Neil Allison
School of Modern Languages and Cultures
University of Glasgow
Scotland

LEGAL RULES AND LEGAL RELATIONS: UNDERSTANDING, ANALYSING AND PARAPHRASING

An essential skill of law students and law professionals is to analyse the meaning of legal rules. An essential skill for all university students in order to be effective readers is to employ a variety of appropriate reading strategies. I present an approach to cognitive reading strategies for law students to promote their analytical understanding of legal rules while also promoting effective paraphrasing of these rules.

The American legal academic and jurist Wesley Hohfeld (1913) came up with a framework of 'jural relations' in an attempt to improve precision in understanding and resolving legal issues in the USA. His framework, which still receives positive treatment from legal philosophers today, involves 8 terms (right, duty, privilege, no-right, power, liability, immunity, disability) in a series of relationships (correlatives and opposites). For example, when someone has a right, someone else must have a corresponding duty (right and duty are 'correlatives').

For the last three years I have used Hofheld's framework in my courses for Masters' of Law (LLM) students at the University of Glasgow to aid them in analysing and writing descriptions of legal rules. In this presentation I explain the framework and show the practical context for its application together with classroom examples. There will be an opportunity to discuss applications and also limitations of Hohfeld's work e.g. it may be useful for reconceptualising words such as 'right' that a drafter has used, but it may have limited value to a practising lawyer seeking to predict a judge's interpretation of rules since it says little about the aims of legislation or the intentions of drafters.

Štěpánka Bilová
Masaryk University Language Centre, Brno
Czech Republic

PRESENT YOUR PASSION: DEVELOPING STUDENTS' PRESENTATION SKILLS IN LEGAL ENGLISH CLASSES

Practice of presentation skills is a common part of many legal English courses and training. This may be a natural consequence of the fact that presentation skills belong to the set of communication skills which are needed in the labour market, and by the fact that future lawyers should be able to communicate ideas clearly and precisely. Even though undergraduates themselves realise and admit that this skill is important to master, they are usually not so enthusiastic about having to practise it in English lessons. The reasons for that are varied. On the one hand, some students may feel rather uncomfortable as the fear of public speaking belongs to one of the most common phobias among adults, or, on the other hand, some students may feel that they already know how to present.

Teachers can find a lot of materials on presentation skills online or in textbooks, but how does one ensure that learners make the most of the practice in their lessons? Students easily notice that they learn about a topic, e.g. contracts or family law, but it can be difficult to observe to what extent they realise that they learn a particular skill. Based on research carried out in a legal English course at Masaryk University, the paper discusses the results of the study concerning students' viewpoints on what they have learnt in the lessons. Further, the paper presents several tips and strategies which could be implemented both in and out of the classroom to support enhancing presentation skills. They mainly focus on raising awareness and supporting self-reflection. Many students aim at the final product, i.e. to perform well in the final presentation, however, but they may overlook the importance of the process, i.e. learning through doing and reflecting.

Karine G. Chiknaverova
English Language Department
Moscow Institute of International Relations, (MGIMO – University)
Russia

TRANSLATING PREPOSITIONS FROM RUSSIAN LEGAL TEXTS INTO ENGLISH: AN ANALYSIS OF THE CORRESPONDING INTERFERENCE ZONES FOR TEACHING PURPOSES

Various aspects of translation of prepositions have been primarily investigated in the framework of translation theory. Applied research is mostly focused on translating particular groups of prepositions relying on general English context. Legal translation researchers have not yet comprehensively analysed peculiarities of translating Russian prepositions used in legal texts into English although teaching how to translate prepositions is still a grey area. The presentation is an attempt to investigate the difficulties which Russian students of legal English can encounter when translating prepositions from Russian contracts into English. Methods employed include language typology comparison, continuous sampling techniques, language corpus data analysis as applied to language error forecast and prevention. The material selected for analysis is a part of the legal English course which is designed to embrace the most frequently translated branches of law and relies on the principles of professionalism, globalisation and specialisation, as well as graduates` employment opportunities. Thus, the contracts studied constitute the most frequent types used both in Russia and worldwide. The author develops a classification of prepositions drawing upon their structure, semantics and functions in the texts of Russian contracts. The findings reveal that the most common cases of translation errors are caused by external and internal interference as well as interference caused by students` language learning habits and expectations. The research concludes that modelling legal translation teaching which takes into account the potential interference zones can contribute to shifting focus to problem zones while teaching, raising students` awareness, and, thus, it can act as propedeutics of the corresponding students` errors.

Barbora Chovancová,
Masaryk University Language Centre, Brno
Czech Republic

"SO, WHAT DO THE LAWYERS THINK?": EXPLORING PROFESSIONAL TOPICS OUTSIDE THE CLASSROOM

One of the challenges of teaching Legal English to undergraduates is their lack of professional experience. This gives rise to problems not only on the level of cognition but also on the level of intrinsic motivation: students may wonder whether what they are being taught in class is really what they will need in their future professional lives.

Introducing experiential learning into the syllabus may be a way of standing up to this challenge. If law students are given enough autonomy and space to build up and extend their professional experience both in and out of the classroom, it will strengthen their professional awareness, reassuring them that what they do in their Legal English classes will have a positive impact on their future professional careers.

Delivering presentations on legal topics is a well-established favourite with Legal English syllabus designers, and deservedly so. Undergraduate students get to explore various professional topics, practising communicative skills that are essential to any lawyer. Most of the work, however, happens online and in the classroom. In order to strengthen the experiential aspect of learning, students may be asked to reach beyond the classroom, contacting and interviewing professionals. In this way, students obtain a real-life perspective on the topic they are dealing with from the theoretical point of view.

The advantages of this method are manifold. Not only do students get to experience the real world of legal work but they also learn to work autonomously, share work in teams, use their English, and – should their interview be in a language other than English – also exercise the skill of mediation. By putting to practice what they learn in the classroom (e.g. moving from role-plays to real interviews), and reflecting on the experience, they achieve a full experiential learning cycle.

Maria Cudowska
Faculty of Law, University of Białystok
Poland

INTERPRETING INSOLVENCY. A CASE STUDY OF SOME OF THE MAJOR LEGAL AND LINGUISTIC CHALLENGES

Business insolvencies are on the increase at a global level. At least that is what the economists say.

The issue of interpreting insolvency law is anything but new. On the same note, with many model laws as well as guidelines and frameworks in place, uniform interpretation of insolvency law is anything but attainable. For instance, Art. 8 of the UNCITRAL Model Law is an attempt to make insolvency interpretation feasible:

"In the interpretation of this Law, regard is to be had to its international origin and to the need to promote uniformity in its application and the observance of good faith".

But what does good-faith in insolvency mean? Is it the transparent procedure conducted by the insolvency administrator, or is it the compensation of creditors? Or maybe it the conduct of the debtor that should be under scrutiny? With many cross-border insolvencies on the rise, it is clear that the snowball of insolvency teething troubles will keep getting bigger and bigger. Common law courts and continental courts alike struggle with interpretation as well as recognition of foreign judgments. As evidenced by the U.S bankruptcy courts as well as English courts, the persisting problem of COMI identification will remain one of the top issues in need of a resolution. The dissection of some of the major challenges of cross-border insolvency problems will be examined through the lenses of the language and the law.

John Terry Dundon
Legal English Institute
Fordham University School of Law
USA

TEACHING LEGAL ENGLISH WITH MODIFIED CLIL

This paper will describe the methodology for teaching "legal English" used at the Fordham University School of Law's Legal English Institute (LEI), a one-semester program for law students and attorneys. I am a Co-Director of LEI and the program's primary language instructor. I am also a former attorney and a current graduate student in applied linguistics at Columbia University.

Reasonable minds may disagree about the most effective methodology for teaching legal English. At LEI, we use a "modified CLIL" format, with four substantive classes on topics in Anglo-American common law that run in parallel with a core class on legal English. The substantive classes relate to the U.S. constitutional system, the law of contracts and torts, contract drafting, and lawyering skills. All four of these classes use authentic reading materials, and these materials are recycled in the legal English class and form the basis of discussions about language issues.

The legal English class itself is divided into four units which correspond to the four substantive classes. In these units, students engage in speaking and writing exercises related to the domain of each substantive class, and assignments are intended to elicit language tasks similar to those in which students might need to engage during actual law practice. The tasks primarily relate to explaining aspects of the U.S. legal system to clients in their home country, or explaining elements of their home legal system to English-speaking clients.

Our program is premised on the notion that "translating" between legal systems is a core skill of multilingual and multijurisdictional attorneys. Our use of content classes (as opposed to language classes) to elicit language issues helps keep students motivated, as students tend to have more intrinsic interest in legal topics than language *per se*. Student outcomes at LEI have been very positive so far.

Karolina Gortych-Michalak
Adam Mickiewicz University in Poznań
Poland

CAUSATIVITY LINGUAL OBJECTS IN LEGAL LANGUAGE. A CROSS-LINGUISTIC STUDY OF LEGAL TEXTS

Causativity is a linguistic phenomenon existing across languages. Lingual exponents of causativity are, by way of example, causative verbs and periphrastic constructions which are observed in legal language too. The point of departure for contrastive analysis is determination of lingual objects conveying causativity in general. Consequently, the aim of the paper is to examine lingual objects conveying causativity in statutory documents and more precisely to propose their classification from i) syntactic, ii) semantic and iii) pragmatic, points of view. Aiming at this classification, some cross-linguistics analyses are undertaken, and they are based on Polish, Greek and Cypriot statutory documents, of both civil and criminal substantive law.

It must be emphasised that results of cross linguistic studies should precede solutions for applied linguistics i.e. translation and for that reason the study of causativity in legal texts can be useful for legal linguistics. In legal language lingual universalities play a specific role so too does causativity and the paper is an attempt to verify in what extension causativity can be recognized as universality of legal language.

Stanisław Goźdź-Roszkowski
Department of Specialised Languages and Intercultural Communication
University of Lodz
Poland

PATTERNS OF STANCE EXPRESSION IN LEGAL JUSTIFICATION. INSIGHTS FROM CONSTITUTIONAL TRIBUNAL JUDGMENTS IN POLAND

Despite its crucial role in judicial decision-making process, legal justification remains a relatively under-researched genre in the area of legal discourse. Even though the justification of judicial decisions in the case of Constitutional Tribunal judgments is not universally binding, it has a few very important functions. This paper focuses on the persuasive and legitimatory functions seen from the linguistic and communicative perspectives of stance-taking. When justifying its decisions, the Tribunal makes different types of assessments. Its recipients include the petitioner as well as other entities which rely on a particular normative act subjected to the constitutional check.

This paper aims to prove or disprove the hypothesis that the linguistic form of justifications made by the Constitutional Tribunal in Poland is becoming more uniform and standardised even if the idiosyncratic element still remains present (cf. Królikowski 2015). To that end, the analysis focuses on the linguistic expression of stance, i.e. the way in which speakers or writers construe their assessments, express their attitudes and opinions.

The analysis is based on 95 judgments handed down by the Constitutional Tribunal in Poland and it uses the Sketch Engine corpus management and query system to carry out the quantitative part of the investigation. The findings are interpreted using the theoretical framework of stance (e.g. Conrad and Biber 2000) and stance-taking (Englebretson 2007) and the analytical framework offered by Corpus-Assisted Discourse Studies (Partington et al. 2016).

Ben Hightower
University of Wollongong
Australia

‘IN LIMBO’: REPRESENTATIONS OF REFUGEES IN LEGAL ENGLISH AND AUSTRALIAN COURTS

For many, the concept of limbo resonates with notions rested in religious traditions which typify an afterlife outside both Heaven and Hell. Colloquially, limbo is used to signal threshold spaces marked by protracted uncertainty or irreconcilability.
There certainly seems to be a trend to apply limbo designations to various physical, psychological and legal situations and especially for marginalised and vulnerable people. For instance, a media analysis conducted in 2014 identified 649 news articles between the years 2001-2002 containing the words ‘limbo’ and ‘refugee’. Of these, 150 related to Australia. This past year (2018-current) shows a marked increase with 3,065 articles containing the words ‘limbo’ and ‘refugees. 572 of these pertain to Australia.
However, ‘limbo’ is not merely used in the media to describe marginalised spaces or experiences. It is also found in legal argument, evidence in the form of academic sources and reports, facts and court proceedings, as well as final judgements. In judgments, limbo usually relates to two matters before the court. It either denotes experiences or physical spaces occupied by refugees or describes sets of legal irreconcilabilities. We can turn our attention to examples found in cases such as R v Ali; R v Amiri; R v Feili; R v Haidari; R v Parhizkar [2013] in the New South Wales Supreme Court and Re Woolley; Ex parte Applicants M276/2003 by their next friend GS [2004] in the High Court of Australia.
Such examples seem to be used metaphorically, but distinguish themselves as having real legal and human rights implications. Here I want to unpack possible meanings behind limbo, its usage and some of the implications for law and Legal English. In part, this will be accomplished through a reading of refugee cases in Australian courts.

Alena Hradilová
Masaryk University Language Centre, Brno
Czech Republic

EXPERIENTIAL LEARNING IN LEGAL ENGLISH SYLLABI

The presentation offers ideas of why and how to base Legal English courses on methods of experiential learning. It is based on examples of various "Learning Cycles" in the Masaryk University Language Centre (MULC) Legal English courses, which, apart from dealing with the usual and indisputably necessary ESP linguistic issues concentrate also on the development of soft skills related to the legal profession. The soft skills that need attention have been identified as students' "real needs" through a needs analysis carried out by MULC staff. It is my strategy to pinpoint them to my students and emphasise their importance over the traditional legal topics, facts and vocabulary upon which t we tend to base and structure many ESP courses and syllabi.. Instead, I offer soft skills development as the main learning goal which students should identify from the perspective of their future employability. Experiential learning seems to be a logical and convenient method for my purposes.
My experience, which is supported by small-scale action research, indicates that students′ involvement in experiential learning increases their intrinsic motivation to prepare for classes as well as their active involvement in the sessions. In my presentation, I deal particularly with the stage of reflection and self-reflection as a crucial part of experiential learning. This stage boosts student understanding of their own learning process, which seems to be an important issue in adult education and especially relevant and often mentioned with regard to educating Y and Z generation students.

Anastasia Ignatkina
Saratov State Law Academy
Russia

AN INSTRUCTIONAL DESIGN FOR TECHNOLOGY-BASED CLASSROOM TUTORIALS FOR ELP STUDENTS

In modern ELP teaching practice online media products are commonly used as resources of educational content. Although the idea that ICT has brought classrooms into our pockets is generally perceived as a positive trend, the overview of recent enquiries into the use of technology in education has revealed a number of contradictory findings connected with multimedia learning. On the one hand, a multiplicity of strengths of online environments such as YouTube channels, Apps, podcasts, etc. is highlighted in the studies exploring the potential of multimedia applications for language learning. On the other hand, there is a significant number of studies which demonstrates opposite observations resulting from the research of the effects of the medium (printed and technology-based) on learning outcomes: some authors argue that students overwhelmingly prefer print over electronic formats for learning purposes, others infer that multiple factors affect learners' actual behaviours and there is no solid evidence proving the priority of one over the other.

Cognitive psychologists are more precise in this point: looking into how people process information they confirm that to be effective instructional frameworks should not ignore human cognitive architecture. Drawing upon recent studies in the field of designing educational media with regard to cognitive, behavioural, and attitudinal aspects of learning the exploratory study considered in this paper attempts to bridge the cognitive and educational theories to specify the framework of technology-based classroom tutorials for ELP students. Through 3 courses of in-depth structured interviews with 58 Russian undergraduate law students doing an ELP course in Saratov State Law Academy, Russia, particular focus was placed on an individual learner's (1) information coding style, (2) information processing style and (3) reading style. The results of the research suggest some ideas on developing an instructional design for technology-based classroom tutorials taking into account the principles of cognitive teaching.

Sergey P. Khizhnyak
Saratov State Law Academy
Russia
Alexander A. Zarayskiy
Saratov State Law Academy
Russia

PROPER NAMES IN THE LEGAL TERMINOLOGY OF THE ENGLISH LANGUAGE

The article deals with the topical problem of coining terms and nomenclature with proper names in terminological systems of different types with the example of legal nominative units in the English language. It is observed that these units have not only national and cultural specificity in the English language, but also some characteristic features in comparison to other terminological systems. Linguistic and extra-linguistic factors of language units' formation with the help of proper names in the legal terminology of the English-speaking countries determining both structural and semantic specificity of these units are revealed. Structural features of the units under consideration manifest themselves particularly in the formation of legal nomenclature. Systemic oppositions stipulate semantics of terms and nomenclature, including those with proper names. The basis of the meaning of a term and a nomenclature sign is a notion, its essential components being included into the definition. Differential semes are assigned to proper name elements of the terms, all sems of a nomenclature sign with proper names constituting an inseparable whole. The anchoring of the semes not belonging to the notion for the structural components of nomenclature signs can be identified only at the level of the extra-linguistic terminological background. Understanding of the meanings of nomenclature signs with proper names as specifying those of the terms in particular legal situations is proposed. Understanding of the systemic characteristics of nominative units coined with the help of proper names is important in teaching legal English for it provides a deeper insight into linguistic and extra-linguistic background of the national law.

Ondřej Klabal,
Faculty of Arts, Department of English and American Studies
Palacký University Olomouc

Michal Kubánek
Faculty of Arts, Department of English and American Studies
Palacký University Olomouc

COMPARATIVE CONCEPTUAL ANALYSIS IN A LEGAL TRANSLATION CLASSROOM REVISITED

It is a well-acknowledged fact in legal translation studies that when searching for terminological equivalents, translators should make use of comparative conceptual analysis (e.g. Šarčević 2000; Sandrini 1996; Chromá 2014; Engberg 2015). Thus, even legal translation trainees should be equipped with the necessary tools to carry out such analysis, but the question remains: are they? This paper is a follow-up to a study published in 2017 (Klabal, Knap-Dlouhá, Kubánek 2017), where think-aloud protocols were used to explore to what degree university students doing a course in legal translation are able to apply the methods of comparative conceptual analysis to translation of terms not accounted for sufficiently in legal dictionaries or terms with no straightforward equivalents. The results showed that major issues involve non-linearity of the analysis carried out and insufficient use of resources available. This was reflected in our teaching practice. Therefore, this study involves students of the same course two years later, who will be assigned the same task. This time, however, screen monitoring will be used to track the processes leading to an identification of the conceptual equivalent in a more detailed and less subject-dependent manner. The data will be used to describe the habits and identify any pitfalls of the process of conceptual analysis. The results will be compared to those obtained in 2017 to see whether an enhanced focus on conceptual analysis in the classroom implied any changes in the workflow of the students. We believe that the combined results of both of the studies may help legal translation trainers irrespective of the language combination teach the tools of conceptual comparative analysis more effectively, and account for its most troublesome aspects.

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Aleksandra Łuczak
Kozminski University
Poland

DIGITALIZATION OF AUTHENTIC MATERIALS FOR LEGAL ENGLISH CLASSROOM

Authentic materials bring the real world into the classroom. They tend to be more natural, have not been simplified for the teaching purposes, very often simultaneously transfer both content knowledge and linguistic knowledge. They have a potential to make classes more attractive, equip learners with up-to-date information, develope their commercial awareness and motivate learners as they deal with authentic content.

PUSTULKA is a web-based software (pustulka.edu.pl) which was originally created to automatise language testing. It works on a website, so students do not need to register or create accounts to work with it. They only need a device (a computer, a mobile, or a tablet) and the internet access. Teachers can familiarise themselves with the apps by creating free trial accounts with which they can create all types of exercises and assign tests. To obtain full access which comprises a possibility of sharing and copying exercises from other teachers, and to make their own exercises public they have to subscribe.

PUSTULKA, can also be exploited for digitalisation and adaptation of authentic materials for classroom use. During the presentation I will show how PUSTULKA can be used to create the following types of exercises out of authentic content:

1. multiple choice,
2. dropdown list,
3. gapped text,
4. gapped text with hints
5. checkbox list,
6. short answers,
7. long answers,
8. true/false.

During the presentation I will show how to make these exercises accessible for students online, how to use the exercises for testing students, and how print them and use them in a more traditional pen and paper form in the classroom.

An interview with me in which I talk about PUSTULKA can be accessed at: https://www.studylegalenglish.com/episode56

Aleksandra Matulewska
Faculty of Modern Languages and Literatures
Adam Mickiewicz University in Poznań
Poland,

Marek Mikołajczyk
Faculty of Historical Studies
Adam Mickiewicz University in Poznań
Poland

WHO IS RIGHT, WHO IS WRONG? INTERPRETING 14 POINTS OF WILSON – A CASE STUDY OF DEONTIC MODALS AND THEIR MEANINGS

The document titled "14 points of Wilson" was announced by the President of the United States Woodrow Wilson in his speech addressed to the United States Congress on 8th January 1918. The speech is one of the most well-known documents of the First World War as it touched upon several world issues. The text has been interpreted ever since with regard to the importance and real meaning of points formulated by Wilson. One of the points referred to Poland. The aim of the paper is to focus on the exponents of deontic modality used in that text of historical value and to find the answer to the question concerning the deontic value of each point. The analysis will encompass the principles of deontic logic formulated by von Wright as well as the meaning of deontic modals in legal discourse at the time of speech delivery as those 14 points should be classified as a text belonging to legal lects. The aim of the paper is to present a historical background and a linguistic analysis in order to find out whether historical facts, interpretations and language used correspond with one another.

Viktorija Mažeikienė
Institute of Humanities
Mykolas Romeris University, Vilnius
Lithuania

COHESION, TEXTURE AND COHERENCE IN THE LEGAL DISCOURSE OF TED TALKS

Though TED talks on various legal issues are not formal legal discourse as that of legal documents and spoken legal interaction in formal legal institutional settings, the way legal English is used in TED talks concerning various legal issues provides interesting insights into how legal language is used in popularised legal discourse. Cohesion, texture and coherence are very important features of public speeches as many of them, as a rule, are aimed at persuading the audience. In this paper, cohesion, texture and coherence are approached from Martin's (2018) modular perspective that builds on Halliday's theory and provides tools for analysis of cohesive devices, discourse semantics and social context pertinent to register and genre of texts. Though TED talks are not instances of spontaneous spoken discourse because they are pre-planned (and written and practised) in advance, this merger of spoken discourse and written discourse is very intricate from the perspective of discourse analysis. For this paper, 12 TED talks on legal issues have been analysed within Martin's (2018) theoretical framework. The analysis leads to conclusions that (i) the popularised legal discourse of TED talks, though not as dense terminologically as formal legal communication, is nevertheless a very sophisticated discourse in terms of cohesion, texture and coherence and (ii) the sophistication of this popularised discourse stems, at least to some extent, from the speakers' pragmatic and genuine wish to persuade their audiences into accepting the speakers' viewpoints.

Gopa Nayak
English Language Centre
O.P. Jindal Global University (JGU)
India

Shilpa Gupta
English Language Centre
O.P. Jindal Global University (JGU)
India

TEACHING OF LEGAL ENGLISH AND FRENCH THROUGH LEGAL PROCEEDINGS OF ICJ

The paper explains a teaching pedagogy for undergraduate students of Law in a private university in India through legal proceedings which take place bilingually in the English and French languages in the International Court of Justice (ICJ). The aim of this pedagogy is twofold: first to introduce legal English through the genre of legal proceedings of the ICJ to Indian students of law. The other aim is to introduce these students to the French language with a comparative version of the English text in French. The theoretical framework of Contrastive Analysis is adopted as the rationale for the teaching pedagogy, where the difference in spelling, meaning and word order of English and French are compared to enable possible transfer and identify sources of interference or negative transfer between the languages.

The pedagogy will involve the creation of a corpus of bilingual legal proceedings, including both English and French from the International Court of Justice. The teaching pedagogy will utilise some tools of corpus analysis to explore vocabulary use and word order in both English and French. The paper will discuss the design of vocabulary learning, word order and semantics of both English and French through a comparative analysis. The effectiveness of the teaching pedagogy will be evaluated through a quasi-experimental study in the forthcoming semester when this course on 'Learning English and French through legal proceedings of ICJ' is planned to be executed as an elective course for undergraduate students of Law.

Joanna Nowak-Michalska
Adam Mickiewicz University in Poznan
Poland

THE DYNAMICS OF EUPHEMISATION IN LEGAL LANGUAGE: AN ANALYSIS OF LEGAL TERMS REFERRING TO PEOPLE WITH DISABILITIES USED IN POLAND AND SPAIN

Socio-political changes can result in a change of the perception of certain social groups, such as people with disabilities, and increase the sensitivity to language used in relation to them. In consequence, some words perceived as offensive or stigmatising are rejected in favour of more neutral and inclusive ones. This also applies to terms used in legal language, which should be objective and neutral. However, after some time some euphemisms cease to serve their purpose and new ones need to be proposed to refer to a given concept. In order to investigate these issues, a number of legal terms referring to persons with disabilities used in legal regulations in Poland and Spain are examined from diachronic and synchronic perspective. These terms are analysed in the context of changing the model of perception of people with disabilities (medical/individualistic model vs. social model) and the impact this change has on the terminology referring to people with disabilities used in international settings (UN Convention on the Rights of Persons with Disabilities).

Agnieszka Pawlikowska
Nicolaus Copernicus University in Toruń
Poland

THE ROLE OF THE LEGAL ENGLISH TEACHER IN PREPARATORY COURSES FOR TOLES ADVANCED CERTIFICATE

With the far-reaching use of plain English in international commercial contracts, it might seem that paraphrasing standard contractual clauses, the task that basically determines the final score in Toles Advanced examination, is no longer such a language challenge for candidates as it used to be in the pre-plain movement era and students appear to be en-route to learning successfully meanders of legal English. That is, however, not the case with the interpretation of indemnity clauses which are more than just boilerplate clauses. The linguistic analysis focusing on understanding particular words or phrases that lacks a deeper understanding of how this type of security operates in the common law system makes the efforts of Polish students fruitless and produces nothing of value in terms of examination performance.

The present study investigates indemnity and hold harmless clauses from the comparative perspective and sets them against the relevant provision that allows parties to manage the risks attached to a contract under the Polish Civil Code. The author also analyses some characteristic phrases applied by practitioners the understanding of which may facilitate the process of exam preparations. Despite numerous wordings and meanings across the common law countries that added to the complexity of the notion, it is not the author's intention to postulate the avoidance of these clauses in Toles Advanced examination papers. On the contrary, these should be an integral part of this examination section due to their widespread application in international business transactions, in particular in contracts assigning IP rights, software licensing agreements, and share purchase agreements.

The author tries to demonstrate that the way they are linguistically framed in Toles Advanced examination papers requires more effort on the part of an ESP teacher and invariably puts them in different roles, i.e. a language and law teacher. The conclusion being that a language teacher working in the area of ESP, particularly with students at B2/C1 levels, naturally assumes the professional obligation of researching the subject matter in the context of which a specialist language is studied. Some suggestions as to where such knowledge can be gained will also be given at the end of the presentation.

Jarmila Pokorná, Eva Večerková, Eva Tomášková, Hana Kallus
Faculty of Law
Masaryk University, Brno
Czech Republic

GET READY FOR LIFE! DEVELOPING STUDENTS‘ COMMUNICATION IN ENGLISH THROUGH SOLVING CASE STUDIES IN LAW AND MARKETING.

Application of Theory on Real Cases from Marketing, Corporate Law and Unfair Competition in English.

The talk describes a new multidisciplinary course created by teachers of marketing, corporate law, unfair competition and academic English, which was jointly taught at the Faculty of Law, Masaryk University, Czech Republic for the first time in 2018. The main aim of the course was to develop students' legal and communicative competences, soft skills in English and creative thinking through solving case studies from Czech law. The conference presenters will explain the structure of the course, its topics and requirements. They will also provide samples of activities used in the classroom. This effort is in harmony with current trends of developing English for Academic Purposes (EAP) across disciplines, e.g. Dudley-Evans & St .John (1998), Jordan (1984, 1993 &1996), Swales &Feak (2001). The multidisciplinary course thus enhances theoretical knowledge and its practical application on specific cases.

Based on the needs analysis among the first time employers and law graduates (Project Impact 2015) we became aware that students during their studies need more practice in soft skills and communication and also ask for more opportunities to apply theory on specific real life cases in their majoring subjects, law, economics and marketing.
As our graduates deal more and more with English speaking clients in the Czech legal environment, the course was developed and taught in English, which led to challenges for both the students and the teachers, not only in terms of methodology. Specific terminology proved to be an issue in a number of cases due to inexistence of English equivalents for Czech legal concepts or due to English terms meaning different things in various contexts. These findings may in future stimulate legislators as well as linguists and interpreters in their work with EU Directives.

Since our experience so far has proven that there are quite big discrepancies between students' high command of English and their rather inadequate reactions, behaviour and strategies in carrying out specific tasks, we decided to cater for the these needs. To illustrate some of the classroom activities, students analysed web pages of attorney-at-law companies, suggested improvements in a formal English letter, prepared invitations to general meetings, analysed real life in the area of unfair competition and corporate law and suggested possible solutions.

Although the world of English instructors and the world of lawyers as well as economists seem to be different, during the preparation of the course all team members learned a lot from one another. They developed individual tasks together, expanded their repertoire in methodology and IT skills. They also built insights into new disciplines. All of that have been possible thanks to building mutual trust, constant support and motivation.
The authors believe that the contents of the course as well as its methodology reflects current trends in education across disciplines and the experience gained can inspire others**.**

Sigita Rackevičienė
Mykolas Romeris University
Vilnius
Lithuania

Liudmila Mockienė
Mykolas Romeris University
Vilnius
Lithuania

CYBER LAW TERMINOLOGY AS A NEW LEXICAL FIELD IN LEGAL DISCOURSE

Legal discourse constantly changes reflecting new realities entering our societies. One of the newest and most rapidly evolving areas of law is cyber law, which regulates the use of the internet and activities performed over the internet and other networks. Cyber law has become indispensable in modern societies as new types of criminal activities conducted by the internet have come to be a part of our daily life. More and more criminals exploit the speed, convenience and anonymity of the internet to commit a diverse range of criminal activities that cause serious harm to victims worldwide (www.interpol.int).

The paper presents a contrastive analysis of cybersecurity terms denoting criminal cyber-activities and related concepts in English and Lithuanian. The empirical data for the research was collected from the EU legal acts on cybersecurity issues in the English and Lithuanian languages. The aim of the research was to determine the English terms which include the lexical element *cyber*, to establish their Lithuanian equivalents and to conduct semantic and structural analysis of the terms.

The research revealed some major features of this new lexical field of legal discourse: the dominant terms of cyber law and conceptual categories denoted by them. These encompass concepts of electronic space, criminal activities against information networks and protective measures against such activities. The research also disclosed the structural differences between the English and Lithuanian terms, as well as synonymy of the terms in both languages and peculiarities of their usage.

The results of the research are believed to provide useful information to learners and teachers of legal language, as well as drafters of legal documents, politicians, lawyers and translators because cybersecurity issues are gaining growing relevance in various areas of social life.

Halina Sierocka
Białystok Legal English Centre
Faculty of Law, University of Białystok
Poland

USE OF AUTHENTIC MATERIALS IN THE ONLINE COURSE OF ENGLISH FOR LEGAL PURPOSES

Teaching materials used in the ESP (English for Special Purposes) or English for Legal Purposes (ELP) context are of key importance in the teaching / learning process. They are exploited as a source of language, a learning support and for reference. As Dudley-Evans & St. John (1998:170-171) highlight, ideal materials should, among other things, present real language and / or maximise exposure to the real language, include input which could be used outside the learning environment, be reliable, challenging and take into account learners' needs. Authentic materials like written or audiovisual materials from the various media seem to fulfil the above criteria. As Sierocka (2014) remarks, one of the central justifications for the use of authentic texts is the motivational factor. Authentic materials help to maintain or increase ESP / ELP students' motivation, not because they are intrinsically more interesting than materials developed specifically for language teaching / learning but due to the fact that learners who need the specialised language perceive them as relevant and useful in their professional contexts.

The presenter endeavours to show some insights into use of authentic materials in developing ELP course materials. Firstly, some theoretical background information is provided, then the author presents how authentic materials might be used to design various language tasks. As technological devices are present in every aspect of students' daily lives and there are more and more technology-mediated aids, apart from traditional printed materials, practical aspects of use of authentic materials are demonstrated in the context of online ELP course on which the presenter is currently working.

The author also hopes to share her experience and offer some recommendations for teachers and materials developers which might enhance the process of ELP material development with the use of authentic materials.

Dudley-Evans, T. & M. J. St John. 1998. *Developments in English for Specific Purposes* Cambridge: Cambridge University Press.

Sierocka, H. 2014. *Curriculum Development for Legal English Programs* Newcastle upon Tyne: Cambridge Scholars Publishing.

Sotiria Skytioti
Law School
National and Kapodistrian University of Athens
Greece

COMPARATIVE LAW AND LANGUAGE WITH REFERENCE TO CASE LAW

Comparative law is needed urgently today in a world in which law increasingly absorbs influences and ideas that have crossed national borders and have blurred traditional legal classifications. Comparative law's most visible connection to language is due to different legal systems' legal texts being in different languages. Even if translation exists, a totally crucial issue arises: can the legal essence of the case law of a country be interpreted appropriately in any language but the original?

The link between law and language constitutes an absolutely essential relation, since language -through translation- is often the only way of accessing foreign law of foreign countries with totally different languages. So, the aforementioned relationship as well as its results in case law will be the main issue for study of the article.

First of all, the use of language is of utmost importance to any legal system, as the latter serves as the means of enforcing written legal rules and contributes to its dissemination, codification and evolution. Both law and language are cultural phenomena and this is why they must be studied taking into account the temporal and social circumstances. Living in the era of multicultural societies and immigration, the need of not just translating but transferring the legal essence of the jurisprudence among the different countries with different legal and social culture emerge the determining link between comparative law and language.

Studying case law is regarded as a possibility to redirect judges and lawyers' attention to the fact that the interpretation of the legal judgement is the cornerstone of a whole legal system of another country. The dynamic relationship of law and language dictates the result of the translation and interpretation of the case law of a specific country in relation to the case law of another country. Thus, comparative law comes out to serve as the guardian of the legal essence in order to transfer the legal point of the judge among different societies with different languages.

Monika Śleszyńska
the Białystok University of Technology
Poland

HOW TO WRITE (SCIENCE) BETTER. SIMPLIFIED ENGLISH PRINCIPLES IN A SKILL-ORIENTED ESP COURSE

Teaching writing to Ph.D. students or university teachers is a challenging task. Because they need to publish their research findings in English to pursue academic careers, they are usually highly motivated and expect a lot of the class. Their language competences, however, very often lack enough proficiency and may contribute to manuscript rejection. The paper's objective is to share with ESP teachers what simplified English principles should be discussed in a writing course to improve the students' writing skills. The paper focuses on three principles: removing nominalisation and using the so-called strong verbs to make the message simpler and more direct, combining nouns in strings in order to express complex ideas economically, and reducing wordiness, which results in more precise and comprehensible writing. A selection of examples from different fields of study is provided so that a reader has a deeper insight into how the principles work. Because problems with, for example, research papers, grant proposals or reports are common to various disciplines and at various levels, the author draws conclusions that these principles may be successfully implemented not only in a technical but also legal, medical and business English writing course tailored for both young researchers and experienced scientists.

Tatiana Tarasova
Foreign Languages Department
Lomonosov Moscow State University Law School
Russia

LOST AND FOUND IN TRANSLATION: LAW AND LANGUAGE ACQUISITION THROUGH LEGAL TRANSLATION

English for legal purposes teaching as an area of applied linguistics is not only a testing ground for existing theories but also a field open to linguistic experiment and new ideas aimed at more efficient and effective legal English teaching/learning.

Traditionally, translation was considered an exclusively linguistic discipline and activity concerning the comparison of languages for finding equivalents and solutions to untranslatability problems. Traditional approach to legal translation was mostly confined to the use of bilingual dictionaries the entries of which supported the uniqueness of national law and the historical division into two major systems – common law and civil law, maintained the opinion about their sharp distinction and encouraged transliteration or word by word translation.

However, as everybody knows legal actors in both systems are involved in the same types of professional communication: legal education, lawyer-to-lawyer communication, legislative or rulemaking processes, lawyer-to-client communication, drafting, negotiation and interpretation of legal documents, legal research and publications, case investigation and court proceedings, etc. Moreover, in law schools there are taught and studied similar law courses – constitutional and administrative law, torts, contracts, wills to name a few, there are offered similar LLM programmes.

Thus, the interpretation/translation process inevitably transforms into comparative legal research including examination of cognitive linguistic and legal cultural concepts, the study of various styles within legal discourse and historical contexts relating to particular persons and events. Ultimately, legal native language has to be used to express all the findings in a professional tongue.

The proposed approach shifts the focus to functional methods where the search for meaning equivalence is replaced by juxtaposition of underlying concepts of the two legal systems. It integrates interpretative, instrumental, communicative, cognitive, meta-linguistic and meta-legal aspects of the mental-lingual process called legal translation.

Agnieszka Targońska
Faculty of Law
University of Bialystok
Poland

WEASEL WORDS - THE ROLE OF MELLINKOFF'S EXPRESSIONS IN POLISH LEGAL SYSTEM AND INTERNATIONAL RELATIONS

According to the Cambridge dictionary „weasel word" is a term to describe someone's behaviour consisting in avoiding answering a question in direct and clear way. Actually, this expression has been created out of the egg-eating manner of weasels (to suck the content out of eggs and leaving the eggshells almost untouched). In the Polish legal system these kind of expressions are known as "pojęcia niedookreślone" and are parts of the discretionary power of public authorities or even judges. Its purpose in Polish law is to make the interpretation of law more elastic and then applicable to difficult cases. However, in diplomacy and international law vague expressions serve to find consensus in conflict situations in which several nations and their interests meet. What is more, the concept of weasel words was indirectly accepted by one of the greatest American philosopher and jurist - Ronald Dworkin and his theory of hard cases. According to Dworkin, we cannot read law only in a semantic way. In the process of legal interpretation we need to take into consideration also others aspects (like morality) not included in the act. The question is, do "weasel words" play the role mentioned above? Or, are they just useless devices serving only for political interests? In my presentation and article, I will consider those questions.

Paula Trzaskawka
Adam Mickiewicz University in Poznan
Poland

COPYRIGHT: PAST, PRESENT & FUTURE

The aim of this paper is to present the history, contemporary situation and prospects concerning copyright in Poland, Great Britain, the United States of America, also with some references to the European Union. The research material consists of copyright acts binding in Poland, Great Britain, the United States of America, showing some references with the past acts and international documents such as WIPO or the Bern Convention which are considered to be the most important ones when it comes to copyright. The acts and other pertinent documents have been compared in order to reveal similarities and differences. The research method was based on the analysis of pertinent literature, empirical observation and the contrastive analysis of comparable texts. Firstly, the history of copyright has been presented and discussed. Also, the nowadays practice concerning copyrights as well as the trends and future of copyrights will be discussed. The task was to show the similarities and differences in the acts from the above mentioned countries and the second one was the answer to the question of how copyright evolving through the years. Special attention has been paid to system-bound and legal traditions existing in those four legal systems. To sum up, it should be borne in mind that copyright law has been unified almost world-wide. As a result, many countries have adopted similar or almost identical regulations in this respect. It could be said that in our globalised world copyright happens to be one of the most unified legal topics.

Renata Vystrčilová
Faculty of Law of Palacký University, Olomouc
Judicial Academy of the Czech Republic
Czech Republic

LEGAL LANGUAGE TRAINING OF JUSTICE PRACTITIONERS

The contribution will introduce an overview of approaches to needs analysis, examples of syllabus tailored to the needs of judges and prosecutors and materials developed for the purposes of training justice practitioners in legal language. It will describe methods of teaching that enables deepening of both legal language knowledge and professional knowledge in the framework of training covering different aspects of EU law and judicial cooperation in criminal, civil and commercial matters. The contribution aims to include a description of courses and materials available through the European Judicial Training Network and developed for legal language training of justice practitioners.

Elena Vyushkina
English Language Department
Saratov State Law Academy
Russia

LAW SCHOOL LEARNING OUTCOMES: LEGAL ENGLISH COURSE CONTRIBUTION

Standards of professional legal education are developed by different organisations: in some countries these are governmental bodies, in others these are professional associations. Apart from a country these standards include Learning Outcomes which shape law schools' curricula. Written and oral communication in the legal context is mentioned, to different extent, both in American and European standards but a number and contents of subjects directed at developing and mastering professional communicative competency differ a lot. There are disciplines totally devoted to the competency named (e.g. legal writing) as well as courses in which communicative skills are an integral constituent for their successful completion (e.g. basis of negotiations/mediation/client consultation). Analysis of literature and Internet sources allows specifying the ways of teaching written and oral communication in American law schools as well as highlighting the situation in Russian legal education. The latter is characterized by predominance of teaching theory of substantive and procedural rules of law and lack of curriculum disciplines aimed at cultivating skills and competencies. A survey of Russian law schools' recent graduates indicates that most of communicative, in a broad sense, skills, which they use in their everyday work, were obtained within their Legal English (LE) classes. So complementing a LE course with modules devoted to different aspects of legal writing and specific patterns of lawyer-client, lawyer-lawyer, lawyer-judge communication will definitely contribute to achieving learning outcomes which are put forward by legal education standards.

Edyta Więcławska
Institute of English Studies
University of Rzeszów
Poland

TEXT DYNAMICS VIEWED FROM THE PERSPECTIVE OF ANALYSING NON-DISCRETE UNITS

The presentation belongs to the strand of linguistic analyses referred to as digital humanities. The author aims at providing insights into yet another analysis couched in the field of corpus linguistics, targeting the identification of stylistic features in context-specific, legal communication, including interlingual perspective. Specifically, the aim is to identify the lexico-grammatical regularities at the syntagmatic level which stand out as statistically overrepresented and/or conceptually salient features. This is achieved by qualitative analysis of sequential, non-discrete units (continuous or non-continuous). It is hypothesised that the syntagmatic approach enables to formulate some trends in the textual architecture of the legal discourse under analysis, grasping the text dynamics arising out of the contextual variantivity in the sociolinguistic perspective and thus effectively characterise genre-related specificities.

The process of data extraction consisted in formulating, theoretically-driven queries which involved employing annotations belonging to various linguistic categories in order to search the digitalised texts. The corpus is made of authentic legal texts of varied pragmatic background but homogenous in terms of their affiliation to the legal discipline, purpose and function.

The findings allow us to confirm the phenomenon of controlled variability of sequential patterns in case of continuous and non-continuous sequences. It shows that the complete picture of genre stylistics should and can take account of bird-eye-view approach where segment recur with individual tokens having the status of complimentary or exchangeable elements.

Emilia Wojtasik-Dziekan
Korean Philology Department
Faculty of Modern Languages and Literatures
Adam Mickiewicz University
Poland

COURT OR TRIBUNAL? ON SOME SELECTED TRANSLATION PROBLEMS OF POLISH AND KOREAN COURT TERMINOLOGY

This presentation aims to present the problems of proper and appropriate contextual selection of terminology in specialized translation.
As there are not so many research and findings in Polish-Korean language pair specialized translation, the presentation focuses on this area in order to bring closer the distant Korean court structures to Polish recipients. The structure comparison allows the researcher to search for equivalents and other terminological findings.
Differences in the Polish and Korean judicial system as well as the gross domination of the community and adaptation to global changes and tendencies cause observable competence discrepancies between types of courts in the judicial system. This affects the work of the translator to a huge extent, because not only is there a need to compare the scope of court competence, but also enforces the need to make decisions that may be fraught with consequences.
In order to illustrate the issues of court terminology, I will take a closer look at the specific court levels and suggest some equivalents. I will also focus more on the court and tribunal terms, whose ranges are not fully clear in Korean language. I will also look at the synonyms of the Korean judicial structure specific terms in attempt of indicating not only the potential terminological and contextual solutions, but also legal boundaries in the light of laws: Polish courts and the work organisation of the Korean courts.

Margarete Flöter-Durr
Université de Strasbourg
Laboratoire Linguistique Langue et Parole (LiLPa)

Paulina Nowak-Korcz
Université de Łódź
Faculté de Philologie
Chaire de langues spécialisées et de la communication interculturelle

LA SPÉCIFICITÉ DISCURSIVE DE LA MOTIVATION DES DÉCISIONS DE JUSTICE EN POLOGNE ET EN FRANCE : L'APPROCHE CONTRASTIVE DANS LA PERSPECTIVE TRADUCTOLOGIQUE

La structure de la motivation des décisions de justice, aussi bien en Pologne qu'en France, doit répondre aux exigences légales en la matière. Cependant, ces exigences ont un caractère général et ne présentant que les éléments constitutifs de la motivation ce qui laisse aux juges « redacteurs » la possibilité de choisir le style dans lequel ils rédigent cette partie démonstrative du jugement (cf. Rzucidło-Grochowska 2017 : 1). En effet, la spécificité discursive de la motivation dépend, dans une large mesure, de la subjectivité du style du rédacteur de la motivation, et surtout de strategies et techniques lesquels il adopte lors de la formulation de la motivation pour arriver à un résultat envisagé. (cf. Rzucidło-Grochowska 2017 : 1). On observera cependant qu'il est important non seulement de dire le droit, mais aussi de garantir son intelligibilité pour le justiciable (Touffait/Tunc, Tev. Trim.dr.civ. 1974, 487,487, cité in : Lashöfer, 1992 : 71, note n°4.). En realité, les motivations des décisions de justice ne reflètent pas toujours cette idée et leur style reste parfois incompréhensible.

La présente communication vise à montrer la complexité et les spécificités du « style des décisions de justice » et en particulier de motivations polonaises et françaises dans une perspective contrastive et du point de vue de la traduction. En premier lieu, il s'agira de décrire brièvement l'évolution de la motivation dont le style et la fonction sont liés à l'héritage du système du droit dans lequel s'inscrit la décision. Il va de soi que la problématique de la motivation des décisions de justice s'inscrit plus largement dans la conception que l'on se fait de la fonction du juge. En second lieu, il s'agira de présenter la fonction de la motivation et les différents standards élaborés pour permettre aux magistrats de mieux motiver leurs décisions. Enfin, il s'agira d'analyser les traits caractéristiques de motivations des décisions de justice pour montrer la complexité du discours juridictionnel polonais et français. Ainsi, nous voudrions sensibiliser les traducteurs aux écueils et difficultés de traduction résultant de la forme et du style ainsi que de la langue utilisée pour rédiger la motivation des décisions de justice. Dans notre analyse, une attention particulière sera accordée au rôle dévolu aux textes comparables. En effet, les textes comparables dans la traduction constituent « la source la plus fiable d'informations terminologiques, textuelles et normatives » (Matulewska 2010 : 55).

Urszula K. Zawadzka-Pąk
Faculté de Droit de l'Université de Białystok

LES VALEURS DANS L'ENSEIGNEMENT DES LANGUES ETRANGERES JURIDIQUES.

L'EXEMPLE DES PANELS CIVIQUES IMPLEMENTES A GDANSK, BRUXELLES ET MELBOURNE

Bien que le terme « axiologie » (du Grec αξια - value) a été utilisé pour la première fois en 1902 dans les travaux du philosophe et sociologue français P. Lapie et fait référence aux riches conclusions scientifuque de l'éthique, la science sur les valeurs morales, les considérations axiologiques sont encore rares dans le contexte de branches particulières du droit, et non seulement dans la perspective de la théorie du droit, tant dans la science polonaise que dans la science étrangère. Néanmoins, les études sur l'axiologie du droit constitutionnel, du droit et des procédures administratives, du droit familiale, du droit financier et du droit fiscal, publiées relativement récemment en Pologne, conduisent à une réflexion axiologique et juridique dans le contexte de l'enseignement des langues juridiques étrangères.

Par conséquent, le but de cet article est de discuter des aspects axiologiques du droit dans l'enseignement des langues juridiques étrangères (française et anglaise), tout d'abord en termes théoriques et ensuite en termes pratiques. De point de vue de la théorie, cela a été fait dans le contexte des conceptions contradictoires de l'absolutisme axiologique – dont les partisans, en particulier Socrate et Platon, soutiennent que l'obligation de la part des valeurs fait qu'elles sont des appels catégoriques et qu'il n'y a aucune conditionnalité de temps, de lieu et de circonstances, et de du relativisme axiologique – propagé surtout par les anciens sophistes, supposant que les valeurs ne sont pas constantes et inchangeables mais qu'elles sont conditionnées, changeables et subjectives sur les plans historiques et social. De point de vue pratique, l'objectif de l'article a été atteint par la présentation des voies, des avantages et des difficultés de l'enseignement des valeurs de droit à l'exemple des institutions de panels civiques, c'est-à-dire de la procédure de codécision des résidents sur des questions importantes pour une communauté locale, implementés à Gdańsk, Bruxelles et Melbourne.