

Lecturer Susan Jean Billstrom

1. ***Comfort zone building.*** The lecturer must firstly introduce the students with a warm welcome to the class and also encourage their class participation. (How to talk) for instance?

- There is nothing wrong in this class. You are not a native speaker.
- As long as we can understand each other is perfect.

2. ***Content selection.*** Contents for each class should link to what students are learning in Thai legal class. (Why?) Because it is one of the best way to encourage student's opportunity to participate or discuss and link the new knowledge in the class with their current Thai law classes or former experiences. (How?) Asking the law students in advance of what current part of the Thai legal course that you are learning or just recently learned and then searching and matching such topics or learning materials with the relating English contents.

3. ***Apply all active-learning materials.*** There are lots of related online active-learning materials in English, we should only careful select and plan how to utilize those qualified materials on Website, Online Database, YouTube or other multimedia sources. Those are pretty good at drawing students' attention during the class.

4. ***Let student act.*** The lecturer should avoid lecturing method as possible and encourage students act or do whatever active-homework or class activities, for instance;

4.1 *Vocabulary, idioms or oral quiz*

4.2 *Listening* -After the listening, students will be encouraged to express the individual or group answers and have a discussion part in relating to the each other responses.

4.3 *Writing, Speaking, Reading* -Encourage students to do homework or class activities by small portion; chapter by chapter. Then, encourage the discussion among the students. Students are sometimes be encouraged to link their discussion to the related substantive laws or former lessons, topics, issues, etc.

4.4 *Legal opinion discussion.* Encourage the students read legal cases and then divide students into two teams for debating.

5. ***Hidden Agenda Strategy.*** The lecturer may sometimes intentionally begin the class by express some strange opinions toward the interesting arguable issues from various sources to draw attentions and encourage students share or support or argue such topics or statements or opinions.