

How to Train Your Dragon

This DreamWorks film actually has humans, and you can also catch a couple of different accents – but the best parts are the main characters’ voices, which are clear but very natural sounding.

The movie might be an epic tale about dragons, but it is also a great place to learn what conversational English sentences sound like.

Wallace and Gromit: The Curse of the Were-Rabbit

One character is a dog who does not speak, and the other is an inventor who makes up crazy gadgets. It is always fun to watch Wallace and Gromit for their silly gadgets and adventures, but if you are learning English, you can always watch it for the British accents and phrases.

Hotel Transylvania

“Hotel Transylvania” uses exaggerated, or much larger than necessary, face and mouth movements when characters speak. Having trouble forming the right sounds? Just watch the main boy and girl characters of this movie!

You can even learn a bit from the monsters. Just do not give the father vampire too much attention: he has a strong accent, and his mouth seems much more flexible than any normal person’s mouth!

For intermediate and advanced learners, stepping up the game should be your next priority. Advanced lessons will not be as easy. If you feel like you’re getting stuck in a topic, getting a tutor is worth considering. Online learning platforms like JustLearn enable students to meet the best tutor for their needs and budget. Apply for a one on one trial for free and learn English with a verified tutor today.

References:

1. <https://www.fluentu.com/blog/english/best-cartoons-for-learning-english/>
2. <https://www.justlearn.com/blog/learn-english-with-cartoons>

LEGAL ENGLISH SYLLABUS DESIGN WITH NEW CEFR DESCRIPTORS

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The Ukrainian Higher Education Standard for the specialty 081 Law contains the following requirements for the Normative Content of Preparation of Higher Education Learners as Formulated in Terms of Results of Study in the sphere of communication a graduate must be fluent in the state and foreign language both orally and in writing and, in so doing, use legal terms correctly; present materials on certain topic in such a way that the essence of major issues is clear; demonstrate understanding of major professional and social topics when

rendering the content. The graduates have to be able to use foreign languages in professional activities [1]. Therefore the Syllabus and Curriculum design are to meet the requirements of the Standard.

The standards concerning foreign languages are based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) adopted by the Council of Europe in 2001. The CEFR is one of the major initiatives in the language field by the Council of Europe in an engagement that has been continuous since 1964. Engagement in languages started as a means to increase international understanding, promote lifelong learning and increase the quality and practicality of language education. It is evident that language education is fundamental to the effective enjoyment of the right to education and other individual human rights [3].

This year the Council of Europe introduced the extension to the CEFR which elaborates some of the key notions of the CEFR as a vehicle for promoting quality in second/foreign language teaching and learning as well as plurilingual and intercultural education. The CEFR consists of far more than a set of language proficiency levels, broadens the perspective of language education in a number of ways, not least by its vision of the user/learner as a social agent, co-constructing meaning in interaction, and by the notions of mediation and plurilingual / pluricultural competences [3].

The methodological message of the CEFR is that language learning should be directed towards enabling learners to act in real-life situations, expressing themselves and accomplishing tasks of different natures. The traditional model of four language skills (listening, reading speaking and writing) used by teachers and learners to organize and evaluate the process of foreign and second language acquisition proved not to be satisfactory enough for real life communication in the target language.

The organisation by the four skills does not lend itself to any consideration of purpose or macro-function. The organisation proposed by the CEFR is closer to real-life language use, which is grounded in interaction in which meaning is co-constructed. Activities are presented under four modes of communication: **reception, production, interaction and mediation** [3].

According to these models of communication the receptive skills aimed at the content with the ability to use it in the real life situations and not at the process of listening and reading themselves. Production means the ability to create a text or present some information according to a plan and some preparation. The key competence is interaction when the language is used as a means of communication in learning and working environment. Mediation as the language activity is ordinary in the situations of real communication when people have to explain, interpret, summarize, record, paraphrase some information for other participants of social interaction. The online communication with its specific features enriches the repertoire of learners and speakers of the second and foreign languages, and it has to be considered as a modern set of skills necessary for successful interaction in globalized world.

Therefore, taking into account the amendments to CEFR a second or foreign language cannot be considered as a separate university subject for students to learn about a language but a means of interaction and communication of language users instead of just learners. Students capabilities and needs have to be the corner stones of the process of curriculum development. “The needs of students within the target context, using the target language, are a starting point for course design”[4]. Students understand they need the Legal English for reading professionally oriented materials, participating in the academic mobility programs, working with mass media cites, communication online. The prospective employers of law students need their future employees to be good at legal writing, especially drafting contracts and mastering business correspondence, have speaking skills for online communication with clients and partners.

While creating the Legal English Syllabus the authors should take into account not only the students’ and their prospective employers’ needs but the learners’ knowledge in the sphere of jurisprudence gained in their law classes by the time they work with those legal issues at the English language classes.

The syllabus should be well balanced taking into consideration the new descriptors of CEFR, students’ and prospective employers’ needs, the students background professional knowledge.

References:

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