English as an essential tool to help them climb the ladder in their future careers. Thus, this is why we got engaged into a challenging and rewarding project with our 2nd year of study Law students to boost their communicative skills and foremost, to guide them to better use spoken English and legal jargon in order to gain autonomy, together with confidence. In this respect, we have selected ten documentaries for these students to watch and debate on, ranging from topics such as online identity theft to women’s rights and liberties in the Arabic world or to what is to be hidden in the mind of a serial killer. Not surprisingly, our students have shown great interest into these matters as the end of term feedback revealed to us. Not only that they have improved speaking and vocabulary, but they have also stretched the boundaries of critical thinking they could reach at the start of our journey together and the art of arguing for one’s perspective over global issues connected to the field of Law. The theoretical support for our project and for this paper was provided by many scholars such as Scott Thornbury and Diana Slade’s “Conversation: From Description to Pedagogy”, or by Jim Scrivener, “Learning Teaching. The Essential Guide To English Language Teaching” and others.*

Keywords: *communicative skills, identity, productive skills, learner autonomy, conversation, confidence*