EVALUATING B2 LEVEL LEGAL ENGLISH LEARNERS' LINGUISTIC COMPETENCE USING ONLINE ASSESSMENT TOOLS

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Annotatsiya Ushbu maqolada B2 darajadagi huquqiy ingliz tili o'rganuvchilarni onlayn o'quv vositalari orqali baholash haqida so'z boradi. Bunda muallif avvalo shu sohada ilmiy va metodik izlanishlar olib brogan milliy va xalqaro olimlar tadqiqotlaridan keltirib o'tgan. Shu bilan birga bundan onlayn baholash platformalarini tadbiq qilishning optimal yo'llari ham sanab o'tilgan. Qolaversa an'anaviy baholash bilan innovatsion texnologiyalar orqali baholashning o'rganuvchi motivatsiyasiga bo'lgan ta'sirini birmuncha ochib berishga harakat qilingan. Bu ilmiy-metodik maqoladagi yangilik va topilmalarni kelgusidagi izlanishlar yo'lida foydalanish mumkin

Annotation This article discusses the assessment of B2 level legal English learners through online learning tools. First of all, the author cited the researches of national and international scientists who conducted scientific and methodological research in this field. At the same time, it also lists the optimal ways to implement online assessment platforms. In addition, an attempt was made to reveal the influence of traditional assessment and assessment through innovative technologies on student motivation. The innovations and findings of this scientific-methodological article can be used for future research by other researchers.

Kalit so'zlar: onlayn baholash vositalari, KAHOOT.it va Bamboozle, Legal Ingliz tili, motivatsiya.

Key words: online assessment tools, KAHOOT.it and Bamboozle, Legal English, motivation.

1.1. **Introduction.** Assessment tools are the crucial element to evaluate or judge the learning process. They provide different options beyond the traditional assessment. As the main aim of this research is to detect the functions of



assessment, it would be perfect if researcher clarifies the assessment tools to improve reliability and motivational function of assessment. Several tools are now available which teachers can apply during the lesson such as google classroom, KAHOOT.it, Bamboozle, self-assessment, peer-assessment, surveys, classroom polls, assessment rubrics. Why do we need assessment tools? They will be helpful to organize active-learning environment, peer-to-peer learning and self study.

However, as nearly all tools are online, teachers should consider the technical issues and means beforehand. Even though, many of them are easy to design and use, some may require extra knowledge or awareness of IT and computer science to administer. Instructors may also want to design the tools more complex and unique in order to meet the learners’ needs. While designing any assessment tools mentors should consider the principles of assessment like validity, authenticity, reliability, practicality and washback.

A common theme in the language and law literature is the lack of transparency and obscurity found in legal discourse, with its frequent use of formal words, deliberate use of expressions with flexible meanings, attempts at extreme precision, and complex syntactic constructions (e.g. Melinkoff 1963, Danet 1980, Maley 1987). This is attributed to both the historical development of the language and the desire for power. Mattila (2006, p.10) takes the view that “The legal language, especially legal terminology, sometimes is almost a language museum. Other linguists and scientists that have been investigated this field are O.Brand, Bhatia, David Newell, H. Bowles and others. Lei Zang (2020, pp.1-2) advocates for a hybrid ESP teaching mode, combining “traditional classroom instruction and online distance instruction”, the former stimulating the learners’ motivation and the latter expanding educational coverage, as knowledge is taught by employing network distance teaching. According to Zang, the teacher uses the network to disseminate the electronic format of the seminar and course materials and afterwards s/he can teach his/her students; consequently, learners are able to save the teacher’s materials and watch them any time they want. Therefore, the learners’



acquisitions are influenced by their time planning as well as by their mental state and a hybrid ESP teaching mode would contribute to the growth of learning efficiency and to the revision of the obstacles and doubts faced by leaners. Soliman (2016, pp. 123-128) stressed the idea that the 21st century learners could be engaged more efficiently in the learning process if teachers used digital learning techniques, switching from a “knowledge disseminator to a learner coach and helper”.

1.2. **Methodology**. The researcher used experimental method in order to gather data on how to implement online assessment tools in Legal English B level learners. From the perspective of the ESP teacher, the difficulties in understanding legal language, present challenges. Some practitioners have taken the view that obtaining a legal qualification is the best solution. Others take the view that this is a retrograde step, obscuring the language issues. Certainly, Legal English teaching experience which attempts to involve legal specialists is enlightening in this regard. No lawyer will give an answer to a question outside her often very narrow area of specialization although ESP teachers often feel that they must be able to answer every question a learner asks! Neither professional legal qualifications, nor the more recent Language and Law qualifications suffice. ESP methods involving a learner-centered approach which uses the knowledge of the learners and works in partnership with them to develop their competence in using the language of the law in the target contexts of use can provide a better solution. However, the need for authenticity and face validity, particularly in relation to the production of Legal English materials, requires some understanding of the law. With the best of pedagogic intentions, approaching text comprehension, for example, by adopting a purely discourse analytical approach can result in the production of materials which are linguist-friendly but over complex and demotivating for many learners. As with other branches of ESP, misrepresentations of subject content result in language teaching material being viewed with suspicion and can lead to loss of learner confidence. The dilemma is particularly acute for Legal English



practitioners faced with the dual responsibility of making a difficult area more accessible whilst adhering to sound pedagogical principles as much of the research demonstrates. Legal English is the more difficult to teach and the more difficult to assess, so that the writer suggests to implement KAHOOT.it and Bamboozle not only to assess but also to improve the learners’ linguistic competence in this field. It is well-known fact that the terms and idiomatic expressions are vital element in Legal English and written quizzes and other traditional ways of teaching and assessing may not work well with students who are way more advanced in technology and IT. With the help of online assessment tools like KAHOOT.it and Bamboozle teachers will be able to not only evaluate but also improve learners’ motivation to communicate the target language.

The author used the book International Legal English by Ami Krois-Lindner published by Cambridge University Press to make the content of the assessment via Bamboozle. The first exercise was gap filling. There were the following terms: based on, bound by, codified, custom, disputes, legislation, non-criminal, precedents, provisions, rulings, jurisdiction, civil law, common law and criminal law. In Bamboozle each question defined one of them and learners’ task was to find which of them was being described. At the end data was collected and analyzed.

the research and data collection process are qualitative in nature. Data collection tools are both oral and written tasks related to the vocabulary. There are 3 stages of the assessment in the research for each circle: pre, while and post. These stages help to evaluate the participants’ overall results and it maintains the validity and reliability of the assessment which is the main goal of this research. As instruments of the research, observation sheets, vocabulary-check cards can be counted. The sources of the data were taken from the research participants’ performance and their submissions of the given tasks: answer sheets, KAHOOT IT and Bamboozle.

1.3. **Results and discussion.** The experiment was repeated 3 times in order to get reliable data. The participants did well in the last cycle. The results differed from



the ones that were taken in an oral and written formats. This is the overall group results. I have used descriptive statistics to demonstrate the collected data. According to it, mean is 78.32 and median is 79, relatively. Before applying online assessment tools and after the results were such different:

Legal English learners formative assessment results(1-before, 2-after)

№	1	2
Valid	14	11
Missing	0	0
Mean	76.36	80.82
Median	78.50	83.00
Mode	79.00	83.00 [a]
Std. Deviation	7.407	7.054
Minimum	63.00	69.00
Maximum	87.00	90.00
Sum	1069	889.0

Before implementing Bamboozle, mean was 76.36 and after it goes to nearly 81 which is quite noticeable change. Furthermore, minimum score that a student gathered in traditional assessment was 63, meanwhile that the same student scored 69 in the formative assessment using Bamboozle. Max score was also reasonably high.

The same research cycle was repeated using Kahoot.it and the intended result was taken by the researcher.

1.4. Conclusion. To sum up, despite the challenges in teaching and assessing in ESP there are a lot of innovative ways of improving the learners’ linguistics



competence and motivation. The author only experimented assessing lexical competence of B2 learners in Law university and all other aspects and different learners can be assessed with the help of online assessment tools. Bhatia (2009, p.187) also makes the point that “in almost all professional contexts discourses are becoming increasingly interdisciplinary, complex and dynamic”. From this we can conclude that as the field is becoming wider and more complex, English language teachers in ESP should be monotonous with the technologies and online teaching tools.

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