



**EULETA Workshop 2024:  
Practical Activities for Legal English  
Teaching**

**21 September 2024**



**ULB Langues**



**EULETA WORKSHOP 2024**  
**Practical Activities for Legal English Teaching**  
 Co-organised by Université Libre de Bruxelles (ULB) and EULETA

**PROGRAMME**

**FRIDAY 20 SEPTEMBER**

<b>Afternoon</b>	<b>Optional informal walking tour of the European quarter</b>
<b>19:00</b>	<b>Meet and greet at a restaurant in Brussels (The cost of food and drinks are <i>not</i> included in the workshop ticket.)</b> Venue: Ultime Atome - <a href="https://ultimeatome.be/en">https://ultimeatome.be/en</a>

**SATURDAY 21 SEPTEMBER**

Location: R42 - Solvay Brussels School of Economics and Management - SBS-EM ("Solvay Faculty"), Université Libre de Bruxelles

<b>8:30 - 9:00</b>	<b>Registration</b> Solvay Faculty Atrium	
<b>9:00 - 9:45</b>	<b>Opening Address</b> - Solvay Faculty R42.4.110 (4th floor)	
	<b>Workshop sessions</b>	
	<b>Session A:</b> Solvay Faculty R42.4.110 (4th floor)	<b>Session B:</b> Solvay Faculty R42.5.110 (5th floor)
9:45 - 10:30	Aleksandra Łuczak: <i>AI Tricks of Legal English Teachers' Trade. How to Excel Using Your Intelligences.</i>	Hana Kallus: <i>Dealing with Students' Emotions in Class work and Digital Learning: Challenges for students and teachers.</i>
10:30 - 11:15	Barbora Chovancova: <i>Taking a look in the mirror: how effective can student self-reflection be?</i>	Louise Kulbicki and Natasha Costello: <i>Negotiating across cultures - teaching language and skills</i>
<b>11:15 - 11:45</b>	<b>Tea &amp; coffee break</b> Solvay Faculty Atrium	
	<b>Session A:</b> Solvay Faculty R42.4.110 (4th floor)	<b>Session B:</b> Solvay Faculty R42.5.110 (5th floor)

11:45 -12:30	Claudia Amato: <i>Adapting Legal English Teaching in the AI Era</i>	Kateřina Chudov: <i>Spicing Up Legal English: Engaging Activities for Dynamic Classes</i>
<b>12:30</b> <b>-13:30</b>	<b>Lunch</b> Solvay Faculty Atrium	
	<b>Session A:</b> Solvay Faculty R42.4.110 (4th floor)	<b>Session B:</b> Solvay Faculty R42.5.110 (5th floor)
13:45 -14:30	Mgr. Vladimra Kvasnikov: <i>Teaching writing to law students: traffic lights approach</i>	Elo Figaro: <i>From planned to impromptu: ensuring student engagement through strategic needs assessment and efficient organization of instructional materials</i>
14:30 -15:15	Andrea Steiner: <i>Mind the gap: Targeted terminology acquisition and activation</i>	Matt Firth: <i>Still using the Red and Blue Books? Updating Materials for Targeted Learning</i>
<b>15:15</b> <b>-15:45</b>	<b>Tea &amp; coffee break</b> Solvay Faculty Atrium	
	<b>Session A:</b> Solvay Faculty R42.4.110 (4th floor)	<b>Session B:</b> Solvay Faculty R42.5.110 (5th floor)
15:45 -16:30	Tom Heaven: <i>Teaching and testing client interview skills</i>	Edenir Silveira Ponciano Junior / Štpnka Dillingerov: <i>Adventures in Legal English: Exploring Cross-Cultural Teaching Strategies</i>
<b>16:30</b> <b>-18:30</b>	<b>Closing addresses and EULETA AGM:</b> Solvay Faculty R42.4.110 (4th floor)	
<b>20:00</b> <b>+</b>	<b>Workshop dinner</b> Le Cercle des Voyageurs - <a href="https://www.lecerclledesvoyageurs.com/fr/">https://www.lecerclledesvoyageurs.com/fr/</a>	

## SUNDAY 22 SEPTEMBER

<b>Time</b> <b>TBD</b>	<b>Cultural activity - tour (cost included in workshop ticket)</b> Meeting point: TBD
---------------------------	--

## PRESENTATION ABSTRACTS & SPEAKER BIOS

TIME SLOT: 9:45 -10:30

A

**Aleksandra Łuczak, Kozminski University: *AI Tricks of Legal English Teachers' Trade. How to Excel Using Your Intelligences.***

**Abstract:** In 2023, language education has seen significant developments, with AI becoming a ubiquitous tool. From scepticism, through enthusiasm, and concerns about job security, it finally prompted teachers' professional development through conferences, trainings, webinars, and courses. Now many teachers cannot imagine their daily work without AI tools which are widely and often freely available. Denying its existence hampers teachers' development, putting them at a disadvantage.

My presentation will explore how AI facilitates teachers' professional development. I will focus on the shift from traditional instructors to ESP materials authors, utilising cutting-edge AI technologies. Practical examples will illustrate how ESP teachers can leverage AI to:

- design ESP certificate exam task
- transform the tasks into interactive online exercises
- write case studies
- facilitate language meditation skills (including paraphrasing and translation)
- assist students in job interview preparation
- improve students' pronunciation
- provide feedback on students' writing
- teach students to use AI critically and ethically
- create retrieval quizzes.

This presentation will emphasize the crucial role of AI in reshaping language education, enabling educators to go beyond traditional limits in crafting ESP teaching materials. Embracing these technological advancements is not just beneficial; it's essential for ongoing professional growth in the ever-changing field of language education.

**Bio:** Aleksandra Łuczak (PhD, MA) – an applied linguist and a legal and business English teacher, the director of the Language Centre at Kozminski University in Warsaw, Poland.

During over a 30-year teaching career, she has been successfully running various types of English courses ranging from university business and legal English classes and seminars, through one-to-one traditional and online sessions with prestigious clients at various levels of proficiency.

Apart from teaching she is an author of numerous teaching materials for ESP courses and also a regular presenter at conferences. Her conference papers deal with teaching English for Specific Purposes, modelling ESP courses, professional development of language teachers, and the use of technologies in foreign language teaching.

Her interests also include the use of the latest technologies in language teaching and the project, which she is particularly proud of, involved co-developing innovative software for language testing – [pustulka.edu.pl](http://pustulka.edu.pl).

More info at: [luczak.edu.pl](http://luczak.edu.pl)

**B**

**Hana Kallus, Language Centre at the Faculty of Law, Masaryk University, Brno, Czech Republic: *Dealing with Students' Emotions in Class work and Digital Learning: Challenges for students and teachers.***

**Abstract:** The workshop is devoted to students' emotions in a legal English class with special focus on international communication (videoconferencing, podcasting) and the roles of students and teachers. I will share my own experience and observations.

Although the study of law seems to be primarily facts based, a good lawyer should be able to observe others and deal with their emotions including their own. Since our syllabus is skills based, we inevitably practise with future lawyers soft skills.

In the workshop I will use three examples from my classroom. First, the Finnish and Czech teams discussing a case via videoconferencing. I will comment on the preparation, observation, feedback. The second example will describe the role of teachers, when a team of Czech and Toruń University students experienced a problem. Finally, I will share a learning outcome from a mock trial in a homogeneous classroom and how some students were unable to control their emotions.

Integrating emotional literacy into tertiary English language learning presents unique challenges due to limited non-verbal cues, audio limitations and mainly cultural variations and different life experience.

In the workshop we will discuss what can be done before the task, during the task and afterwards.

**Bio:** Hana Kallus studied English and Czech at the Faculty of Arts (Palacký University, CZ) and applied linguistics at the University of Birmingham (UK). Her PhD dissertation was devoted to persuasion in panel discussions and she has used this expertise in teaching legal English, videoconferencing skills as well as specialized soft skills courses.

**TIME SLOT: 10:30 - 11:15**

**A**

**Barbora Chovancova, Masaryk University Language Centre: *Taking a look in the mirror: how effective can student self-reflection be?***

**Abstract:** This workshop will explore student self-reflection as a means to further develop their professional language skills in and out of the classroom. After an initial hands-on activity that will allow the workshop participants to experience self-reflection on a simple classroom task themselves, two case studies will be shared. In the first case study, novice Law Students reflect on their first exposure to Legalese, in the latter, more experienced lawyers-to-be self-examine their progress while acquiring key legal soft skills, namely lawyer-client interviews and negotiations. The focus will be not only on student perceptions but also on the implications for us as teachers to help us to maximise the impact of our teaching on the student performance.

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

**B**

**Louise Kulbicki and Natasha Costello, Independent: *Negotiating across cultures - teaching language and skills***

**Abstract:** What the British say: Mmm... yes that's quite good....

What the British mean: That's disappointing and bad.

What the Dutch understand: That's quite good.

You may have seen a meme or post flying around social media similar to what is written above. Maybe you laughed. Maybe you dismissed it. Maybe you understood it completely.

The way disagreement is expressed across cultures differs significantly and misunderstanding this can have a significant impact on negotiation outcomes. Negotiation techniques, language, and cultural competence are a set of skills that both native and non-native English-speaking lawyers need in the modern world. Our presentation is about teaching lawyers and law students these essential skills.

We will use exercises from our book 'Practical English Language Skills for Lawyers: Improving Your Legal English' (Routledge, 2023) to show how culture and language interact and play a big part in negotiation outcomes. These exercises are based on real-life legal scenarios focusing on how disagreement is expressed across cultures. We will also share a lesson plan to prepare lawyers and students for the real world of international negotiations.

**Bio:** Natasha Costello and Louise Kulbicki are the authors of 'Practical English Language Skills for Lawyers: Improving Your Legal English' (Routledge, 2023).

Natasha Costello LLB, PGCE (HE), is a solicitor (non-practising) and former senior lecturer at Manchester Metropolitan University. She is based in France and teaches legal English to French lawyers and university law students.

Louise Kulbicki LLB, LLM is a legal English teacher and founder of Study Legal English which provides online legal English resources to language learners in over 140 countries. She also teaches English at Università degli Studi di Bergamo.



**TIME SLOT: 11:45-12:30**

**A**

**Claudia Amato, Independent: *Adapting Legal English Teaching in the AI Era***

**Abstract:** In 2023, as a legal English teacher, I faced the challenge of proving my relevance in a landscape where AI presents seemingly flawless solutions at minimal expense, particularly in overcoming language barriers within legal communication.

To address this, I evaluated various AI platforms used by my students to pinpoint areas of improvement and develop strategies for maintaining my significance. My goal with my presentation is to share the insights gleaned from this experience, along with the encountered challenges and share thoughts about possible solutions for legal English teachers adapting to the evolving demands of the profession. During this presentation I would like to propose a short practical activity to test with participants the accuracy of some selected AI tools to examine the intersection of AI and language proficiency in legal settings and foster insightful discussions among participants.

**Bio:** I'm Claudia Amato, also known as SpeechLex—an Italian lawyer with Canadian roots. My journey began as a legal translator, and I further refined my skills as a lawyer-linguist through an apprenticeship at a London solicitors' firm. Upon returning to Italy, I embarked on a career as a freelance legal English teacher and translator. I've had the privilege of collaborating with esteemed institutions such as the Italian School of Judiciary and various Bar Associations, which greatly enriched my experience.

I also trained students from South Ural State University for the JESSUP competition. Since 2016, I've proudly been a TOLES registered centre, seamlessly weaving legal expertise and linguistic knowledge into my professional journey.

My main hobby is writing poems (in Italian) and travelling.

**B**

**Kateřina Chudová, Masaryk University, Language Centre: *Spicing Up Legal English: Engaging Activities for Dynamic Classes***

**Abstract:** In this interactive workshop, I am going to share a variety of practical activities that I like to implement in my classes to engage students and give them an opportunity to refresh and reinforce their legal English skills. The activities, ranging from games and simulations to discussions and translation, are designed to promote active participation, develop legal vocabulary acquisition and critical thinking skills in a legal context. The participants will leave with a practical toolkit of activities adaptable to any level and topic and ready to integrate into their own teaching practice, fostering a dynamic and stimulating learning environment for students.

**Bio:** Kateřina Chudová teaches legal English courses at the Faculty of Law, Masaryk University. She benefits from her eighteen-year background in teaching adults in a variety of company courses, focusing on implementing life skills and interactive and digital tools to enhance her college classes making them not only informative but also impactful. She explores the potential of technology and AI in teaching, as well as the theory of learning styles and methods of memory stimulation, which she experiments within her work with students.

**TIME SLOT: 13:45-14:30**

**A**

**Mgr. Vladimíra Kvasničková, Law Faculty, Charles University in Prague:**  
***Teaching writing to law students: traffic lights approach***

**Abstract:** What issues cause Czech students to frequently not do well in writing parts of international language exams? My experience proved that the main issues are diversions from a task prompt and insufficient development of presented ideas. Hardly can we expect law students to do well in legal writing if they struggle with writing in general. In my presentation I would like to introduce a traffic lights approach to the development of a paragraph, which can be extended to the development of an essay and easily used to help students improve their legal writing, such as case analysis.

**Bio:** Having a degree in both ESL and law, I decided to dedicate my career to teaching legal English 17 years ago. Since then, I have acquired vast experience in designing and delivering courses tailored to the needs of my students in a number of law offices, legal departments of international companies operating in the Czech Republic, the Czech and Slovak Bar Association, and the Chamber of Court Interpreters and Translators. Since 2012, I have been a member of the Department of Foreign Languages at the Faculty of Law of Charles University in Prague, where I teach legal English to law students in mandatory and elective courses, as well as future court interpreters in a course of the life-long learning programme requisite for their appointment. In my career I have always focused on the practical applicability of the knowledge my students acquire in the courses.

**B**

**Eloá Figaro, Independent:** ***From planned to impromptu: ensuring student engagement through strategic needs assessment and efficient organization of instructional materials***

**Abstract:** Although legal English may be categorized under a general “umbrella” of English for Specific Purposes, the legal profession is complex and diverse – and so are our students' needs. As a result, recognizing their needs and choosing appropriate materials may be a daunting task. A strategic needs assessment framework paired with efficient organization of instructional materials facilitates the identification of pertinent content and class preparation, also ensuring readiness for impromptu adjustments that cater to the dynamic routine of legal professionals. To address these challenges, this workshop will be divided into three stages: (i) proposing checklists and tools for devising a target and needs assessment mind map, employing active listening techniques, student involvement, and visual aids for periodic monitoring; (ii) offering suggestions of instructional materials tailored to diverse learner profiles, outlining techniques for organization and access before and during class; (iii) a hands-on activity for participants to experiment with the tools and reflect on how to adapt them to their practice. This third stage, combined with a final Q&A session will be an opportunity for teachers to discuss the ideas presented, share perspectives, and explore best practices.

**Bio:** Eloá Figaro is a Brazilian lawyer and legal researcher currently based in São Paulo, Brazil. She has 15 years of experience translating legal documents and teaching legal English to private students and groups in the most prominent firms and universities in Latin America. She holds a Master's Degree in International and Comparative Law, a Cambridge CELTA, and an Oxford EMI. She is the author of a series of publications, among which the manual "Legal Writing: Manual Prático para Redação Jurídica em Inglês", aimed at assisting Portuguese-speaking lawyers to improve their writing skills. Having joined EULETA in 2023, she is also a



member of the IATEFL English for Specific Purposes and Business English Special Interest Groups and a TOLES Representative in Brazil.

**TIME SLOT: 14:30-15:15**

**A**

**Andrea Steiner, Independent: *Mind the gap: Targeted terminology acquisition and activation***

**Abstract:** In this talk I will sing the praises of the information gap as one of the most powerful devices to help language learners learn the things they want to learn – as opposed to their trainer “teaching” them those things.

It is widely acknowledged that vocabulary acquisition is a cyclical process rather than a linear, input-output type operation. In other words, it tends to take several encounters with a particular lexical item (e.g. a legal term) until it is available to learners for active use.

I believe that vocabulary acquisition is more effective the more active learners are in the process – and the more speaking it involves. That is where the information gap comes in, i.e. gaps in learners’ own knowledge that they become aware of and want to fill, and specifically such gaps between their own knowledge and that of their peers.

I will show three examples of this principle at work in the legal English classroom:

- jigsaw reading – with a kick
- the jigsaw gapfill – with autocorrection
- the spoken jigsaw – chock full of legal terminology

By the way: the info gap can be fun.

**Bio:** Andrea Steiner is a self-employed trainer based in Vienna, specialising in English for law, government and public administration, as well as professional communication skills. She has been teaching English for specific purposes for over 30 years and has also worked as a university lecturer, teacher trainer, teacher of German as a foreign language, eLearning author and content designer. Her degrees are in English and German studies, translation, and linguistics. She is currently studying law.

**B**

**Matt Firth, University of St. Gallen: *Still using the Red and Blue Books? Updating Materials with AI for Targeted Learning***

**Abstract:** How can we keep our materials current and relevant in today's dynamic legal landscape? There is very little recent high-quality material commercially available, and outdated course books and lesson plans struggle to reflect changes in language use and learners’ needs. More importantly, the little that is available often fails to address the specialized and jurisdiction-specific language needs of our learners. This workshop will show you how to use AI-powered tools to revitalize existing materials, create new ones, and produce high-quality, student-centered legal English tasks.

Attendees will compare several practical AI applications that enable the efficient adaptation and updating of content. You will discover how to pinpoint current and emerging English language needs in legal contexts, tailor case studies to your learners' jurisdictions, design engaging role-plays, and uncover the latest authentic materials.

- **Identify AI-powered tools** for materials modernization
- **Adapt outdated sources** to reflect current legal practice
- **Create customized lesson plans** aligned with student needs
- **Generate jurisdiction-specific content** for enhanced relevance
- **Locate and incorporate authentic, up-to-date materials**

Whether you're new to AI or seeking new ideas as to how to work with it, this workshop will equip you with the strategies to future-proof your Legal English teaching.

**Bio:** Matt Firth coordinates the Business and Legal English courses at the University of St. Gallen. A founding member of EULETA and former Director of Production for TransLegal, he has co-authored numerous course and teachers books including "Introduction to International Legal English". He is the former Editor-in-Chief of both the ETAS Journal and TransLegal's World Law Dictionary.

Matt runs regular English training seminars for legal professionals and has presented at numerous teaching conferences. During the pandemic, he helped run the EULETA World Café, an international forum that fostered collaboration on online teaching methods.

**TIME SLOT: 15:45-16:30**

A

**Tom Heaven, The University of Potsdam: *Teaching and testing client interview skills***

**Abstract:** During a first client interview, the lawyer needs to develop an understanding of the client's situation, their wants and needs and build rapport. The interview is indeed the foundation of most legal cases. Whether in city or village, future lawyers can at some point expect to advise clients using English as the common language. The challenge is two-fold. Firstly, client interview skills are still not taught at many universities. Secondly, the lawyer needs to be able to perform these skills in his or her second language.

I teach and assess C1-level university students on client interview skills during UNICert III/2 certificate courses. Based on the model described by Avrom Sherr in 'Client Care for Lawyers', students practise the three stages of client interviews: listening, questioning and advising. At each stage, advanced language skills and the linguistic strategies are essential to conducting a successful client interview. The structured nature of the exercise and the identifiable language skills make client interviews very suitable for use in role-play based oral assessment.

During my presentation I will discuss the rationale for teaching client interview technique, the language skills taught and how these skills can be assessed.

**Bio:** I have been teaching English for Law at the University of Potsdam since 2017. I teach students at B2 and C1 levels and prepare students for the UNICert III/2 English for Law exams. I have arranged online exchanges with foreign universities from Bhutan to Colombia, during some of which students have practised their client interview skills.

I have taught English in Berlin and Potsdam since 2011. I successfully completed the DELTA (Diploma in Teaching English to Speakers of Other Languages) and the Goethe Institut's Methodology and Didactics courses. I graduated in Law and German from Cardiff University and spent a year at the University of Trier as part of the degree course.

In the past I have spoken at conferences in Germany, Poland, France and the UK about online and offline lesson planning workshops for teachers.

When I'm not doing any of the above I enjoy learning Welsh and dabbling in woodwork.

**B**

**Edenir Silveira Ponciano Junior, Université Catholique de Lille - Clarife / Štěpánka Dillingerová, Masaryk University: *Adventures in Legal English: Exploring Cross-Cultural Teaching Strategies***

**Abstract:** With the intention of fomenting innovative teaching methods, we decided to prepare an international cooperation with three groups of Legal English students from two different countries. The first and second one were composed of students from the Catholic University of Lille in France whereas the third one was a group of students from the Masaryk University in Brno in the Czech Republic. The project united the groups to collaborate and present joint activities in two online meetings. The first activity focused on establishing connections between the students and the second involved lawyer-client interviews addressing legal issues common to both countries.

The presentation shares the experience and results obtained in this international collaboration project and tries to demystify its implementation by explaining the steps we went through during the preparation phase and the results expected from the students by us teachers. We plan to engage in active discussions with workshop participants, delving into different options and challenges, and analyzing students' work while fostering opportunities for exchanging insights and ideas. We hope to encourage new approaches to Legal English teaching that align with intercultural communication strategies and the use of technology.

**Bio:** Štěpánka Dillingerová is a faculty member at the Language Centre, Masaryk University, Brno, Czech Republic, where she has been teaching English for Legal Purposes since 2002. Her passion lies in exploring the meaningful integration of technology into language teaching and learning practices, alongside a focus on material design. Štěpánka is keen on preparing tasks that nurture students' critical thinking, creativity, and communication abilities.

(Stepanka.Dillingerova@law.muni.cz)

Edenir Silveira Ponciano Junior is a member of the Language and Intercultural Centre - CLARIFE, at the Catholic University of Lille, France, where he has been teaching English, Portuguese and French as Foreign Languages since 2021. In January 2024, he started being in charge of the coordination of the English programs from the Master courses at the Law Faculty. Edenir is enthusiast about new ways of learning that explore interdisciplinary fields, and creative ways of teaching in the classroom.

(e.silveira-ponciano@univ-catholille.fr)

**CONFERENCE LOCATION**

R42 - Solvay Brussels School of Economics and Management - SBS-EM ("Solvay Faculty"),  
Université Libre de Bruxelles (ULB)

Av. Franklin Roosevelt 42, 1050 Bruxelles, Belgium

## **HOSTS**

Université Libre de Bruxelles (ULB)

## **SPECIAL THANKS**

A special thanks to Université Libre de Bruxelles (ULB) for hosting and co-organising the EULETA 2024 workshop.

We would also like to express our gratitude to David Best of ULB and the former EULETA president for warmly welcoming us to Brussels and for his continued dedication, generosity and support.