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The Justification of Administrative Law - A Diachronic Study of Argumentation and Legitimation in Swiss Administrative Legal Texts

This paper aims to analyse specific linguistic processes of legitimisation and institutionalisation within the law. For this purpose, the annotated Corpus of Swiss Law (*Korpus des schweizerischen Rechts KSR*) serves as the data basis. The corpus covers three fields of law: public commercial law, security law and social law. Within these fields, all published decisions of the Swiss Federal Supreme Court, Federal Council dispatches and selected legal journal articles in German (and partly in French) from 1875 to 2015 have been collected. With the help of this resource, we explore and discuss the development of keywords, collocations and further analytic results over time.

In general, we argue that, in the course of time, the wording of legitimisation shifts from a more including, personal tone (e.g. more frequent use of personal pronouns such as *wir* 'we') to phrasings that call upon authorities and institutions. Furthermore, we observe a thematic shift from general legal principles to random noise of a multitude of topics. Finally, we will interpret our findings with the help of legal theory, observing the shift from a small range of normative commitments directly linked to society to the development of a self-referential legal system.

Keywords: legal linguistics, legal theory, legitimation strategy, Corpus of Swiss Law, Switzerland, administrative law, legal history

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"*Virtual Erasmus* Task-based Learning via the *Case Study* Model: inter-university student collaboration across an e-learning platform"

Our presentation addresses empirical observations and findings gathered from both survey feedback and continuous assessment results in this first year of our *Virtual Erasmus* pilot project, which sees Brussels and Krakow Law students collaborating on group-performed legal case studies via the Moodle platform. The paper fits into the second theme of the Bialystok *Language and Law* conference, "Teaching and learning legal English", touching in particular upon several strands highlighted under this theme, namely:

- *Modern approaches & methods used in teaching LE*: the project aims to optimise student-teacher adoption of up-to-the-minute pedagogical material that the university actively promotes or incentivises through training workshops;

- *The role of authentic materials*: student projects are based on recent judgements from the ECtHR, US Supreme Court, ICC, or other International Courts, as well as pertinent legislation and opinions from actors involved in cases under analysis, together with locally-derived comparative elements;

- *The role of the LE teacher* and the move towards learner autonomy: those taking part in *Virtual Erasmus* are given autonomy to decide subject matter, methods of gathering data, materials and media; the teacher serves as facilitator and advisor, giving technical and knowledge-based support;

- *The impact of IT on teaching & learning LE*: group interaction, content preparation, correspondence with third parties is carried out electronically; the teacher can "drop in" to give guidance any time;

- *Intercultural dimension of teaching and learning LE*: coming from different learning contexts in terms of the "old" and "new" EU, Brussels and Krakow, this can impact upon needs-based considerations.

The *Virtual Erasmus* model of conducting the case study is presented in terms of sharing teaching and learning tools and exchanging best practice. We will give an overview of the "task-based learning" concept and its particular relevance in the study of languages for legal purposes, before moving on to examine points in favour of using the case study as a viable tool in language pedagogy. Our paper presents the technicalities, general means employed, and goals sought in relation to the task. Our conclusions aim to appraise the pros and cons of such a model in the light of student feedback and discuss how the practice might be improved, enhanced and disseminated for effective future use in the teaching/learning of English for Law.

Keywords: authentic materials, autonomous learning / learner autonomy, e-learning intercultural exchange, task-based learning

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The Role of Genres and Text Selection in Legal Translation Training

The development of genre-awareness is a key issue in legal translator training, as, according to research, semantic text comprehension depends largely on the recognition of genres/text types (Szikszainé Nagy 1999). Legal translators must be familiar with the rhetorical and textual conventions of legal genres both in the source- and the target language – the two code systems (Bhatia 1997) – to realise the communicative aim of the translation, and to be able to produce texts that are acceptable by the professional community. Consequently, in legal translator training the development of intercultural competence has double implications: it refers not only to the ability to transfer between legal systems, but also between legal genres. The biggest challenge of translator training is to improve skills and competences effectively through a selection of texts that realistically meet the changing needs of the translation market, but, at the same time, can be successfully adjusted to the level of proficiency attained by students at different levels of the training.

Drawing on both practical experience and empirical research, the paper attempts to present a methodological scheme for the selection and grading of legal genres and text types in legal translator training, taking into account some of the functional typologies (Šarčević 1997), and several other relevant aspects, such as the level of difficulty of the texts, as defined by Nord (1991) and De Groot (2002). With a practical approach, the selected genres are introduced in the context of exercises aimed at improving genre-transfer competence and some other skills vital for legal translators. Although the presented scheme has been designed for an actual 3-semester legal translator training where students have legal degrees, it is supplemented with further methodological guidelines so that it can be adapted to other legal translator trainings of any level.

Keywords: legal translator training, genre, text-type, genre analysis, genre-transfer competence

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Legal, Business and Political English in View of Corresponding Non-linguistic Subject Teachers

The increasing globalisation and an urge for competitiveness of contemporary labour market with rapidly evolving multicultural and multilingual work environments have paved the way for an intensifying internationalisation of higher education in Europe. Given that English has largely engulfed international academic and professional communication as the main *lingua franca*, English medium education (EMI) has become an inseparable part of University study programmes all around the study fields. It has thus become of high significance for university students to develop adequate communicative competences of English which would not only provide them with better job opportunities but would also allow them to access their professional competences in their EMI subject courses. In line with the above reasoning, the present study aims at analysing the non-linguistic subject teachers' in the fields of law, business and politics attitudes and expectations with regard to their students' academic and subject-specific competences of English.

The study is based on qualitative methodology and it includes semi-structured interviews with teachers from the faculties of Law, Political Sciences and diplomacy and Economics and Business Administration. The obtained results will facilitate projecting the development of students' professional and academic English skills in the relevant fields.

Keywords: non-linguistic, competitiveness, higher education, English medium education (EMI), Legal, Business and Political English

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Individual and Collaborative Vocabulary Building Strategies in Legal English Classes

One of intricacies of legal English, as a kind of English for Specific Purposes (ESP), stems from using distinctive technical terms and concepts. Although the knowledge of specialized vocabulary is essential for learners to become fully-fledged members of a particular community, it is only one of the features which characterize ESP. Yet, many law undergraduates attending legal English courses view lexical lists as a shortcut to developing their legal English and they repeatedly demand such lists.

Teachers themselves know that vocabulary is closely connected to the content knowledge of the discipline; however, they also realize that being familiar with the vocabulary is a complex process involving a combination of skills and strategies. Students should learn to identify useful technical vocabulary themselves, which means they should know how to interact with texts and other sources. Students should also be aware of various vocabulary learning strategies and should be able to apply them successfully.

The paper presents vocabulary broadening and consolidating strategies and shares classroom experience from undergraduate courses of English for legal purposes. Students can be asked to keep learning logs or glossaries which can be either individual or they can be created collaboratively by the whole class. Nowadays, many online tools can be used for storing vocabulary and generating more practice, e.g. Google Docs, Memrise, Quizlet. Nevertheless, the role of the teacher is to show that mastering legal English means using appropriate English in various legal situations, not memorizing lists of vocabulary. The paper thus proposes ways of assisting students in developing their legal English skills by showing them a variety and complexity of vocabulary building strategies set into professional contexts.

Keywords: legal English, English for specific purposes, vocabulary building strategies, technology in language learning

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Skills for Legal English

This presentation deals with a selection of skills for lawyers arising from the needs of students of Legal English within the undergraduate law study programme at the Faculty of Law, University of Split. Learning Legal English should be primarily from the perspective of the legal profession and the skills necessary for using English in that profession. The crucial aspect of lexis in Legal English needs to support skills acquisition in using EFL in legal English. The most important difference between learning general English and ESP lies in the learners and their purposes for learning English. Tertiary ESP students have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP programme is therefore built on an assessment of purposes and needs and the functions for which English is required. However, ESL and ESP diverge not only in the nature of the learner, but also in the aim of instruction. In fact, as a general rule, while in ESL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly.

This presentation aims to examine the most sought after skills by students of Legal English who are preparing for graduate work in law. This presentation looks at the skills required by students of legal English and examples of the implementation of each of these skills in the classroom and later hopefully to the workplace.

Keywords: skills, functions, legal English, workplace, ESP

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Empowerment through Knowledge Pooling in Mixed Ability Legal English Classes

While undergraduates in Legal English classes tend to form largely homogeneous groups, the situation is decidedly more complex with extramural students. Thus, in courses such as Public Administration and International Trade Law, the participants may include experienced practitioners and full time students, ranging in their proficiency from confident C1 to self-conscious A2 speakers. These are then supposed to work alongside one another in order to improve their specialized English. Inevitably, such situations present teachers with considerable challenges.

One way of addressing the issue is for the teacher to prepare activities involving knowledge pooling. In this way, all participants can contribute: experts with lower level of English as well as students with good language skills but insufficient world of work/life experience. For instance, instead of individual tasks, students in groups may produce written assignments in Google Disc environment, with the teacher providing instant feedback while the work is being created. Such activities present less of a face threat: they can boost learner confidence and improve learning outcomes by allowing students with lower level of language proficiency to participate in producing texts that may, thanks to the collaborative nature of their origin, be of good quality and be used as resources for exam preparation or even in actual real-life situations.

Clearly, while the method of knowledge pooling places some specific demands on the teachers, it serves for the empowerment of students and can help to overcome the challenges arising from classes consisting of students with variable levels of professional expertise and language proficiency.

Keywords: ESP, Legal English, methodology, motivation, heterogeneous classes, ICT

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Language Varieties in Legal Communication

Numerous natural languages exist in varieties. Among such languages we may enumerate English, Spanish, Arabic, German, French, Swahili and many, many others. Varieties is considered here as a standard let which is used by authorities of a given country as an official language for communication in standard settings. Therefore varieties are standard lects that are spoken in the territory of a given country in official communication and that the used to formulate legal texts of various genres. Consequently when we speak about the English language we may distinguish the British variety, American variety, Australian variety, and many others. Analogously when we deal with Spanish may distinguish European, Mexican, Chilean, Cuban et cetera. In the European Union context we deal with three German varieties spoken in Germany, Austria and Switzerland. Analogously when talking about French with me distinguish the language spoken in France, Canada, and postcolonial territories in Africa. The examples may be multiplied but the purpose of this chapter is to illustrate the impact of the language variety of legal communication and that is why it should be stressed here that in the process of translation varieties must be taken into account by translators and interpreters. The language variety existence is one of the factors which affect the communication and requires the translator to adjust the message to the communicative needs of translation recipients. Thus when we talk about the relativisation of translation we must remember that using terminology from a specific language variant is one of the very first steps the translator should remember about. Let us analyse now a few examples which illustrate the need to apply terminology which is going to be consistent with the language variant spoken by target text recipients.

Keywords: language varieties, legal communication, translation

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The art of arbitration - linguistic and legal challenges

The growing number of cases going to arbitration, especially at the international level, calls for taking a closer look on some of the major problems concerning language, as it pertains not only to the procedure, but also the outcome. The nature of arbitration implies that arbitrators and parties are of different nationalities and more importantly, speaking different languages. The underlying presumption of the English language being the lingua franca of international arbitration may pose a threat to transparency and as a result put some of the parties in an advantaged position. Even though many international organizations, such as the United Nations Commission on International Trade Law, provide uniform rules on the choice of language, it may still raise uncertainty and impose certain barriers. Moreover, legal issues relating to translation and interpretation have to be properly identified and addressed in the international arbitration rules. It is also crucial to address such legal issues in order to dodge manipulation and doubt. The paper focuses on some of the linguistic and language challenges to international arbitration. The author argues that language cannot be overlooked as a secondary matter as only a multi-lingual and multi-cultural tactic may result in success. The paper also endeavours to demonstrate some of the potential problems in international arbitration and propose feasible solutions.

Keywords: international arbitration, culture, language, translation, globalization.

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Do We Need an International Certificate for Professional Legal English Language?

Lawyers working in international legal practice do not have a convincing way to demonstrate that they are qualified to provide legal services in English. How can a hiring director or a client assess whether they master the professional legal English language?

Does legal education have to make legal English a core legal skill with a certification in the professional legal language?

If legal education not only teaches legal English, but also creates professional standards and an international certification for international legal practitioners, what is the concept (tested skills, assessment scales, grading methods, etc.) of such examination?

By comparing and contrasting exam methods and formats, the speakers explore different options and facilitate a discussion among the experts in the audience.

Brief Summary:
(1) Best Practice: strength and weaknesses of ILEC and TOLES
(2) Market analysis: skill set of international legal service providers
(3) Outlook: risks and opportunities of a professional standard and an international certification
(4) Intermediate evaluation: experiences, achievements and next steps after one year "Professional Legal English Language Examination" of Lawbility

Keywords: legal English, international certificate, legal education, practical skills, international legal service providers

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Conceptual Autonomy of EU Law – The Challenge for Drafters and Translators

Each legal system develops its own concepts and terminology. The culture-bound terms pose a challenge to translators of legal texts. This challenge is even greater when translators participate in drafting process of a legislative act which, after enactment, will be applied in the territory where a different legal system is already settled. This is, for instance, the case of EU laws which are applied within legal systems of Member States. In addition, EU legal acts are drafted in languages in which national law of Member States is drawn up. This brings up the question to what extent EU drafters and translators of legal acts are allowed to use national legal language and its terminology. EU law is autonomous and independent from the national law of the Member States. Therefore, new concepts specific to EU law, known as EU autonomous concepts, are developed. To convey them, drafters (including translators) usually search for terms that are not recognized as legal terms having a specific legal meaning in the national law of Member States. However, it is not easy to recognize whether concepts are autonomous. The great number of preliminary rulings delivered by the Court of Justice of the European Union deals with this issue.

The paper examines how to recognize the autonomy of concepts and what techniques drafters and translators apply to convey EU autonomous concepts. With the results of this examination in hand, the relation between EU legal language and national legal languages of Member States is explained. The research results are based on the analysis of EU legal acts and national legal acts (especially those transposing directives into national legal systems), on the examination of the relevant EU and domestic case law and on the interviews with EU translators, lawyer-linguists and experts involved in the legislative drafting process.

Keywords: EU legal language, EU law, multilingual law, autonomous concept, legislative drafting, legal translation

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Agnieszka DZIĘCIOŁ-PĘDICH,
University of Białystok, Poland

Testing in ESP: a case study and implications for course design

English for Specific Purposes (ESP) is an approach to language teaching that seeks to meet learners' current and/or future academic or occupational needs and focuses on the skills, discourses, and genres required to address these needs. Therefore, ESP tests ought to assess specific purpose language ability. They should be focused on the language appropriate to the activities underlying the specialist area of learners' target work or study and provide consistent measurements of their ability to use language precisely to perform relevant tasks in specific contexts.

While assessment of students' ability to cope with specific language tasks is essential to guide ESP training and provide feedback to learners, teachers, and other stakeholders whose interests are reflected in training programmes, the field of ESP language testing seems to represent significant challenges for trainers. The challenges frequently lie in developing reliable assessment tools, balancing background knowledge and language proficiency in ESP tests, or choosing specific language skills and competences which ought to be tested in particular fields of academic or professional activity. Moreover, ensuring test validity and defining criteria for assessing specific language performances appear to be areas which pose significant challenges in the context of ESP testing.

The aim of this talk is to report on a study conducted among ESP trainers practising in a number of educational institutions in Poland. The research sought to investigate the most common principles and practices of ESP testing and to identify the role of assessment in the field of academic, professional and occupational English. It also aimed to determine what challenges ESP professionals face in designing assessment procedures in the context of subject-specific approach in foreign language instruction.

The presentation will be of particular interest to trainers involved in teaching ESP at tertiary level and those seeking to enter the field of specialist language training.

Keywords: English for Specific Purposes (ESP), language testing, assessment, target language, assessment tools

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The Canadian Bilingual Bijuralism and the Harmonization Process

As a legacy of the colonization of North America by France and Great Britain, the contemporary Canada has two official languages and two coexisting legal traditions – civil law in Quebec and common law in all other provinces and territories. In this bilingual and bijural context, a unique model of co-drafting of legislative texts at the federal level has been developed. This paper aims to present the Canadian model of bilingual legislative process and discuss the specific legal and linguistic context in which it has been developed.

The paper begins with the presentation of the historical and constitutional background, focusing on the role of the French language in the legislative process. The Parliament of Canada has been enacting its legislation in English and French since the Confederation in 1867. For over a century (from 1867 to 1978) Canadian legislators used "unilingual drafting" (the so-called "translational model"). However, to be more respectful of the equal legal status of the two official languages in Canada, it gradually evolved into bilingual drafting (also named "co-drafting). The next part of the paper presents the harmonization initiative which has been launched to adjust the existing federal legislation to ensure that it is consistent with the concepts, institutions and terminology of Quebec civil law, on the one hand, and to ensure respect for the terminology of the common law in French, on the other hand. To ensure better access to justice, the federal legislation, when it refers to private law matters, must address to four audiences: common law Anglophones, civil law Anglophones, common law Francophones, and civil law Francophones. As a result of the harmonization initiative, Canadians are able to refer to federal Acts and regulations that will demonstrate a due respect for the common law and civil law legal traditions in both official languages.

Keywords: Canada, Quebec, bilingual legislation, bijuralism, harmonization

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Poland

Facts in Law: A comparative study of *fact* and its phraseologies in American and Polish judicial discourse

Few disciplines are more concerned with facts than Law. Facts play a crucial role in determining the content of the law. This is particularly true of empirical, descriptive facts, which provide knowledge about human conduct in various circumstances. In judicial writing, and especially in judicial opinions, marking a proposition as factual or non-factual means engaging in law-determining as well as in epistemic and evaluative practices.

However, indicating a factual status can be problematic. As Hunston (2011: 108) notes in her study of facts in science writing, the use of the word *fact* "potentially leads to contentious discussions about the nature of facts and reality". For example, if a proposition is labelled as *hypothesis* in a research paper then it becomes one. This alignment is not always so straightforward with factual propositions, especially in legal discourse. A proposition can have the status of *fact* without being explicitly assessed as such. On the other hand, a proposition could be marked as *fact* not so much for its factual status but to express other functions.

This paper adopts a corpus-based phraseological perspective by investigating semantic sequences (functionally-motivated series of meaning elements) centred around the phrase *the fact that* and its Polish counterpart in the United States Supreme Court opinions and the judgments given by Poland's Constitutional Tribunal respectively. The goal of the study is to identify characteristic patterns in which the phrase *the fact that* and *fakt, że/iż* are found in judicial discourse and explore the implications of their similarities and differences in terms of epistemology and argumentative strategies. This comparative analysis identifies 6 major functional categories and corresponding semantic sequences in which this phrase is found in both corpora suggesting that American and Polish judicial writing is underpinned by essentially the same epistemological assumptions.

Keywords: phraseology; judicial discourse; comparative analysis; legal argumentation

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Seven Propositions for Teaching Law and Language in the 21st Century

For two decades, the teaching of ESP for lawyers used to be the prerogative of classic language teachers. The emergence of the interdisciplinary approach to Legal English marrying linguistics with applied comparative law calls not only for a new methodological approach, but also primarily for a new "type" of teachers and trainers, i.e. lawyer-linguist who have a profound background in both fields. These "hybrids" are highly sought after in today's dynamic legal market, which is in dire need of professionals who are capable of minimizing discrepancies in the equivalence and quality of both written texts and the spoken word.

Based on 30 years of experience and continuous development, Franz J. Heidinger proposes a systematic curriculum as well as a comparative law based methodology for linguists to gain in-depth legal knowledge of three separate jurisdictions (United States, United Kingdom and currently Germany or Austria). He vice versa provides linguistic education to lawyers, hence, allowing experts in one field to broaden and deepen their expertise of the other field and become highly skilled hybrid lawyer-linguists in Anglo-American Legal English as well as training others in this new area of legal and language expertise.

Keywords: hybrid lawyer-linguists, linguistics combined with comparative law-based methodology, Vienna Model, Vienna LLP

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Germany

Is it Possible to Make Legal English Interesting and Rewarding for Business Law Students in the Initial Stages of their Legal Studies?

Are you familiar with the problem? Whilst some such students are highly motivated and already have fundamental legal knowledge as well, perhaps, as having spent an extensive period of time in an English-speaking country, others have only minimal legal knowledge and even less affinity with the English language. For all of them, however, B1-level Legal English is a compulsory component - so what is the best way forward? How can these gaps be bridged? Is it possible to provide a course which is interesting and rewarding for the weakest as well as the strongest students whilst, at the same time, fulfilling the requirements of the module description (in 16 x 1.5 hours per semester)?

For several semesters I have been confronted by this question and accumulating materials and ideas in an effort to respond to it. In this session I would like to share some of them, and discuss them with participants. The range will extend from initial ice-breaking activities with the whole class via various confidence-building group work exercises to individual presentations on legal topics with constructive peer feedback. The aim throughout is to develop students' confidence in speaking and listening as well as writing in different contexts, and deepening their understanding of international business law.

Keywords: motivation, confidence, affinity, knowledge, effort, feedback

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Russia

Frame Modeling Method in Teaching and Learning Legal Terminology

Both cognitive linguistics and language pedagogy are interested in modeling the language capacity and performance, therefore the methodologies which grew inside both sciences can be viewed as complementary to achieve better results in language teaching, a *frame modeling* method being one of them.

Legal terminology is the basis of a legal discourse, both professionally and educationally. The acquisition of terminology in a foreign language implies knowledge of a non-linguistic conceptual structure (conceptual content) and means of verbalization (linguistic content). According to the cognitive theory, a legal term is a means of a legal concept verbalization, hence a dynamic phenomenon. The heterogeneous structure of legal concepts (a permanent core and dynamic periphery) suggests a possibility of framing their verbal representations. In theory, framing comprises a set of theoretical perspectives on how individuals, groups, and societies organize, perceive, and communicate about reality. In essence, frames in a language are groups of words accumulated around a particular concept constituting a coherent whole. Frame modeling is helpful for studying concepts, which are constituent parts of a macro concept for describing "scenario" concepts, for studying the content of dynamically growing "young" subject fields in which inclusion of new terms into the system is still in process, for contrastive analysis of terminology. From this perspective, legal terminology is viewed as a four-level frame structure: 1) *macro-frame* (the language of law and about law) built up by 2) *topical frames* (lexical-semantic representations of extensive legal events (concepts)) comprised of 3) *sub-frames* (lexemes representing a legal event (concept) variables), and 4) *attached frames* (derivatives of these lexemes). Depending on the educational objective, frame-modeling may be circumscribed around a specific concept or level. The method enables constructing an "infrastructure" of the subject area and by showing possible links among its elements gives students a holistic picture of the domain.

Keywords: terminology, law, legal culture, concept, frame, concept mapping, cognitive teaching

Alan JONES
United Kingdom

The Importance of Understanding the Fundamental Building Blocks of the Common Law and its Conceptual Architecture

Many teachers both native and non-native English speakers are not fully aware of the powerful underlying concepts that were created in the common law and which continue to sustain it .This presentation seeks to explain those fundamental concepts.

The common law began during the reign of Henry 11. When he came to the throne in 1154, the nation, including both towns and the countryside, had been ravaged by the brutality of uncontrolled civil war for nearly 20 years. England had been laid waste. It was a period termed the Anarchy by British historians. The imposition of what became the common law was Henry's way of achieving peace and political control by diplomacy throughout the kingdom.

Four major concepts of the common law developed:

1. The incorporation of lay people into the administration of justice by the creation of the jury system. The jury system has had a lasting effect and continues to do so in all common law jurisdictions.

2. The adoption of the adversarial system in which parties became responsible for the way in which their disputes were submitted to the courts. As a consequence lawyers became agents for legal change.

3. The process of discovery was developed which formalized the ethical standards of the parties in the conduct of their disputes.

4. The oral tradition for the hearing of cases led to the development of cross examination which is regarded as a fundamental legal right. It includes the ability to verbally challenge the evidence of any person no matter how grand they may be in society.

Understanding these concepts is vital to understanding of the common law and how it changes to reflect changes in society, technology, science and economics.

Hana KATRNAKOVA
Masaryk University
Czech Republic

The Legal English Teacher as a Researcher

The major part of the presentation is devoted to discourse tactics in very formal investigative interview in the UK Parliamentary setting. The presentation will deal with an authentic material - transcripts of the Parliamentary hearings of key players in the phone hacking News of the World scandal in 2011. The News of the World tabloid newspaper, owned by R. Murdoch, severely breached the law in a number of cases and led to an in-depth investigation by the Police and by the Parliamentary commission. The hearings were televised and transcripts were made available. It was a breakthrough case in the UK and influenced investigation in a broader context, which has led to changes in media practices.

The presentation will focus on the form of formal questions, hedging, contextualization, choice of words and responses to the question. Special interest will be devoted to strategies employed by interrogated speakers with very high recognition who have a lot to lose and knew that upon their responses they might have been found guilty or liable. As the analysis shows, the respondents tried to minimize their responsibility or involvement in the case.

Students of law at Masaryk University often practise in role-plays the use of formal language and they find it difficult to distinguish or use an appropriate level of formality. Therefore samples of transcript are used to support the teacher's input about the need of formality in spoken legal discourse.

Keywords: discourse tactics, investigative interview, hedging, involvement, formality, authentic language, classroom input

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Shall We Teach *Shall*: an attempt at a systematic step-by-step approach

The use of the modal verb *shall* is one of the most controversial points of legal drafting in English. Some authors of style guides (e.g. Garner 2001, Kimble 2007) dismiss it as completely redundant, while other authors (e.g. Adams 2014) see restricted room for its use. Despite all such recommendations, it is still widely used by many legal drafters, not to mention by many legal translators (cf. Giczela-Pastwa 2016). This poses a serious problem for a legal translator trainer teaching legal translation both from and into English. In the former case, the correct interpretation of the verb is far from straightforward; in the latter case, the students face a conflicting situation: where they make use of parallel texts, they tend to copy all instances of the use of *shall,* whereas where they refer to the style guides or legislative drafting rules, they are tempted not to use *shall* at all. This paper will first describe the current status of *shall* in the legal writing community and discuss some authentic examples from contracts and legislation translated from Czech into English with the emphasis on *shall*. This will be followed by a step-by-step approach designed to introduce non-native translators having to translate legal texts into English to the intricacies of the meaning of *shall*. It will also offer practical activities aimed at helping any trainers in a similar position make students aware of the pitfalls as well as potential of *shall*. The exercises are designed to facilitate guided discovery by students and ultimately, to make them reflect upon their own use of the verb in their translations. This will help them interpret the different uses of *shall* in original texts as well as allow them to make a reasoned decision whether to use the verb when translating into English.

Keywords: legal translation training, shall, ambiguity, legal drafting, L2 translation

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Affixed Terms in Cognitive Categorization of the Legal Picture of the World and in LSP Teaching

The interdisciplinary notion *picture of the world* makes research works devoted to this area of studies challenging from the point of view of finding interconnection of linguistic and extra-linguistic factors in the process of structuring semantic groups of words, including terminological systems and subsystems. Knowledge as a mental phenomenon exists in the form of language representation systems. Therefore, there are no precise boundaries between language meanings and human experience. Legal pictures of the world have been developing in every culture since the times immemorial. Their development went hand in hand with the progress of the society, the morality, the state, the legislation and the jurisprudence. That is why the paradigm of the legal language pictures of the world is complicated. These pictures are specific cultural phenomena that may differ in various countries due to the national specific features of law and legal culture development. One of the most complicated problems of knowledge representation in linguistic terminological signs is the problem of linguistic categorization of notions. The study under review deals with the problem of formation of theoretical categories of law based on word-building suffixes from the point of view of the development of the legal language picture of the world closely associated with the its conceptual picture. The conclusion may be drawn that derivation affixes used in common language and adopted by terminological systems as their elements included in the taxonomies of legal theory transform their common derivation meanings in accordance with the legal conceptual picture of the world. Appeal to other knowledge spheres proves that there are both general and specific features of categorization in various scientific world pictures. The results of theoretical studies in terminological conceptualization must find their place in the process of teaching English legal vocabulary in the form of systematic presentation of term-building patterns expressing certain conceptual categories.
Keywords: legal terminology, terminological derivation, legal picture of the world, linguistic categorization.

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Metaphoric Use of Denotations for Colours in the Language of Law

The language of law is characterized by objectivity, neutrality and the precision of the expression. However, in many papers dealing with the stylistic features of legal texts, metaphor is highlighted as a stylistic figure often used in the language of law. On a daily bases we can witness the frequent use of metaphoric collocations like *soft laws*, *hard laws*, *silent partner*, *hedge funds*, etc.

In this paper, the author analyses the use of denotations for colours as parts of metaphoric collocations used in the language of law. The analysis is conducted by using a comparative approach to the examples extracted and classified by means of computer technology from the corpus of international bills and conventions available online. In the main part of the paper, the examples are classified by using a colour denotation as the main criterion for the classification. After that, the examples are compared to the corresponding expressions used in German and Croatian languages. Taking into account the main principle of the Skopos translation theory that differences between cultures strongly influence the translation process, the hypothesis of the research is that in many cases there will be no lexical equivalence between the collocations with colour denotation in the three languages. On the other hand, the international bills and conventions being the source of the extracted examples, and English being a lingua franca of international communication, it can be expected that some terms and collocations would be literally translated from the English language.

The conclusions drawn from the comparative analysis of the collocations including denotations for colours can be not only interesting from the viewpoint of legal linguistics, but can also represent a valuable contribution to didactic aspect of the Legal English and Legal German courses.

Keywords: metaphor, denotations for colours, language of law, English, German, Croatian

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The Specific Representation of Proper Names in Legal English

This paper describes the system and peculiarities of proper names (onyms) functioning in the discourse of law. A proper name is analyzed as an element of terminology of Anglo-American discourse of law and as a means of reflecting its linguo-pragmatic and national-cultural identity. The different groups of proper name-based terms (case names, law names, crime names etc.) are analyzed in the article. The data were taken from legal texts (court decisions, act texts, witness testimonies, expertise findings, etc.), dictionaries and online lexicographic sources, mass media. In the course of investigation the legal proper name – based terms were extracted of terminologies of criminal law, constitutional law, etc. Proper name-based legal terms are classified into groups according to specific fields of law: sources of law, legal institutions, legal relations, applied legal sciences, e.g. criminology, forensic medicine, forensic psychology, etc.

The interest to the problem has greatly increased due to the dominance of the anthropocentric paradigm in the modern linguistics which provides deeper understanding of the motives of an individual's communicative and cognitive activity in the process of professional communication. Different professional discourses construct and represent social reality via the special corpus of language units and special means of system of language. In the research we consider legal discourse as a communicative event conditioned by the specific socio-cultural environment and social stereotypes. The language of law is a system- and culture-bound language, which has its history, goals, specific features. The law is a living thing and it changes through the course of history. So does the language of law. The relationship between language and law is mutual: legal system influences the nature of legal language and legal language influences the system of law.

Keywords: Legal English, terminology, proper name-based terms, English precedent law

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Freedom of Contract Terminology in Chinese Law in European and Asian Context

The aim of this research was to analyse the terminology of freedom of contracts in Chinese legal language in juxtaposition with other European and Asian legal systems. The purpose of the comparison was to add a broader perspective to the research on Chinese terminology of freedom of contract. In the paper various provisions regulating the freedom of contracts in different states were investigated to find how the freedom of contract is expressed in there and what is the corresponding terminology. The research material were civil codes and contract laws of several European and a few Asian countries. Among the European codes the great ones were obviously included – French, Austrian and German, as well as those of less importance, but still relevant in Europe, such as Italian, Spanish codes or Swiss Law of Obligation, and also codes of Slavonic and simultaneously post-socialist countries, like Poland, Czech Republic and Russia. In the case of Asia, the codes of China, Japan, South Korea and Vietnam were analysed. The question asked was whether Chinese solution is unique or repeated and if so, how common it is in comparison with other legal systems. The research methods included the parametric approach to legal terminology comparison and techniques of legal construction (interpretation).

Keywords: freedom of contracts, legal language, legal terminology, terminology of freedom of contracts, Chinese legal language

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Terminological Inconsistency in Translation. The Case of *domination* and *dependence relations* in Polish Holding Law

Law is expected to keep pace with changes in all spheres of life, and especially in economy. Surprisingly, despite extensive terminological and linguistic research (e.g. Biel 2006), there are still terminological gaps in the Polish Company Law. One such gap which I intend to address in this paper concerns the dominant and dependent relations, especially with reference to a bill concerning the amendment of The Polish Commercial Companies Code and the Act on the National Court Register (version as of 22.03.2010).

Curiously enough, there is even a noticeable inconsistency among the Polish lawyers and legal scholars (cf. e.g. Szumański A. 2010, Kwaśnicki R.L. 2011, Wąż P. 2007). One comes across a plethora of different, sometimes conflicting terms in the growing number of papers written by legal professional and academic community on the subject of domination and dependence relations. This phenomenon may be partially explained by the impact of the English and German terminology (*holding, concern*). In addition, these relations seem to involve both legal and economic issues, which is another reason for the ensuing terminological inconsistency. It is noteworthy to mention that there has been an attempt to regulate that matter, intending to introduce a legal term of '*corporate group of companies'* ('grupa spółek') however it did not come into force.

While discussing the problem of dominance and dependence among companies, a special attention should be paid to the subjects of such relations, especially when approaching the problem from a translator's perspective. There is a strong need to make a distinction between such companies like: *dominant*, *affiliated* and *subsidiary* companies, especially for translating purposes.

The purpose of this study is to propose term candidates in the Polish terminology of holding law (corporate group law), reconciling both the lawyer's and translator's perspectives. The aim of my analysis is to propose such key terminology which arguably will represent a consistent pattern of translation in the interdisciplinary legal- linguistic contexts.

Keywords: terminological equivalence, company law, holding law, domination and dependence relations, legal translation.

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Louisiana and Quebec Terminology in Polish-English Legal Translation - Opportunities and Threats

Although in the majority of English-speaking territories the dominant legal tradition is common law, there are several jurisdictions where the native language is English and the original legal system is based on continental civil law. This raises the question of whether the legal language of these areas could be useful for Polish-English legal translation.

As the only American state, Louisiana has a civil code stemming from the 19th century European codification movement. Enacted in French and translated into English, the code represents a particularly interesting linguistic experience. Poor quality of the translation was the reason why courts frequently resorted to the French version over years. A similar jurisdiction is the Canadian province of Quebec. In general, Canada is important for legal translation due to its constitutional principle that legislation should be published both in French and English, the two versions being equally authentic. Additionally, Quebec's current civil law derives from the code of 1866, which followed Code Napoleon. As in Louisiana, its text was initially translated from French and, similarly, the translation was highly literal, with borrowings, calques and false cognates.

Naturally, the civil codes of Louisiana and Quebec seem to be potentially useful in terms of the translation of Polish civil law into English. Not denying that, there appear a few reservations. At first, the codes are based on mediocre translations from French. Secondly, legal concepts seemingly similar to the European ones may have been influenced by the common law. Thirdly, the popularity of legal language used in these civil law enclaves is limited. Hence, the translator's decisions on the use of English civil law terms have to be preceded by a thorough analysis based on relevant knowledge of their source, conceptual background, and comprehensibility.

Keywords: legal translation, civil law terminology, Polish-English terminological problems, Louisiana law, Quebec law

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The Influence of English on Modern Latvian Fraud and Money Laundering Terminology

As a result of centuries of foreign linguistic domination, one can trace numerous lexical and morphological influences – loanwords, calques, and borrowed idioms which have been assimilated into the Latvian language. In the past decades the Latvian language has been mainly influenced by the English language, which has become the main donor language for many terms related to the latest development in various industries and social domains. The legal area, especially considering its interdisciplinarity, is not an exception with an increasing amount of terms derived directly from or patterned on the English language.

Latvian legal terminology as an area of linguistic research has drawn constant attention of Latvian scholars since the regaining of independence in 1991. However, the aspects of contemporary development in this field of terminology, involving a continuous increase of English influence, is a topic that requires further research, preferably by ensuring cooperation between experts and linguists. As we experience more and more sophisticated and complex methods of fraud and money laundering, which bear unusual English designations, we acknowledge the need to analyse these terms in the source language considering both linguistic and extralinguistic aspects in order to provide an appropriate equivalent in the target language.

The aim of the paper is to define the types of fraud and money laundering the terminology of which is most affected by the influence of English both in legal discourse and in everyday language and to define the main principles of formation of modern Latvian legal terminology. Furthermore, the paper examines different aspects of lexical borrowing from English into Latvian and discusses social attitudes of Latvian-speaking population to the infiltration of terms from English into Latvian.

Keywords: Fraud, money laundering, legal terminology, lexical borrowing.

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The Challenges Posed by Multilingual EU Law

Standardization and the 'maintenance' of the national official language (including grammar, orthography and vocabulary) is traditionally considered to be a state task, due to the indispensable role of language in forming national identity and communicating political messages to citizens. However, with the incremental development of multilingual European integration, we are witnessing an involuntary 'outsourcing' of traditional national language policy tasks to EU translation and interpreting services.

Union law is carried by 24 languages at present, implying that Union law has no single language with which it may be identified and no 'original versions' of legal texts. As a result, the abstract meaning of Union law is a product of the aggregate meaning conveyed by the 'letter of the law' in the 24 official languages, emphasizing the autonomy of supranational law.

Multilingual Union law poses several challenges in terms of translation and legal interpretation: the same term in a given official language may well carry a different meaning under EU law and national law, while translation between official languages poses the difficulty of seeking for functional equivalents in the target language. Legal interpretation and the sound application of European law may be jeopardized in cases of incorrect translation of legal documents.

The proposed paper will focus on the difficulties inherent in multilingual European law as well as the institutional attempts to overcome translation problems and divergent legal interpretation through standardization and the creation of special terminology databases.

Keywords: corpus, database, Curiaterm, Court of Justice of the European Union, Lithos

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Increasing Law Students Employability Skills in the English for Legal Purposes (ELP) Classroom

The author of this paper has decided to track early careers of her prior students with the help of a business oriented social networking service LinkedIn. A group of 18 students was contacted and asked to participate in an email interview providing descriptive answers to the questions concerning the particular tasks they had to perform in English during the job interviews they attended and the use of English later on the job.

The analysis presented in this paper draws on these interviews, and the aim of the research is to provide practical advice on what life skills, i.e. skills that are necessary for active and successful participation in life, in this case in professional life, should be developed in the legal English classroom in order to prepare the students for the challenges of the authentic, professional world. These may comprise among others: translation, mediation (of meaning), register transfer, public/court speaking, client interviewing, and drafting.

The author addresses the question of what employers expect from law graduates, which language skills are tested during job interviews and what specific tasks are assigned to access the linguistic ability of the job candidates. The answers obtained have been analysed in order to create a set of guidelines for the legal English teachers helping them to model the language courses they run so that they satisfy these most important target needs of their students. The objective of the paper is to increase the knowledge of legal English and business English teachers with respect to contemporary challenges of the job market.

Keywords: ESP, LSP, ELP, English for Legal Purposes, Legal English, course design, needs analysis, target situation analysis

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Is Legal Language Really Legal?

The author discusses interdisciplinary nature of legal texts as far as terminology is concerned. The research methods applied are the parametric approach to comparison of legal terminology with the special emphasis placed on the dimension of lect and corpus linguistics methodology (that is to say the AntConc software used for excerption of terminology and finding collocations). The research material includes legislation of the Republic of Poland, United Kingdom and United States of America. The aim of the paper is to highlight the fact that legal texts are usually formulated in at least two languages for special purposes (LSPs). Moreover, legal texts such as legislation are formulated with the infringement of the principle of terminological cohesion which should be consistently applied especially in statutory instruments. Consequently, apart from LSP terms their synonyms (used in a vernacular language) are used, which may result in various communication distortions.

Keywords: legal language, legal translation, relation of synonymy, lect

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Comparative Analysis of Conditional Clauses in Polish and French Legislation

The aim of the presentation is to examine the grammatical structures used for formulating conditional clauses in the Polish and French legislation. The research methods include the analysis of comparable texts (i.e. texts which deal with the same subject matters, have the same communicative function but are also formulated in accordance with rules and norms of creating texts of a given genre in a given ethnic language) and corpus linguistics methodology (the AntConc software is used for the purpose of extraction of most typical words and structures used for expressing conditional clauses). The extracted conditional structures and sentence schemata in the Polish and French language of legislation are juxtaposed in order to establish pairs of dynamic translational equivalents in those two languages. Additionally, the author will carry out the quantitative analysis to determine which conditional structures and sentence schemata in the analysed corpora are most frequent.

Keywords: conditional clauses, conditional structures, legal translation, language of legislation

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Sworn Translators' Attitude toward the Job They Perform – Results Obtained from Job Satisfaction Survey

Recently, there has been an increase in number of publications within the field of the sociology of translation, although it has to be underlined that the sub-discipline still remains relatively under-researched. Those aspects of the functioning of translation, which are mainly undertaken within the research area, relate to themes such as the place of translators in the social structure, translation as a sociological phenomenon, or translation as an activity regulated by social actions. It has to be stressed, however, that despite a considerable interest in the social reality in which translators work, too little attention is paid to both sworn translation in general and to job satisfaction among sworn translators in particular. This paper attempts to fill the gap and to discuss the problem of job satisfaction among contemporary sworn translators as seen from their own perspective.

The main aim of the paper is to present the results of the job satisfaction survey conducted on a group of Polish sworn translators (translating from English into Polish and from Polish into English). The first part of the paper will be dedicated to the current situation of sworn translators in Poland. Then, the author of the paper will move on to the presentation of the research procedure: methodology, the limitations of the study, the results, and the discussion of the findings as juxtaposed against the backdrop of current tendencies in the sociology of translation.

Keywords: job satisfaction, Polish sworn translators, sociology of translation

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Using Video Presentations in ESP Classes (Study Conducted at the Language Centre-Skopje, SEEU)

This is a practical session where as an ESL teacher I implement video presentations in my ESP (Law, Communications and Public Administration) classes. According to the Comprehension-based Approach videos were considered the most appropriate visual aid when the teachers were not native. This method was also based on the idea the L2 learning was similar to L1 acquisition, so students received a lot of audiovisual input in the first stages of the learning. Linguistic meaning is based on usage and experience, so students should use the language for real purposes as many times as possible. The study was conducted with 17 students' studying ESP course (Law, Communications and Public Administration) and the objectives for this study are to enhance their speaking skills for professional communication as well as improve their expression.

This is an interesting way to help students develop critical thinking skills and use them for class debates, discussions in and outside the classroom by using the software management system Google classroom. Video presentations help raise students awareness of different social, political and economic situations happening in the world today.

Keywords: ESP, video, motivation, comprehension-based approach, technology

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Legal Necessity – Reform and Confusion

A survey of the recommended use of shall, will and must, *et a*l, to express obligation in legal documents. In the past two decades, many countries, including the United States and Australia, have enacted "Plain language" laws to improve the transparency of legal documents. One of the key issues has been the use of *will*, *shall* and *must* to express legal obligations. This paper will discuss both official and academic references, including official guides of Australia and the United States, as well as various accepted manuals of legal style, all dated after 2000. A review of this material shows that while the attempt to simplify and clarify use of these terms may be admirable and clear, in practice, writers of legal documents now suffer from a high level of ambiguity in regards to the correct term to use. The valid intention to simplify may have achieved the opposite in this case.

Keywords: *must, shall*, reform, ABC, Kenneth Adams, Best Current Practice, Plain English, FAA, *may, will,* should, Garner, legal writing

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A Covert-Overt Cline for Legal Translation

There has been much debate historically on the subject of translators' invisibility – whether translated texts should read as originals, or whether it should be clear to readers that the text is 'foreign'. Such discussions relate primarily to the literary or biblical fields. There has been far less focus, however, on to what extent translators are or should be visible in the field of legal translation.

This paper will weigh up the translator's agency in judicial, legislative and corporate legal texts, asking to what extent it is realistic for them to be 'invisible', and if not, how their intervention might be commissioned most effectively by lawyers, particularly where translation takes place outside institutions.

It will propose a "covert-overt cline" whereby different legal genres and different textual purposes can be mapped to levels of transparency, forming part of a comprehensive translation brief in order to achieve appropriate (in)visibility for a given context.

Keywords: legal translation; covert-overt cline; (in)visibility; legal translators' agency; commissioning; legal genres; legal translation briefs.

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Language and Law: Wording in Law, in Business Administration and according to Social Sciences

In recent decades, the western world has seen a rise in a legalistic approach to things. Contracts and judgments have become longer. A movement arose in favour of using plain English. Clear legal wording is a legal requirement in the U. S.; "Plain Writing Act" (2010) requires the government to word all documents and forms in "a clear, concise and organized manner"

The adoption of a legal approach and legal language has incurred increased costs due to a burgeoning of litigation, time wasting and the workload of the courts. From the consumer point of view, an ordinary citizen is now required to sign legal documents and lengthy contracts which are unclear, without having understood them or without having read them. In internet sites, citizens are required to agree to cumbersome and lengthy sets of rules. Instructive example of the importance of wording: In 2008, a global financial crisis "the subprime crisis" erupted. There were many economic and financial reasons. May there should be added another important reason. The wordings were so complex or long, that borrowers did not understand what they were signing, what the costs were and what obligations they were assuming. What was unusual was that the decision makers in the financial institutions themselves did not in fact understand what they were deciding about, assumed that that was the professional language of the jurists.

My supposition is that such complexity led to long-winded and cumbersome legal wording, so that the lingual aspect also made its contribution to the great financial crisis. The analysis of the subprime from the language point of view is an interesting, separate and special subject for research. No doubt, clear wording is indicative of clear thinking.

While the need for simple and clear wording is acceptable, it is different with regard to conciseness and brevity. I tried to examine language according to three disciplines. In law, the more reference is made to any event which may occur or to any possible contention, even if it is marginal – so is the contract more complete and professional. In business administration, attention is paid mainly to costs, to the probability that the event will occur, and to its expected value. In social sciences, what is important is the understanding between the parties, the feeling of fairness, so that even if a point was not mentioned, the parties would proceed logically and fairly. Each approach has its advantages and disadvantages.

Today, certain processes have made matters worse such as: the technological ease of copying, of incorporating sentences and excerpts from judgments. There are lawyers that still use the stereotype legal language and lengthy sentences and clauses.

Keywords: legal approach, legal language, wordings

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Using Blended Learning in ELP (English for Legal Purposes) Classroom: A Look at Students' Perspective

In recent years technology-mediated aids, apart from traditional printed materials, have become an important element of every ELP instruction, promising better ways of doing things. Even though most teachers are aware that technology has an enormous impact on young people still many of them doubt that it improves the quality of teaching and contributes to better teaching results.

The presentation endeavours to provide some insights into the challenges of using modern technology, particularly blended learning, in the ELP classroom and to discuss the question which ELP teachers are frequently confronted with these days of how to find a balance between the efficiency of ELP instruction and the inevitability of the fact that, since modern technology is present in every aspect of our students' daily lives, it cannot be ignored by us, their teachers, either.

In this vein, an in-depth analysis of blended learning usage in ELP classroom is given, encompassing the presentation of IT tools available and methods of their implementation, together with the outcomes of a research study conducted among law students. The research aimed to investigate how the law students perceive the efficiency of these tools in the process of ELP learning and to examine whether and to what extent blended learning exploited in the classroom contributes to delivering better teaching results. The example from the Białystok Legal English Centre, Faculty of Law, University of Białystok, Poland, provides specific case background for the aforementioned analysis. The findings of a small-scale study of student opinions drawn from the questionnaire which focused on the effectiveness of the blended learning instruction indicate that a vast majority of the students find traditional methods of instruction more effective, which might give a completely new light on the usage of technology in ELP classroom.

Keywords: blended learning, ELP instruction, law students, modern technology

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A Systematic Approach to Teaching Legal English

People wishing to learn English for Law generally have a very good command of the language, and should advance to expert level from this knowledge.

How to advance to expert level? On the go, in reading and/or translating texts, and/or by systematic and regular studies.

Now what is a systematic approach to teaching Legal English? It is (i) a systematic approach, a comprehensive guide, from A to Z of legal language; (ii) a systematic description of grammar of legal language; (iii) a systematic description of terms, how they are to be used; (iv) a systematic description of practice areas, with general information and a description of terms; (v) a description of terms with their near-synonyms, so that the writer could choose from them the most appropriate one, also with a description on how to use these terms.

This approach should cover the following concepts:

- an introduction to the grammar of legal texts, covering: (i) The sentence, (ii) The noun phrase, (iii) The verb phrase; (iv) Cause and reason, (v) Condition, (vi) Consequence and result, (viii) Referencing.

- followed by general concepts, covering: (i) Action and nonaction, (ii) Delegating tasks, (iii) Meaning and interpretation, (iv) Ordering and instructing, (v) Permitting and approving, (vi) Preventing and impediment, (viii) Prohibition, restriction and injunction, (ix) Sums, payment and money, (x) Time

- followed by general legal concepts, covering: (i) Agreeing and agreement, (ii) Compliance and noncompliance (iii) Confidentiality and secrecy, (iv) Effect, force and applicability, (v) Grounds, (vi) Obligations and duties, (vii) Ranking, (viii) Remedying and redress, (ix) Responsibility and liability, (x) Rights, (xi) Sanctioning and punishment.

In summary, all we need is a practical and comprehensive guide to the syntax of legal texts, to legal terminology, term usage and practice areas.

Keywords: systematic approach, teaching English for law, terminology collocations, sentence patterns, authentic sentences, practice area terminology, near synonyms in legal English, choice of terms, elaborate self-expression, learning terms in categories of near-synonyms.

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Euphemisms and Metaphors in Polish, English and Japanese Criminal Law.
A Contrastive Analysis of Selected Terminology

The aim of this paper is to discuss a selection of Polish euphemisms and metaphors referring to sexual crimes and their potential equivalents in law in both English and Japanese. In this article the author will present the analysis of chosen euphemisms and metaphors, which are present in legislation and other legal texts, especially from the Polish Criminal Code. Firstly, the definitions of selected terms will be provided, next the potential equivalents from British, American and Japanese legal systems will be excerpted in order to carry out the comparative linguistic analysis. Finally, the conclusions will be drawn whether all three languages resort to euphemisms and metaphors equally frequently when creating names for crimes referring to taboo spheres of life.
Keywords: euphemisms, metaphors, criminal law, Polish, English, Japanese

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Latvian Terminology of Marriage in the 20th Century Legislative Acts

The 20th century brought many different historical events which significantly affected the course of society development. The world political map considerably changed after the First World War, as new countries were formed, including Latvia. This resulted in a strong need for the first national legislative acts and, thus a substantial amount of effort to develop the Latvian legal terminology which dates back at the 19th century.

The purpose of this paper is to study the development of Latvian terminology of marriage in the 20th century through analysis of the relevant body of laws. The paper focuses on marriage related terms extracted from the major legislative acts governing the institution of marriage in the 20th century. These include the Code of Law on Documents of Civil Status and on Marriage, Family and Guardianship Law of the RSFSR (1919), the Marriage Law 1921, the Civil Law 1937, the Marriage and Family Code of the Latvian SSR, and the restored Civil Law of Latvia (1993).

The present paper adopts the qualitative research approach, which constitutes data collection (selection of the relevant legislative acts, term extraction) and data analysis (qualitative analysis of extracted terms).

In order to carry out a comprehensive analysis of the extracted legal terms and make it more efficient, marriage terms are divided into the following five thematic groups: 1) engagement; 2) entering into marriage; 3) nullity of marriage; 4) dissolution of marriage (divorce); and 5) consequences of dissolution or nullity of marriage.

The present paper suggests that the core of the Latvian terminology of marriage has remained stable, as entering into marriage is a solid procedure where two interested parties give notice to a public or religious institution in order to officially register their relationship. Similarly, both parties often feel the need to terminate this relationship just as officially. This stability of fundamental processes contributes to terminological continuity.

Keywords: civil law, divorce, history of legal language, legal terms, marriage

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Mediation: Framing A CLIL Course

Mediation in a legal sense is a way of alternative dispute resolution (ADR). Having evolved in the USA in the last half of 20th century the procedure is growing in popularity and proliferation all over the world. Many countries enacted particular legislation, while others included relevant articles into Civil and/or Criminal Procedure Codes. Howbeit, lawyers are to be aware of mediation and roles they may play within the process. Therefore, law school curriculum drafters face a challenge of including a new up-to-date course in mediation into busy and congested academic programmes. Analysis of existing instructing practice showed that in Anglo-American law schools mediation teaching is a part of clinical legal education. As for European countries, there is a broad range of scenarios and no established experience. Recognition of communicative skills as key skills for mediators prompts to use a CLIL approach in structuring such a course. Listening, reframing, summarising and questioning are skills to be mastered by law-students both in a foreign language and their mother tongue. Language teachers are in charge of this part of the course while law teachers can work out text contents built on branches of law mediators deal with more often (family law, employment law, contracts, etc.). Moreover, some texts may cover mediation law in a home country and abroad. One more important factor to take into account is a career path chosen by a law-student: if s/he is going to become a mediator or a lawyer securing clients in mediation. Role plays and simulations are an integral part of the course. Moreover, the course developed can serve as an introduction to internship in a law clinic.

Keywords: CLIL, mediation, clinical legal education, soft skills

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Features of the Language of the Law - a Comparative Study of Polish and Indonesian Legal Texts

Various researchers studying the language of the Law agree that there are some certain common features of the legal genre regardless of the ethnic language. Among most commonly listed features of *Lingua Legis* are: performative verbs, Latinisms, metaphors, euphemisms, time expressions and compound nouns. This paper touches upon mentioned features and examples of their occurrence in both Indonesian and Polish legal texts. Some other features, specific only to an ethnic-bound legal culture and language will be mentioned as well. The corpora of analyzed texts comprise: The 1945 Constitution of The Republic of Indonesia, The Constitution of The Republic of Poland, Polish and Indonesian Civil Codes (parts concerning obligation) as well as parallel texts of rental agreements and contracts of sale of real estate. The paper starts with a brief introduction to both Polish and Indonesian legal systems and concludes in a summary of the findings with correlation to comparative Polish-Indonesian translation.

Keywords: comparative legilinguistics, language of the law, Polish-Indonesian comparative studies, Lingua Legis