

euleta



Legal English CONFERENCE

September 27-29, 2018



Legal English CONFERENCE 2018

Programme

THURSDAY EVENING

1700–19:00 | Registration

Location: Entrance, University of Split, Faculty of Law, Ul. Domovinskog rata 8, 21000, Split, Croatia

18:00–21:00 | Networking & Drinks at La Bodega, Ul. Mihovilova širina 1, 21000, Split, Croatia

FRIDAY

9:00–10:00 | Intro and Welcome (Univ. of Split, Univ. of Osijek, and EULETA)

10:00–10:30

Session A1 | Tania Blazevic: Academic Discourse in abstracts from a Croatian perspective

Session A2 | Željko Rišner: The Future of Legal English

Session A3 | Tinatin Kbilashvili: Legal English & 21st-Century Skills

Session A4 | Anthony Leone: Using Discourse Analysis Methodology to Teach Legal English

10:40–11:10

Session B1 | Alison Wiebalck: Testing of Legal English for Professional Purposes

Session B2 | Oksana Babiy & Yuliya Yulinetskaya: “English-Ukrainian International Case-Law Dictionary”, gLAWssary in the Process of Ukraine and EU legislation Harmonisation

Session B3 | Anton Osminkin: Obligation in Legal Discourse: SHALL, MUST and the Present Simple

Session B4 | Anna Wasilewska: Mastering Legal English Vocabulary – The Power of Collocations, Synonyms and Fixed phrases

11:10–11:40 | Coffee Break

11:40–12:10

Session C1 | Alena Hradilová: Peer-Review Your Negotiating Skills

Session C2 | László Szabó: Coming to Terms with Terminology in Practice Areas

Session C3 | Gary Potter: Simplifying the New U.S. Tax Reform Implications for U.S. Businesses and Foreign Investments

Session C4 | Olga Voytsekhovskaya: Legal English for Legal Students: Improper Use of Legal Terms (The Most Challenging Cases)

12:20–12:50

Session D1 | Aleksandra Łuczak: The Pustulka Project: Developing Online Testing Software for English for Specific Purposes

Session D2 | Barbora Chovancová: Mediation and Motivation in Legal English Classes

Session D3 | Federico Pio Gentile: Legal Discourse and On-screen Transposition – The “How to Get away with Murder” Case Study

13:00–14:30 | Lunch

14:30–15:30 | **Keynote 1 – Prof. Dr. Lelija Socanac:** Law and Multilingualism in 19th-Century Habsburg Monarchy – Voices from the Past, Lessons for the Future?

15:30–16:00 | Coffee Break

16:00–16:30

Session E1 | Louise Kulbicki: The Study Legal English Podcasts in Blended Learning

Session E2 | Neda Radosavlevikj: Enhancing Learning Autonomy in an ESP class by using LMS Google classroom

Session E3 | Štěpánka Bilová: Using Technology to Facilitate Students’ Learning

16:40–17:10

Session F1 | Ljubica Kordić & Dubravka Papa: Cooperation Between LE and Content Teachers at Croatian Law Faculties: a Comparative Study

Session F2 | Anila R. Scott-Monkhouse: Lawyers in the Age of Social Media: LinkedIn as an Educational and Professional Tool

Session F3 | Natasha Costello: Teaching Legal English: Practical Activities for the Classroom

17:30–18:30 | EULETA AGM (All are welcome; only current members can vote)

19:00–22:00 | Dinner at Bajamonti, Prokurativa d.o.o., Trg Republike 1, Split

SATURDAY

9:00–10:00 | **Matt Firth:** Panel Discussion: Working with Content Teachers and HR to Develop the Right Legal English Courses for our Learners.

10:00–10:40 | Coffee Break

10:40–11:20

Session G1 | Halina Sierocka: Designing Online Materials for Legal English Classes

Session G2 | Olga Kosonogova: Teaching Legal English: Language Learning Activities for Non-Native Law Students

Session G3 | Andrea Steiner: English for Law: So Where’s the Fun? The Magic ESP Toolkit – and Its Limitations

11:30–12:10 | **Keynote 2 – Dalibor Ružić, Croatian Ministry of Justice:** (Not) Knowing Legal English – Implications for Practice

12:15–12:45 | Closing Remarks

13:00–14:30 | Lunch

14:30–TBD | Tour of Trogir, on the island of Čiovo

Presentation Abstracts & Speaker Bios

Keynote 1 | Prof. Dr. Lelija Socanac: Law and Multilingualism in 19th-Century Habsburg Monarchy – Voices from the Past, Lessons for the Future?

The 19th century is often seen as a period of nation-building, with strong identification between nation and language and the extensive use of constructive discursive strategies (Wodak et al. 2009: 33) aiming at national homogenization. In multilingual and multicultural communities, however, these homogenizing tendencies were often strongly opposed by a multiplicity of different voices.

The multi-ethnic Habsburg Monarchy is of particular interest due to multiple language contacts, which had the potential for a wide range of social conflicts. This situation called for political and linguistic strategies to pacify the escalating inter-ethnic struggles. The implementation of the *Nationalitätengesetz* (Nationalities Act) of 1867 showed that the Habsburg political administration differed from dominant political strategies adopted in other European countries at the time. While the Habsburg administration allowed for the linguistic and cultural development of different ethnic groups within a supranational state, political strategies adopted in other European countries enforced the model of a monolingual nation-state. The struggle for power in the Monarchy in the second half of the 19th century cannot be interpreted in terms of an antagonistic relationship between the central state power and the rising nationalities, but rather as a series of alternative models of power exercised by differing structures, persons and groups who sought to extend their sphere of influence (Rindler-Schjerve 2003).

After providing a wider socio-historical and institutional context of the 19th-century Monarchy, our analysis will focus on the linguistic situation in Croatia, which was divided between Austria and Hungary at the time. Our corpus consists of historical texts, ranging from normative legal documents, records of court proceedings, school curricula and various demographics (primarily language statistics) to newspaper articles discussing language issues, which were published in the period under consideration (1830-1914). On the one hand, these texts can be used to reconstruct the political-ideological and identity-forming foundations which define language and cultural contact in a given historical context, while on the other, the selection of one language rather than another in a given text indicates the historical preference for certain languages in given public domains.

Finally, parallels will be drawn between the language policies, language contacts and conflicts characterising 19th-century Habsburg Monarchy and contemporary European multilingualism.

Prof. Dr. Lelija Socanac is a Professor at the Faculty of Law, University of Zagreb. She is the head of the Foreign Language Department and of the Center for Language and Law. She was the coordinator of the international Tempus project “Foreign Languages in the Field of Law” (2006-2009) and member of the coordinating team of the Tempus project “European Studies: Languages and Cultures in Contact” (University of Zadar, 2002-2005). She directed the research projects “Croatian in Contact with European Languages” and “Legal and Linguistic Aspects of Multilingualism”. Her research interests include contact linguistics, multilingualism, legal linguistics, (historical) sociolinguistics, language policy and planning, and critical discourse analysis (historical discourse approach). She has authored two books and edited three, published over 50 articles, and has taken part in a large number of conferences in Croatia and abroad.

Keynote 2 | Mr Dalibor Ružić, Croatian Ministry of Justice: (Not) Knowing Legal English – Implications for Practice

Mr Dalibor Ružić, is a Croatian Ministry of Justice (Senior Advisor – Specialist in Sector for Civil and Commercial Law Regulations at the Ministry of Justice of the Republic of Croatia). He is an experienced lawyer with a demonstrated history of working in the law practice industry. Skilled in Legal Assistance, Law Enforcement, Dispute Resolution, Legal Research and a Qualified Mediator.

Panel Discussion | Matt Firth: Working with Content Teachers and HR to Develop the Right Legal English Courses for Our Learners

How might we best work together with content teachers (in academic contexts) and HR or other key personnel (in vocational contexts) to develop the right Legal English courses for our learners? Please come ready with your thoughts and questions to put to our panel of experts.

Panel members:

Barbora Chovancová
Natasha Costello
Ljubica Kordić
Dubravka Papa
Halina Sierocka
Alison Wiebalck

Matt Firth teaches Legal English and Business English at the University of St. Gallen, Switzerland, where he is also coordinator for all C1-level English courses. He is Director of Production for TransLegal, co-author of *Introduction to International Legal English* (CUP) and an occasional contributor to *Business Spotlight*. Matt also runs regular English language seminars for lawyers, with a focus on the use of English as *lingua franca* in legal contexts.

Presentations: Session A

Tania Blazevic: Academic Discourse in Abstracts from a Croatian Perspective | **Session:** A1

Abstracts are a requirement for publishing academic papers. They also provide a summary of the ensuing paper. They are also often the reason why a paper is read or discarded as irrelevant by a particular reader. This presentation provides analysis of the wording of abstracts contained in a randomly chosen journal published by the Faculty of Law in Split. What emerges are linguistic discourse issues in academic discourse when authors of a non-English-speaking background are required to produce an abstract in English of their professional paper/presentation, which will hopefully be published or accepted for conference presentation. Issues for further research are also mentioned.

I obtained my B.A., Dip.Ed, Grad Dip. Ed. Admin. and M.Ed. from Western Australian Universities and am currently enrolled in the Ph.D. program at Edith Cowan University. I taught French, Italian, German and English at West Australian secondary schools and have taught English as a second language at Foreign Language schools, Faculty of Philosophy, Department of English in Split. Currently, I am teaching English for Lawyers in the undergraduate law programme at the Faculty of Law in Split where I prepared candidates for Ilec. I have done legal translation and presented at numerous conferences and had papers published in various publications.

Željko Rišner: The Future of Legal English | **Session:** A2

Technological development has largely influenced the teaching processes on all levels of education. Instant information and knowledge are only a few mouse clicks away. Students' language proficiency, especially in English, is improving; their learning habits are changing; their expectations from the study are getting more specific. Teachers must answer many new demands and the challenges are constantly growing. This presentation offers a possible approach to the development of language teaching in the field of law in the coming years. It is based on the author's personal experience in teaching Legal English, on research into the students' habits in using dictionaries when they have to consult literature in foreign languages, and on experience acquired from the lifelong learning project at the Faculty of Law in Osijek. To step into the future, we must first replace teaching with assistance and guidance.

Željko Rišner holds a B.A. in English and German languages and literatures from the University of Osijek and is a senior lecturer at the Faculty of Law Osijek, University of Osijek, Croatia. He has more than twenty years of experience in teaching Legal English. His main research interests are translating, English (and German) for legal purposes, multilingualism, sociolinguistics and cultural studies. He has presented a number of papers at conferences in Croatia and abroad and authored more than twenty research papers. He has also published a book on German literary tradition in Osijek.

Tinatin Kbilashvili: Legal English & 21st-Century Skills | **Session:** A3

This paper focusses on the challenges I and many teachers may face while teaching Legal English at the university level. My students have motivated me to highlight the need of unique combination of hard and soft skills in the teaching process. Are we teachers ready to teach Legal English with a focus on 21st-century skills? Legal English poses a bigger challenge in this regard. We must engage students with real-world data. However, students need to collaborate, communicate and solve problems based on knowledge and expertise they receive from us. The paper also highlights supplemental materials, along with the Legal English textbooks that help fill the gaps from the content point of view.

I have been teaching Legal English to the students of the Law Faculty since 2008 at the Ivane Javakhishvili Tbilisi State University, Georgia. I am a doctoral student of law in legal linguistics at the University of Lapland, Finland. My academic degrees in English and Law have become an advantage in my professional endeavours. However, I am constantly in search of the best teaching techniques to enhance my students' competence in Legal English with the focus on 21st-century skills. I have always combined my teaching career with working at international organizations which contribute to the development of different areas in Georgia.

Anthony Leone: Using Discourse Analysis Methodology to Teach Legal English | **Session:** A4

In this article I propose a Legal English curriculum that stresses raising students' linguistic awareness through intense discourse analysis of authentic, full-text legal texts and documents. Through this approach, students become members of the Legal English discourse community by analyzing and evaluating these legal texts and thus learn to "manipulate legal language to achieve desired linguistic effects". Language, as a social structure of a particular discourse community, facilitates the social event of conversation to take place according to the paradigms of social practice. As a result of in-depth understanding of the assumptions and the intertextual references made in the authentic legal texts found in this legal discourse community, students of Legal English begin to understand legal language and how that language can be used.

Anthony Leone received his Juris Doctorate in 1993 and practiced law in the U.S. as a public criminal defense attorney before moving to Egypt to work as a legal consultant. In 2008 he earned a master's degree in International Human Rights Law and was instrumental in creating human rights training for prosecutors in Cairo. On the faculty at the American University in Cairo (AUC), he began teaching Legal English before working for the U.S. Embassy to teach Legal English to judges at the Court of Cassation, Egypt's highest court of law. Beginning in 2008, in AUC's Department of Rhetoric and Composition, he taught courses that focused on human rights, social justice and research and writing at AUC, while earning a Masters in Teaching English to Speakers of Other Languages in 2017.

Presentations: Session B

Alison Wiebalck: Testing of Legal English for Professional Purposes – an Examination of the Writing and Drafting of Questions in the TOLES Advanced | **Session:** B1

The demise of the Cambridge International Legal English Certificate (ILEC) exam in 2016 left a gap which members of the Legal English teaching community have since been seeking to fill. The Test of Legal English Skills (TOLES) series could reasonably be regarded as an alternative. But do TOLES exam scores accurately indicate test-takers' level of Legal English and provide adequate evidence of candidates' English language proficiency in the real-world commercial law context? A recent small-scale study investigating the writing and drafting sections of the TOLES Advanced attempted to find the answers to these questions. The aim of this presentation is to share the results of this research and, ideally, to foster debate on the assessment of international Legal English for professional purposes in the future.

Founder of legalenglishskills.com and co-author of *The Legal English Manual* (2013), Alison Wiebalck (LLD) has been coaching legal professionals in Legal English in and around Zurich since 2004. In 2014 Alison embarked on a Masters of Applied Linguistics at the University of Birmingham, U.K. Her Masters dissertation examined an aspect of the testing of Legal English.

Oksana Babiy and Yuliya Yulinetskaya: Presentation of the “English-Ukrainian International Case-Law dictionary”, gLAWssary in the Process of Ukraine and EU Legislation Harmonisation | **Session:** B2

The European integration course for Ukraine is currently a key element in the country's development. One of the basic components of modernisation of the legal principles for Ukraine's European integration implementation is harmonisation of Ukrainian and EU legislation. In order to assist Ukrainian law students and practising lawyers in comprehension and implementation of EU legal practice, NU “OLA” English teachers performed a comprehensive lexicographic research having compiled the *English-Ukrainian International Case-Law Dictionary*. The dictionary is based on the material of the European Commission for Democracy through Law case law of the European Court of Human Rights and European Court of Justice. It is useful for the educational process at higher educational institutions of Ukraine and of practical importance for translators and practitioners specialising in the field of international, comparative and European law.

Oksana Babiy: I have 18 years teaching experience at the National University Odessa Academy of Law. I teach Practical Course of General English and Practical Course of Legal English for law students at different faculties. I also lecture on the topic of “International Organizations”. The sphere of my scientific interests is general lexicology as well as language teaching methods and the diversity of genres in legal discourse.

Yuliya Yulinetskaya: I have been a full time lecturer of Linguistics and law at the National University Odessa Academy of Law since 1998. I completed a PhD in linguistics at Odessa National University in 2005, submitted my thesis to Cambridge University and took part in the summer programme for young scientists. I have had a career at different faculties of the Academy of law teaching Legal English and continued my legal education at one of the faculties of the Academy. I have considerable experience organizing and running the in-house language training for lawyers. I have taught business and Legal English in several international companies and language schools. Received the Awards from Association of Translators and Philologists for outstanding achievement in Language education. I am attested by TEFL as well as by other English language examining bodies.

Anton Osminkin: Obligation in Legal Discourse: SHALL, MUST and the Present Simple – Between Order and Prescription | **Session:** B3

I would like to talk about a current tendency to express the concept of obligation in legal discourse, taking into account Plain English Campaign's aspects. I would provide my vision and recommendations for using SHALL, MUST and the Present Simple, based on a number of the jurilinguistic works and on my own experience. Additionally, I would like to mention some particularities in the process of translation from Legal English to Legal French and Russian and vice versa. On the other hand, I would like to talk about the linguistic properties of the present tense as a general category, which enable it to be used to express obligation, at least in French, English and Russian. My data are taken from my corpus. It includes legal documents organised according to the H. Kelsen's hierarchy of norms.

I worked for six years as a legal translator (Russian, English and French) for a real estate company in Moscow. I then came to France to improve my professional skills and receive a double master's degree in Law and Linguistics (Russian and English). Now I am a PhD student in jurilinguistics at the Sorbonne Nouvelle.

Anna Wasilewska: Mastering Legal English Vocabulary – The Power of Collocations, Synonyms and Fixed Phrases | **Session:** B4

Teaching vocabulary and terminology is one of the challenges in Legal English training. Students often underestimate the context and registers in Legal English, which is crucial in learning legal vocabulary. Awareness of collocations, synonyms and fixed phrases seems to be very helpful tool in expanding and effective practical application of legal vocabulary, particularly for the preparation for TOLES examination, where effective mastering of wide range of vocabulary is essential. At the same time this specific aspect is often unclear to students who are non-native speakers of English. More efficient training and the need for practical application of legal vocabulary is one of the top needs of Legal English learners. In my presentation I will discuss some techniques and examples of practical vocabulary teaching which I have been applying as a Legal English trainer.

I graduated from University of Gdansk and Adam Mickiewicz University in Poznan, Poland. I hold MA degrees in English (Specialised Translations), Russian Studies and Psychology. Since 2010 I have been teaching ESP courses – Business English, Legal English, Financial English, English in Psychology, English in HR. I am a trainer at the Specialised English Centre and certified TOLES examination centre Specialise Your English in Sopot, Poland. I also teach specialised courses to local law firms, multinational companies and at the University of Gdansk.

Presentations: Session C

Alena Hradilová: Peer Review your Negotiating Skills | **Session:** C1

The presentation offers tips on how to involve students in peer review of their performance in legal negotiations. Practicing professional skills in case studies and role-plays seems to be an attractive way to make students talk. Student interest can be further stimulated by increasing their both intrinsic and extrinsic motivation to perform well. One of the ways to achieve this is incorporation of peer feedback based on criteria self-made by students with the use of shared documents. The talk will focus on the procedure as well as some pedagogical implications and student end-of-term feedback.

Education: MA (English language and literature; mathematics) Masaryk University Brno – PhD (English linguistics) Masaryk University Brno • Areas of Practice: ESP – Legal English – academic writing - videoconferencing in English – syllabus and materials development – teacher training • Professional Experience: assistant professor in Legal English at Faculty of Law, Masaryk University – British-Council-trained teacher trainer – Deputy Head of Masaryk University Language Centre, responsible for quality of education, staff development and study programmes Abstract It is essential for both under- and postgraduate.

László Szabó: Coming to Terms with Terminology in Practice Areas | **Session:** C2

Terms in Legal English are closely related to one another in that they belong to particular practice areas and serve as building blocks in the building of such areas and are rarely, if ever, seen in other practice areas. This calls for a unique, comprehensive and structured approach in familiarisation with such terminology, whereby these terms are learnt (and taught in classes) in conjunction with one another. This presentation provides an insight into learning and teaching terminology of civil procedural law, covering terms, descriptive parts and exercises.

Szabó László is a certified translator in English-Hungarian languages, working in law. He worked as an in-house translator at a market-leading Hungarian translation company for eight years, then as a freelancer, working for major UK and Hungarian translation companies, translating texts in law. He holds a degree in teaching English, covering four years of studies

in linguistics. He completed a 6-month University of London law course and passed TOLES at the advanced level. In summary of more than fifteen years of legal translations, he has written a book on Legal English. In 2017, he participated as speaker at the Bialystok Legal English Conference and at the Brno workshop of EULETA.

Gary Potter: Simplifying the New U.S. Tax Reform Implications for U.S. Businesses and Foreign Investments | **Session:** C3

This paper will cover the recent Harvard Law School's editorial regarding the "Tax Reform Implications for U.S. Businesses and Foreign Investments", focusing specifically on "Non-US Companies Investing in the United States". As Legal English teachers, our job is to explain these changes in international markets to help students better serve clients. My intention is to break down and simplify "The Tax Cuts and Jobs Act", especially concerning Base Erosion and Anti-Abuse Tax, the Anti-Hybrid Rule, the new and broader CFC Rules, as well as the Anti-Inversion Rules".

I am an American Legal English teacher and I own and operate a language school in Bergamo, Italy. I also work for several law firms, one in New York City, four in Bergamo, and I teach the directors of the Bergamo Bar Association. I have several academic degrees and have taught in many universities in the United States.

Olga Voytsekhovskaya: Legal English for Legal Students: Improper Use of Legal Terms (The Most Challenging Cases) | **Session:** C4

Teaching Legal English at the Law Department of SPSU poses particular difficulties. The students start learning Legal English after getting a B2 level of General English. Nevertheless, having a good command of general language, they are practically unaware of some translation nuances. The current paper focuses on the most challenging examples of improper use of legal terms: 1) such terms as subject, object, contract, title, standard etc. being linguistic borrowings and polysemic at the same time are all too often translated both in Russian and English wrong. 2) One more linguistic phenomenon causing some difficulties is synonymy, e.g., in a lot of cases the terms like examination, investigation, inquiry, interrogation seem to have the same meaning to students whereas they represent quite different legal concepts. This paper aims at analyzing all these linguistic problems in more detail and attempts how to avoid them (taking into account legal not philological background of the students).

I graduated from St. Petersburg State University (the Faculty of Philology), where I obtained a masters degree in British Studies. I have been teaching Legal English for Law students for a few years at the same university and for TOLES students. I am working on two papers: PhD thesis in Philology and at the same time on master paper in International Law (at the moment I am studying international law at All-Russian State University of Justice).

Presentations: Session D

Aleksandra Łuczak: The Pustulka Project. Developing Online Testing Software for English for Specific Purposes | **Session:** D1

"PUSTULKA* (pustulka.luczak.edu.pl) is a new web-based testing software, developed specially for the ESP context, and created by the Author – an ESP teacher, and a software developer. It emerged as a result of an unsuccessful quest for ideal testing software for FLT. With PUSTULKA teachers can create a variety of exercises (including cloze texts), build tests, and may collaborate by sharing the exercises with other teachers. With PUSTULKA they save time on tests designing and evaluation; they develop their digital competence as well. PUSTULKA

works in all browsers and on all devices. Students do not need to create accounts but do the tests on the website. They view their score and answers immediately after submission. They can also learn with PUSTULKA by doing the exercises which teachers make public. Students' satisfaction survey proved that PUSTULKA fulfilled its task of developing a user-friendly application. *Pustulka is "kestrel" in English.

Aleksandra Łuczak (M.A., Ph.D.) an ESP teacher and the Head of Legilinguistics Section at Kozminski University in Warsaw, running Legal English classes and seminars at the tertiary level including TOLES preparation courses at all levels. A teacher trainer, an ELT consultant, an author of numerous articles on teaching ESP/ELP and book reviews. Her interests also include the use of the latest technologies in FLT. She also runs her own online language school and a publishing house. More information on: www.luczak.edu.pl.

Barbora Chovancová: Mediation & Motivation in Legal English Classes | **Session:** D2

The issue of motivation lies at the heart of any successful learning. In the context of Legal English, it can be fostered via communicative activities involving mediation, i.e., a skill that bridges communication gaps arising from lack of language skills or, as the case may be, factual information. When teaching mediation, instructors may strengthen motivation by using the peer role model. With this technique, teachers use materials (video interviews, news articles) with recent graduates from the same faculty. The success stories of former students can serve as a background for language activities. The presentation illustrates this approach with tasks that, though tailor-made for Czech students, are adaptable for other contexts.

Barbora Chovancová teaches English for Legal Purposes at Masaryk University Language Centre. She holds a PhD in English linguistics, having specialised in pragmatic aspects of courtroom interrogation. Apart from her extensive experience in ESP teacher training, she has also been actively involved in the area of designing and developing ELT materials.

Federico Pio Gentile: Legal Discourse and On-Screen Transposition – The "How to Get away with Murder" Case Study | **Session:** D3

The linguistic permeability of discourses within the global scientific communities is one acknowledged feature of Specialised Discourses, thus the same speculation also involves Legal Discourse and its interaction –and potentially reciprocal hybridization– with various cultures and systems. The aim of this contribution will be to investigate the relationship between Academic environments and Legal contexts through their fictional on-screen representation. Accordingly, a multimodal analysis of the TV series "How to Get away with Murder" case study will be offered in order to investigate Courtroom Legal Discourse patterns and terminological assessments, related to their Classroom transposition for teaching purposes, where litigations mirror legal lectures –occurring along with everyday speeches– which include evaluative dynamics falling on students."

Federico Pio Gentile, is a PhD Student at the Department of Literary, Linguistic and Comparative Studies of the University of Napoli "L'Orientale". His main interests involve Multimodality, Media Studies, Canadian Studies, Specialised Discourse and Translation. Also, he published on Crime Fiction and Translation (2015), Science Fiction and Specialised Discourse (2018).

Presentations: Session E

Louise Kulbicki: The Study Legal English Podcast in Blended Learning | **Session:** E1

Following my work as a Legal English teacher and founder and producer of the Study Legal English Podcast which provides free regular podcasts for non-native English-speaking lawyers and law students, I will present how the Study Legal English can be used by Legal English teachers as part of blended-learning programmes to save time on lesson planning.

I am a native British-English speaker and the Founder & Producer of Study Legal English, based between London and Milan. I've been teaching English and Legal English since 2013 to people around the world and nowadays my work is mostly online. I have an undergraduate degree and Masters degree in Law with further teaching qualifications and legal work experience.

Neda Radosavlevikj: Enhancing Learning Autonomy in an ESP class by using LMS Google classroom | **Session:** E2

Software management systems are very important technological resources that support learning in HE institutions. It's very important to find the balance between teaching, learning and management. At SEEU different digital systems were being implemented for over 10 years. Introducing LMS helps students' improve learning and it makes possible for the teachers to create and deliver course resources and activities so that students can have an access to the course and participate in the online environment using the computer at any time or place. This paper describes the implementation of online teaching resources in two different ESP courses by using the software management system Google classroom. The study was conducted with 30 students studying in an ESP course and the aim was to help students develop critical thinking skills, use online resources for class debates, discussions in and outside the classroom by using the (LMS)-Google classroom.

Neda Radosavlevikj is a Senior Lecturer at South East European University in the Language Centre. She teaches General English skills with various level groups and ESP courses for Legal studies, Public administration, International Communications students. Her interests include improving teaching skills as well as Curriculum development by utilizing modern methodology and technology, IT skills and design courses online.

Štěpánka Bilová: Using Technology to Facilitate Students' Learning | **Session:** E3

Undergraduates encountering Legal English for the first time often struggle to grasp the concepts and the lexis of specialised language. Some may find it difficult because of their insufficient level of English; some may not be aware of how to efficiently develop their subject-specific language skills. Implementing online tools can help overcome many of these difficulties. Modern technology can be used for various purposes, e.g. motivating, introducing new topics, revising, or developing productive skills. The paper focuses mainly on online applications which can assist students with comprehending texts, identifying useful words and collocations, and with supporting vocabulary building. The presented tools include "Compleat Lexical Tutor", which offers many corpus-based functions, and several applications which provide options for mind mapping and vocabulary storing and revising.

Štěpánka Bilová is the Head of the Language Centre Department at the Faculty of Law, Masaryk University, Brno, Czech Republic. She has taught English for legal purposes since 2002, she is interested in the course and material design; she likes to prepare tasks which develop students' critical thinking, creativity and communication skills. She also enjoys the use of ICT in her teaching.

Presentations: Session F

Ljubica Kordić and Dubravka Papa: Cooperation Between LE Teachers and Content Teachers at Croatian Law Faculties: a Comparative Study | **Session:** F1

The main objective of the paper is to explore the level of cooperation between Legal English teachers and content teachers at the Law Faculty of Osijek and the Law Faculty of Zagreb. The main idea of the research was to develop awareness in both groups of teachers of the importance of collaboration and to increase the level of co-relation between the teaching contents of LE courses and content subjects in Croatian law faculties. Results of the questionnaires conducted at the Faculties of Law of Osijek and Zagreb are compared in order to indicate similarities and differences in attitudes of content teachers towards LE, its role in teaching law today, and the extent of using teaching materials in English language in their courses. The results can serve as a reliable basis for curricula development and in designing teaching materials for Legal English courses at different stages of law studies.

Ljubica Kordić is Associate Professor at the University of Osijek, Faculty of Law. She holds a PhD in Linguistics from University of Zagreb. Her main research interests are Legal English and Legal German, applied linguistics, legal linguistics and sociolinguistics. She has been teaching Legal English and Legal German for 25 years at the Faculty of Law Osijek and has participated in several national and international projects. She has written more than 50 scientific papers and authored two books. Ljubica Kordić is a member of several international and national professional associations: the Croatian Applied Linguistics Society, Kroatischer Deutschlehrerverband, EULETA, EuroLinguistics Association.

Dubravka Papa is a senior lecturer at the Faculty of Law, University of Osijek. She received her MA in English and German languages and literature from the University of Osijek, Croatia. She holds her PhD in Linguistics (2017) from the Faculty of Humanities and Social Sciences of the J. J. Strossmayer University. Her main areas of interest are legal linguistics, multilingualism, EU language policies, and English and German languages in the field of law. She has been teaching Legal English and Legal German since 2005 at the Faculty of Law Osijek and has participated in the Lifelong Learning Programme for Lawyer Linguists.

Anila R. Scott-Monkhouse: Lawyers in the Age of Social Media: LinkedIn as an Educational and Professional Tool | **Session:** F2

This presentation outlines how social media can be used within a training programme for the continuing education of legal professionals, and how this translates into developing valuable professional skills. In particular, it focuses on how EFLIT, the postgraduate programme of Legal English developed by Parma University (Italy) for professionals in the fields of Law and Economics, has adopted the EU recommendations on key competences for lifelong learning as a guiding principle, with 'digital literacy' now included in its scope. Thanks to its multidisciplinary teaching staff and the analysis of the participants' needs, EFLIT promotes the development of their legal skills in English and monitors the evolution of their professional world. EFLIT itself manages its webpage, mailing lists, Facebook page, and, lastly, LinkedIn, seen as both a marketing tool for the project and an educational tool to support participants in the management of their professional identity, and digital reputation and network.

Anila R. Scott-Monkhouse teaches English as a Foreign Language at Parma University (Italy), and is an examiner for Cambridge English Assessment. She has been involved in teacher training in Italy and the Czech Republic, has cooperated with the European College of Parma in the Diploma for Advanced European Studies, and since 2006 has worked within the EFLIT post-graduate project (English for Law and International Transactions). Her interests lie in analyzing out-of-classroom needs of learners of English, and bridging the gap between the classroom and the real world through learner training and task-based learning by applying Gardner's theory of multiple intelligences.

Natasha Costello: Teaching Legal English: Practical Activities for the Classroom | **Session:** F3

One of the challenges of teaching Legal English is how to engage students in topics which can seem quite dry. The aim of this presentation is to illustrate some practical activities that can be used in the classroom to encourage student participation and interaction. The presenter will share tried and tested techniques successfully used with both university law students and practising lawyers. How can you keep students involved? How can you make classes on legal drafting more dynamic? What if you only have limited resources? The presenter will show you how you can make your lessons more 'enjoyable, helpful and interesting' (in the words of a recent student!). Active participation from the audience is welcomed. There will be time for questions and sharing following the presentation.

Natasha Costello is English, a Solicitor (non-practising) and former senior lecturer in law at Manchester Metropolitan University. She has a teaching qualification in higher education and over fifteen years' teaching experience. She is an independent Legal English teacher and lecturer in law, working in Paris, France. She teaches Legal English and English law at various universities in the Paris area, including Université Panthéon Assas (Paris II) and Université Paris Nanterre. She also provides training in Legal English for practising French lawyers and runs workshops on 'Understanding and drafting contracts in English'.

Presentations: Session G

Halina Sierocka: Designing Online Materials for Legal English Classes | **Session:** G1

This presentation endeavours to provide insight into designing online materials used for Legal English classes. Firstly, the theoretical background to online course design will be addressed. This will cover course context, the methodology, use of authentic materials, the availability of resources and the time allocated. Some practical aspects will then be presented with particular emphasis on the limiting factors which may serve to hinder the process. Finally, some sample online activities developed for Legal English classes will be provided either in offline or online formats. The presenter also hopes to offer some recommendations for teachers and materials developers which might enhance the process of ELP material development and contribute to producing more attractive and effective online materials which, despite some challenges and shortcomings, can be a valuable tool in the process of ELP instruction. As Jones commented back in 1986, "it is not so much the program, more what you do with it".

Halina Sierocka is an Assistant Professor at the Białystok Centre of Legal English, Faculty of Law, University of Białystok. Her research areas lie in legal discourse, English for Specific Purposes (ESP), Content and Language Integrated Learning (CLIL) and team teaching. She is an author of Legal English textbook for law students and numerous publications on teaching English for Legal Purposes.

Olga Kosonogova: Teaching Legal English: Language Learning Activities for Non-Native Law Students | **Session:** G2

This paper describes the specific features of Legal English, which differ from Standard English in a number of ways, and gives practical advice on how to teach Legal English to non-native law students. The purpose of learning Legal English is to train students on specific language skills which will enable them to communicate successfully in cross-cultural legal environment. Thus, the learning language activities should focus on developing five skills: use of language, reading, writing, listening and speaking. To use legal language accurately the students should be familiarised with its specific features: vocabulary, syntax, style and genre. They also should learn and practice drafting and writing legal documents such as legal letters, contracts, wills etc., and engage effectively in a range of speaking situations typical to legal practice, for example, client communication, discussion with colleagues and contract negotiations.

Olga Kosonogova holds a Candidate of Science degree in Linguistics from Southern Federal University and has significant experience in developing and teaching compulsory and elective courses for Law and Economics students: Basics of Professional Communication in English for Law Students, English for Forensic Linguistics For Master's Degree students, Basics of Legal Correspondence in English.

Andrea Steiner: English for Law: So Where's the Fun? The Magic ESP Toolkit – and Its Limitations | **Session:** G3

There are different schools of thought as to what should be taught under the heading of "Legal English", how it should be taught, and who should do the teaching. I will argue that the ESP (English for specific purposes) practitioner's toolkit holds most of the answers to the questions of what and how. Specifically, I will show how the following ESP essentials apply to teaching English for law: • Relevance: tailoring is key • Confidence: balancing safe vs. challenging • Empowerment: being able to do things in English. It is getting these essentials right which ensures that our students have fun – a factor not to be underestimated when learning Legal English. Examples will show how this can work in practice. Regarding the question of who, the above shows that ESP experts definitely are up to the job – but we have more fun the more law we know.

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Conference Location:

University of Split, Faculty of Law
Ul. Domovinskog rata 8, 21000
Split, Croatia

Hosts:

**The University of Split
Faculty of Law Split**



**The University of Osijek
Faculty of Law Osijek**



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