



BOOK OF ABSTRACTS

International Conference

LANGUAGE(S) AND LAW

Faculty of Law, Josip Juraj Strossmayer University of Osijek

Međunarodna konferencija

JEZICI I PRAVO

Pravni fakultet Osijek, Sveučilište Josipa Jurja Strossmayera u Osijeku

S. Radića 13, Osijek, Croatia

12. – 13. 05. 2023.



With the support of the
Erasmus+ Programme
of the European Union

ABSTRACTS

Goran Bandov, University of Zagreb, Croatia

Diplomatic Language - a Unique Language of International Communication

Diplomatic language means the language of (in)formal communication in bilateral and multilateral diplomatic communication between representatives of states, international organizations and other actors of international relations. The internationally dominant common language of communication is constantly changing. Until recently, this role was played by French, and in the modern period, English has taken over the role of the dominant diplomatic language. However, knowledge of one of these languages is not enough, because the diplomatic language is completely unique in its form, style, tone, choice of words and definition of terms, where the meaning of the terms differs significantly from their regular interpretation in a certain language.

In addition, diplomatic language also means the virtuoso success of expressing even the least pleasant thoughts in a way that is relatively acceptable to all actors and that has a relaxing effect on mutual relations. A feature of the style of diplomatic language is its moderation, openness and avoidance of negativity. Diplomatic language has a clearly defined form, style and way of expression even in informal and "tête-à-tête" conversations, while nurturing the protocol of diplomatic language comes to the fore especially during formal negotiations, resolving disputes or negotiating international agreements.

Keywords: diplomatic language, diplomacy, communication, international relations, translation

Aleksandra Matulewska, Adam Mickiewicz University in Poznań, Poland

The Road to Hell is Paved with Good Intentions and so is Legal Translation and Interpreting

The presentation focuses on the problem of observing human rights by providing a participant to legal communication with the assistance of legal translators or interpreters. The rights to communicate in a language one understands and to the interpreter are considered fundamental rights in criminal proceedings under the Convention for the Protection of Human Rights and Fundamental Freedoms Rome (4 November 1950). But the Convention focuses solely on the act of appointing the linguistics assistant – an intermediary in interlingual communication, and fails to mention the competences of such a person. At the same time, the plethora of evidence indicates that the quality of such services is of utmost importance if human rights are to be really observed and it is not enough to appoint any interpreter or translator. The responsibility of legal translators and interpreters to exercise due diligence and relativise their translation/ interpreting to the communicative needs of participants of communication in legal settings is crucial to ensure effective communication. That is why the persons wishing to work as professionals in the field should be made aware about the risks, responsibility and liability involved. The author presents cases of mistranslation and misinterpretation that have affected the outcome of legal proceedings in some way and infringed the principle of equal rights in the judicial proceedings.

Keywords: legal language, translation, court interpreting, mistranslation, misinterpretation

Tunjica Petrašević, Faculty of Law Osijek, Croatia

Dunja Duić, Faculty of Law Osijek, Croatia

Veronika Sudar, Faculty of Law Osijek, Croatia

The Right to Linguistic Diversity in the European Union

The right to linguistic diversity is one of the fundamental human rights guaranteed by Art. 22. Charter of the European Union on Fundamental Rights (hereinafter: the Charter). The article stipulates that the European Union (hereinafter: EU) respects cultural, religious and linguistic diversity. The same is stated in Art. 3 of the Treaty on the European Union. Furthermore, the Charter prohibits discrimination based on language. The EU has 24 official languages, which are determined by Art. 55 of the Treaty on the European Union (hereinafter: TEU). Respecting linguistic diversity and encouraging intercultural dialogue is one of the main goals of the EU, and to put this into practice, the EU encourages the learning of foreign languages and the mobility of all citizens as part of numerous education and training programs. The European Commission in its Communication (Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions ‘Strengthening European identity through education and culture - The contribution of the European Union to the summit meeting in Gothenburg on November 17, 2017, COM/2017/0673 final) in 2017, presented the idea of a "European area of education". According to this document, by 2025, it would become common for "people to speak two other languages in addition to their mother tongue". Nevertheless, there are numerous cases before the Court of Justice of the European Union (CJEU) related to violations of the right to linguistic diversity. In the paper, the authors will try to determine whether the right to linguistic diversity is respected and how the institutions of the EU act concerning this protection through by analyzing selected cases of judicial practice.

Keywords: linguistic diversity, European Union law, discrimination, the Court of Justice of the EU

Tena Konjević, Faculty of Law Osijek, Croatia; Central European Academy in Budapest, Hungary

The Term 'Worker' in Cross-Border Employment: the CJEU's Case Law vs. National Legislation

Freedom of movement of workers has been established on the dogma of forbidden discrimination based on nationality. To provide that freedom, it is crucial to have a unique clarification of the term 'worker' in all Member States, in order to equalise the treatment of the domestic and other Member State workers. Since the TEU and TFEU haven't defined that term, nor the secondary EU legislation, the Court of Justice of the EU's case law has taken the most important role in that aspect. According to the effet utile principle, the Court has provided a broad interpretation of the conceptualisation of 'worker', so that it can include a wide circle of EU citizens. This paper provides a detailed overview of the determining decisions that paved the way toward the establishment of the institute of 'worker' in EU Labour Law, especially in the field of the cross-border movement of workers. The emphasis is on the Lawrie-Blum, Levin, Kempf, Steymann, and Betray cases, but the paper also analyses more recent decisions that dealt with the mentioned terminology. That examination presents the introduction to the comprehension of the principle of freedom of movement of workers, but it also serves as a pillar for the comparison of the national legislation's interpretation of the term 'worker', with the emphasis on the definitions provided by the Labour Acts of several Central and Eastern European countries. Consequently, the paper analyses the compatibility and adjustment of the national legislation of a few Member States, including Croatia, Poland, Romania, Hungary, and Slovenia, with the Court's decisions regarding the definitions of the

term ‘worker’. Through the analysis of the CJEU’s case-law interpretations and comparison of the national formalisation, the paper will answer the question: Who is a worker in the EU?

Keywords: term worker, freedom of movement, CJEU case-law, national definitions, EU Labour Law

Melinda Hengl, Faculty of Law, University of Pécs, Hungary

Language – Law – Interrogation

This presentation examines the language used during the interrogation of witnesses and defendants, with special regard to questions that may be posed, may not be posed or are to be posed, while providing a comparison of the frameworks established by the Hungarian and Croatian acts on criminal procedure. This presentation applies a legal-narratological approach, construes the relevant provisions of the Hungarian and Croatian acts on criminal procedure, also incorporating criminal tactical recommendations regarding interrogation. It outlines the course of interrogation of witnesses and defendants as regulated by the Hungarian and Croatian statutes on criminal procedure, provides a detailed description of the questioning stage, calls attention to sources of error and danger in questioning and to the importance of the prism effect in interrogation. It discusses the relevance of choosing the appropriate questioning technique, while presenting the provisions of the Hungarian and Croatian acts on criminal procedure facilitating that choice. This presentation expounds on the types of questions: closed questions, open questions, types of leading questions and special questions. This presentation presents legal and criminal tactical recommendations regarding the general language of interrogation of witnesses and defendants, broken down into the four stages of interrogation. This presentation also covers the significance and method of choosing the right question types adequate to the specific situation of interrogation. It deals with questions used in the cognitive interview and the SUE method of interrogation, as well as interrelations between interrogation and constructive memory (e.g. patterns, Pollyanna principle). This presentation aims to show the significance and determining role of the language (adequate style and use of language, questioning technique and appropriate questions) during the interrogation of witnesses and defendants, and therefore, in evidence, in (Hungarian and Croatian) criminal procedure and law.

Keywords: interrogation, question types, language, law, Hungarian and Croatian criminal procedure

Miro Gardaš, Faculty of Law Osijek, Croatia

Multilingualism in Osijek in the Second Half of the 19th Century – Legal Framework

The Austro-Hungarian Monarchy was home to many nations speaking various languages. In the city of Osijek in the second half of the 19th century, the population spoke several languages in everyday life, and the town was a faithful reflection of the Monarchy itself. Almost every citizen had to master the basics of several languages to lead a normal life. This was conditioned primarily by historical and geographical, but also economic factors. Frequent military conquests, proximity to the border, large military troops, and its role as an administrative, judicial and important economic and traffic centre brought residents from all over the Monarchy to Osijek. Therefore, the use of multiple languages was common in the daily life of the city. This paper presents the legal framework for using different languages in Croatia in the second half of the 19th century, especially in light of the Croatian-Hungarian Settlement of 1868.

Keywords: multilingualism, Osijek, Austro-Hungarian Monarchy, Croatian-Hungarian Settlement

Željko Radić, Faculty of Law Split, University of Split, Croatia

Marija Štambuk Šunjić, Faculty of Law Split, University of Split, Croatia

Multilingualism and Multiliteracy of the Croatian Legal Culture

A well-known phenomenon of multilingualism and multiliteracy in Croatian culture has had a significant impact on legal articles and practices from the early stages of Croatian law development. Although this phenomenon has ties to the original medieval dualism between Romanism and Slavism, it cannot be reduced exclusively to it. Public legal documents produced in the Croatian court chancellery (kings' *diplomas*) as well as abundant private documents on possessions and contracts, written in the *scriptoria* of Benedictine monasteries (and contained in collections known as *cartularies*), provide evidence of early Latin literacy, both in the Latin script and language, as early as the middle of the ninth century. With the emergence of the notary institution in coastal cities in the middle of the 12th century, Latin legal communication, and the fixing of legal (f)acts saw a boost. These developments reached a kind of apex with the appearance of new legal genres in autonomous cities, namely communal statutes on the coast, and city privileges in the interior. Latin continues to be the standard language for all forms of legal expression and creation in the following centuries, and it maintains its official status in Croatia until 1847. Under the Venetian domination on the eastern Adriatic coast, a distinctive Romanic idiom, the so-called Veneto-Dalmatian language, spread in legal practice, leaving a significant mark in many juridical texts. Besides Romanesque, the Croatian folk language also played important role in legal life. The so-called "glagoliticians", who were familiar with both the glagolitic script and the Croatian cyrillic alphabet, built the groundwork for it. The glagolitic Vinodol Law Code of 1288 and the western cyrillic (Croatian cyrillic) Statute of Poljica from the 15th century stand out among the numerous normative and diplomatic legal documents of great importance that were compiled on both folk scripts. The described linguistic and graphic pluralism was not a short-term phenomenon but a permanent feature of Croatian law until modern times. Within this context, each element has consequently found the proper field of application. However, the examples of mutual exchanges, as well as conflicts, were not unknown.

Keywords: multilingualism, multiliteracy, law, culture, the Republic of Croatia

Dubravka Papa, Faculty of Law Osijek, Croatia

The EU Language Policy and Linguistic Justice in CJEU Case Law

There is no doubt that multilingual policy of the EU is here to stay and the EU is committed to maintain the official languages of the Member States. The language policy of the European Union is marked by efforts to establish a legal framework for the functional use of official languages and at the same time respect the language policies of the Member States. The EU determination to safeguard multilingualism is unique and challenging in particular when EU law, lawmaking and jurisprudence are concerned. The Court of Justice of the European Union (CJEU) is the judicial authority of the EU safeguarding the uniform application and interpretation of EU law. In resolving legal disputes between national governments and EU institutions, the CJEU may take action against EU institutions on behalf of individuals, companies or organisations whose rights have been infringed. The aim of the paper is to give an overview of the EU language policy, conduct a qualitative analysis of the CJEU database, present cases illustrating the need to ensure that linguistic diversity and linguistic rights are respected in the EU and make conclusions on their features from a sociolinguistic viewpoint. The cases regarding language issues in this sense were e.g. the cases *Groener v. Ireland* and *Kik v. OHIM*, which had far-reaching

consequences insofar as they formally excluded politics, and thus the Member States, from the decision-making process.

Keywords: case-law, EU, language policy, linguistic justice, CJEU, EU law

Esra Tekin, Dicle University, Faculty of Law, Diyarbakır, Turkey

Position of French Language in Private International Law Theory

Private international law is a legal discipline that deals with private law disputes involving an international element. Private international law is one of the most complex areas of law. In the civil law legal system, which includes France, legal disputes are resolved by localizing the dispute to a geographical area through connecting factors. This is called *rattachement* in French law. In order for a dispute to be resolved with connecting factors, concepts such as classification, *renvoi* and *l'ordre public* should also be clarified. The theory of private international law has been highly debated in the French doctrine and therefore, in order to understand the historical development of these concepts, it is necessary to make use of the leading works of French private international law. Therefore, it would not be wrong to say that the theories of French law have played a significant role in the development of private international law. French terms are still used to explain important concepts of private international law, such as *renvoi*. Since French words are still used in the terminology of private international law, people working in the field of private international law should learn French. In our study, the importance of French law and therefore the importance of French language in terms of private international law will be discussed.

Keywords: *Renvoi*, *rattachement*, classification, *l'ordre public*, French terminology.

Ljerka Radoš Gverijeri, European Commission, DGT, Luxemburg

Linguistic Aspects of Legal Certainty

"The adoption of EU legislation is a lengthy and highly complex process. The proposals are drawn up by the European Commission, and then negotiated and (hopefully) adopted by the co-legislators, the European Parliament and the Council of the European Union. By adding into the equation 27 Member States, which sometimes have particular agendas, it is clear that the process can last for years. Once adopted, most legislation is subject to revision, depending on the changing needs and goals, as well as social, economic and scientific development.

According to the principle of legal certainty, legal rules need to be clear and precise in order to preserve the stability and consistency of the EU legal order. As far as possible, language and terminology should be consistent over the years and through all the related acts. Since most documents are written and published in all the official languages of the European Union, this challenge is multiplied by 24.

Consistency is more easily achieved when the terms are elaborated in the definitions. However, legal certainty sometimes lies also in undefined concepts and everyday words. The paper will give some examples of those, as well as examples of difficulties encountered by translators when faced with multiple interpretations of a concept in their language.

Keywords: EU legislation, legislation revision, legal certainty, terminology

Nives Mazur Kumrić, Faculty of Law/Faculty of Social Science, University of Liege, Belgium

Power Relations between the English and the German Language in Contemporary International Legal Communication – the Example of the European Union

The intrinsic nature of language-power relationships has long attracted wide scholarly attention, particularly from the 1980s onwards. In addition to being assigned a classic communication function, language is also seen as a vital tool for demonstrating and exercising political power, that is, the collective power of ethnopolitical communities. This paper looks into the specificities of the language policies of the EU institutions, both codified and customary, which demonstrate power relations between English and German. The research is based on the legal-dogmatic method as it assesses current positive law, doctrine, concepts, practice, and scholarly literature addressing elements of language arrangements pertinent to the EU institutions, particularly the Council. Special emphasis is put on discrepancies between codified rules calling for equality of all EU languages and nurturing linguistic diversity on the one hand and daily practices endorsing linguistic imperialism on the other hand. The paper examines the evolution of language narratives in the founding treaties of the European Union, Council Regulation No. 1/58 determining the languages to be used by the European Union, the Council's Rules of Procedure, the Parliament's Rules of Procedure, the Commission's Rules of Procedure and other relevant documents, and compares them with European realities on the ground. Although the regulatory framework governing the work of the EU institutions is more or less clear regarding the equality of English and German, the power gap and language disbalance remain an ever-present element of the EU environment.

Keywords: European Union, EU Law, English, German, power relations

Melita Aleksa Varga, Faculty of Humanities and Social Sciences Osijek, Croatia

Tadej Grlić, Faculty of Humanities and Social Sciences Osijek, Croatia (student)

Assessing Machine Translation from English to German: A case study

With the progress of technology and machine translation tools, there has been a belief growing as well, claiming that machine translation tools and applications are successful in overcoming the contemporary challenges and that, unlike at the beginning of this century, they are now able to successfully translate texts from world languages (see Birch, Osborne, Koehn 2007, Wilkis 2008). The creators of DeepL, for instance, claim that their technology captures even the smallest linguistic nuances and that their translations are three times more accurate on average than their competitors, whereas the creators of Google Translator are also convinced that their translations resemble human translations at a very high level. This paper will therefore present a pilot study and test the said claims of the world two leading machine translators, as well as examine their success in translating legal texts from English to German language. The corpus for the research thus consists of two partial texts from the corpus of EU legal texts, EUR-LEX in English, which have already been translated into German by human translators. This paper will present the results of the analysis of the success of the translation based on the evaluation criteria by Kirchhoff et al. (2012) and compare it to human translation. The aim of this paper is to determine the advantages and disadvantages of machine translation and the possibilities of their use in the translation process of legal texts from English to German languages.

Keywords: DeepL, Google Translate, machine translation, assessment

Marija Omazić, Faculty of Humanities and Social Sciences Osijek, Croatia

Blaženka Šošarić, Faculty of Humanities and Social Sciences Osijek, Croatia

New Resources and Methods in Translating Legal Texts: Machine Translation and Post-Editing of Machine -Translation

The topic of the paper is machine translation as a new resource in the translation process and the analysis of the results of a machine translated legal text using several selected machine translation tools (Google Translate, Microsoft Translator/Bing, Modern MT). The machine-translated text is then compared with the translation by the human translator, and the quality of the machine-translated texts is automatically evaluated using automatic assessment methods based on the comparison of human and machine-translated text. The second part of the paper deals with the editing of machine translation and established protocols for editing machine translation, expected behaviour of machine translation and the most frequent corrections required.

Keywords: machine translation (MT), post-editing machine translation (PEMT), PEMT protocols

Ljubica Kordić, Faculty of Law Osijek, Croatia

Multilingualism and the Englishization (Europeization) of Croatian Legal Terminology in the EU

Notificirani Europski parlament, aplicirani za europske projekte, klasificirani dokument – examples like these can serve as an illustration of the phenomenon that can be determined as “Englishization” or even “Europeization” of Croatian legal language, in which some terms have completely changed their essential meanings, some new terms of international character have been coined, and new “European” legal terms introduced. These linguistic phenomena can be observed as specific features of the legal language of the Republic of Croatia after it has become a full member of the European Union. The aim of this paper is to analyze this phenomenon from the linguistic point of view and to show by a diachronic approach that political changes influence not only the changes in legal systems and their corresponding legislations but also their legal terminologies. In the introductory part, a historical development of Croatian legal terminology and phraseology is presented with specific reference to the official translation of German legal terms into the Croatian language in 1850 when Croatia was a part of a multiethnic and multilingual Austro-Hungarian Monarchy. In the main part, the author discusses the translation of the EU primary and secondary legislation into the Croatian language in the period of Croatia’s accession to the EU. In spite of the fact that Croatian legal history is founded on German-speaking legal traditions, the *Acquis Communautaire* and EU laws had been translated from the English language into Croatian, which has provoked some problems in the translation process. This especially refers to the terms covering the concepts specific to Continental European civil law not existing in Anglo-Saxon legal system as well as to the internationalization of some EU law terms as consequence of standardization and harmonization of all multilingual versions of EU laws. In the conclusion, the author argues that many problems and misunderstandings would have been avoided if EU primary and secondary laws had been translated from German instead of from the English language and illustrates this idea by the examples of neologisms, internationalisms and terms that have changed their essential meanings in national languages of member states, in this case Croatia.

Keywords: Multilingualism, legal terms, translation, internationalization, European Union

Miljen Matijašević, Faculty of Law Zagreb, University of Zagreb, Croatia

Between language and content: Realized and potential avenues of co-operation between teachers of English for legal purposes and content subject teachers

Teaching of foreign languages for specific purposes is inconceivable without teaching actual professional content. Not only do LSP competences include knowledge of legal terminology, but also specific text types and writing styles of particular types of legal documents. Linguistic knowledge of a language professional is indispensable for mastering these skills, but the LSP teacher needs to invest substantial efforts to acquire as much knowledge and understanding of legal subjects, and these efforts must be continuous throughout their career. Written sources are, without a doubt, a useful and convenient way to learn about areas of law and legal concepts, but talking to a living expert, or even better, co-operating on a project or activity where professional knowledge and experiences are exchanged present an invaluable source of knowledge for the language teacher. Yet, opportunities for such co-operation are few, and far between. Teachers of foreign languages for specific purposes brush shoulders with content subject teachers and yet, despite the fact that they have much to offer to one another in terms of professional knowledge, these potentials are far from fully realized. In this paper, I will provide an overview of instances of successful and fruitful co-operation between members of the foreign language department and other departments, and illustrate the somewhat ambiguous relationship between the FL departments and various faculty administrations. Finally, I will point to unexplored and unrealized potentials for such co-operation that might enrich the professional activities of both sides and ultimately benefit students as future legal professionals.

Keywords: language for specific purposes, teaching of LSP, CLIL, content-based teaching, interdisciplinary co-operation

Tania Blažević, Faculty of Law Split, University of Split, Croatia

Mara Ruža Blažević, Faculty of Humanities and Social Sciences, University of Split, Croatia

Adriana Petra Blažević, Academy of Arts, University of Split, Croatia

Practical Needs Analysis in English for Law

Legal English is a fast-growing branch of ESP in Croatia much in demand by both lawyers and students of law alike. Understanding the why and what of a language course rests mainly with the course's participants. English for Special purposes and Legal English as a branch of ESP is no exception. The instrument for this is needs analysis. This presentation demonstrates implementation and results of a study using a twelve-item questionnaire, which practising lawyers and students of legal English in the undergraduate degree of law filled out. By analysing the answers and comparing them between the two groups, answers were given which formed a source of information on what stakeholders in the learning of English for law wanted and needed. This consequently provided directions for course development in the subject of Legal English offered by the University of Split, Faculty of Law.

Keywords: Legal English, English for Law, needs analysis, stakeholders, ESP

Željko Rišner, Faculty of Law Osijek, Croatia

What Do Lawyer Linguists Need to Know?

The paper analyzes some of the problems in the training of lawyer linguists as specialized translators, whose skills are becoming increasingly important, especially in the EU member states, whose cooperation takes place in the 24 official languages of the Union. With its language policy, the EU strives to preserve the guaranteed rights of all member states to use their own languages, but at the same time, it takes care of rationalization through multilingualism and various projects aimed at better and faster communication within the Union. In this regard, the paper presents a part of the lifelong education programme for lawyers and linguists the goal of which is, on the one hand, to improve the linguistic competence of lawyers, and on the other hand, to acquaint linguists with the specific characteristics of the legal profession that make the translating of legal texts extremely demanding. The information and research results from contemporary professional literature dealing with the problems lawyers and linguists are facing have been used in designing various courses that tackle the problems of legal translation. This paper presents the courses dealing with the translation of legal terminology specific to the EU from English to Croatian, as well as the databases and various tools that make the translation easier and provide for the uniformity of translations.

Keywords: EU language policy, lifelong learning, lawyer linguists, translation, translation tools

Vesna Poljak, II. High School of Osijek, III. High School of Osijek, Croatia

French for Specific Purposes - Teaching and Learning Challenges

The topic of the presentation is the design of the curriculum for teaching French as part of the LEULEX project and its implementation. Since it is a French language for specific purposes, the presentation deals with the difficulties faced by teachers and students during the teaching of a foreign language for specific purposes. In the teaching of the French language for specific purposes, some difficulties have been observed that complicate the teaching process itself and thus the realization of the learning outcomes and goals set during the planning of the program. The aim of this presentation is to present the ways of solving the problems that have arisen during the teaching process within this project. The challenges in creating a curriculum for general language and applying curriculum principles in teaching to students of diverse knowledge levels will be discussed, as well as the advantages (and disadvantages) of using information and communication technology in teaching French as foreign language for legal purposes.

Keywords: Language for special purposes, general language, curriculum

Ljubica Kordić, Faculty of Law Osijek, Croatia

Borislav Marušić, University of Applied Sciences Lavoslav Ružička in Vukovar, Croatia

Constructions with Function Verbs as a Translation Challenge on the Example of German and Croatian Languages of Law

The subject of research in this paper are constructions with function verbs in the German language of the legal profession (Funktionsverbgefüge – FVG) as a linguistic phenomenon that is culturally conditioned. The authors strive to prove that these structures represent a challenge in understanding and translating legal texts from German into Croatian. As a complex structure whose verbal part has lost its original meaning, this construction often leads to misunderstanding and wrong translation of legal texts, which can lead to unwanted legal effects. This is well illustrated by the claim of our widely known legal translator Susan Šarčević: “Legal translation (...) leads to legal effects and may induce peace or prompt war.” The goal of this research is to shed light on the problems in understanding and translating such structures, to indicate to what extent the same structures are represented as their translation equivalents in the Croatian language, and which translation versions appear in Croatian as more stylistically acceptable solutions. The research corpus consists of examples of structures with functional verbs excerpted from the German Constitution (Grundgesetz) available on the website of the German Federal Ministry of Justice and their translation equivalents in the official translation of that law in the Croatian language by Nina Sokol. The results of the research will widen knowledge in the field of legal language translation. Their practical value is in elucidating the difficulties in understanding legal texts in German that Croatian lawyers and law students encounter in their research and scientific work, as well as court interpreters and translators who deal with legal texts in their professional work.

Keywords: structures with functional verbs, language of the law, problems in translation

Martina Hrnić, University of Dubrovnik, Croatia

From Comfort Zone to Growth Zone in the Context of Maritime English

Professional needs dictated the development of language for specific purposes (LSP). In the context of maritime affairs, English for Specific Purposes is Maritime English. LSP teachers are lonely in their profession, as they have to teach language skills to students covering all other technical subjects. LSP teachers teach English while studying the content they teach. LSP teachers focus their attention on comprehensive ESP work that is not limited to just teaching, but incorporates a variety of other aspects. The aim of LSP is to provide students with content that deals with clearly defined topics. The teachers' main focus is not on general English (although this aspect of the language is not neglected), but on teaching content specific to a particular profession. LSP focuses on needs analysis and effective communication in work assignments. The role of ESP teachers is to provide students with a powerful tool to help them progress in their careers. Therefore, ESP teachers must be able to provide students with knowledge of general and maritime English. This means that they need to step out of their comfort zone and if they want their pedagogical commitment to carry a lot of weight, they need to move into the growth zone through continuous professional development.

Keywords: Maritime English, LSP, maritime education

Lorna Dubac Nemet, Faculty of Medicine /Faculty of Dental Medicine and Health Osijek, Croatia

Ksenija Benčina, Faculty of Education, University Josip Juraj Strossmayer of Osijek, Croatia

Developing Oral Presentation Skills in Medical English Courses: Benefits for Efforts or Nuisance?

To present or not to present? Is that even an option nowadays, when visual experiences combined with auditory input and underlined by dynamic interaction in form of Q&A take precedence over other forms of communication? In order to inform, raise awareness, compare results, provoke interest, and enhance visibility, presentation is all about delivering clear and coherent information with the use of visual aids. That being said, the attention must be drawn to the fact that in order to maximize the adaptability of our students/future professionals, we must foster the development of those transferrable skills encompassing time, space and structure management, level of coherence, but also without minimizing the importance of vocabulary/lexis, grammar and pronunciation. Strong apprehension towards speaking in public does not create a motivational climate to approach such a demanding field, however providing the students with an effective tool in form of do's and don'ts of structuring and overall preparation of their oral presentation, as well as scaffolding during practicing, advocates for a much less stressful atmosphere.

Keywords: oral presentation, medical English, scaffolding, discourse markers

Nada Dešpalj, Faculty of Chemical Engineering and Technology, University of Zagreb, Croatia

New Vocabulary Assessment in LSP Teaching by Writing Lab Experiment Reports in English

The students I teach are enrolled at the Faculty of Chemical Engineering and Technology, University in Zagreb. They are 1st year undergraduate students. The student groups that took part in this study are enrolled in the following majors: Applied Chemistry, Chemical Engineering, Environmental Engineering and Material Science. There are about 55 students in each group. The goal of this study was to find out how many new vocabulary words specific to their science subjects were learned in the semester by viewing their input in their e-class dictionary in Merlin. The 1st assignment - students were to write a report in English about a lab experiment that was described in Croatian. Each student had to write about a different lab experiment. In the report, I made sure they wrote a) the title of the experiment, b) the instruments they used, c) the materials or chemicals they needed to conduct the experiment, d) the procedure and finally e) the result. The assignment revealed how good they were at critically thinking. The 2nd assignment – they were to add new vocabulary in the e-class dictionary. This clearly showed how many new words each student had learned by writing a report about a lab experiment.

Keywords: lab experiment report, new scientific vocabulary, critical thinking assignment

