



Exploring Legal English teaching at the Faculty of Law, University of Zagreb: A comprehensive analysis

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ABSTRACT

The paper describes teaching of Legal English at the Faculty of Law, University of Zagreb, the use of digital tools in teaching and some current challenges in the teaching process. Courses in Legal English or German are obligatory for all 1st and 2nd students. More than 90% of students take Legal English. The Faculty offers a number of elective courses for the 5th year students, among which are Advanced Legal English and Comparative Legal Linguistics. Legal English differs from other languages for specific purposes because of its specific characteristics, such as technical vocabulary, polysemy, archaisms, long and complex sentences, borrowings from other languages, passivization, subordination, nominalisation and so on. Legal English courses are designed to upgrade the students' ability to understand and analyse legal texts written in English in their studies and later in their professional work, as well as to improve their translation skills and language competence. To achieve these goals, a new textbook has been prepared by the members of the Department of Foreign Languages taking into consideration the needs of today's students of law.

Keywords

curriculum development,
digital tools,
legal English,
legal linguistics.

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Introduction

The Faculty of Law, University of Zagreb has a long tradition. It was established in 1776 within the reform of higher education in the Habsburg Monarchy, within which the Royal Academy of Sciences was founded in Zagreb by the Royal Order of Maria Theresa. The Academy conducted studies of philosophy, theology and law. Since its establishment, the Faculty's mission has been the development of excellence in legal education, promotion of law and connection with the European legal culture, tradition and education. It is the oldest and largest of the four faculties of law in Croatia. In 1968 it was integrated with the Higher School of Administration, and in 1983 with the College of Administration and the Study of Social Work.

Today, the Faculty is an educational and research institution that offers study programmes in law, public administration, public finances and social work at different levels (undergraduate, graduate and postgraduate). In the academic year 2005/6, the Faculty of Law in Zagreb adopted an integrated undergraduate and graduate study of law in the duration of

five years. Upon completing the integrated undergraduate and graduate study of law, a student earns 300 ECTS and the title of master of law. Currently, there are around 6,000 students enrolled at the Faculty. An increasing number of students attend foreign universities within regular student exchange programs and the number of visiting foreign students is increasing.

Foreign languages began to be taught at the Faculty after World War II as elective subjects. As of 1967, foreign language courses have been compulsory. Taking into consideration the increasing importance of learning foreign languages for professional purposes, the Department for Foreign Languages was established in 1997. Today there are five members in the Department. Courses in Legal English or German are obligatory for all students in the first two years of study, one per each term. More than 90% of students take Legal English. Both written and oral examinations are taken after each course. Foreign languages are taught for two hours per week and the students earn 2 ECTS per course. Due to the large number of students at the Faculty, the teaching is conducted in large groups, frequently exceeding a hundred students. Elective courses in Legal English, Legal German and Comparative Legal Linguistics are organised for the 5th year students who can earn 4 ECTS per course.

About Legal English

Language and law are intrinsically connected, and because of the fact that language and content are closely interwoven, teaching language for legal purposes is a challenging task. Legal English is a difficult area to teach and study due to several reasons. Legal language is based on ordinary language, but due to its specific characteristics, it is difficult for most people. It has been suggested that legal English is problematic event to native speakers of English who are not lawyers. Although legal language is an efficient mode for legal professionals to talk to each other, it is baffling for anyone not knowledgeable about the law. All languages for specific purposes are languages used by members of a particular profession, and legal language is sometimes defined as a language used by members of the legal profession. However, legal language regulates every aspect of life and it affects everyone. Legal English is difficult to understand because it has its own technical vocabulary, special rules of usage and specific characteristics. Some of its specific characteristics are polysemy, archaisms, long and complex sentences, borrowings from other languages, particularly from Latin and French, legal doublets and triplets, passivization, subordination, nominalization and so on.

Polysemy in legal language represents a problem because words tend to have many meanings. This can be proved by browsing any dictionary, including legal dictionaries. As legal language has to be precise, a student of law or a translator has to be certain which meaning is the correct one. As legal language is one of the oldest languages for specific purposes, there are many phrases and collocations that have been in use for centuries and that cannot be changed.

Another important characteristic of Legal English is a large number of borrowings from other languages, most notably Latin and French. Therefore, it is important to make students aware of the historical development of legal language and to trace the origins of the words that are commonly used today. As Mattila observes, because of the peculiar history of English law, apparently identical terms can refer to totally different concepts in England and continental Europe (Mattila, 2006, p. 304). In the Anglo-Saxon period many words were borrowed from Old Norse. As in the rest of Europe, in the 11th and 12th century Latin was the language of the educated classes, so most official documents were drafted in Latin. However, after the Battle of Hastings in 1066 the language of common law emerged, mainly based on

borrowings from French, so that by the 13th century French became the language of judicial proceedings, legislation and administration (Baugh & Cable, 2002, p. 170).

Many doubles and triplets (two or three synonymous words) are used for various reasons; some are used to emphasize the meaning ('null and void'), while others are made of Latin or French words coupled with the English ones to make the phrase understandable to English speakers ('goods and chattels', 'last will and testament'). Similarly, to any other language for specific purposes, there are many technical, legal terms used almost exclusively by the members of the legal profession (injunction, rescission, tort, Haigh, 2009, p. 33).

One of the prominent characteristics of Legal English is subordination, due to which sentences in legal documents tend to be much longer than those in ordinary texts. Passive structures are used to add a degree of formality and impartiality to Legal English, and legal texts are typically written in the third person making them highly impersonal. Modal verbs are used in a special way in Legal English. This particularly applies to the modal verb *shall* which is used in the second and third person to indicate obligation or to make a declaration to which the parties are legally bound. It can also be used to impose a duty or grant a right. *Shall not* expresses prohibitions, while *may* expresses permission (Asprey, 2003, p. 197-199).

As legal terms denote concepts, they cannot be properly translated without some understanding of the differences between legal systems. Two major Western legal systems are the common law system and civil law system. Due to the incompatibility of these systems and the great differences between them caused by their historical development, it is frequently difficult to find the equivalents of certain terms in other languages, which makes the study of legal English and legal translation even more challenging. Therefore, legal language courses have to be carefully designed.

Curriculum development

The main aim of the legal language courses is to improve the students' ability to use and understand legal texts written in English in the course of their study and later in their professional work and to upgrade their translation skills, presentation skills as well as overall and specific language competence. More specific aims are to help the students distinguish between different registers and legal text types and to use them appropriately and to help the students gain knowledge and skills necessary to pass their examinations in Legal English.

In the curriculum development process, it was understood that Legal English must be taught by studying a content-based subject, whereas knowledge of the language becomes the means of learning content (CLIL). The best and most common opportunities arise through reading texts, so the lexical approach encourages learners to notice language while reading. The lexical approach in language teaching refers to one derived from the belief that the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but words and word combinations. (Richards & Rodgers, 2001).

While developing the new curriculum, a relatively 'narrow angled' design was used as the materials were developed for a specific group of learners that primarily includes students of law, as well as practicing lawyers. 'Narrow angled' here primarily means that the courses and materials have been designed for learners who have largely homogenous needs and who have a particular type of academic or work environment (Basturkmen, 2010). Following several needs analyses and course evaluations, members of the Department of Foreign Languages prepared a new textbook tailored to better meet the needs of the students at the Faculty, as well as practising lawyers.

In the preparation of course materials, it was decided that created, adapted and authentic texts should be used. Although it has frequently been argued that authentic materials should be preferred over created materials because they contain authentic language and reflect real uses of language, the textbook authors believed that a combination of a created opening text accompanied by one or two authentic texts on each topic would prove more useful for our learners. Authentic texts are interesting to the students and therefore have a positive effect on learner motivation (Richards, 2006). They also provide authentic cultural information about the target culture and offer exposure to real legal language. Authentic texts relate to the needs of law students as they provide a link between the classroom and the real world. On the other hand, created materials are beneficial to the students because they provide a systematic coverage of teaching items and offer numerous explanations and definitions (Richards, 2006). Therefore, each unit begins with a text prepared by the authors that provides an introduction to the topic, which is then followed by one or two excerpts from authentic texts that include selected parts from a wide range of text types such as various Acts of Parliament, judicial decisions, conventions, press releases, scholarly articles and so on.

The textbook

The textbook entitled *English for the Legal Profession* was first published in 2017 (Sočanac et al., 2019). The revised second edition which is currently in use was published in 2019. It is divided into four parts (modules). The first part is called Introduction to Law and it is studied in the first semester within Legal English I. The second part is dedicated to Anglo-American legal systems, which are analysed within Legal English II. The third part deals in more detail with selected branches of English law which are analysed within Legal English III, while the last part of the textbook provides an introduction to international and supranational Law and is studied within Legal English IV.

The annexes to the textbook include outlines of presentation skills and academic writing, as well as two glossaries. A short section on presentation skills explains the preparation and the delivery stage, offering some practical advice to students. An outline of academic writing deals with forms of academic writing and the organization of the text. It briefly discusses the academic style and referencing in academic papers. The first glossary included in the textbook is an English-Croatian one and it contains legal terms used in the texts. Its main intention is to help the students and readers of the textbook translate the texts. The second one is a monolingual English glossary that provides explanations for the most relevant legal concepts discussed within the textbook.

Textbook structure

The textbook consists of four modules divided into units. Each unit is divided into two or three parts: the first one introduces a topic, while the second and the third parts provide extracts from authentic legal texts. In that way, the students learn basic legal terms associated with a particular topic, and they are introduced to different types of legal texts (pieces of legislation, judicial decisions, treaties, conventions, private documents, research papers, course descriptions and debates).

All texts are followed by various exercises, e.g. translate phrases from English to Croatian and vice versa, match the collocations, match the term with its definition/synonym, fill in the gaps with the words offered, complete the statements, decide whether the statements are true or false, multiple-choice questions and so on. Every unit also offers discussion points encouraging students to debate on the given topic. For example, the initial discussion with students about legal language includes the following questions:

1. Is legal language difficult? Why?
2. Should ordinary people be able to understand legal language?
3. Do they understand it?
4. In your opinion, what are the greatest difficulties in understanding legal language?

At this point, the characteristics of legal language and legal English in particular are studied in detail, focusing on major difficulties which include polysemy, fixed collocations, borrowings and archaisms, legal doubles and triples, legalese, passivization, subordination, nominalization and special usage of modal verbs.

Students are encouraged to do further research on the topics covered in classes. For that purpose, each unit is accompanied by instructions for further research. For example, after learning about the Constitution of the US and the Bill of Rights, students are instructed to find out more about the protection of human rights and/or to prepare a presentation about famous cases:

- Prepare a presentation about a selected case involving the protection of fundamental rights guaranteed by the US Bill of Rights (Virginia v. Black et al., 538 U.S. 343 (2003), Richards v. Wisconsin 520 U.S. 385 (1997), Davis v. United States 512 U.S. 452 (1994), Haremlin v. Michigan 501 U.S. 957 (1991) etc.)

Authentic texts are also intended to stimulate discussions in class and other types of class activities, but they can also be used as self-study material.

Course descriptions

Within the first course, English for Law I, students study Module 1 of the textbook entitled Introduction to Law which is composed of the following units:

- Unit 1: Language and Law
- Unit 2: About Law
- Unit 3: Branches of Law
- Unit 4: The Historical Development of Law
- Unit 5: Legal Systems of the World
- Unit 6: State Governance and Administration of Justice

The course firstly deals with the topic of languages for specific purposes, emphasising the difference between legal language and other languages for specific purposes. Students learn about the history of legal English and the characteristics of legal English. Within the second unit, various definitions and functions of law are discussed, as well as the relationship between law and morality. Students learn about different classifications of law and the differences and similarities between various branches of law. The next topic is the historical development of law and students are expected to learn about major stages in the history of law, focusing on customary law, Roman law, national codifications and common law. Following that, legal systems of the world are discussed, firstly defining a legal system and then learning about the classifications of legal systems, focusing on the major Western legal families: civil law and common law systems. Other legal traditions, such as Talmudic law, Islamic law, Hindu law and Chinese law are examined. The final unit within English I deals with the separation of powers, examining the three branches of government and their main functions, as well as the system of checks and balances.

In the course English for Law II students learn about the similarities and differences between the British and American legal and political systems. Module 2 entitled Anglo-American Legal Systems consists of the following units:

- Unit 7: The Sources of English Law
- Unit 8: The Hierarchy of English Courts and the Doctrine of Precedent
- Unit 9: Parliament and Legislation
- Unit 10: The Legal Profession
- Unit 11: American Federalism
- Unit 12: The Executive Branch in the USA
- Unit 13: The Supreme Court of the USA

The course begins with a discussion about the sources of English law and the history of English law, explaining the historical development of common law and equity, as well as the role of statute law and delegated legislation. Following that, students learn about the court system in England and Wales and the differences between inferior and superior courts. The doctrine of precedent is analysed in more detail. The next topic deals with parliament and legislation on the example of the Parliament of the United Kingdom. Special attention is paid to its structure, the principle of parliamentary sovereignty and the legislative process. An authentic text used is an excerpt from the Modern Slavery Act 2015. Within the unit on the legal profession, students learn about the training and practice of the members of the legal profession in England and Wales, solicitors and barristers. A comparison with the Croatian system is drawn. The part focusing on the American legal and political system begins with an explanation of the federal system and the allocation of power within the American federal system. The origins and role of the US Constitution are analysed, and the US Bill of Rights is studied in more detail. Students are encouraged to find out more about the protection of fundamental rights guaranteed by the Bill of Rights independently by studying some of the most famous precedents of the Supreme Court. Within the following unit, students learn about the President and the Cabinet of the USA, focusing on the presidential powers and the powers and role of the Vice President and the Cabinet. Grounds for impeachment and modern impeachment procedure are analysed, and the Articles of Impeachment against Richard Nixon are the selected text study. The course concludes with the study of the federal court system in the USA, the position and structure of the Supreme Court of the USA and the judicial review. Students learn about the four Miranda warnings by studying the case of *Miranda v Arizona* and reading key excerpts from the majority opinion in the case and they are encouraged to prepare a presentation about any other famous American precedent.

Within English for Law III, students learn about selected branches of law in more detail. The focus is on learning legal terminology relevant for specific areas of law. The following branches of law are studied: criminal law, the law of torts, contract law, family law, company law and employment law. The texts that are included in the textbook are based on English law, but comparisons with the Croatian legal system are drawn. The unit dedicated to criminal law deals with the definition of criminal law and crimes, the classification of criminal offences under English law, the stages of criminal procedure and sentencing. It also addresses the issue of diminished responsibility. The unit on the law of torts begins with a definition of torts and a classification of torts. Torts against land and the person and torts affecting civil liberties are examined. Defamation and freedom of expression are discussed and students learn about the Defamation Act 2013 and its main purposes. Special attention is paid to the law of negligence and several negligence case summaries are offered for discussion purposes. Following that, the students learn about contract law, the formation of a

contract, the structure of a contract, preconditions for a binding contract, defective contracts, the end of a contract and a breach of contract and legal remedies for it. The next topic is family law which begins with the definitions of family law and family and thereafter deals with valid, void and voidable marriages, civil partnerships and divorce under English law. It also deals with domestic violence and legal remedies available to victims. In the unit on company law, the basic forms of business organisation in the United Kingdom are presented focusing on their main advantages and disadvantages. The types of businesses in the UK are compared to those in Croatia and the USA. The unit on employment law deals with legal regulation of employment, employment contracts, end of employment and employment disputes. Special attention is paid to the issue of discrimination in the workplace.

English for Law IV focuses on international and supranational law. The following topics are studied: private international law, public international law, international organizations, protection of human rights in Europe, the legal foundation of the European Union and the institutions of the European Union. The first unit is private international law or conflict of laws and it deals with the issues to be decided in conflict of law cases, as well as their international regulation. The next topic is public international law. It deals with the definition of public international law, international legal personality, sources of international law, state responsibility and some specific areas of international law. The role of international organizations is discussed next, with special emphasis given to the United Nations, its history and mission, the main organs of the UN and its agencies and programmes. The legal basis for the work of the International Court of Justice is analysed. The unit on the protection of human rights in Europe begins by discussing the establishment of the Council of Europe, its goals and its main bodies. Then it explains the history, structure and operation of the European Court of Human Rights. Types of applications and prerequisites for admissible applications are discussed, and some cases before the European Court of Human Rights are examined. The concluding part of the course deals with the European Union, starting from its legal foundations. Key stages in EU history and its present-day functioning is analysed. Sources of EU law are explained and parts of the Treaty on the Functioning of the European Union are studied. The last topic deals with the composition and functions of the main EU institutions.

Elective courses

Two elective courses are offered to the fifth-year students: Advanced Legal English and Comparative Legal Linguistics. As there are many elective courses offered at the Faculty and the number of students is lower than in the first two years, these courses are conducted in smaller groups. Apart from Croatian students, many international students take part in these courses.

Advanced Legal English is focused on case studies and the cases deal with the issues from different branches of law. Most attention is paid to contract law, criminal law and international law. Within the course, judicial decisions of English courts are analysed, as well as some judgments of the European Court of Human Rights. The first case studied is *Carlyll v. Carbolic Smoke Ball Co.* which created an important precedent in English law of contract. Attention is paid to vocabulary study and reading for detail. Students are expected to consider the importance of the case in the wider context of the English law of contract and to analyse the terms and conditions of a contract. The following case study is *Tyrer v UK* and students examine in detail the judgment of the European Court of Human Rights in the case. The focus is on the vocabulary related to the criminal process and punishment for crimes available in the UK. The case is also concerned with the issue of the protection of human rights in Europe so the vocabulary related to the operation of the European Court of Human Rights is learnt. Some other cases argued before the ECHR are analysed, particularly those involving Croatian

citizens (e.g. *Dvorski v Croatia*). Special attention is paid to understanding law terms, word-building, connectives and verbs in legal proceedings. Terminology related to international law, the use of force and espionage is learnt by studying the Rainbow Warrior case. Legal aspects and the impact of the Rainbow Warrior affair are discussed. Additionally, the judgment of the International Court of Justice in the case concerning United States diplomatic and consular staff in Tehran is analysed, focusing on legal terminology.

Students are expected to develop their communication skills and improve their understanding of the structure and style of legal texts. Various reading strategies are used. Students are strongly encouraged to prepare their case studies and presentations. Online reading and writing tasks are given prior to each class.

The course Comparative Legal Linguistics aims to introduce students to the area of linguistics and explain a relatively new discipline of legal linguistics. Firstly, a general introduction to linguistics is provided, followed by a discussion about the relationship between language and law and an introduction to legal linguistics as a specific area of study. Then the functions of legal language are examined. Various examples of written legal language are analysed because the law places great importance on written texts, such as legislation, judicial decisions and contracts. These texts have particular features, their own vocabulary and complex syntactic structure. These features are analysed on several examples from authentic texts. Characteristics of legal language, such as precision, universality, systemic character, formalism, sentence complexity, archaism and solemnity are discussed. Characteristics of legal English are analysed in more detail on a number of excerpts from authentic texts dating from different periods. The role of legal English as a global language is examined in more detail. It is noted that, from the standpoint of language of the law, English enjoys the status of official language in 75 states or administrative territories. Moreover, ever-increasing numbers of lawyers from civil-law countries use English in their daily work, whether wholly or partly (Mattila, 2006). The heritage of legal Latin is discussed. The historical development of major modern legal languages (English, German and French) is outlined and their contemporary influence is discussed. The characteristics and formation of legal terminology are analysed. Special attention is paid to legal speech acts, showing their importance in a legal context. It is emphasised that speech acts are central to the law's authority because laws are passed and people are found guilty through the use of speech acts (Mooney, 2014). Following that, the language in the courtroom is examined and attention is paid to the questions asked in the courtroom and the rules of the courtroom. Finally, the important issue of linguistic rights as an increasingly important category of human rights is addressed. Linguistic human rights are defined as those language rights that are so inalienable that no state is allowed to violate them and which are necessary for individuals and groups to live a dignified life (Skutnabb-Kangas & Phillipson, 2022). The international legal regulation of linguistic human rights is discussed, as well as some cases of their violations.

Reading and writing tasks are given before each class and students prepare for classes by reading various articles, analysing legal texts and doing vocabulary exercises. They are encouraged to prepare a presentation on a selected topic in legal linguistics. This course is mainly attended by foreign ERASMUS students.

Use of digital tools in teaching

For several years, digital tools have been used in teaching. At the Faculty of Law in Zagreb, the e-learning system was encouraged even before the COVID-19 pandemic and e-courses were prepared and available to all students. The system that is used is Merlin, which is an e-learning platform based on the open code system Moodle. At first, it was used only for the publication of educational materials, so that PP presentations from the lectures and

assignments were added to the e-course contents, but with the switch to online classes, many other options for e-learning have been explored.

In English for Law e-courses, several features of Merlin have been used. All students are enrolled in e-courses. They self-record their attendance which is regularly monitored. During online classes, students were required to have their cameras switched on during the lecture or to answer certain questions to prove their participation. In live teaching, Merlin is used to check their attendance which is a prerequisite for taking mid-term examinations. Additional reading materials, homework assignments and revision tests are added to e-course contents regularly.

A particularly useful tool to communicate with the students is the Forum which helps the teachers and the students to share information about the course, potential changes in dates/times, assignments and examinations. It is also used to answer any questions related to the topics covered in class so that all the students can read the answers. This practice facilitates communication between the teachers and the students and saves time.

Various types of online tests are used for practice and assessment of knowledge. Short quizzes are frequently used to check the students' progress or understanding during the class or immediately after it. Online tests are prepared as homework assignments. They can be taken only once or repeatedly, in which case students can monitor their progress. They mostly consist of open-ended questions, true/false statements, multiple choice questions and gap-fills, but sometimes the students are asked to upload written reports or translations. Revision tests are prepared at the end of each course to help the students prepare for written examinations, and discussion points are uploaded on the platform so that they can prepare for oral examinations. Additionally, every student's progress can be tracked through student reports which show which contents the student has accessed, which tasks they have performed, which tests they have taken and with what results.

Apart from e-learning, video and audio materials have frequently been used for years. The use of audio-visual aids in EFL teaching and learning, sometimes referred to as Screen, Sound and Message teaching concept, dates back to times well before our 21st century, nevertheless that instructional tool has not lost its beneficial and motivational aspect (Dubac Nemet & Lokotar Vojnović, 2024). As today's students prefer visual information and are highly media-oriented, this practice is successful and well-received. This makes the teaching more interesting and allows the students to hear native speakers using relevant vocabulary and explaining more difficult legal terms. Most lectures are accompanied by short video clips which further elaborate on the given topics. For example, when teaching about a certain institution, such as the Parliament of the UK, the European Court of Human Rights or the Supreme Court of the USA, video clips offering additional information and showing the premises are used. After watching a video clip or listening to the audio recording, students are always asked to perform a certain task connected with the materials. Such tasks include completing a table with missing parts of information, explaining the meaning of certain legal terms used in the clip, answering questions, writing short reports, translating, discussing or giving argued opinions in writing.

Difficulties related to teaching

There are several difficulties to cope with in teaching. The Faculty of Law offers study programmes in law, public administration, public finances and social work at different levels (undergraduate, graduate and postgraduate). LSP courses are offered in all study programmes and are obligatory in the first and second years of study.

Currently, there are around 6,000 students enrolled at the Faculty. An increasing number of students attend foreign universities within regular student exchange programs and the number of visiting foreign students is increasing. The Department of Foreign Languages currently consists of only five members and LSP courses are provided for the students enrolled in the study of law, social work study, public administration study and public finances. This means that the members of the Department have a heavy workload. Focusing on Legal English courses, the greatest problem is that classes are delivered to large groups which frequently have more than a hundred students, so it is difficult to involve all the students in discussions and translation practice.

A far greater problem was caused by the devastating earthquakes that hit the city of Zagreb in March 2020 and caused great damage. Among numerous public and private buildings that were damaged were the main building of the Faculty of Law and two other buildings used for teaching purposes. They have not been renovated yet and this caused significant spatial problems. Currently, the classes are held in various locations in the city.

Online teaching is frequently interrupted or hampered due to technical problems, loss of the Internet connection and faulty equipment. Live teaching has been highly encouraged since the pandemic. If some of the aforementioned problems are encountered during live teaching and the digital tools cannot be used, students are requested to read additional materials or complete exercises or revision tests at home, and more attention is paid to translation practice and discussion in class.

Concluding remarks

Despite the challenges related to a large number of students, the COVID-19 pandemic and the earthquakes that hit the city of Zagreb, teaching has been conducted without interruption and all the efforts have been made to keep the quality of teaching at the highest level possible. Although the e-learning system has been encouraged even before the COVID-19 pandemic, numerous digital tools were introduced during the period of lockdown caused by the pandemic.

After initial difficulties, the usage of digital tools has proven to be successful and students welcomed the introduction of various options for e-learning. Digital tools improved the communication between teachers and students. Different types of online quizzes and tests intended to check students' progress or understanding are used in all courses and students expressed their satisfaction with this type of practice and are requesting to have even more of those available within e-courses. Attendance and success in tests are easily monitored. In online surveys conducted after each obligatory Legal English course, all students stated that they like the usage of digital tools and online tests.

It is encouraging to note that more and more students are expressing their interest in participating in elective classes in their final years, and also to see that every year there are more foreign exchange students interested in comparative legal linguistics. In the last academic year, 11 international students attended the Advanced Legal English course, while in this academic year there are 24 of them.

Although it is challenging to conduct interactive language classes with large numbers of students, the classes are productive thanks to their interest in the courses and motivation to improve their linguistic competence. In our discussions during and after classes, students have frequently expressed a desire to have more English for Law classes. They realise that proficiency in English for Law is of crucial importance for their future career success.

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