



Legal English
Hybrid Conference
September 16-18 2021



The EULETA Legal English Hybrid Conference 2021

Catholic University of Lille | Campus Issy-les-Moulineaux | Paris |
16-18 September 2021

PROVISIONAL PROGRAMME

THURSDAY 16 SEPTEMBER

19:00-21:00 Meet and greet at characteristic Parisian restaurant

FRIDAY 17 SEPTEMBER

8.30 - 9.00 Registration

9.00 - 10.00 Welcome from EULETA and Host Opening Address

Speaker sessions

10:00 - 10.30 A1: Agata de Laforcade and Robert Fletcher, ISIT, *The teaching of legal English in the Lawyer-Linguiste program* (in person)

A2: Patrick Mustu, Englisch für Juristen, *Misconceptions in Legal English Training*

10.40 - 11.10 B1: Anton Osminkin, The New Sorbonne University, Sorbonne Nouvelle Paris 3, *Linguistic theories and modes in teaching Legal English* (in person)

B2: Elena Vyushkina, Saratov State Law Academy, *CLIL courses for law-students: Designing a CLIL course is a challenging task*

11.10 - 11.40 Tea & Coffee Break

11.40 - 12.10 C1: Hana Kallus et al (Jarmila Pokorná, Eva Večerková, Eva Tomášková), Masaryk University, Faculty of Law, *Politeness in Lawyer's Talk: Preparing Students of Law For Real Life Communication Through Case Studies from Commercial Law and Marketing* (in person)

C2: Eva Dvořáková, Faculty of Law, Charles University in Prague, *Has British legislation become plainer but lexically less diverse?*

12.20 - 12.50 D1: Lindsey Griffith, PFH Göttingen, *Legislation Drafting for Legal English Students*

D2: Paulina Dwużnik, University of Warsaw, *Teaching Intra- and Inter-linguistic Mediation in Legal English*

FRIDAY 17 SEPTEMBER CONTINUED

13.00 - 14:30 Lunch

14.30 -15.30 Keynote speaker from the Faculty of Law, Catholic University of Lille (TBC)

15.30 - 16.00 Tea & Coffee Break

16:00 - 16.30 E1: Alena Hradilová, Masaryk University Language Centre, *We are online, anyway, so why not try something exciting! The potential of experiential learning in online classes for students of law* (in person)

E2: Dorthe G. A. Hartmann, Rechts- und Staatswissenschaftliche Fakultät, Universität Greifswald, *The New Deal. Teaching Interdisciplinary Language Programmes for Lawyers and Economists*

16.40 - 17.10 F1: Barbora Chovancova, Masaryk University Language Centre, *London calling: News reports in the realms of Legal English classroom* (in person)

F2: Marina Malashchenko, Southern Federal University, *Teaching English to University Teachers of Law*

17.30 - 18.30 EULETA AGM + BOARD ELECTIONS

19.30 + Conference Dinner

SATURDAY 18 SEPTEMBER

9.00 - 10.00 **PANEL DISCUSSION: Legal English in an age of hybrid teaching and learning** (chair and panel TBC)

10.10 - 10.30 Tea & Coffee Break

Speaker sessions

10:30 - 11.00 G1: Olga Kosonogova Southern Federal University, *The problem of translating the legal proper name-based terms from English into Russian*

G2: Sofia Kraeva, MGIMO University, Moscow, *Bridging the gap between the common law and civil law jurisdictions - teaching Legal English to Russian bachelor students*

11.10 - 11.40 H1: Štěpánka Bilová, Masaryk University, *Helping law undergraduates make their learning more effective* (in person)

H2: Anna Wasilewska, University of Gdansk, *Where Legal and Business English find common ground*

SATURDAY 18 SEPTEMBER CONTINUED

11:50 - 12:30 **CLOSING**

12:30 - 14:00 **LUNCH**

14.30 + CULTURAL ACTIVITY

PRESENTATION ABSTRACTS & SPEAKER BIOS

A1: Agata de Laforcade and Robert Fletcher, ISIT, *The teaching of legal English in the Lawyer-Linguiste program* (in person)

The Lawyer-Linguist program was created 42 years ago in order to prepare lawyers to work within an international context. It is a double degree offered out by ISIT in partnership with Pantheon-Assas University and Jean Monnet Faculty at Sceaux. During five years of legal studies at the law faculty, the students take lessons at ISIT in order to complete their training. Even though the content of the program has evolved significantly, since the beginning, the core focus of the Lawyer-Linguist program is the teaching of Legal English. This teaching has several dimensions: legal writing, legal speaking, legal translation, the Anglo-Saxon legal system, comparative law in English and Intercultural Issues in the legal field. At the end of the program, the students obtain two diplomas: one from their law faculty and the second one from ISIT. The aim of Lawyer-Linguist Master is to facilitate integration into international professional life. This presentation will give an overview of the objectives and methodology of the training.

Agata de Laforcade, PhD, is the Director of Academic Department Law, Languages and Intercultural Issues at ISIT Paris and the lecturer at University Pantheon-Assas. Her main research interests are in the field of comparative law, jurilinguistic, human rights, international law and criminal law. Author of several articles published in international journals and volumes. She was project manager of the Jean Monnet Modul "Cross-cultural legal communication". She participated in "Co-Minor 2" Project of the European Commission DG Justice concerning the cooperation in interpreter-mediated questioning of minors in criminal proceedings. She is the member of ISIT Research Center.

Robert Fletcher, Bio TBC

A2: Patrick Mustu, *Englisch für Juristen, Misconceptions in Legal English Training*

Legal English is seen by many to be inevitably connected to the common law system. Teaching materials clearly reflect this. However, our student's job is not to explain the English court system or American contract rules. They live, work and act in their own jurisdiction and advise international clients on national law. Thus, for a continental European lawyer it is of little value what Lord Denning said about war pensions, or what landmark US Supreme Court decisions shaped the views on abortion. This affects most legal English trainers as they do not teach in common-law environments. Wherever you are: Legal English training must take into account national content and provide tools that enable learners to do their job.

In my presentation, I will:

- give an overview of legal English materials published in the last 15 years
- outline their shortcomings
- discuss what requirements trainers and materials have to meet
- provide examples for tackling this issue

Patrick is a lawyer, language trainer and translator based in Düsseldorf, Germany. He studied law in Germany and South Africa, worked for Amnesty International in London and the United Nations in New York. Patrick has extensive experience in providing language training to law and accounting firms, and he has authored various publications in these fields. From 2013 - 2016, he was a EULETA board member.

B1: Anton Osminkin, The New Sorbonne University, Sorbonne Nouvelle Paris 3, Linguistic theories and modes in teaching Legal English (in person)

As both a jurilinguist and a legal English teacher, I am always trying to harness theory to the betterment of practice. In other words, I am using a number of elements from English, Russian and French linguistics theories I am working with for teaching Legal English. During my presentations, I would like to provide some examples of linguistic notions adapted for explaining the nature and the right choice of connectors based on here-, there- and where and the use of modal verbs in the process of legal writing. These methods have already appeared to be a notable success in my legal English classes and I would like to share them with the EULETA colleagues.

From 2007 to 2009, I worked as a legal translator and teacher (Legal English and Russian) for Capital Partners, a real estate company. From 2016 to 2018, I was selected as an interpreter at the Court of Appeal of Caen (Russian and French). I am currently working as a teacher at two language centres, organizing Legal English and Russian classes to companies and individuals in Paris. As well as conducting research in jurilinguistics at the New Sorbonne University, where I am also teaching various English classes. In addition, I am an online legal English coach at the Legal English Centre in St Petersburg.

B2: Elena Vyushkina, Saratov State Law Academy, CLIL courses for law-students: Designing a CLIL course is a challenging task

Designing a CLIL course is a challenging task. However, an overlap of main goals of teaching a subject and a foreign language simplifies the creative process. Developing professional communicative competences is one of the main goals of a Legal English (LE) course. Such lawyer's skills as interviewing and negotiating can be developed and mastered by foreign language teachers. So framing CLIL courses in client consultation, negotiations, and mediation seems reasonable and realistic for a LE teacher. An outline for such courses will be presented as well as a series of exercises used to build up and train the skills mentioned above. Simulations as part of these courses will also be discussed. A list of resources for teacher's self-development will be also provided.

Elena Vyushkina is a Professor at Saratov State Law Academy. She teaches Legal English and carries out some extra-curricular work training law-students for international competitions such as International Client Consultation Competition, International Negotiation Competition for Law Students (INC), INADR International Law School Mediation Tournament. Elena is an INC Executive Committee secretary and National Representative for Russia. She teaches optional original CLIL courses: "Client Consolation" and "Mediation".

She also develops LE materials and has published a series of manuals “Legal English through Movies”.

C1: Hana Kallus et al (Jarmila Pokorná, Eva Večerková, Eva Tomášková), Masaryk University, Faculty of Law, *Politeness in Lawyer’s Talk: Preparing Students of Law For Real Life Communication Through Case Studies from Commercial Law and Marketing* (in person)

The talk will present the general concept, methodology and first results of the sociolinguistic research prepared for future lawyers at the Faculty of Law in Brno, Czech Republic.

The main aim of the research questionnaire is to discover how well students of law understand the language as a crucial tool in their career. Specific legal and linguistic nuances in meanings, both from naturally occurring authentic data in formal setting and from negotiations and persuasive speech in panel discussions are under inspection. The main focus is on students’ awareness of English politeness, modality, hedging and appropriate use of language.

Our experience so far has uncovered substantial misunderstandings and wrong choices even among upper-intermediate and advanced students since the difference between English negative politeness and the way Czech speakers express themselves politely in English differ a lot.

Hana Kallus is an assistant professor of legal English, her research areas are teacher - student motivation, intercultural communication and soft skills development in virtual settings; the use of technology in classrooms; persuasion in public speaking; negotiation and argumentation.

Jarmila Pokorná is a professor of business law, specializing in corporate law and unfair competition.

Eva Večerková is an assistant professor of business law, specializing in unfair competition.

C2: Eva Dvořáková, Faculty of Law, Charles University in Prague, *Has British legislation become plainer but lexically less diverse?*

Over the past 50 years, plain language has been an important topic in the English-speaking countries, influencing the way legal documents are drafted. Recent efforts have concentrated primarily on legislation, imposing plain language standards through legislative drafting guidelines and banning certain words. This contribution aims to show how this trend has developed over time, measuring the use of certain archaic expressions (e.g., hereinafter, aforesaid) in British legislation over the past 200 years. For this purpose, 4 corpora have been compiled in order to establish to what extent the archaic expressions have been disappearing from statutes. Furthermore, lexical richness in those corpora will be examined to determine whether plain language tends to deprive legal language of its diversity. Legal English teachers can use this research to illustrate how plain language has worked its way into legislation and to potentially engage in a debate on the future developments.

Legal English has always been at the centre of my professional career. After my studies of English and Dutch in Prague worked as a translator and interpreter for a private company. Then I became an assistant to a British police officer at the Czech Ministry of the Interior, within a Phare project on human trafficking. Subsequently I moved to Luxembourg to work

as a translator at the European Commission. Since 2013 I have been working as a legal English teacher at the Faculty of Law in Prague.

D1: Lindsey Griffith, PFH Göttingen, *Legislation Drafting for Legal English Students*

I present a multi-part activity to involve legal English students in the development of regulations/legislation from the negotiation stage to the drafting stage. This is an activity that can be pared down to a single-class activity, or expanded to cover several classes, depending on the aims of the course. In the process of negotiating their clients' interests, students practice functional language for holding meetings and negotiating, in addition to using language necessary for describing regulatory frameworks and thinking about how regulatory frameworks can act to shift liability. Once students have come to some general conclusions about the regulatory language that best serves their clients' interests, students review and compare actual legislation, regulations, or guidelines to find language that addresses the issues with which they are concerned. Using the language they find as a model, students then draft appropriate legislation. Depending on the time available, students can hold further negotiations, focusing on the language of the draft legislation.

Lindsey Griffith holds a J.D. (and a B.S. in geology) from the US, where she worked as an environmental attorney before moving abroad. She is CELTA- and TESOL-certified and lectured for several years in business-related legal subjects at the American University in the Emirates (Dubai), where she also proofread and edited works of academic colleagues. Ms. Griffith currently works as a freelance editor, focusing on academic writing for law journals. She also teaches business and technical English at the Stade, Germany, campus of the Privat Fachhochschule Göttingen, and she is beginning to teach legal English in the Hamburg area.

D2: Paulina Dwużnik, University of Warsaw, *Teaching Intra- and Inter-linguistic Mediation in Legal English*

The aim of the presentation is to answer the question how to improve the process of teaching written mediation in Legal English at the university level. The author is going to present results of a study conducted among participants of open Legal English courses for legal practitioners at the University of Warsaw. The study was based on error analysis in texts produced by students as a result of performing given written mediation tasks such as paraphrasing and explaining a new concept (defining legal terms) in English and in Polish.

The aim of the study was to compare and contrast inter- and intra-mediation skills and show a possible correlation between errors in the two languages. The author is going to present tasks based on writing definitions of legal terms and paraphrasing short legal texts. Moreover, the paper is going to present some methods of developing the skill of written mediation in Legal English.

Paulina Dwużnik is a graduate of the Faculty of Applied Linguistics and Interdisciplinary Postgraduate Studies for Legal and Court Translators of the University of Warsaw. Currently she is a PhD student of the Faculty of Applied Linguistics of the University of Warsaw and conducts research on the development of the interaction and mediation skills in teaching Legal English. She is a lecturer of Business and Legal English at the Leon Koźmiński University in Warsaw as well as an author and lecturer of open Legal English courses for legal practitioners at the University of Warsaw.

E1: Alena Hradilová, Masaryk University Language Centre, *We are online, anyway, so why not try something exciting! The potential of experiential learning in online classes for students of law (in person)*

In my presentation, I would like to address experiential learning in an international online course for law students as it had to be redesigned due to the COVID pandemic lockdown at European universities. The traditional pre-pandemic course has always had a videoconferencing component and was designed as an online-intercultural-exchange-inspired one. Our videoconferencing groups are normally in classrooms on their campuses and meet the other group on a big screen via stand-alone VC technology. We had to change the practice during the pandemic and switch to individual desktop computers fitted with a camera and appropriate software. Thus, we lost the natural environment of physical contact of the two classes and exchanged it for what seemed to be a more anonymous set-up of individuals on their cameras or just their voices. Nonetheless, the experiential content of the course delivered partly via tasks in breakout rooms led to the opposite result. I will offer the course structure that follows the idea of an experiential Learning Cycle, point out some relevant student feedback and discuss the lessons learnt.

Alena Hradilová is responsible for studies and quality of education at Masaryk University Language Centre, Brno, Czech Republic. She is also in charge of internal teacher training and further teacher development. Being also a teacher of English as a foreign language, she is based at the Language Centre's Department at the Faculty of Law where she specializes in teaching English for law. Her academic and teacher training experience covers mainly the use of videoconferencing technology in teaching ESP and EAP, ESP methodology, teaching academic writing, soft skills and the use of hedging in scientific writing.

E2: Dorthe G. A. Hartmann, Rechts- und Staatswissenschaftliche Fakultät, Universitaet Greifswald, *The New Deal. Teaching Interdisciplinary Language Programmes for Lawyers and Economists*

The Faculty of Law and Economics at Greifswald University has taken an interdisciplinary approach from its beginning. Accordingly, students of one subject attend introductory courses in the other subject. As a result, prospective lawyers develop some understanding of economics and economists some understanding of law. They are prepared for their later professional lives, in which they will collaborate in multiple scenarios.

Similarly, tuition in the specific languages may not only focus on English for legal and economic purposes respectively. Instead, it should reflect the interdisciplinary approach and train students in exemplary collaborative scenarios. Accordingly, designing joint courses in English for specific purposes for lawyers and economists seems imperative.

The talk will present the course design and its interdisciplinary approach as well as its underlying concepts of skills- vs. content-based, general vs. subject-specific, online vs. contact, compulsory vs. optional training. Expert feedback will be highly welcome in the same way as programme designers may feel encouraged to follow suit.

Education

- *University of Heidelberg, Germany, English + Russian Literature + Language, Eastern European History*

- *University of East Anglia, Norwich, England, M.A. in Comparative Literature*

- *University of Mainz, Germany, Certificate of Advanced Studies. Teaching Languages to Adults (G. Kontaktstudium Sprachandragoik)*

Areas of Practice

- *Course Director + Instructor in English for Legal / Economic / Academic Purposes + International Relations*

Professional Experience

- *3 decades of developing + teaching courses in tertiary + adult education at universities + institutions in Germany*

- *since 2001 University of Greifswald, Germany, Faculty of Law and Economics, Course Director + Instructor*

- *founding member + 2007-2012 treasurer of EULETA e.V.*

F1: Barbora Chovancova, Masaryk University Language Centre, *London calling: News reports in the realms of Legal English classroom* (in person)

Indisputably, high proficiency in spoken English is one of the areas budding lawyers should aim to achieve. In order to help them attain this goal in an undergraduate Legal English class, all range of oral practice tasks involving communication between classmates can be prepared, be it lawyer-client interviews, negotiations, or team presentations on professional topics.

Though pair or team activities are extremely valuable for future lawyers, it is also important to let students learn to stand up in front of their peers and give short speeches on their own behalf. For this reason, the task of News Reporting on topical legal issues was introduced to the standard Legal English classes and this paper will report on the experience. The issues covered will include, but not be limited to, topic choice, relevance, technical vocabulary content and finally also student feedback on the activity itself.

Barbora Chovancová teaches English for Legal Purposes at Masaryk University Language Centre. She holds a PhD in English linguistics, having specialized in pragmatic aspects of courtroom interrogation. Apart from her extensive experience in ESP teacher training, she has also been active in the area of designing and developing ELT materials. Her professional interests include mediation as a language skill, counselling, and promoting autonomous learning in and outside the classroom.

F2: Marina Malashchenko, Southern Federal University, *Teaching English to University Teachers of Law*

The goals and objectives of teaching English to university teachers of law are presented. The structure and the syllabus are described. The main problems of the teacher training courses are considered. They include: 1) ways and methods of motivating adult non-language learners to master legal English for academic purposes in their aspiration to realize their ambitions in professional development, 2) developing and selection of educational materials that would correspond to the learners' level of foreign language communicative competence, 3) teaching peculiarities of a legal discourse and the law terminology, etc. The author's experience of developing the educational materials connected with the media coverage of various crime investigations and sentence/punishments is presented. The idea is substantiated that such media-based materials give adult learners opportunities to make use of the previously studied vocabulary and grammatical material, thus helping them to assimilate quickly and easily.

G1: Olga Kosonogova Southern Federal University, *The problem of translating the legal proper name-based terms from English into Russian*

The problem of translating the proper name-based units of the English legal discourse comes down to defining the methods of translation from English into Russian, that is, the choice of translational transformations. The choice of the method of translating proper names in the English legal discourse is due to a combination of a number of factors, such as linguistic features proper, in particular, the type of derivational models of proper name-based units, digits of proper names that served as the source for the formation of similar terms, etc., and extra-linguistic factors. Since this study is conducted within the framework of a discursive approach, which allows considering proper name-based terms in various types of texts (legal, media texts, literary texts, etc.), the choice of the method of translating these lexical units should be determined by the genre specificity of the translation texts, that is, the original texts.

Olga Kosonogova has been teaching English more than 20 years. Currently she is employed by Southern Federal University, Rostov-on-Don, Russia. She is a holder of PhD in Linguistics. She is an expert in Legal English.

G2: Sofia Kraeva, MGIMO University, Moscow, *Bridging the gap between the common law and civil law jurisdictions - teaching Legal English to Russian bachelor students*

Lexis challenges are mostly twofold. First, the lack of terminological counterparts due to the absence of shared historical background causing a conceptual lacuna in a target language. Diachronically, many common law concepts that grew out of feudalism are historical vestiges that have found their way into modern contract and statutory language, whereas Russian law is characterized by the relative lack of continuity. Synchronically, there are underlying structural differences in the approaches of the two systems. Civil law employs a more theoretical approach by using abstract rules of law to deal with practical problems, whereas common law countries, by resolving concrete legal scenarios, use empirical knowledge to arrive at a rule of law. Linguistically, this process necessitates a compromise between the general and the specific. This incongruity in the two systems, stemming from the difference in respective mindsets, complicates the process of accurately translating legal discourse and requires overcoming in teaching.

Born in Russia, I moved to Australia where I obtained my bachelor's degree. I went back to Russia and graduated from MGIMO University where I am now teaching legal English. My interests as a researcher mostly lie at the intersection of law and the English language, but I am also working on a thesis in the field of International Private Law.

H1: Štěpánka Bilová, Masaryk University, *Helping law undergraduates make their learning more effective (in person)*

First-year law undergraduates are often not aware of their needs and expectations in legal English classes. They usually mention learning specific vocabulary, but it is difficult for them to formulate what they should practice to cover the full spectrum of situations in which they could use English in their future professional lives. It becomes the role of the teacher to increase their awareness of what and why they work on in the lessons and to make their learning more effective by helping them with metacognition.

The presentation maps the situation in the second semester of the Legal English course at Masaryk University. Based on the outcomes of questionnaires it shows how the content of

the course is reflected in the students' feedback about what they actually learnt in every lesson. The results bring interesting insights into students' learning and open directions for further development of the course.

Štěpánka Bilová is the Head of the Language Centre Unit 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 and she likes to prepare tasks which develop students' critical thinking, creativity and communication skills.

H2: Anna Wasilewska, University of Gdansk, Where Legal and Business English find common ground

In my presentation I would like to demonstrate chosen aspects in which Legal English and various aspects of Business English overlap and complement each other. From my professional teaching experience I can observe how certain areas of Legal English could be useful and necessary for non-legal business professionals. A wide range of such professionals find this area unknown and challenging but can easily recognize familiar elements, like the basics of contract drafting or employment law issues, which they are willing to become more familiar with. Likewise, lawyers find various aspects of Business English programmes particularly essential for their legal practice. These business-oriented topics are rarely covered during typical Legal English courses, where the emphasis is usually put on typically legal matters. Certain aspects of business language like basic financial English, accounting, formal correspondence, or more soft topics like presentations or conducting meetings are often missing in Legal English programmes. At the same time, lawyers usually find these aspects of English very useful in their legal practice. In my presentation I would like to discuss chosen aspects of this cross-disciplinary ESP teaching and learning supported by a range of practical exercises which I often use in my teaching practice.

I am a teacher of Legal and Business English with over 10 years of experience. I hold a Master degree in English Linguistics, major in Specialized Translations, and a post-graduate studies degree in Legal and Economic Translations. For the last 7 years I have been teaching ESP and conducting TOLES preparation courses for Polish learners in a private language centre Specialize Your English in Sopot, Poland. I am an academic teacher at the University of Gdansk where I run Legal and Business Communication courses for students of post-graduate International Business course. As I also hold an MA degree in Psychology, I conduct soft skills courses and workshops in English for a wide range of business professionals and corporate clients where I mostly focus on communication, public speaking and presentation skills.

CONFERENCE LOCATION

Exact location and room numbers TBC

HOSTS

Catholic University of Lille, Faculté de droit, Campus Issy-les-Moulineaux, Paris



SPECIAL THANKS

A special thanks to the Université Catholique de Lille Faculty of Law (Campus Issy-les-Moulineaux) for co-organising and hosting this event, especially to prof. Emmanuel Gardounis, who has supported the conference project from the very beginning and encouraged us with his enthusiasm and dynamism despite the various Covid-related delays, to Damien Serouart, Secrétaire Général Adjoint, and to Francesca Bisiani, who coordinates Legal English at the Catholique de Lille Faculty of Law (Campus Issy-les-Moulineaux), and finally to our dear colleagues and fellow EULETAns based in Paris, Natasha Costello and Elisabeth Staels, for their hard work and support on the ground. Thank you for co-organising the conference with EULETA, for sponsoring our lunches and coffee breaks, for providing the programme pack, the guided tour, and for generously donating extra time, energy, resources and materials to the EULETA 2021 conference.