



KOZMINSKI UNIVERSITY



Introducing Peer Tutoring into Legal English Classroom. On Collaboration Among Students.

Aleksandra Łuczak





AKADEMIA
LEONA KOŹMIŃSKIEGO



57

AKADEMIA LEONA KOŹMIŃSKIEGO



SYLLABUS
IMPROVE
IMPROVE
INCREASE
COLLABORATION
DEVELOP
SOCIAL COMPETENCES
IMPROVE
PAIR WORK
GROUP WORK
SYLLABUS
INCREASE
GROUP WORK
TEAMWORK
DEVELOP
SYLLABUS
INCREASE
SOCIAL COMPETENCES
GROUP WORK



why peer tutoring/evaluation

increase the students' engagement in the learning
process

student tutors require deeper knowledge and
understanding of the task

better preparation for the classes

raising awareness

learning to share with others

performing additional out-of-class activities

(reading, watching tutorials, etc.)

benefits for the students

develop reasoning skills

develop critical thinking skills

improve self-esteem

improve interpersonal skills

communicate by various means

increase students' digital competence



outline

writing

legal opinion/letter of advice

job interviews

CV

presentations

blog posts

preparation for writing

plain language rules

correction code

document layout

standard letter phrases

set the assignment

plain language resources

1. Plain language course on: www.faa.gov/about/initiatives/plain_language/basic_course/ which teaches basic tools to help create plain language;
2. Free guides on www.plainenglish.co.uk/free-guides.html offering advice on design and layout, writing letters, cv's and reports, glossary of alternative terms (or undesirables);
3. A Plain English Handbook: www.sec.gov/pdf/handbook.pdf;
4. Free Plain English guides from Plain Language Commission on: www.clearest.co.uk/pages/publications/freeguides;
5. Plain English Bibliography: www.scotland.gov.uk/Publications/2006/02/17093804/5.
6. Federal plain language guidelines (US): www.plainlanguage.gov/media/FederalPLGuidelines.pdf
7. Quizlet courses: bit.ly/2k2KxmQ and bit.ly/2k9t64e
8. Pustulka exercises: pustulka.edu.pl/PublicExercise/PublicExerciseGo/922



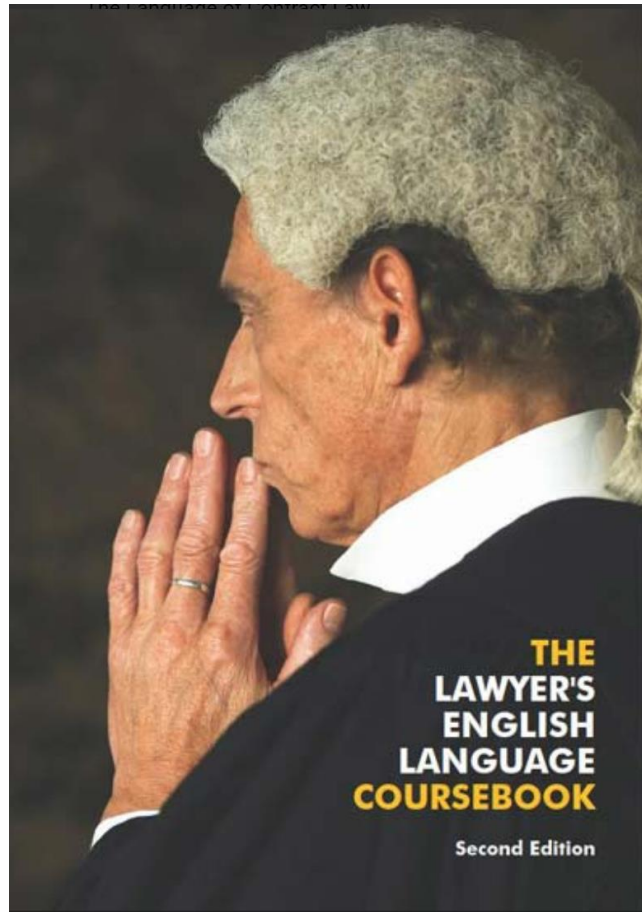
correction code

Writing correction code

Code	Use	Example
WW	Wrong word	<i>As our plane flew <u>on</u> the mountains we saw snow.</i>
WT	Wrong time	<i>As our plane flew over the mountains we <u>see</u> snow.</i>
WF	Wrong form	<i>As our plane flew over the mountains we <u>was seeing</u> snow.</i>
WO	Wrong order	<i>As our plane over the mountain <u>flew</u> we saw snow.</i>
SP	Spelling	<i>As our plane <u>flue</u> over the mountains we saw snow.</i>
P	Punctuation	<i>As our plane flew over the mountains; we saw snow.</i>
X	Extra word	<i>As our plane flew over <u>to</u> the mountains we saw snow.</i>
M	Missing word	<i>As our plane flew over the mountains _ saw snow.</i>
R	Register	<i>As our plane flew over the mountains we <u>observed</u> snow.</i>
?	Not clear	<i>As our plane flew over the mountains we saw snow.</i>
!	Silly mistake!	<i>As our plane flew over the mountains we <u>seed</u> snow.</i>
RW	Try re-writing	<i><u>Our vehicle flies, we snow find, over mountains you saw it.</u></i>

Source: British Council

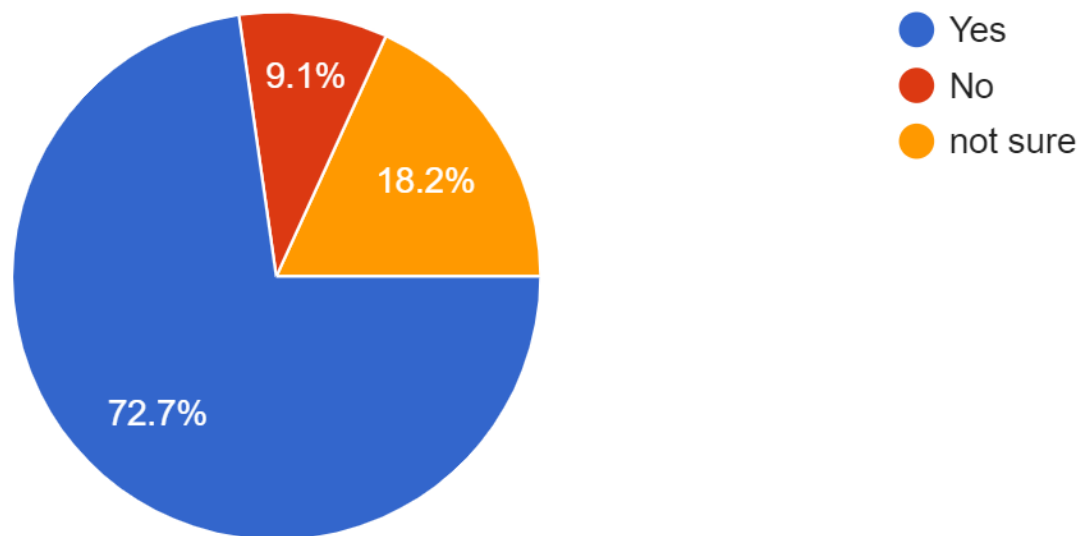
document layout



8	Modern Letter Writing	293
	The layout of a letter	293
	Dates	294
	Salutations	296
	Complimentary close	298
	References	299
	Subject lines	300
	The body of a letter	302
	Putting a letter together	303
	The register of letter writing	304
	The content of the letter	308
	Typical sentences in legal letters	309
	Letter writing clinic	311
	Correcting common mistakes in letter writing	315
	TOLES Higher exam practice	323

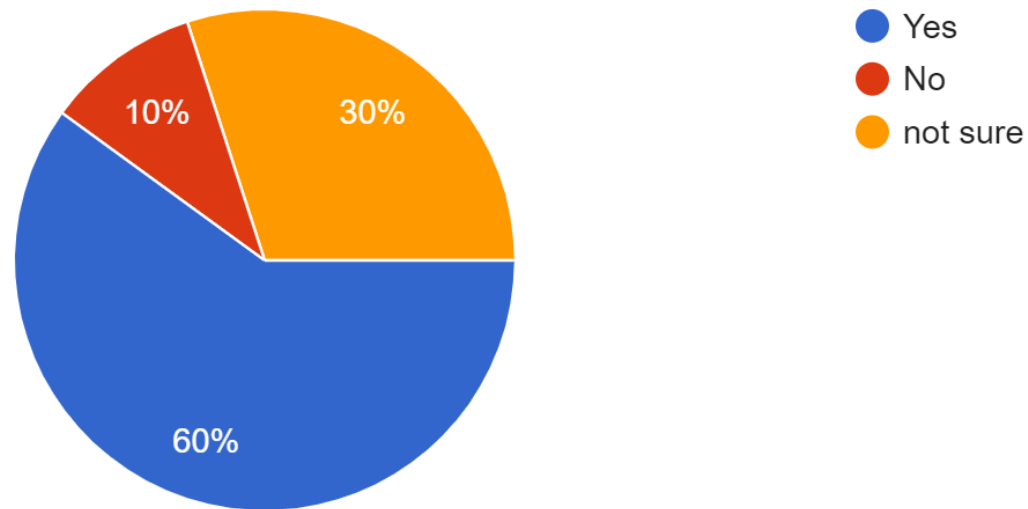
Did you improve your letter writing skills?

11 responses



Were the comments concerning your letters of advice from your groupmates useful?

10 responses



speed interviewing



speed interviewing assessment grid

Name	First Impression	Relevant Experience	Motivation and Drive	Professional Skills	TOTAL	Comments



speed interviewing questions

A. You can ask your students to prepare questions for the interviews at home. When they arrive in class those who have their questions become interviewers. Those who haven't got questions become interviewees.

B. You can use the list below:

What is your greatest strength ?

What is your biggest weakness?

Why should we choose you for this job?

What are you looking for in a job?

C.

<https://warwick.ac.uk/services/careers/applications/interviews/>

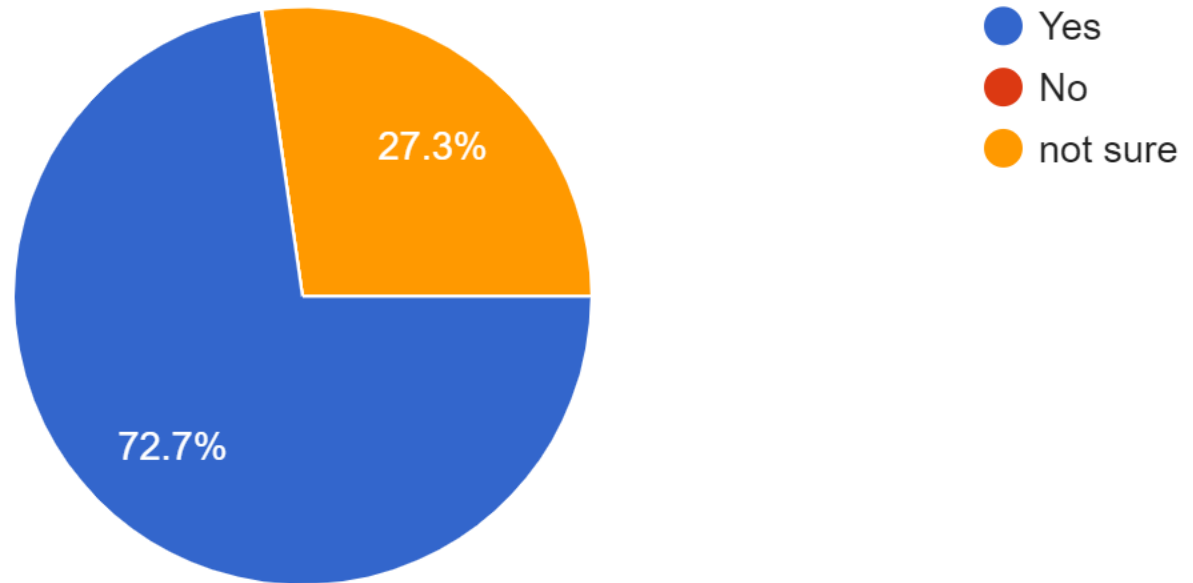
D. 50 common interview questions

- 1 Why did you choose to study your degree subject?
- 2 What did you most/least enjoy about your time at university?
- 3 What skills did you develop at university?
- 4 What was the most challenging aspect of your degree course?
- 5 How will your degree help you in this position?
- 6 Tell us something about yourself.
- 7 What do you like doing in your spare time?
- 8 Why do you want this job?
- 9 Why should we hire you?



Did you improve you job interviewing skills?

11 responses



cv storytelling

Durham English Language School, Durham. Summer placement in which I taught English to foreign national students from a variety of backgrounds and disciplines. I worked with students individually and in groups to develop and improve their proficiency in English. I gained valuable insight into how to communicate with a variety of people for whom English is a second language.

Source: TOLES materials

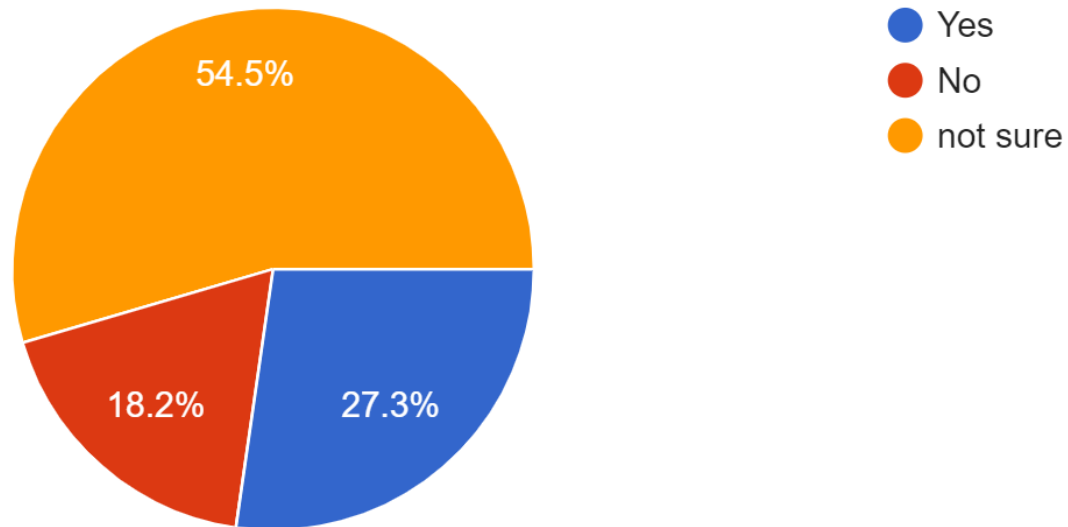


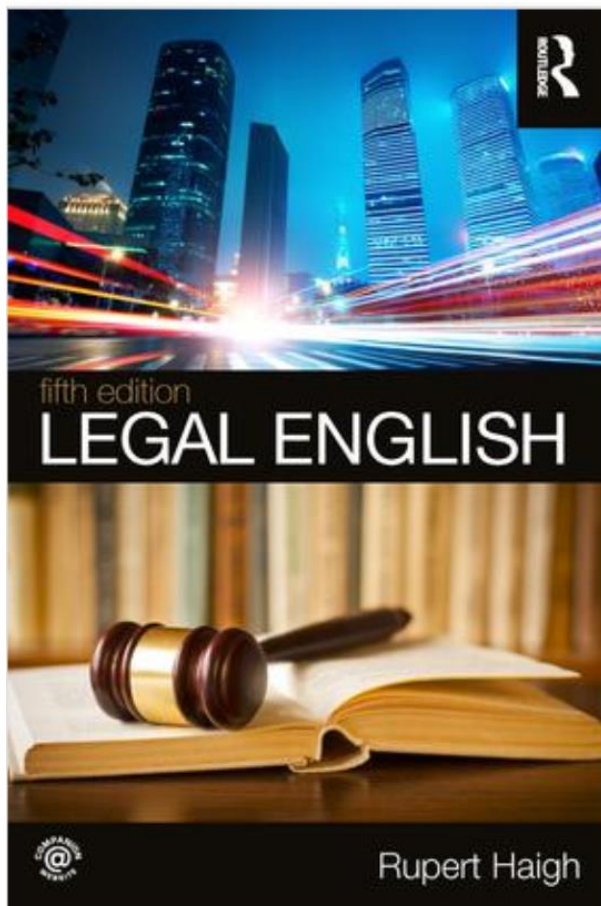
cv storytelling

C	Context The task or activity you were responsible for
A	Action What action you personally took
R	Result What the result or outcome was
E	Evaluation What on reflection was the learning outcome for you

Were the comments concerning your CV from your groupmates useful?

11 responses





<https://pustulka.edu.pl/Exercise/ExercisePreview/926>

presentation skills

[Back](#) [Print](#)

Fill in each gap with one word, so that you have naturally sounding language.

Beginning

Introducing yourself

Good morning/afternoon/evening. I'm/my name is . . . I'm going to (s)

Establishing rapport

It's very (n) 1 to see so many people here. I must

professional 1 everyone here is . . .

OR As all of us (i) 1 in the business of . . . know,

Thanking people

I'd like to thank X for (i) 1 me here today.

OR I'd like to thank X who's done a great job of (g) OR gathering

Introducing theme of presentation

In my (t) 1 today I'm going to (s)

OR I'm going to talk today about the important new (d)

1 something about them and will be thinking 'I

Make people want to listen to what you have to say

In my talk today I will (e) 1 what needs to be done
per cent in the coming year.

Giving a preview of the points you are going to make

I'm going to make a couple of /three/four/five (n)



presentations peer evaluation

Delivery	Content/Structure
<ul style="list-style-type: none">○ The speaker greeted the audience.	<ul style="list-style-type: none">○ The opening got my attention.
<ul style="list-style-type: none">○ I could hear and understand the speaker.	<ul style="list-style-type: none">○ The introduction told me what to expect from the presentation.
<ul style="list-style-type: none">○ The speaker used plain (simple and clear) language.	<ul style="list-style-type: none">○ The purpose of the talk was clear.
<ul style="list-style-type: none">○ The talk was delivered with confidence and enthusiasm.	<ul style="list-style-type: none">○ The talk had a clear beginning, middle and end.
<ul style="list-style-type: none">○ The presentation seemed practised.	<ul style="list-style-type: none">○ The presentation was well-suited to the audience.
<ul style="list-style-type: none">○ The speaker used linking words.	<ul style="list-style-type: none">○ The content was interesting to me.
<ul style="list-style-type: none">○ The presenter involved the audience.	<ul style="list-style-type: none">○ The speaker summarized the main points before finishing.
<ul style="list-style-type: none">○ The speaker handled questions and comments with calm courtesy.	<ul style="list-style-type: none">○ The speaker let us know when the talk was over.
<ul style="list-style-type: none">○ The talk contained effective examples and illustrations.	<ul style="list-style-type: none">○ The talk ended on a strong final line or idea.
<ul style="list-style-type: none">○ The presenter had good pronunciation.	<ul style="list-style-type: none">○ The presenter ended on time and summarized the talk.

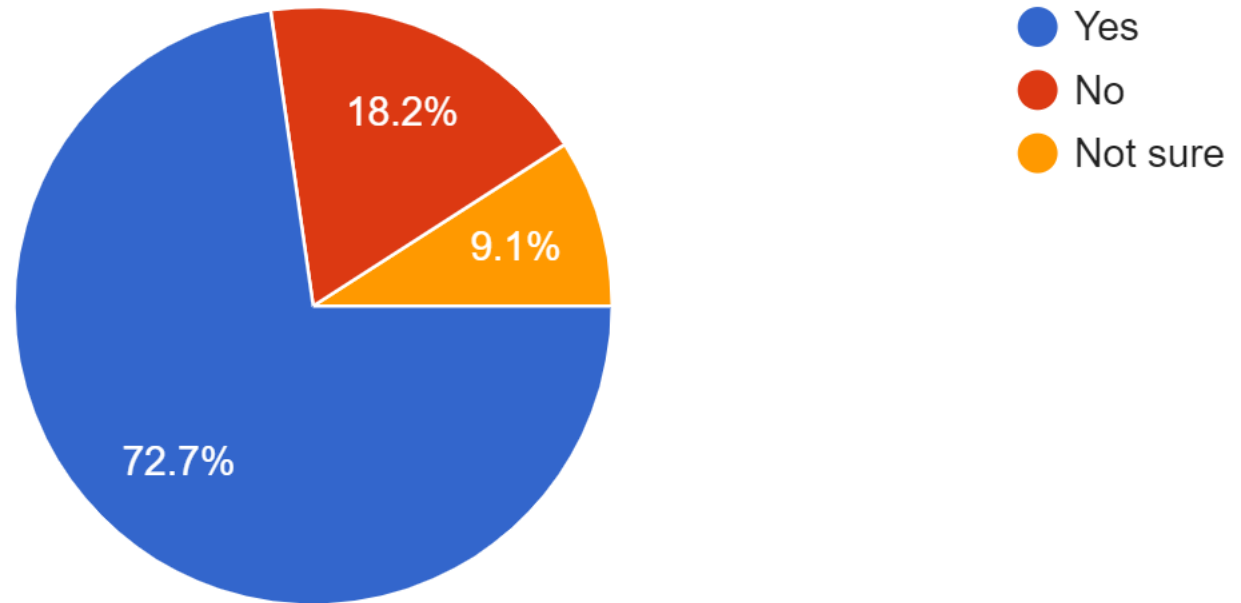


presentations peer evaluation

Body Language	Visual Aids
<ul style="list-style-type: none">○ The speaker stood during the presentation.	<ul style="list-style-type: none">○ The speaker used visual aids.
<ul style="list-style-type: none">○ The speaker had good eye contact with the audience.	<ul style="list-style-type: none">○ I could read the material from where I was sitting.
<ul style="list-style-type: none">○ The speaker showed no distracting movements or gestures.	<ul style="list-style-type: none">○ The visual aids got the point across in a clear and simple way.
<ul style="list-style-type: none">○ The speaker smiled.	<ul style="list-style-type: none">○ The speaker did not block the screen or flipchart.
<ul style="list-style-type: none">○ The speaker used his/her hands to help communicate ideas visually.	<ul style="list-style-type: none">○ The speaker talked to the audience rather than to the screen or flipchart.
<ul style="list-style-type: none">○ The speaker tried to use verbal focusing techniques.	<ul style="list-style-type: none">○ The visual aids used key words rather than sentences.

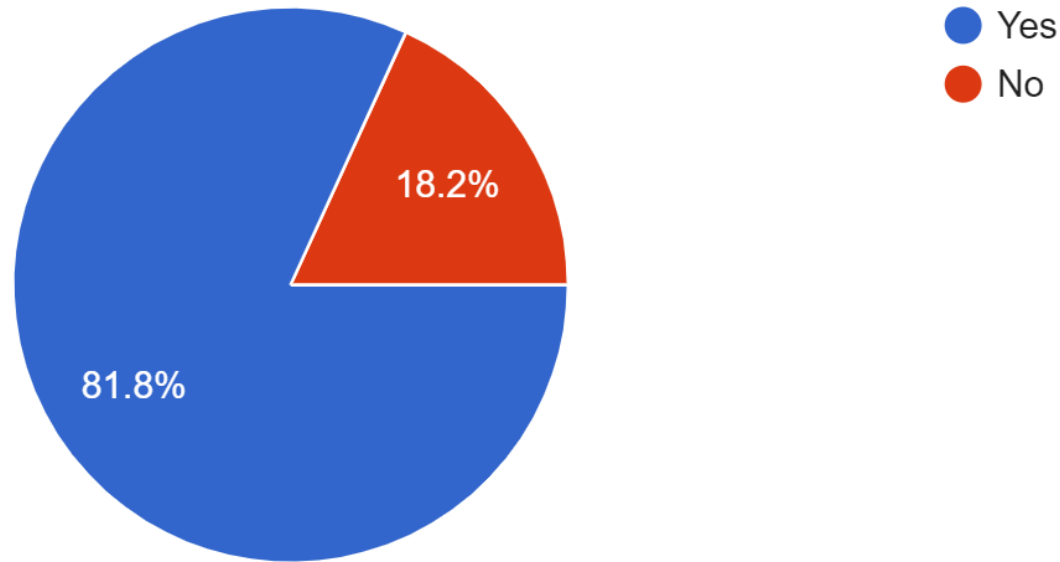
Did you improve your presentation skills?

11 responses



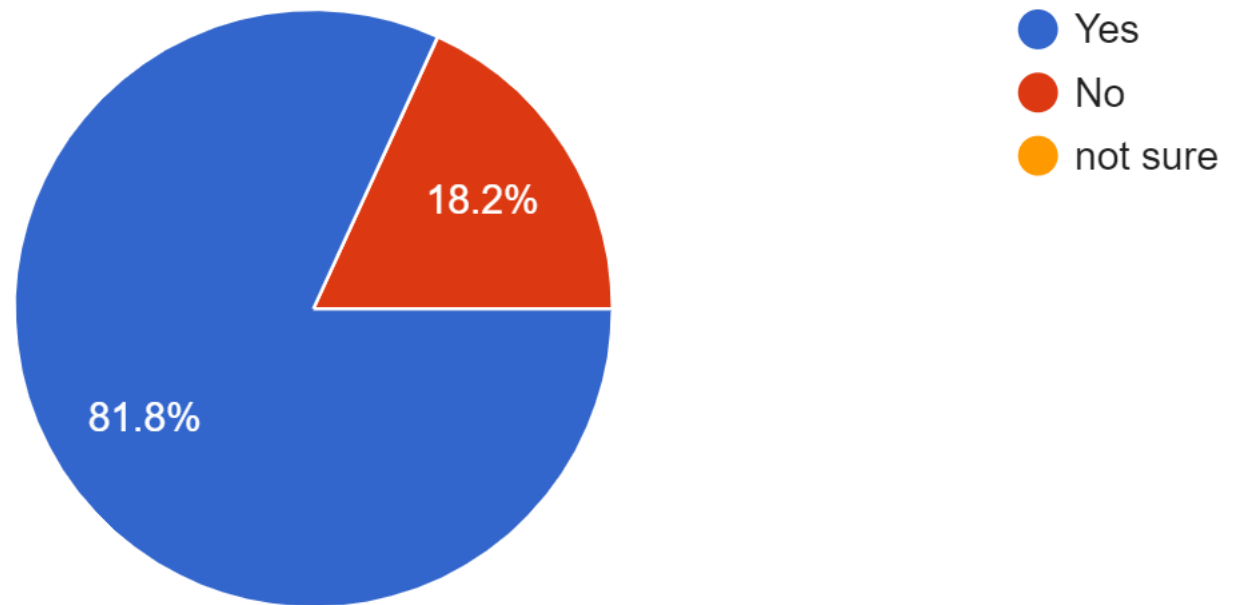
Were the comments you received after the presentation from your groupmates useful?

11 responses



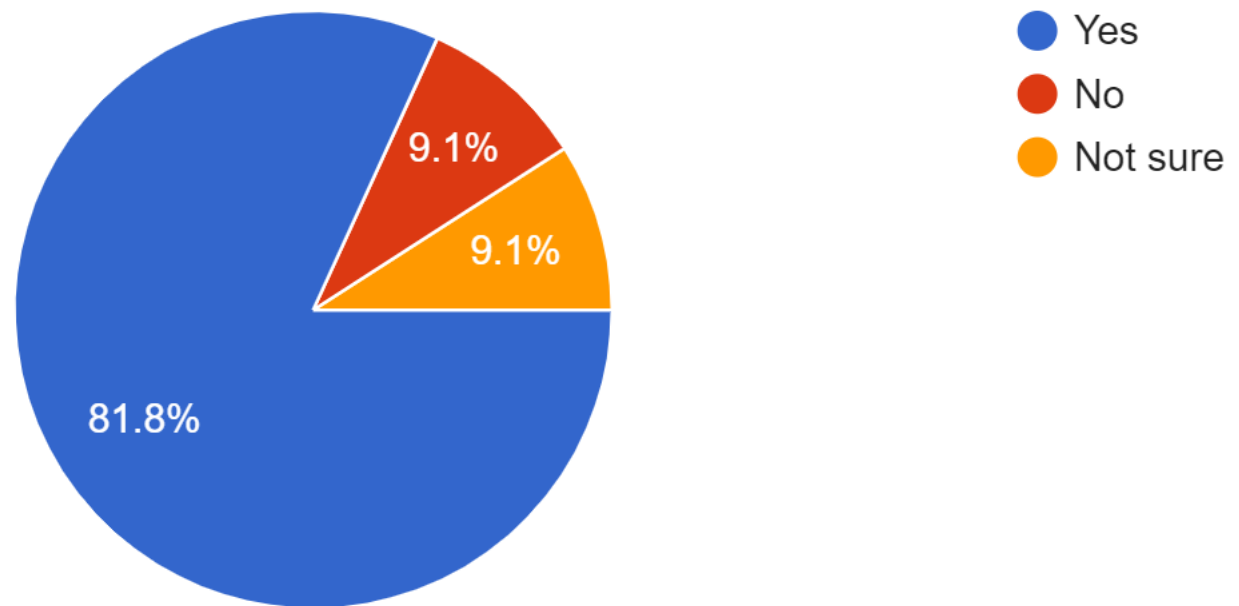
Did you enjoy taking on the role of an evaluator?

11 responses



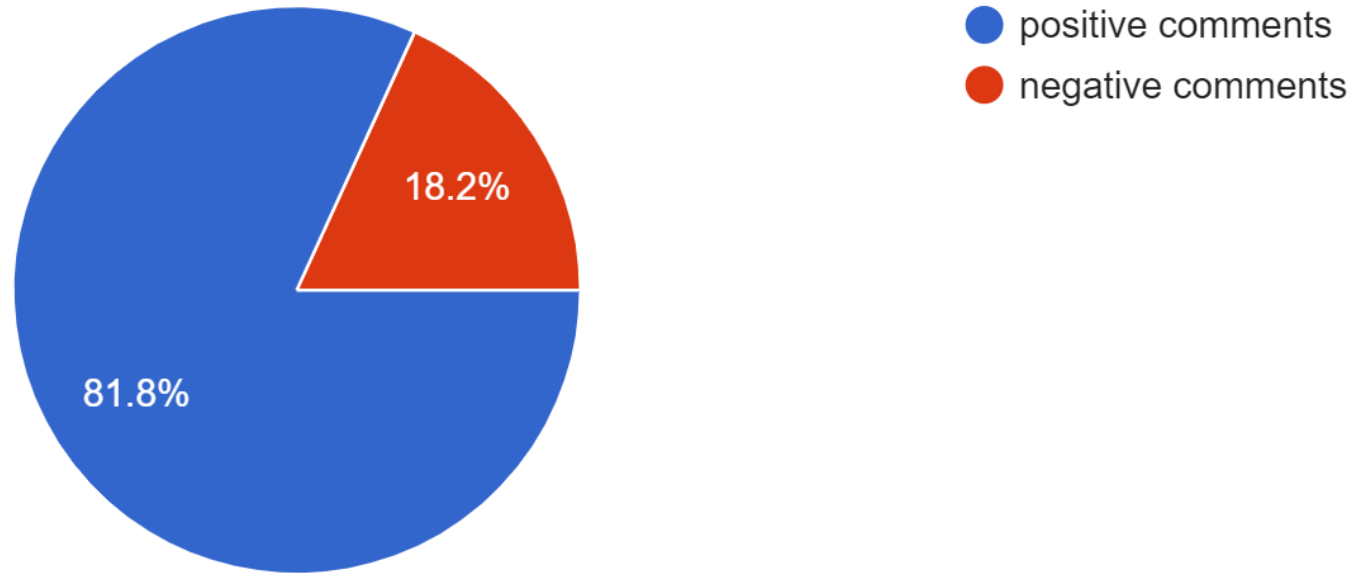
Did you improve your confidence?

11 responses



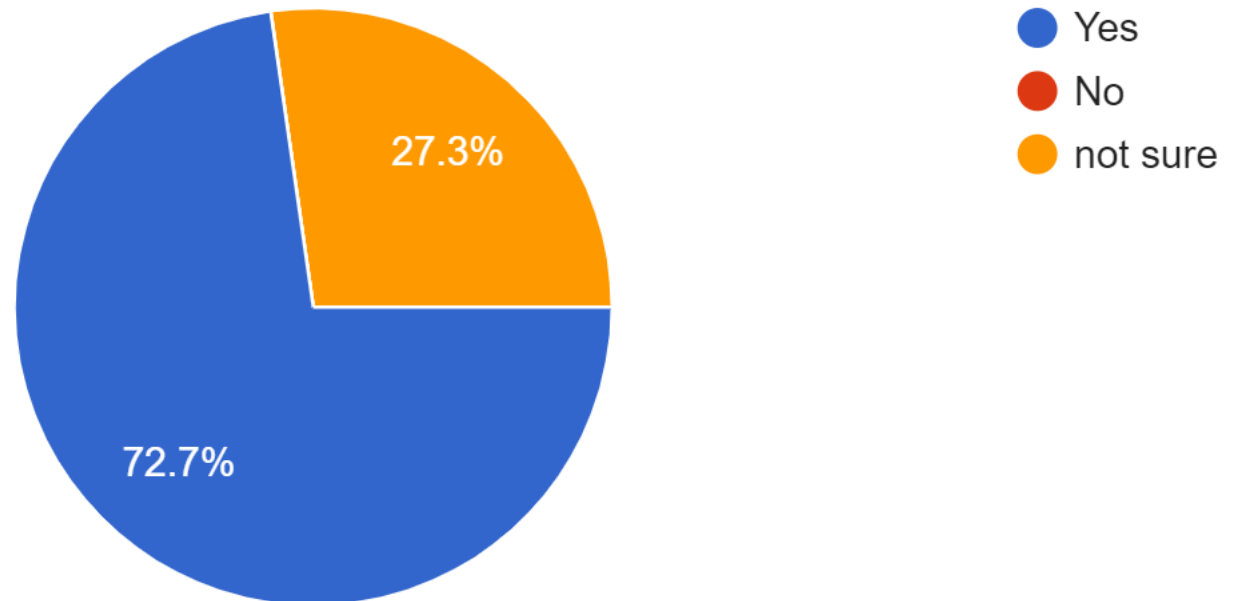
Which comments were easier to give?

11 responses



Is your groupmates assessment important for you?

11 responses



Łuczi the best ❤️

I wish I could make more presentations.

It's sometimes impolite to say anything... and positive things are obvious and not worth mentioning and I find it hard

most enjoyable

letters of advice (1)

presentations (2)

cv analysis (2)

speed interviewing (3)



most useful

letters of advice (1)

presentations (2)

cv analysis (3)

speed interviewing (3)

conclusions

peer evaluation matters for students

feedback received was helpful

students subjectively felt they improved their writing,
presentation, job interviewing skills

students improved their confidence

students had problems with negative feedback

action plan

introduce more peer tutored writing tasks

redesign cv evaluation task

practise giving negative feedback

word of warning

students may complain on
teacher's laziness
no involvement
no effort
easy money

Thank you for coming!

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