



**EULETA Legal English Conference VIII:
Co-organised by Kozminski University Language
Centre and EULETA**

22-23 September 2023



KOZMINSKI UNIVERSITY



EULETA Legal English Conference VIII:
Co-organised by Kozminski University Language Centre and EULETA

PROGRAMME

	THURSDAY 21 SEPTEMBER 2023
19:00-21:00	MEET AND GREET at Plac Hallera ul. Jagiellońska 56, Warszawa Praga entrance from Placu Hallera, 03-468 Warszawa

	FRIDAY 22 SEPTEMBER 2023	
8:30-8:50	REGISTRATION Kozminski University, Jagiellonska 57/59 St, Warsaw, Poland Building D	
9:00-9:50	OPENING ADDRESS (Room D/202) EULETA President Elisabeth Staels and Kozminski University representatives	
	Room D/218	Room D/200
10:00-10:30	Aleksandra Łuczak: <i>How Can AI Help You Prepare Students for TOLES</i> (Kozminski University) Chair: Mark Brophy	Andrzej Dąbrowski, Sylwia Kossakowska-Pisarek: <i>Active task engagement in the Legal English classroom via reel justice</i> (University of Warsaw) Chair: Natasha Costello
10:40-11:10	Paulina Dwużnik: <i>Teaching Interaction and Mediation to Students of Legal English</i> (Kozminski University) Chair: Mark Brophy	David Bowskill: <i>The Foreign Language Law Programme at Humboldt University Berlin</i> (Humboldt University Berlin) Chair: Natasha Costello
11:20-11:30	TEA & COFFEE BREAK (Room D/201)	
11:40-12:10	Štěpánka Bilová: <i>Peer feedback in legal English classes: benefits and challenges</i> (Masaryk University) Chair: Louise Kulbicki	Jasmina Barišić: <i>Navigating through Diversity</i> (Centre of Foreign Languages Speak Easy) Chair: Barbora Chovancova
	Room D/218	Room D/200
12:20-12:50	Mark Brophy: <i>Don't be a lone ranger: Building networks and sharing material. Case study of the growth of an independent language school</i> (ET: English Training) Chair: Štěpánka Bilová	Claudia Amato: <i>Using Legal Drama TV Shows to Foster Fluency and Networking in Legal English</i> (Independent) Chair: Kateřina Chudová
13:00-14:20	LUNCH (Room D/201)	

	Room D/218	Room D/200
14:30-15:00	Francine Migneault: <i>Model Diplomacy in the Legal English Classroom</i> (Université Catholique de Lille) Chair: Mark Brophy	Barbora Chovancova: <i>Linguistic Mediation Taught and Tested: Fine-tuning the Task Design in Legal English</i> (Masaryk University Language Centre) Chair: Elisabeth Staels
15:10-15:40	Anna Wasilewska: <i>Teaching Legal English as a part of Business curriculum - practical approach</i> (Independent) Chair: Mark Brophy	Alena Hradilová: <i>When you have no basis for an argument, abuse the plaintiff: Argumentation in a Legal English Syllabus</i> (Masaryk University Language Centre) Chair: Elisabeth Staels
15:40-15:50	TEA & COFFEE BREAK (Room D/201)	
16:00-17:00	EULETA AGM + BOARD ELECTIONS (EULETA members can vote) (Room D/202)	
19:00+	CONFERENCE DINNER Podwale 25, 00-261 Warszawa, Poland	

SATURDAY 23 SEPTEMBER 2023		
	Room D/217	Room D/200
9:30-10:00	Hana Kallus: <i>Students' Independently Prepared Podcasts and our Lesson on Internationalization, Management and Peer Feedback</i> (Faculty of Law, Language Centre, Masaryk University) Chair: Mark Brophy	Franz J Heidinger: <i>The Translex 1,000 - the quintessential Anglo-American Legal Terms - a new legal terminology project</i> (University of Vienna School of Law) Chair: Dorthe G. A. Hartmann
10:10-10:20	TEA & COFFEE BREAK (Room D/201)	
	Room D/217	Room D/200
10:30-11:00	Mgr Monika Dietrich; Dr Alicja Fandrejewska: <i>Business & Legal Writing: old skill, new paradigm</i> (Kozminski University; University of Warsaw) Chair: Mark Brophy	Vladimíra Kvasničková: <i>Do I test what I teach? Testing legal vocabulary: Practical examples and analysis of various vocabulary test tasks</i> (Law Faculty, Charles University, Prague) Chair: Louise Kulbicki
11:10-11:40	Mgr. Kateřina Chudová: <i>AI and I: How Intelligent Language Solutions Reshaped My Teaching Journey</i> (Masaryk University Language Centre) Chair: Mark Brophy	
11:50-12:20	CLOSING (Room D/202)	

	EULETA Vice President Dorthe G. A. Hartmann and Aleksandra Łuczak Director of the Language Centre, Kozminski University
12:30-14:00	LUNCH (Room D/201)
14:00+	CULTURAL ACTIVITY – Guided cultural tour including the Old Town and other highlights Meet outside the main entrance to building D. The guide will be waiting for the group in front of the Hotel IBIS “Stare Miasto” at Muranowska Str 2 at 3 p.m.

PRESENTATION ABSTRACTS & SPEAKER BIOS

FRIDAY 22 SEPTEMBER 2023: Room D/218

Aleksandra Łuczak: *How Can AI Help You Prepare Students for TOLES (Kozminski University)*

ChatGPT undeniably and profoundly affects language teachers. They can start worrying about their job security or learn how to use its potential to develop professionally and improve their students' learning experience. In my presentation, I will show how chatGPT helped me prepare students for the TOLES examination. There have been three of us cooperating on that project:

1. ChatGPT that produces flawless texts in English
2. Me, an experienced legal English teacher, and the coordinator of the Kozminski TOLES examination centre who has about 10 years of experience in preparing students for TOLES
3. pustulka.edu.pl – my online application for testing languages.

I will show how I have prompted ChatGPT to produce good-quality texts (contract clauses, dialogues, emails, etc.) relevant to students' proficiency level, exam syllabus, and format. Using my knowledge about the requirements of TOLES I designed tasks which looked like the TOLES sections and quickly transferred them to pustulka.edu.pl app so that my students could revise for the TOLES online with immediate feedback. Don't be afraid that AI language models will replace human teachers. Without me, the above project would not have happened. It was me, a human being, who was the key participant and the mastermind.

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 her 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 also a regular presenter at conferences and her conference papers deal with teaching English for Specific Purposes, modelling ESP courses, professional development of language teachers, 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 particularly proud of, involved co-developing innovative software for language testing. See: pustulka.edu.pl and luczak.edu.pl.

Paulina Dwużnik: *Teaching Interaction and Mediation to Students of Legal English (Kozminski University)*

The speaker is going to present the research which was conducted among different groups of Students of legal English. The results will be compared with the research conducted among teachers of legal English. Moreover, the speaker will present results of legal English handbooks' analysis. All the research concerns the interaction and mediation competences. It shows how students' needs in this field are met and what kind of materials teachers can use to develop the above-mentioned competences.

The speaker is a PhD in linguistics, who specializes in developing interaction and mediation competences. She is a graduate of Applied Linguistics at the University of Warsaw and of post-graduate studies concerning legal and court translation and interpretation. The speaker is a teacher of legal and business English with 18 years of experience. The presenter is interested in languages for specific purposes and action-based didactics.

Štěpánka Bilová: Peer feedback in legal English classes: benefits and challenges (Masaryk University)

Peer feedback is an effective tool for enhancing language skills in general as it helps students be aware of various factors involved in the performance of others as well as theirs. In this way, it promotes critical thinking and increases confidence, motivation, and interaction. In my presentation, I intend to give examples of activities from legal English courses for law undergraduates in which peer feedback proved to be successful. They will include lawyer-client interviews, presentations, and legal correspondence.

In order to be effective, peer feedback requires careful preparation, especially if students are not experienced in this type of task. I will share various methods I use for scaffolding peer feedback giving, discuss both the benefits and challenges, and provide practical suggestions for integrating peer feedback into legal English classes. I will deal with both written and oral feedback and analyze the students' evaluation of the described activities and their impact. Even though organizing efficient and meaningful peer feedback can be demanding, the benefits outweigh the efforts invested.

Štěpánka Bilová works at the Language Centre at Masaryk University, Brno, Czech Republic. She has taught English for Legal Purposes since 2002, she is interested in the use of technology in language teaching and learning and she is keen on material design. She likes to prepare tasks which develop students' critical thinking, creativity, and communication skills.

Mark Brophy: Don't be a lone ranger: Building networks and sharing material. Case study of the growth of an independent language school (ET: English Training)

Euleta is a forum which brings together legal English professionals from a wide variety of backgrounds and current roles. The main aims are to

- learn from each other,
- exchange ideas and materials,
- network.

I founded, and still run, a small independent language school in northern Italy and like to think there are many potential overlaps between how we operate and Euleta.

I would like to focus my presentation on the following areas

- How to make a group of people who might not have regular contact with each other feel part of the same organisation
- How to spread and encourage best practice: methodology and materials
- How to get other people involved in what you do
- Shedding skins and constantly evolving: Where were you 10 years ago and where will you be 10 years from now?
- For the commercially minded: how to grow the network and hence the business (in terms of gaining more clients)

What works for my language school might work for you, whether you are a 'lone ranger', university professor or involved in a partnership/school.

Born in London graduated in Management Sciences. Worked for a few years in IT in early 90s then moved to Italy for a year's sabbatical (the original plan ☺). Taught business English initially then slowly developed a specialisation in Legal English through teaching in-house legal counsel, local bar associations and lawyers/accountants. Set up English Training in 2002 but more as a "doing business as" moniker than a real business. All change in 2012. Started teaching CLIL in primary schools. Now have contract with over 25 schools and 20+ freelance teachers. Wide ranging interests:

- *Sport: Football, marathon running*
- *Civic Society: President of a cultural organisation in Italy*
- *Education: Parent Governor for 9 years*
- *Politics: Was a (unsuccessful) candidate in local elections in Lissone, northern Italy in 2022.*

Fully subscribe to the Steve Jobs 'connecting the dots' vision of life. Married with two children at University in Milan.

Francine Migneault: Model Diplomacy in the Legal English Classroom (Université Catholique de Lille)

Model Diplomacy is a simulation-based educational program developed by the Council on Foreign Relations that allows students to role-play as diplomats, policymakers, and other key actors to address complex global issues. I will talk about our experience with Model Diplomacy as a tool in the Legal English classroom.

We have been using this programme for 4 years. We use the programme to provide task-based learning that helps our students develop their legal writing, public speaking, and persuasive skills. Additionally, the simulation allows students to gain a deeper understanding of international law, diplomacy, and global issues that have legal implications.

This presentation will walk through the steps of implementing Model Diplomacy in the university classroom and show concrete examples of our students' performance with this program. My hope is to introduce you to a new and exciting tool.

Francine Migneault is the Director of the Language and Intercultural Center at the Université Catholique de Lille. She earned her Masters Degree in Peace Education from the UN Mandated University for Peace in 2006. She has been teaching Legal English since 2013 and co-created a flexible English programme for the Bachelor of Law students at ICL. Francine enjoys experimenting with innovative pedagogy and bringing English to life in the classroom.

Anna Wasilewska: Teaching Legal English as a part of Business curriculum - practical approach (Independent)

In my presentation I would like to discuss chosen areas of Legal English important from the business perspective. From my professional teaching experience, I can observe how certain areas of Legal English could be useful and necessary for non-legal business professionals. A wide range of such professionals find this area unknown and challenging but can easily recognize familiar elements, like the basics of contract drafting or employment law issues, which they are willing to become more familiar with. Likewise, lawyers find various aspects of Business English programmes particularly essential for their legal practice. These business-oriented topics are rarely covered during typical Legal English courses, where the emphasis is usually put on typically legal matters. This is where Legal and Business English overlap. I propose a more integrated form of teaching Legal English, especially to non-lawyers. In my presentation I would like to discuss chosen aspects and topics of such business-oriented Legal English teaching.

I am a teacher of Legal and Business English with over 15 years of experience. I hold a Master degree in English Linguistics, major in Specialized Translations, and a postgraduate degree in Legal and Economic Translations. For the last 7 years I have been teaching ESP and conducting TOLES preparation courses for lawyers and business professionals in a language centre Specialize Your English in Sopot, Poland. In 2016-2021 I worked at the University of Gdansk where I conducted Legal and Business Communication courses for students of post-graduate courses in International Business. As I also hold an MA degree in Psychology, I conduct soft skills courses and workshops in English for a wide range of business professionals and corporate clients where I mostly focus on communication, public speaking and presentation skills. I am an active member and mentor at Toastmasters International.

FRIDAY 22 SEPTEMBER 2023: Room D/200

Andrzej Dąbrowski, Sylwia Kossakowska-Pisarek: Active task engagement in the Legal English classroom via reel justice (University of Warsaw)

When designing a Legal English course, ESP practitioners, like all foreign language teachers, do their utmost to make their classes engaging and motivating. As emphasized by Dörnyei/Csizér (1998:216), all the attempts invoking "the quality of the learners' subjective experience" may serve as important contributors to motivation to learn. One of the most effective motivation boosters for Legal English learners are law-related movies that catch and sustain their attention.

The presentation will address some questions about exploiting the didactic potential of reel justice (law-related television and cinematic productions) in the context of teaching Legal English as a foreign language, which is inherently active, holistic and of practical nature as proposed by Mercer and Dörnyei (2020).

Keywords: language learning engagement, Legal English, reel-justice

Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language teaching research*, 2(3), 203-229. Mercer, S., & Dörnyei, Z. (2020). *Engaging language learners in contemporary classrooms*. Cambridge University Press. Andrzej Dąbrowski & Sylwia Kossakowska – Pisarek

Andrzej Dąbrowski, PhD, Lecturer and researcher of English and German as foreign languages, Director of Centre for Foreign Language Teaching at the University of Warsaw. A graduate of Applied Linguistics at Adam Mickiewicz University in Poznań, he has received his PhD from the University of Warsaw - Faculty of Applied Linguistics. He has several years of experience in teaching Legal English to law undergraduates and legal practitioners from different professional backgrounds.

David Bowskill: The Foreign Language Law Programme at Humboldt University Berlin (Humboldt University Berlin)

Next year the Foreign Language Law Programme (Fremdsprachiges Rechtsstudium) at Humboldt University Berlin will celebrate its 30th anniversary. Currently offered by the Law Faculty in ten languages, it helps improve students' employability, is an entrance qualification for the triple degree European Law School programme, and helps students prepare for studying abroad for a semester/year as a part of their studies. This presentation will introduce the English Law programme offered by lecturers at the Language Centre for the Faculty of Law, explaining how it helps students develop the legal knowledge, language and skills necessary to study law as an exchange student in a common law country or on an international law programme. The courses in the English Law programme integrate content and language through the analysis of judicial decisions and statutes as well as readings from academic articles and textbooks. The students develop their legal and linguistic skills through writing essays and solving legal problem questions. Alongside discussions and presentations, the use of mooting (as counsel and/or judges) to help students improve their speaking and listening skills will be assessed.

European Law School <https://www.european-law-school.eu/en>

Fremdsprachiges Rechtsstudium <https://www.rewi.hu-berlin.de/de/ip/cert/frs>

David Bowskill studied German at the University of Newcastle Upon Tyne and trained to teach General Studies and German in further education at Huddersfield Polytechnic. He also holds diplomas in TESOL (Trinity College London) and Educational Technology for English Language Teaching (University of Manchester). Since 1994 he has been a lecturer in English for Academic and Legal Purposes at Humboldt University Berlin. Previously he taught English for Academic Purposes and German in secondary, further and higher education in Germany and the UK. As a founding member of EULETA he was a member of its first board and has also served as auditor.

Jasmina Barišić: Navigating through Diversity (Centre of Foreign Languages Speak Easy)

The disparities in terminologies, principles, and procedures of the two legal systems, Common law and Civil Law, pose significant hurdles for Legal English teachers. These challenges range from the accurate translation of legal terms that are exclusive to one system but non-existent in the other, to the potential confusion caused by false cognates. This paper explores the crucial role of legal knowledge for Legal English teachers and underscores the intersection of law and language, highlighting the potential gaps in teaching effectiveness that may arise when educators lack foundational legal knowledge. It further suggests various strategies for overcoming these challenges and enhancing legal knowledge among English teachers, such as targeted professional development, interdisciplinary collaborations and the development of culture-specific, context-based teaching resources. Additionally, it aims to contribute to the improvement of Legal English teaching methodologies, thereby enhancing the competence and confidence of its learners.

As the founder of the ""Speak Easy"" Centre of Foreign Languages in Novi Sad, Serbia, I have established myself as a creative leader in language education. My academic foundation in English Language and Literature, obtained from the University of Novi Sad, has been the launchpad for my professional journey.

In addition to my role as an educator, I've had the honour of working as a court interpreter, using my English language skills to help ensure clear communication in the courtroom. Specializing in the intricacies of Legal English, my expertise equips me to guide students on their path to acing the TOLES examination, a hallmark of proficiency in this specialized field.

Furthermore, the CELTA teaching qualification that I hold stands as a testament to my dedication to teaching and my commitment to fostering an effective and engaging learning environment.

Claudia Amato: *Using Legal Drama TV Shows to Foster Fluency and Networking in Legal English (Independent)*

In the realm of education, the quest to inspire effective learning methodologies is unceasing. As a Legal English teacher, I found myself presented with an intriguing intersection – my students' unwavering affinity for legal dramas.

These television shows, brimming with authentic dialogues, intricate legal dilemmas, and rich contextual nuances, stood as a potent resource for nurturing language proficiency, comprehension skills, and a nuanced understanding of legal terminologies.

My main intent was to design tailored exercises that not only refine linguistic finesse but also cultivate a deeper well of conversational topics.

These topics, rooted in the legal realm, would also be enriching my students' ability to engage in articulate small talk while forging connections that transcend cultural and professional boundaries at international events.

In my presentation, I will describe how I create a set of teaching activities and a lesson plan starting from a legal drama show.

I'm Claudia Amato, also known as SpeechLex—an Italian lawyer with Canadian roots. My journey began as a legal English translator, and I further refined my skills as a law 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, exemplifying my dedication to global legal education. 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 mainly on my own.

Barbora Chovancova: *Linguistic Mediation Taught and Tested: Fine-tuning the Task Design in Legal English (Masaryk University Language Centre)*

Linguistic mediation, as the skill of communicating potentially complex technical issues in a manner a lay person can understand, is bread and butter for all lawyers who deal with clients in the course of their work. For that reason, it should be at the forefront of attention of Legal English instructors, having a central place in their design of course syllabi, mediation practice exercises and final exam tasks.

The presentation focuses on the intricacies of all of the three stages of acquisition of mediation skills. It demonstrates how the concept can be introduced to students (by contrasting linguistic and legal mediation), how students can be guided through the production process, and how they can be eventually tested. The talk presents several sample tasks for both intralinguistic and cross-linguistic (i.e. interlinguistic) mediation, in order to illustrate how this skill can be practiced within a single language (e.g. by converting English Legalese into Plain Language), as well as where the source text that is to be mediated is in a language other than English. The presentation argues that using mediation tasks in end-of-course tests is particularly desirable as the test-takers need to demonstrate not only their knowledge of legal concepts but also mastery of language skills, particularly their ability to adjust the language to fit particular addressees.

Barbora Chovancová is an assistant professor of English for Legal Purposes at Masaryk University Language Centre, in Brno, Czech Republic. 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 based on the analysis of both the present and future needs of her students.

Her current research interest centre around the topic of mediation in ESP from both the theoretical and practical angles, most recently piloting mediation tasks in testing. Apart from that, she is also actively involved in promoting peer review, language counselling and learner autonomy.

Alena Hradilová: *When you have no basis for an argument, abuse the plaintiff: Argumentation in a Legal English Syllabus* (Masaryk University Language Centre)

The talk is based on experience with the development and piloting of new micro-tasks and activities that aim at the practice of argumentation skills as a tool towards the successful completion of an authentic macro-task, a major negotiation performed in front of an audience. It brings forth the question of including the skill of argumentation in a Legal English Syllabus as a way to practice not only active listening and speaking skills but also as a means to employ higher cognitive processes (the processes of forming reasons and drawing conclusions and applying them to a case in discussions) on the way between language reception and production. The talk provides selected examples of problematic argumentation that can arise from either misinterpretation of propositional logic or the use of informal logical fallacies. It presents original activities designed to help students understand these fallacies, identify them in both spoken and written production, analyze their influence on the audience or receiver, and discuss potential methods for eliminating them. Additionally, the talk will discuss the extent to which these activities challenged students' comfort zone in language learning, based on their feedback.

Alena Hradilova is Assistant Professor in English and Director of the Masaryk University Language Centre, Brno, Czech Republic. She is responsible for Quality of Instruction at the Masaryk University Language Centre, and is also in charge of internal teacher training and continuing professional development of the Language Centre staff. Her broad international teaching experience and teacher training activities include ESP and EAP soft skills such as academic writing, negotiating and videoconferencing. She is an author and co-author of a number of materials, online courses and publications.

SATURDAY 23 SEPTEMBER 2023: Room D/218

Hana Kallus: *Students' Independently Prepared Podcasts and our Lesson on Internationalization, Management and Peer Feedback* (Faculty of Law, Language Centre, Masaryk University)

Legal work has been changing over the years, which is reflected in teaching legal disciplines as well as legal English. Students need skills for life, for example, individual as well as team presentations, they learn how to communicate and work in a team, and how to use technology to be ready to cooperate internationally in mixed teams.

Our positive experience with international videoconferencing nearly 20 years ago led us to using other social media and technology for synchronous and asynchronous work.

In the presentation I will rather focus more on the management, feedback and emotions arising from the tasks.

I will include teacher's perspective on giving students' more freedom and also students' anonymous feedback. Through activities like this one, students either from two cultures or the same culture, gain hands-on experience with time management, leadership and team work. They learn how to deal with unexpected situations and how to give meaningful feedback. The presentation includes students' authentic reflection at the end of the course, in which they frequently described their positive, mixed as well as negative experience, their insecurities, frustration and expectations.

Hana Kallus is an ESP for law teacher and EFL and ESP teacher trainer. Her research interests include linguistic analysis of English used for persuasive purposes, e.g. Brexit, training soft skills and incorporating them into an ESP course, videoconferencing, using ICT in the classroom, support and development of students' independence.

Mgr Monika Dietrich; Dr Alicja Fandrejewska: *Business & Legal Writing: old skill, new paradigm* (Kozminski University; University of Warsaw)

Effective communication is essential in today's globalized business world, and it can be challenging to communicate complex legal concepts in plain English while navigating cultural differences and avoiding native language interference. This talk will explore the potential of using Chat GPT as a tool for translating and revising business and legal content in the context of intercultural differences and native language interference, with a focus on plain English and clear and effective communication. The speakers will discuss the ways in which Chat GPT can assist in this process by providing a platform for translating and revising written content, identifying potential cultural and linguistic communication barriers. The presentation includes the insights

shared by experienced legal proofreaders (native speakers of American English) identifying the main problem areas that Polish students face when communicating and collaborating in an English-speaking legal professional environment. The specific examples and materials collected in the course of teaching practice combined with examples provided by proofreaders offer added value to the presentation.

Dr. Alicja Fandrejewska has been teaching English for Specific Purposes (ESP) in the areas of management, business, economics and law for over 20 years. She has taught courses in Business English, business and commercial correspondence, international and intercultural business communication and management. Her academic interests focus on the integration of new technologies in business, professional and academic environments. Her professional collaborations include partnerships with the University of Warsaw, Koźmiński University, and the Warsaw School of Economics. She co-authored several publications for Poltext Publishing House, including Insights into Marketing: English in Marketing and Advertising, which she prepared together with Malwina Dietrich.

Malwina Dietrich has been teaching English for 30 years. She has taught courses in Business English, business and commercial correspondence, international and intercultural business communication. For the last 15 years she has been a Business English lecturer at Kozminski University. As a lecturer, trainer and methodologist, she strives to implement the most modern solutions and tools to support ESP teaching processes. She has co-authored publications on the methodology of teaching specialized language, teaching business and commercial correspondence and teaching a foreign language in a multicultural environment. Her language lessons appeared in Rzeczpospolita in the supplement "Kariera i Praca" and her exam materials were included in: "Business English" published by EDGARD.

Mgr. Kateřina Chudová: AI and I: How Intelligent Language Solutions Reshaped My Teaching Journey (Masaryk University Language Centre)

In this talk, I am going to focus on my personal experience with AI tools and their impact on my work as a university legal English teacher. Since I started using and integrating various AI platforms in lesson planning and course and exam design, I have seen a shift in how I actually think and approach my work, making the most of the efficiency and convenience they offer. I will speak about practical examples of AI application and its advantages as well as the challenges and limitations I have encountered, sharing useful tips, strategies and reflections. I will also point out the need for critical thinking and 'human touch' applying the outputs AI has to offer.

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 and make them meaningful. She is interested in technology, gamification and memory stimulation, which she experiments with in her work with students.

SATURDAY 23 SEPTEMBER 2023: Room D/200

Franz J Heidinger: The Translex 1,000 - the quintessential Anglo-American Legal Terms - a new legal terminology project (University of Vienna School of Law)

In a fairly developed and mature market we have developed a completely new terminology project that aims at addressing the uninitiated tier of our law students (as well as language students), introducing them to the beauty and sophistication of Anglo-American Legal English, hoping that they will then continue our more elaborate educational programs offered at all our leading universities. The new course book as well as the new methodology for the courses will be presented.

Our experience with working with more than 15,000 students who have successfully completed our programs will be shared.

Education:

University of Graz (Austria): degrees in law and English & American studies

University of Virginia (USA): post-graduate LL.M.

*Areas of Practice: Legal: M&A work, domestic and international contract work, labor law and IP law, arbitration
Linguistic: more than thirty years of teaching experience at various universities in Austria and abroad; regular courses for the Austrian bar association, the Austrian Association of Certified Court Interpreters and other organizations, with more than 15,000 students and practitioners who have successfully passed these courses*

Professional Experience as a lawyer:

Admitted to the bar in Austria

Founding partner of Alix Frank Rechtsanwälte GmbH

Experience in arbitration matters both as arbitrator as well as counsel

Repeated appearance before the European Court of Justice

as a linguist:

Court appointed and certified interpreter for English

Former board member of the Austrian Association of Certified Court Interpreters

Former vice-president of EULETA

as lawyer-linguist:

Development of “The Vienna Model – Anglo-Amerikanische Rechtssprache”

Development and administration of the “Vienna Legal Language Proficiency Certificate” (Vienna LLP)

Publication of several books and various articles on the Anglo-American Legal System(s) and Anglo-American Legal English.

Vladimíra Kvasničková: *Do I test what I teach? Testing legal vocabulary: Practical examples and analysis of various vocabulary test tasks* (Law Faculty, Charles University, Prague)

Although a legal English course is not usually reduced to the acquisition of the industry-specific vocabulary, when it comes to assessing students' knowledge, we often resort to the testing of legal vocabulary. I assume it is so for practicality reasons. In this respect, we can agree with opponents of English for Special Purposes who say that there are universal skills and forms of language common to various disciplines, professions, or purposes; therefore, there is no need to test listening and speaking separately as they are covered by general English Exams. Things are different with respect to legal vocabulary as there is no universal legal language, more so if the languages stem from different legal traditions. Personally, I think that legal writing with its particularities which cannot be captured by a general English exam should be tested as well, however, for practicality reasons, assessment of writing as a part of a mandatory language course is left out in our department. With a few practical examples from my own experience, I would like to analyse usefulness of various types of tasks aimed at testing legal vocabulary, particularly derivations, prepositions, reading comprehension, gap-fills, and translations, and suggest possible improvements or alternatives.

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.

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CONFERENCE LOCATION

The conference takes place at Kozminski University Jagiellonska 57/59 St, Warsaw, Poland in Building D. A map is available here: <https://www.kozminski.edu.pl/en/contact>

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SPECIAL THANKS

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