Štěpánka Bilová
Masaryk University, Czech Republic

TEACHING LARGE GROUPS OF LAW STUDENTS: SHIFTING THE RESPONSIBILITY

Teaching large groups of students brings many challenges, legal English classes are no exception. The most common issues include difficulties in catering to individual students´ needs and in finding ways of effectively organizing classroom activities as well as evaluating students. The teacher may struggle to provide equal opportunities for all students to practice and participate in class and, at the same time, ensure sufficient attention and feedback for individual learners. A certain percentage of students can be rather passive hiding in the anonymity of a big group. The teacher can thus easily feel that they lose control over the learning taking place in the classroom, and some may even feel discomfort from physical constraints if they are not able to move between students and seem to lose contact with them. Even though we can name several drawbacks connected to large groups, there are also advantages and opportunities, for example, increased energy coming from the classroom, a lot of space for creativity and cooperation, and a considerable resource of opinions, ideas, and perspectives.

This presentation shares examples of effective practices in legal English classes with 30-40 Erasmus students, including heterogeneous levels of English and nationalities. The focus will be on effective group work with clearly defined objectives and varying degrees of team and individual responsibilities and autonomy. Examples will primarily involve oral interaction and production, sometimes combined with written outputs. The presentation will also include the teacher's perspective and experience comparing the benefits and drawbacks of teaching large versus small groups.

While teaching legal English to large groups presents challenges, effective practices can help overcome these challenges and create a dynamic and engaging learning environment. Through examples of good practice and the teacher's perspective, this presentation aims to inspire instructors to experiment with a variety of approaches and techniques in their own classrooms.

Barbora Chovancová
Masaryk University, Czech Republic

THE INS AND OUTS OF INTERLINGUISTIC MEDIATION IN THE LEGAL ENGLISH CLASSROOM

With the gradual implementation of the approaches introduced by the 2020 CEFR Companion volume, linguistic mediation has strengthened its place in teaching languages on all levels of education, with tertiary education being no exception. University students as future experts in their chosen subjects need to acquire skills to be able to effectively communicate complex problems and ideas in their fields of expertise to lay audiences. This can be done within one language (*intralinguistic* mediation) or between two different languages (*inter* or *cross-linguistics* mediation). Practitioners in the field of law can find themselves in situations where they may need either of them, depending on the source of materials that needs to be mediated. Different levels of sophistication may also need to be employed, conditioned by whether a lawyer is communicating with a client, or to a colleague from another country.

This presentation will predominantly focus on teaching interlinguistic mediation skills to future lawyers. It will discuss different approaches to using profession related documents and texts in the native language of the learners in the Legal English class (e.g. cease and desist letter, written warning, lease, laws) and it will also show several scenarios designed for this particular purpose, both oral and in writing. A practicing lawyer may need to engage in mediation of both written texts and oral discourse, and it is therefore important to cover both these productive skills in teaching Legal English to law undergraduates.

Natasha Costello
Université Paris Nanterre, France
Louise Kulbicki
Università degli Studi di Bergamo, Italy

INTEGRATING PRACTICAL SKILLS INTO LEGAL ENGLISH TEACHING

Lawyers want to feel comfortable communicating in English with clients, lawyers, and other professionals. Their work could include participating in client meetings or conference calls, writing emails, or negotiating contracts. However, many resources available to legal English teachers focus on teaching legal vocabulary and grammar rather than developing the practical English language skills that lawyers need in their daily lives.

The presenters take a modern approach to legal English teaching by integrating practical skills into their language lessons. They use real-life, scenario-based activities for students to improve their legal English and practise the skills that they will need in an international legal environment.

The aim of this presentation is to illustrate how practical skills can be included in legal English lessons. The presenters will share a selection of teaching activities from their new book, *Practical English Language Skills for Lawyers: Improving Your Legal English (Routledge 2023)*. The activities in the presentation will be on the topic of client meetings, focusing on active listening, questioning techniques, and language for giving advice.

Active participation from the audience is welcomed. There will also be time for questions and sharing of ideas at the end of the presentation.

Agnieszka Dudzik
Medical University of Bialystok, Poland
Agnieszka Dzięcioł-Pędich
University of Białystok, Poland

DEVELOPING READING SKILLS WITH THE HELP OF MULTIMODAL SPECIALISED TEXTS

Specialised texts are commonly used in Language for Specific Purposes (LSP) training. As they are frequently written by content specialists, they are imbued with content and terminology specific to a particular subject area. Additionally, contemporary specialised texts are becoming increasingly multimodal, i.e., they make use of different modalities such as figures, tables, as well as visual and virtual models.

A number of scholars argue that being able to effectively read professionally-oriented texts is one of the most important skills that needs to be developed by English for Specific Purposes (ESP) learners in the contemporary globalised world. Those wishing to master the skill should possess at least elementary subject-matter knowledge and be familiar with genre conventions as well as lexical and structural peculiarities of a given area of expertise. Readers of specialised texts also need to conduct multimodal analysis in order to be able to gain a deeper understanding of information structures and the textual organisation of knowledge in specialised discourse.

The first part of our session will be devoted to a brief analysis of intermodality in specialised texts, with particular emphasis on the features which might be of considerable difficulty for first-year undergraduate students. The second part will present a sample model for working with multimodal texts, including reading techniques for students with such specific reading differences as dyslexia or attention and working memory issues. In the final part of the session we shall briefly demonstrate a number of tools that might enhance the development of specialised lexis, as extensive knowledge of technical vocabulary is a significant predictor of effective reading comprehension.

John Dundon
Georgetown University Law Center, USA
IE University Law School, Madrid, Spain

ABSTRACT: APPROACHING LEGAL ENGLISH THROUGH TRANSACTIONAL LAW

This paper describes a methodology for teaching legal English using transactional law as its setting. This method gives attention to two critical competencies that tend to be undertaught or even ignored at law schools – contract drafting and professional email writing. The author currently teaches this class at Georgetown University Law Center (in Washington, DC, United States) and at IE University Law School (in Madrid, Spain).

The class is designed around the revision of a template purchase agreement, to which provisions are gradually added over the course of the semester. Modules begin with an introduction to one of the major provisions of corporate acquisition agreements, such as representations, covenants, closing conditions, indemnification, dispute resolution, etc. Next, students read and summarize examples from real-world contracts contained in public securities filings. Each module then culminates with a contract-drafting assignment in which students revise their own agreement in accordance with instructions from a hypothetical client; they do this by adapting relevant language from precedent contracts, just as they would at a law firm. All assignments are submitted via email to the instructor, with the *student-teacher* relationship reframed as *associate-partner*. Instructor feedback is provided on contract drafts as well as the accompanying cover emails.

Overall, the class is intended to mimic the experience of a junior associate in a transactional group at a major U.S. or U.K. law firm. Students learn about law firm practice areas, the most common types of contracts, the principal components of corporate acquisition agreements, and best practices for revising contracts and describing the changes in a coherent and pragmatically appropriate cover email. This class has been an extremely successful format for combining instruction in substantive law, legal English and professionalism.

Stanisław Goźdź-Roszkowski
University of Łódź, Poland

GRAMMAR PATTERNS AND PERSUASION IN LEGAL JUSTIFICATION

This paper revisits the concept of grammar pattern (Hunston and Francis 2000; Su, Hang & Hunston. 2019) exemplified by adjectival patterns (formulated as *it v-link ADJ that* and *it v-link ADJ to-inf*) in order to demonstrate how they can be used a valuable rhetorical device. It is argued that this type of patterning serves the purpose of ascribing value to particular argumentative propositions and processes or actions that need to be undertaken but the presence of *it* as grammatical subject helps to obfuscate the evaluator and diminish the impression of subjectivity and a sense of involvement inherent in an act of evaluation. This use can be of particular importance in case of negative, potentially face-threatening evaluations, where there may be a need for achieving a more softening, 'toning down' effect. In addition, expressing evaluation through this pattern often entails identifying dialogic and intersubjective dimensions of stance related to the evaluators' actions.

The quantitative stage of the analyses was carried out using Sketch Engine as a tool to explore two sets of data: a corpus of US Supreme Court opinions (1,270,049 words in 108 documents) and a corpus of Poland's Constitutional Court (Pol. *Trybunał Konstytucyjny*) of 102 documents and 1,234,162 words. The analysis has revealed the relevance of four major semantic values: DIFFICULTY, DESIRABILITY, IMPORTANCE, and VALIDITY. The presentation will focus on how the sense of DESIRABILITY is framed in the American and Polish opinions.

Analysing patterned use of evaluative language exemplified by these patterns offers a useful way-in into the argumentative and persuasive discourse of legal justification. It is further argued that this genre selects and prioritises certain phraseological patterns in order to serve unique communicative and institutional purposes and in doing so to prioritise different rhetorical strategies.

Acknowledgments

The study reported in this paper was funded by National Science Centre Poland (NCN). Grant No. UMO-2018/31/B/HS2/03093

Alena Hradilová
Masaryk University, Czech Republic

WHEN YOU HAVE NO BASIS FOR AN ARGUMENT, ABUSE THE PLAINTIFF: ARGUMENTATION IN A LEGAL ENGLISH SYLLABUS

The talk is based on experience with the development and pilot of new micro-tasks and activities that aim at the practice of argumentation skills as a tool towards the successful completion of an authentic macro-task, a major negation performed in front of an audience.

First, it brings forth the question of including the skill of argumentation in a Legal English Syllabus as a way to practice not only active listening and speaking skills, but also as a means to employ higher cognitive processes (the processes of forming reasons and of drawing conclusions and applying them to a case in discussions) on the way between language reception and production. The talk offers selected examples of types of problematic argumentation that origin either in misinterpretation of propositional logic or the use of informal logical fallacies. It presents samples of original activities that help students understand these fallacies, identify them in both spoken and written production, analyse how they influence the audience (or the receiver), and discuss if and how they can be eliminated. Subsequently, it will be shown how students practice distinguishing between the function and use of such problematic arguments in everyday life and politics as opposed to the context of law.

A discussion on the pilot use of these materials based on preliminary student feedback will follow and offer arguments for as well as against the relevance of use of such activities in a legal English course. The talk will report on how students reflected on the improvement of soft skills and their general communication skills, not only from the exercises, but also from working independently or in teams on argument preparation for their final negotiation macro-task that was presented in front of a peer audience. Based on their feedback, the talk will also discuss to what extent these activities challenged their comfort zone in language learning.

.

Ondřej Klabal
Palacký University Olomouc, Czech Republic

TRICKY TERMS IN LEGAL TRANSLATION FROM AND TO ENGLISH: STEPPING UP TO THE CLASSROOM CHALLENGE

Legal translation competence as defined by a number of models (e.g. Prieto Ramos 2011, Scarpa and Orlando 2017) includes a high number of sub-competences that legal translation trainees need to master. Given such complexity, trainers may have no time to tackle issues at the very micro-level that are challenging not only for legal translation trainees, but sometimes even for professional translators. Although many of such issues are identified by Alcaráz Varo and Hughes (2002), or by Bázlik and Böhmerová (2019), the prevailing holistic approach to teaching legal translation may have led to such issues being side-lined in a legal translation classroom. Drawing on the author's experience as a legal translation trainer, this paper attempts to fill in this vacuum and offer a systematic approach to addressing at least some of these phenomena in the classroom. A selection of tricky terms will be presented together with practical activities designed, drawing on authentic materials, to raise trainees' awareness of such issues and teach them how to approach them confidently when translating from and to English. More specifically, three groups of terms are covered. First, non-transparent terms where complex legal meaning, possible an entire concept, is packed in a simple term (*constructive, in lieu of*), and the translation of the term into another language. Second, vague terms (*good and reasonable*) with vagueness being one of the hallmarks of legal English (cf. Tiersma 1999: 79). Third, terms which are examples of enantiosemy (*apparent, qualified*), i.e. a phenomenon when a term expresses two opposing meanings. In line with the step-by-step approach promoted by Klabal (2020), it is believed that when such phenomena are tackled in isolation, trainees may become better equipped to deal with the successfully when they encounter them next time in an English source text, or use them actively when translating into English.

Bibliography:

Alcaraz Varó, Enrique, and Brian Hughes. 2002. *Legal Translation Explained*. Manchester: St. Jerome.

Bázlik, Miroslav, and Ada Böhmerová. 2019. *Legal English and Its Lexical and Grammatical Structure for Czech Lawyers and Translators: A Proficiency-Level Coursebook Ideal for Both Classroom and Self-Study*. 2nd ed. Prague: Wolters Kluwer, 2019.

Klabal, Ondřej. 2020. *Developing Legal Translation Competence: A Step-by-Step Approach*. PhD diss., Palacký University Olomouc.

Prieto Ramos, Fernando. 2011. "Developing Legal Translation Competence: An Integrative Process-Oriented Approach." *Comparative Legilinguistics: International Journal for Legal Communication*, no. 5, 7–21.

Scarpa, Federica, and Daniele Orlando. 2017. "What It Takes to Do It Right: An Integrative EMT-based Model for Legal Translation Competence." *Journal of Specialised Translation*, no. 27, 21–42.

Tiersma, Peter. 1999. *Legal Language*. Chicago: University of Chicago Press.

Joanna Kozłowska
University of Lodz, Poland

LEGAL PHRASEOLOGY OF EU CASE LAW. SELECTED ASPECTS OF A COMPARATIVE, CORPUS-ASSISTED STUDY OF ENGLISH AND GERMAN COURT' S OF JUSTICE OF THE EU JUDGMENTS

Legal Phraseology in recent years has probably experienced its golden days as this sub-discipline has been flourishing in many valuable contributions. This phenomenon is seen in both traditions of phraseological inquiry – traditional, especially in German research (Płomińska 2019, Bielawski 2022, Woźniak 2016) and corpus- based (Goźdź- Roszkowski 2011, 2018, Goźdź- Roszkowski & Pontrandolfo 201, Pontrandolfo 2022, Koźbiał 2020, Salke 2018, Mazzi 2018).

Underpinning on present research made in abovementioned area this study aims to draw a unique nature of legal phraseology based on EU case law, attempting to reconcile both perspectives. The Author will present her observations after investigating the distribution of lexical bundles in the corpus consisting of judgments rendered by the Court of Justice of the European Union. The Author analyses the German and English corpora separately, from the functional perspective, in order to create a phraseological profile of both language versions.

The collected data will be compared in order to draw the differences between languages. The analysis will be followed by some observations made on parallel corpus.

Bibliography:

Bielawski, Paweł (2022): Juristische Phraseologie im Kontext der Rechtsübersetzung am Beispiel deutscher und polnischer Anklageschriften.
Biel, Łucja/ D. Koźbiał/ K. Wasilewska (2019): The Formulaicity of Translations across EU Institutional Genres: A Corpus- Driven Analysis of Lexical Bundles in Translated and Non-translated Language. In: Translation Spaces 8 (1).
Biel, Ł./ D. Koźbiał/ D. Müller (2022), The judicial English Eurolect. A genre profiling of CJEU judgments, (w:) Goźdź- Roszkowski S., G. Pontrandolfo (red.), Law, Language and The Courtroom. Legal Linguistics and the Discourse of Judges.
Goźdź- Roszkowski, Stanisław, Gianluca Pontrandolfo (2014): Facing the facts: evaluative patterns in English and Italian judicial language. In:V.K. Bhatia, G. Garzone, R. Salvi, G. Tessuto, C. Williams (eds.): Language and Law in Professional Discourse: Issues and Perspectives.
Goźdź- Roszkowski, Stanisław (2018a): Facts in law. A comparative study of fact that and its phraseologies in American and Polish judicial discourse. In: Goźdź- Roszkowski, S., G. Pontrandolfo (eds.): Phraseology in Legal and Institutional Settings. A corpus- based interdisciplanry perspective.
Goźdź- Roszkowski, Stanisław (2021): Corpus Linguistics in Legal Discourse. International Journal for the Semiotics of Law, 34, 1515- 1540.
Koźbiał, Dariusz(2020): The language of EU and Polish judges : investigating textual fit through corpus methods. Peter Lang.
Mazzi, Davide (2018): "By partially renouncing their sovereignty…" On the discourse function(s) of lexical bundles in EU- related Irish judicial discourse. In: Goźdź- Roszkowski, Stanisław, Gianluca Pontrandolfo (eds.): Phraseology in Legal and Institutional Settings. A corpus- based Interdisciplinary Perspective.
Płomińska (2019): Juristische Fachphraseologie – zwischen Konvention und Routine". Warschauer Studen zur Germanistik und zur Angewandten Liguistik.
Płomińska, Małgorzata (2020): Routineausdrücke in deutschen Gesetzestexten – Versuch einer Klassifizierung. In: Colloquia Germanica Stetinensia 29
Pontrandolfo, Gianluca (2022): The importance of being patterned. Old and new perspectivesa on legal phraseology. In: Handbook of Legal Terminology, Benjamins.
Salke, Raphael (2018): The fact that and its German counterparts. In: Goźdź- Roszkowski, Stanisław, Gianluca Pontrandolfo (eds.): Phraseology in Legal and Institutional Settings. A corpus- based Interdisciplinary Perspective.
Woźniak, Joanna (2016): Fachphraseolgie am Beispiel der deutschen und der polnischen Fassung des Vertrags von Lissabon. Danziger Beiträge zur Germanistik.

Przemysław Kusik
Department of International Legal Communication
University of Warsaw, Poland

COMPARATIVE LAW IN THE EYES OF TRANSLATION SCHOLARS. IS LEGAL TRANSLATION REALLY AN EXERCISE OF COMPARATIVE LAW?

The aim of this paper is to discuss the various approaches to comparative law and to its role in legal translation adopted in the legal translation literature and to juxtapose them with the developments in the comparative law methodology. The confrontation of the laws and languages of different legal systems that occurs in the process of legal translation has naturally inspired interest in comparative law among translation scholars. While references to this field in the literature are abundant and can be traced back several decades, not so much is said about how exactly comparative law can be used by legal translators in practice. Nor is there much in-depth theoretical discussion of how both fields relate to each other. References to comparative law theory tend to be rather superfluous and selective, focussing in particular on the traditional functional method and classic textbooks, e.g. that by Zweigert & Kötz. Yet comparative law is a very lively field, and in the last few decades there has been a prolific discussion going on about its goals, methodology and subject matter. Hence it is worth taking a closer look at the thought-provoking and oft-repeated statement that legal translation is an exercise of (or in) comparative law. On the one hand, it might rightly point to the challenging and interdisciplinary work legal translators perform. On the other hand, it raises the question of whether, and if so to what extent, the interests and activities of legal translators and comparative lawyers actually overlap. Does the work of legal translators – admittedly not always lawyers, and not professional comparative lawyers in particular – resemble comparative law research so as to justify the above statement, or is it just a catchphrase?

Aleksandra Łuczak
Kozminski University, Warsaw, Poland

MY HATRED FOR PLAIN ENGLISH HAS INCREASED… ON LAW STUDENTS' ATTITUDES TOWARDS PLAIN LANGUAGE

Plain language movement continued for many years and led to the development of modern legal drafting. In many countries, including the USA, Canada, Australia, New Zealand, or Finland, writing in plain language has been made into law. In Poland, civil servants are obliged to communicate with the public in plain Polish and in 2021 over 20 banks signed the Declaration of Banks on the Plain Language Standard. These banks' customers are to understand what banks say and write to them.

The same refers to lawyers. Plain language standards are now promoted by international law firms, public institutions, legislators, examinations, contract drafters, proofreaders, and legal English teachers. The ISO Plain Language Standard ISO/FDIS 24495-1 is going to be published this year. Everybody will benefit from improved communication. Readers will quickly find the information they need as they can understand what they are reading and will use that information to meet their needs.

Polish law students, however, seem reluctant to adopt the new standard and perceive it as a threat to their profession. They claim they prefer to use convoluted legalese to earn money explaining its intricacies to their clients. Interestingly, they had not heard about plain language before they started their studies but the strongest emotion they feel about it is hatred.

During my presentation, I will discuss the results of my research which I conducted among first-year law students at Kozminski University. Its aim is to:

- investigate students' attitudes towards plain language
- check their ability to understand legalese as contrasted with plain versions of the same text and
- understand why they might prefer to learn and use legalese to plain language.

Aleksandra Matulewska
Adam Mickiewicz University, Poznan, Poland

BETWEEN FREEDOM OF SPEECH AND HATE SPEECH: SIMILARITIES BETWEEN STAGES OF GENOCIDE AND AGGRESSION IN MODERN MEDIA

The purpose of the paper is to discuss the slim line between the right of free expression (freedom of speech), phenomenon of cyber-hate speech and linguistic features of stages of genocide by Gregory Stanton (2016). The state of the art in the field of genocide reveals that language is a powerful tool in the process of inciting to physical violence or even extermination of communities. In general, almost each act of lynch or genocide starts with linguistic persuasion leading to classification, stereotyping, discrimination, alienation and degradation of some communities. Once communities become dehumanized, the violence towards them both verbal and physical becomes acceptable. The analysis carried out in the paper juxtaposes ten stages of genocide (Stanton 2004, 2016) with the aggressive language present on the Internet to investigate whether there is a possibility of identifying utterances which should be penalized as potentially leading to physical violence in the long run.

Omer Shapira
Faculty of Law, Ono Academic College, Israel

NEUTRALITY & IMPARTIALITY IN POLISH AND EUROPEAN MEDIATION STANDARDS OF CONDUCT

Standards of conduct for mediators and mediation practice are considered vital for ensuring the provision of quality mediation services, promoting ethical mediator practice, and instilling public confidence in the process and profession of mediation. Neutrality and impartiality are widely considered as fundamental principles of mediation, and are frequently cited as such in legislation, mediation codes of conduct, and publications of both academic nature and official communications, e.g., in internet sites of governmental bodies. These sources typically define mediation as a process conducted by a mediator - a neutral or impartial third party, hold the mediator accountable to standards of neutrality and impartiality, and sometimes refer to the meaning of these standards in brief.

On the European level, both the European Union, comprising of 27 member states, and the Council of Europe, comprising of 46 member states, have issued legal instruments on mediation in civil and commercial matters in the form of Directives and Regulation (the EU), and Recommendations and Guidelines (the COE), as well as a European Code of Conduct for Mediators (the EU) and a European Code of Conduct for Mediation Providers (the COE).

Poland, which belongs to both international organizations, introduced the institution of civil mediation in a 2005 amendment of the Civil Procedure Code, and adopted, through its Civic Council for ADR, Standards for Conducting Mediation (2006), Standards for Mediators Training (2007), and Code of Ethics of Polish Mediators (2008).

My presentation will explore the way neutrality and impartiality are employed in the European and Polish sources on mediation in civil and commercial matters and evaluate the consistency (or lack of it) in the use and meaning of these terms. This analysis can contribute to clarity and consistency in the use of these terms in both normative and practical guidelines on the standards of mediation, which would benefit draftsmen, mediation organizations and providers, mediators, and mediation participants, both at European and state level.

Monika Śleszyńska
Białystok University of Technology, Poland

INTEGRATING PLAIN ENGLISH INTO DOCTORAL LANGUAGE TRAINING – RESULTS OF THE EMPIRICAL STUDY

Scholars – from juniors to seniors – need to disseminate research results in English-medium journals because their academic careers are closely tied to publishing in English. They are expected (by journal gate-keepers) to use correct scientific English in their manuscripts. However, numerous junior researchers and novices to scientific writing do not know how to meet this expectation. The aim of the presented empirical study was to determine whether the teaching of Plain English (which favours simplicity in the written discourse) is relevant to academic needs of research students, empowers them as publishable writers in the sciences and contributes to better quality of their written texts that sustains over time. Last but not least, the Author was interested whether integrating Plain English into writing activities constitutes an adequate component of an English course in doctoral language training at a technical university. In order to answer the research questions, the Author employed the multiple-case study design in which 13 PhD students at Bialystok University of Technology became the subjects of the didactic intervention. Questionnaires, interviews and writing samples were used to carry out a cross-case analysis and within-case analyses. The results of the study support the claim that teaching Plain English to doctoral students should be a legitimate component of the PhD language program, as it enhances writing confidence of research students and brings some long-term writing gains. Since the research addressing Plain English in English for Research Publication Purposes (ERPP) instruction in Polish educational settings is scant, the Author believes the study would attract a genuine interest from other researchers who may explore this area in greater detail or fellow teachers who may like to employ Plain English in their teaching practice.

Edyta Więcławska
The University of Rzeszów, Poland

PROFESSIONAL IDENTITIES IN COMPANY REGISTRATION DISCOURSE

The paper brings to the fore the variationist aspect of legal language manifested with reference to the concepts materialising distinctions running through the unity of linguistic norms and expectations based on common social and professional status, that is community of practice or – more specifically, in case a discourse is the object of analysis – discourse community. The aim of this paper is to present the way in which specific categories of entities taking part in legal discourse (cf. professional discourse) construe their professional identities with linguistic means. The analysis is conducted in the corpus-based methodology with a custom-designed corpus of English, authentic texts found in the legal trade, in the domain of company registration proceedings. The authentic communicative environment delineated on the ground of substantive and procedural legal provisions is deemed to encompass distinct professional communities, each with its own professional identity. The supervised data extraction rests on exploiting predefined phraseological formats, yet it is hoped that the authentic texts and the naturally occurring authorship categories make it a valuable contribution to the existing findings on legal communication. It is hypothesised that the phraseological profile of the individual professional communities is distinct with regard to qualitative and quantitative aspects. Further, it is hypothesised that the salience of specific phraseological structures works towards foregrounding specific social values like profession-based authority, power and others still to be identified. It is hoped that the findings will be of significance in the context of didactics of legal language and legal translation in that they provide a framework for systematic acquisition of linguistics and translation competence in the field under consideration. They may serve as arguments in favour of promoting specific schemes of equivalence in translation and as an organising force for designing terminological databases. The emerging argumentation paths may also serve as a ground for expert-based evaluation of translation performance.