

## LEGAL TRANSLATION WITH UNDERGRADUATE STUDENTS OF LAW

### **Miljen Matijašević**

*miljen.matijasevic@pravo.hr*

*Pravni fakultet Sveučilišta u Zagrebu, Zagreb, Hrvatska*

### **Filip Matijević**

*filip.matijevic@student.pravo.hr*

*Pravni fakultet Sveučilišta u Zagrebu, Zagreb, Hrvatska*

### **Abstract**

Teaching a foreign language for specific purposes to undergraduate students who have only started to find their bearings in the world of their future profession is in any event a challenging task. This is particularly the case with legal language. An important task of the legal language instructor is to impress upon their students what crucial role the language plays in the field of law. This does not only concern the technical terms of law, but also the numerous demands of discourse in various types of legal texts. This challenge is only compounded by the fact that a second-year student is only beginning to discover what law as a field of knowledge really entails. Even though translation as a teaching method is not uncommon in legal language instruction, legal translation is considered particularly challenging due to the tight correlation between a legal system and the language it uses. Considering that an undergraduate student's understanding of its domestic legal system is only taking shape, and any knowledge of a foreign legal system is likely even more rudimentary, embarking upon legal translation may seem as a risky endeavour. However, as this paper will hopefully demonstrate, a second-year student of law is able to appreciate an opportunity to attempt a translation of an operative text. The authors will present a series of activities in a translation workshop held with second-year students of law as a special optional activity in their compulsory legal language course. The paper will present the idea behind the workshop, the particular steps and the tasks they involved, the end result and the students' feedback on the whole experience. The authors will try to demonstrate that the student's participation in this workshop may have helped develop relevant language skills and broaden their understanding of the operation of law, particularly from the point of view of its primary source – the legislative text.

**Key words:** language for specific purposes, LSP instruction, teaching legal translation, tertiary education

## 1. Introduction

Teaching a foreign language for specific purposes to first- and second-year undergraduate students is undoubtedly a challenging task. This is particularly true if the LSP concerned is the language of law. Inextricably linked to the legal system, which carries its own set of concepts, the language of law may vary significantly between systems despite their apparent similarities. This has a significant impact on legal translation. While legal translation may not necessarily be an activity legal professionals might engage in very frequently, it can be observed as a valuable teaching tool in courses of language for specific purposes. As we will outline below, the value of translation in an LSP classroom has been increasingly recognized by both authors and practitioners. The main aim of this paper is to present a translation workshop carried out with second-year students of law, including its outcome and student feedback.

## 2. Translation in the legal language classroom

Teaching a language for specific purposes, as is very well known, normally entails a shift in the teacher's approach in terms of focusing on technical terms and special text types. This has an impact on the choice of methods applied in their classroom. Apart from working on student's communicative skills, much of an LSP teacher's time is dedicated to designing various activities aiming at the acquisition and mastering profession-specific vocabulary, phraseology and specific features of the various text types and their syntactic and pragmatic features.

An additional challenge commonly faced by LSP teachers at university is the fact that, LSP usually being taught at the early stages of university education, the students have very limited knowledge of the particular area they are studying. In their LSP classes, teachers often teach about content in a foreign language that students have not yet been exposed to in their mother tongue. This forces the teacher to focus on the content at least as much as on the language. And indeed, the rationale behind LPS classes tends to be for the students to learn how to communicate with other professionals, understand and produce written work concerning their professional area. To be able to do that they must primarily use appropriate terminology and use it in a way compatible with the particular professional context. As Chirobocea (2018) pointed out, accuracy plays a vital role in this kind of communication – accuracy in terms of correct terminology, not grammatical accuracy.

Key skills in the language of any profession are without a doubt reading comprehension and written production. Mastering these skills will undoubtedly necessitate a meticulous study of profession-related texts written in both L1 and L2 in order for the student to analyse and absorb relevant terms and phrases and acquire elements of a particular

style dependent on the text type. Motivating students to approach the reading of such texts with sufficient diligence poses yet another challenge for the LSP teacher.

Translation in a language classroom has for a long time been frowned upon, mainly due to its association with the long-abandoned grammar-translation method. Recently, however, a case has been made for translation in an LSP classroom as a valuable teaching tool by many authors and practitioners. As pointed out by Mahmoud (2006), translation concerns authentic materials, it is learner-centred, interactive and promotes learner autonomy, which are all desired features of the teaching of both general language and LSP. Furthermore, any translation requires the translator to engage in close reading of the source text before endeavouring a translation, as suggested by Leonardi (2009, cited in Mažeikienė 2018) and Mahmoud (2006), and an in-depth analysis of its features, as pointed out by Mažeikienė (2018). Chirobocea (2018) is slightly more specific and adds that translation helps students identify concrete lexical and semantic elements of an LSP, such as synonyms, false friends and polysemy, special phraseology, but also syntactic, pragmatic and stylistic features of a specialized text. Mažeikienė (2018) further observes that translation as an activity in an LSP classroom fosters the development of the learners' analytic skills by engaging them in cross-linguistic comparisons.

Another very important point is made by Mahmoud (2006), who states that translation is an activity which does not necessarily require production in the foreign language. The value of this fact is twofold. Firstly, this means that students who are struggling with L2 in general may be drawn to and encouraged by engaging in translation activities, as all the production that is required of them is in their mother tongue. Secondly, as suggested by Mahmoud (2006), considering that a thorough understanding of the source text is a prerequisite for any type of translation, discussing the meaning and structure of the source text with the teacher and other students may serve as a reliable way to assess the students' comprehension of the professional text that they are translating. To sum up, translation as a teaching/learning activity ticks multiple boxes, providing students with an opportunity to engage in a deeper analysis of a professional text written in L2 at their own pace, while also stimulating them to exchange their ideas and test their comprehension of the text with other students. In addition, it helps the teacher by providing feedback on the students' competences, possibly facilitating evaluation of their progress in the course.

All of the above also applies to teaching the language of law. In fact, it may even have additional benefits. Šarčević (1997) draws attention to the specific purpose of operative legal texts, in that they produce legal effects, which may make a substantial impact on people's lives, social and economic transactions and affect civil and criminal liability. The purpose of a legal text must absolutely be borne in mind when endeavouring a translation. The intention of the author of the source text must faithfully and correctly be conveyed in the target language. In order to even attempt that, the translator, i.e.

the language student must make an effort to analyse and fully comprehend the source text on more than one level.

Further, Gotti (2005) emphasizes the syntactic complexity of the language of the law. Few activities other than translation might really motivate students to get to grips with the sometimes very long and complex sentences of legal language and thus not only improve their understanding of a legal text, but also hone their writing, i.e. drafting skills in L1.

Lastly, outside of the LSP teaching context, translation is an activity that is very prominent in the legal profession. Many lawyers engage in translation in a more or less formal context as part of their job, and many law graduates go on to become lawyer linguists or court interpreters. Legal translation is a complex interdisciplinary area present in both the theory and practice of law and translation.

In conclusion, translation as a class activity in an LSP course seems to be more than justified. In fact, it appears to take the student in the right direction when it comes to improving the necessary skills concerning foreign languages and their particular professional area, especially so in the case of law.

### **3. The translation workshop**

In this part of the paper, we will describe the translation workshop that was designed and carried out on three separate occasions with undergraduate students of law. We will start by presenting the context in which the workshop was held and continue by describing the activities it entailed. We will then present the outcome of the students' work, followed by the feedback received from them upon the conclusion of the final stages of the workshop.

#### **3.1. The context**

The workshop was carried out with second-year students of the integrated undergraduate and graduate study of law at the Faculty of Law, University of Zagreb. The integrated programme includes four one-semester compulsory courses in foreign language of the law. In this case, the courses in question are English for the legal profession I through to IV. The courses are held in the first two years, i.e. first four semesters of the programme. In the first year, law students mainly take introductory courses, such as Roman law, history of law, theory of law, and sociology. It is only in the second year that they take actual law courses, such as criminal law, family law, European law, constitutional law and IT law. In other words, it is not before they start taking the second-year English

courses (English for the Legal Profession III and IV) that they are exposed to concrete and practical legal terminology. In addition, second-year students generally have a much better idea of what law is, how it operates and generally display more maturity and motivation for studying law topics.

While the first-year English courses deal with general subjects concerning the law, legal systems and organization of government, the second-year courses deal with concrete areas of law, such as criminal law, tort law, contracts, company law, employment law, family law, international and EU law. It is at this point that students become exposed to the concepts and terminology of specific areas of law in English and, when it concerns criminal law, EU law, family law and constitutional law, in Croatian. Considering that there are no compulsory English courses in the senior years, the second-year English courses seem like the ideal opportunity for students to experience legal translation for the first time and discover new avenues to acquiring valuable knowledge.

Another thing that might be important to underline is that the classes are taught to large groups of students, usually between 80 and 100, with typical classroom attendance of around 80 students. This obviously makes it difficult to engage in any activities where good quality feedback on the efforts and progress of each individual student can be given.

In view of the foregoing, an additional optional assignment was offered to a limited number of students that concerned translating a longer excerpt of a legal text, where the focus would be on the process of translation rather than the outcome. The aim was to give the participants an opportunity to closely study and analyse an authentic legal text, look for helpful resources through individual and pair/group efforts, exchange ideas with one another, ask one another for assistance, and ultimately produce a translation. Hopefully, this experience would help them discover the intricacies behind not only a legal text, but also the process of translation and drafting. All participants earned certain examination benefits as an incentive to participate, and only a limited number of students were accepted. However, the interest in the workshop did not surpass the expected number so no student who wished to participate was refused.

### **3.2. The activity**

The central part of the workshop concerned the translation of an excerpt of an English legislative act. The texts included relatively long and complex sentences, as is usual in legislative texts. Further, the long sentences were very frequently broken down into subparagraphs and indents. Seeing as copying the organisation of such texts is compulsory in translation, translating such sentences poses a challenge even for experienced translators. As regards the terminology, the family and criminal law texts

included legal terms that were largely familiar to students (e.g. divorce, defendant), or seemingly familiar (e.g. judicial separation) – in other words, terms that seemed clear and recognizable but in fact denoted concepts that do not exist in the target system. On the other hand, there were on average not more than two or three terms in each extract that the students really had to struggle with. To sum up, the texts were not overly difficult, but posed some challenges both in terms of syntax and terminology. The purpose of the whole exercise was not to ‘get it right’, but to experience the path from reading a legislative text to producing a translation in L1 with all its obvious and hidden pitfalls.

The workshop consisted of the following steps:

1. Kick-off meeting
2. Translation and forum discussions
3. Teacher’s feedback on translation
4. Wrap-up meeting

The students were given an opportunity to sign up for participation in the workshop. After the deadline, an online kick-off meeting was held where the students were explained the details of the task and were asked to choose the area of law their assigned text would concern. The students were given the following choices: family law (Family Law Act 1996), criminal procedure (Criminal Procedure Rules 2020, i.e. 2021) or constitutional law (Constitutional Reform Act 2005, Human Rights Act 1998). An excerpt of the said texts was then divided into sections of roughly equal length of approximately 2,000 words, where each student would be assigned to translate a designated section. Each text was shared between two to seven students, which was supposed to foster cooperation between the students sharing an excerpt of the same text.

The workshop was held on three separate occasions: summer term 2019/20 (10 students), winter term 2020/21 (14 students) and summer term 2020/21 (10 students). Considering that no face-to-face classes were held in that period, all activities concerning the workshop took place online. The platform used for communication was Merlin, a Moodle-based platform run by the University of Zagreb’s Computing Centre, where all their university online courses were held, as well.

After the kick-off meeting the translation texts and helpful resources were posted created in a special section of their online course. The provided resources included the link the EU’s IATE terminology base, and the Manual for translating EU legislation into Croatian in a downloadable format, a free publication published by the Croatian Ministry of Foreign and European Affairs. Even though the translation texts belonged to national legislation, the Manual contains useful tips, sample translations of EU legislation

and glossaries. The students were also advised to consult the corresponding Croatian legislative texts and look for other helpful resources, bearing in mind their reliability.

A forum was created for each group of students translating the same text. They were instructed to post all their questions and tips on the forum as their final evaluation would also take into account forum activity. Not only were they encouraged to engage in discussions and consult each other, but the forum activity provided me with insights into their translation processes, strategies used, resources consulted, and their critical approach to the entire process. The forum discussions bore the same, if not greater weight, in the final feedback and evaluation than the quality of the translations.

The deadline for submitting the translation was between six and eight weeks from the kick-off meeting, which gave them ample time to do the translation when it best suited them and at their own pace. During the translation period, the teacher observed the forum activity and intervened in their discussions only if he thought that the entire group had deviated from an acceptable course of analysis. Such interventions were rare and were primarily meant to give them a slight push in the right direction or remove frustration over problems that were far beyond their competences. Most of my forum posts were in fact those of encouragement and praise for good reasoning.

After the submission deadline, the teacher read their translations and, using the track changes function, made corrections and wrote comments on their solutions, making sure that any comments were elaborate, constructive and encouraging. The corrected translations were then sent back to the students. The quality of the translations will be discussed in the next section.

Finally, the wrap-up meeting was an opportunity to discuss the whole process and make some final comments on student work, summing up the good points and points for improvement. This was also an opportunity for students to give casual oral feedback on the whole workshop and suggest changes. Student feedback will be analysed and commented below.

### **3.3. The outcome**

As regards the quality of the student translations, while it was certainly interesting to consider and assess the quality of their translations, it was not the main focus of the activity. Considering that legal translation is a demanding task even for an experienced translator who normally translates other genres of technical texts, it would not be fair to expect second-year law students with no experience to do an excellent job. Most of the inaccurate translations found in their work were completely expected, even predictable. There were very few students in all three generations together who showed signs of a slipshod approach, i.e. using the first translation they came across in a

dictionary without much consideration, being generally careless about consistency, not being able to account for resources they consulted or provide a substantial explanation for their choices. Those were rare exceptions. On the other hand, there were students who exceeded expectations, and some by far. As regards terminology, a vast majority researched their terms, usually very thoroughly, consulting various sources. This was obvious in their forum discussions and frequently reported in the wrap-up meeting. On reading the translations, those solutions, however researched, were not always accurate. This was seen as an opportunity for demonstrating how choosing the wrong avenues of research, consulting unreliable sources, or failing to do two-way comparisons of terms and their meanings can lead to inaccurate translations. In fact, such instances were welcome because they served as valuable lessons. There were some translations that hardly needed my intervention. Invariably, those students also actively participated in the forum discussions and were easily able to account for the quality of their translation in the wrap-up meeting, leaving no room for doubt as to the authenticity of their work.

The outcome that was the focus of this workshop was the experience of the translation process and the sharing of this experience in the forum discussions and in the wrap-up meeting. The students would usually start a new forum thread for each particular problem they encountered. Very often this led to lively and lengthy discussions, which spoke volumes of their engagement in the process. Firstly, it gave me insights into the resources they were using. Secondly, it spurred discussions that demonstrated their lines of reasoning, which were often surprisingly mature, demonstrating the caution and awareness with which they approached this task. There were some students whose posts were extremely long and thorough, in which they enumerated a surprisingly long number of resources they consulted (see Figure 1 below). Those were usually language reference books and glossaries, but also relevant Croatian legislation, including implementing regulations, with concrete examples of terminology they drew from them. Some students even looked up equivalents in other languages they were familiar with (e.g. separation, IT: separazione, DE: Trennung).

Re: translation napisao/la [redacted] - Nedjelja, 3. Siječanj 2021., 11:57

Poštovani kolega,

u priloženom nam priručniku za prijevod zakonodav. propisa RH na engleski, "subsection" je preveden kao odsjek pa bi Vam to moglo pomoći pri točnijem prijevodu.

Što se tiče pristupa, nakon razgovora s Vama i zajedničkog čitanja s markiranjem problematičnijih pojmova napravio sam grubi, "intuitivni" prijevod u kojem sam si predočio glavne nedoumice, a nakon njegovog sređivanja uredio nacrt te ga u trećem prolasku usustavio u meni prihvatljivu aktualnu verziju. Još uvijek imam nedoumice i radim na njihovom rješavanju, a pretežito se tiču stila pisanja, forme te pojedinih pojmova.

U rješavanju nedoumica koristio sam se priloženim nam priručnikom za prevodjenje, IATE bazom koja, iskreno rečeno, nije pomogla puno, pristupao sam mrežnim resursima britanskih knjižnica za savjete oko tumačenja referenci na britanske propise, mrežnom resursu Cambridge Dictionary, Hrvatskom jezičnom portalu, mrežnim stranicama Hrvatske enciklopedije (enciklopedija.hr), koristio sam se udžbenikom ovog kolegija te mrežnim resursima britanskih državnih tijela (njihovim službenim stranicama), a od velike važnosti su mi bili i dokumenti dostupni na [legislation.gov.uk](http://legislation.gov.uk).

Sad bih ukratko izložio nedoumice vezane uz sami prijevod koje sam rješio te kako sam im pristupio. Probleme sam imao s odabirom preciznog prijevoda izraza "accepting office", "to take oaths", "to hold office", "Lord Chancellor", "Lord of Appeal in Ordinary", "Consolidated Fund", "allowance", "giving notice in writing to effect".

"Accepting office" sam preveo kao "prihvaćanje dužnosti" uz razmatranje izraza "preuzimanje / stupanje na dužnost" jer odabran izraz sadržajno upućuje na to da postoji volja za obavljanje dužnosti, ali ne i samo obavljanje. Naime, u kontekst treba uzeti da obavljanje dužnosti počinje tek davanjem prisege, a u tekstu je jasno diferencirano i određeno da davanje prisege slijedi nakon "prihvaćanja dužnosti". Izraz "preuzimanje / stupanje na dužnost" me upućuje na početak obavljanja dužnosti ( volja i djelo ). Samu doličnost tog izraza u stilističkom smislu te samoj praksi potvrdio sam si odlukom i rješanjem Ustavnog suda te dokumentima DIP-a, a sadržaj sličnog izraza "preuzimanja dužnosti" kao čina početka obavljanja dužnosti potvrdio sam si samim Ustavom (čl.95.) dok je to kod izraza "stupanje na ..." ođigledno.

"to take oaths" sam preveo kao "položiti prisegu", a ne "prisegnuti" ili "dati prisegu" jer je tako sročeno u Ustavnom zakonu o Ustavnom sudu (čl.8.), Zakonu o izboru Predsjednika RH (čl.49.) te Zakonu o Vladi RH ( unatoč nedosljednostima, čl.5. ), Zakon o sudovima ( čl.44.b ), a pomoću istih izraza te u kontekstu "polaganja prisege pred nekime" sam se odlučio " in the presence of " prevesti kao "... pred ..." umjesto "u prisustvu" ili "u nazočnosti".

"to hold office" sam preveo kao "obavljati dužnost" zbog pretežite uporabe tog izraza u propisima ustavnog značaja; Ustav (čl.119 i 120 - tiču se sudaca, ali i čl.96.,98.,101.,105.,106.- tiču se predsjednika kao nositelja dužnosti), Ustavni zakon o Ustavnom sudu ( čl.8. i čl.10.) iako se u zakonodavnim propisima kao Zakon o sudovima, Zakon o lokalnoj i područnoj samoupravi te Zakon o sprečavanju sukoba interesa koristi izraz "obnašanje dužnosti" no bez ikakve razlike u sadržaju spram "obavljanja". Niti u jednom slučaju se izrazi ne koriste tako da bi upućivali na različit sadržaj ( dosege činidbe ).

**Figure 1.** Forum post from the second generation of the workshop. The student is presenting his/her choices for challenging terms and providing a very thorough reasoning for them, very precisely listing the sources, which were very relevant.

### 3.4. Student feedback

Finally, what did the students have to say about their experience in the workshop? The students were asked to complete an online survey after all the wrap-up meetings had been completed. The survey consisted of seven questions, and it was completed by a total of 28 students (nine from the first generation, 11 from the second, and eight from the third).

The first question pertained to the reason for choosing to participate in the translation workshop. Multiple answers could be selected in this question as it was expected that examination benefits were probably a strong motivation even with the students with a curiosity for legal translation. 93% of the student selected interest in legal translation, with only 14% selecting examination benefits as their reason. The students could also state other reasons for participating. The students mainly reported an opportunity to try out something new and different and add some variety to the course.

In the second question the students were asked to grade the overall experience of the workshop on a scale from 1 (poor) to 5 (excellent). The average grade was 4.60.

The third question referred to their satisfaction with the fact that they had to share an excerpt with a partner, and the average grade was 4.32. This fact was also negatively commented on later in the survey and brought up in some of the wrap-up meetings. The complaints invariably referred to the fact that the student the complaining participant was assigned to work with did not equally participate in the discussions and exchanges between them, which led to some frustration.

In the fourth question, the students were asked to select the resources they used in working on the translation. The results are presented in Table 1 below.

**Table 1.** Resources consulted by the students in all three generations of the translation workshop

RESOURCE CONSULTED	STUDENTS
corresponding Croatian legislation	68%
IATE (EU terminology database)	89%
Ministry of Foreign Affairs translation manual	43%
English to Croatian dictionary/glossary	75%
a monolingual English dictionary	21%
other	36%

As can be seen from Table 1, the IATE database was the most popular choice, which is not surprising due to its ease of use and reliability. However, it proved not to be very helpful in topics such as constitutional law, about which the students who were translating a text from that area complained. Next in popularity for 75%, were bilingual dictionaries/glossaries, and the third at 68% was corresponding Croatian legislation. Some students reported relying mostly on dictionaries and glossaries, probably unwilling or reluctant to tackle a deeper analysis and comparison of a Croatian legislative text, which they themselves probably found challenging. However, as the percentage, the forum discussions and student oral feedback suggest, most students consulted Croatian legislation. As they reported in the wrap-up meetings, some consulted parallel legislation only to scan for corresponding terms, and others to try to imitate the style. Interestingly, those who took the latter approach found this resource more useful than the minority who failed to read the corresponding text carefully and thoroughly.

In the fifth question the students were asked to grade the quality of teacher feedback provided in the form of comments and corrections in their translation. The average grade was 4.75.

The sixth question was an open-ended question, asking the students to freely comment on what they liked about the workshop and what improvements they would suggest.

There was overall praise for the workshop, with students describing it as useful, interesting, motivating and challenging. Students reported that they learned a lot, that it gave them an opportunity to do individual research, delve into a legislative text and study it closely. It provided them insights into translation and drafting styles. Further, they reported that the activity really helped them understand the way legal English works much better than they did before. There was particular praise for the fact that they were made to work in pairs and groups and engage in forum discussions, with students stating that they learned a lot from one another because each of them saw different details in the texts. There was also a lot of praise for the teacher's directions and feedback.

As regards suggestions for improvement, some students suggested that in the future larger portions of text should be assigned for translation and that the participants should be made to report on their progress at regular intervals and more frequently. There were some complaints about having to work on the translation with another student, but those were few and heavily outweighed by the general praise for the teamwork approach and the exchanging of ideas. In fact, many students added that live feedback sessions during the translation period would have vastly improved the entire experience, which was impossible due to lockdown. Some students suggested that all students should have an opportunity to participate in an assignment like this because they found it more useful than the regular courses.

## 4. Conclusion

Considering all of the above, we believe it is safe to conclude that the translation workshop was a valuable and worthwhile activity. The students generally displayed great interest and motivation for the activity, which was evidenced in their largely thorough and meticulous approach. Some students exceeded expectations when it came to their engagement in the research into possible translation solutions, which made them consult various resources, analyse and draw comparisons between possible solutions, and ultimately gain a deeper understanding of the selected area of law and its terminology. Conversely, there were a few who completed their task with minimum effort. What students found particularly engaging was not only the opportunity for individual study, but also for an exchange of ideas, opinions and experiences in studying the resources. Students largely praised the fact that the translation workshop gave them an opportunity to work with others, test their ideas and learn through discovery. Any negative feedback on the workshop was very constructive. Indeed, the students suggested that the translation texts should be longer, that there should be more opportunity for (live) discussions during the process, and that possibly this type of assignment should be broadened to include all students. The experience of the

translation workshop with the three generations of students undoubtedly provides a strong incentive to pursue and further develop similar activities in the future.

### References

- Chirobocea, O. 2018. A Case for the Use of Translation in ESP Classes. *Journal of Languages for Specific Purposes*. Issue 5. 67-76. <http://jlspe.steconomieuradea.ro/5th-issue-march-2018/> (pristupljeno 1. rujna 2021.)
- Gotti, M. 2005. *Investigating Specialized Discourse*. Peter Lang. Bern.
- Leonardi, V. 2009. Teaching Business English through Translation. *Journal of Language & Translation*. 10-1. 139-153.
- Mahmoud, A. 2006. Translation and Foreign Language Reading Comprehension: A Neglected Didactic Procedure. *English Teaching Forum*, No. 4, 28-40.
- Mažeikienė, V. 2018. Translation as a Method in Teaching ESP: An Inductive Thematic Analysis Of Literature. *Journal of Teaching English for Specific and Academic Purposes*. Vol. 6. No. 3. 2018. <http://espeap.junis.ni.ac.rs/index.php/espeap/article/view/765> (pristupljeno 1. rujna 2021.)
- Šarčević, S. 1997. *New Approach to Legal Translation*. Kluwer Law International. The Hague-London-Boston.

## PRAVNO PREVOĐENJE SA STUDENTIMA NA PREDDIPLOMSKOJ RAZINI

Poučavanje studenata na preddiplomskoj razini stranome jeziku struke, uzimajući u obzir činjenicu da oni tek počinju otkrivati svijet svoje buduće profesije, nesumnjivo je izazovna zadaća, a posebno kada je riječ o jeziku prava. Nastavnik studentima pritom svakako mora prenijeti spoznaju o neraskidivoj vezi jezika i prava. To se ne odnosi samo na stručne termine, nego i na brojne karakteristike diskursa u pravnim tekstovima. Iako prevođenje kao nastavna metoda nije neuobičajena u poučavanju jezika prava, pravno prevođenje smatra se posebno izazovnim zbog uske veze između pravnoga sustava i jezika kojim se taj sustav služi. Uzimajući u obzir da studenti na preddiplomskoj razini tek počinju upoznavati pravni sustav svoje države te da je njihovo poznavanje bilo kojeg stranog pravnog sustava vjerojatno još površnije, upuštanje u pravno prevođenje može djelovati kao opasan pothvat. Međutim, kako će ovaj rad pokušati pokazati, student druge godine studija prava može puno naučiti od pravnoga prevođenja operativnoga pravnog teksta. Autori će predstaviti prevoditeljsku radionicu koja je održana sa studentima druge godine studija prava kao posebna izborna aktivnost u okviru obveznoga kolegija engleskoga jezika pravne struke. U radu će se izložiti zamisao vodilja radionice, njezine faze s pripadajućim aktivnostima, rezultati rada u radionici te mišljenje studenata o radionici dobiveno putem ankete. Autori će pokušati pokazati da je sudjelovanje u ovoj radionici studentima pomoglo razviti bitne jezične vještine i proširiti njihovo shvaćanje funkcioniranja prava, osobito s aspekta njegova primarnog izvora – zakonodavnoga teksta.

**Ključne riječi:** jezik struke, poučavanje jezika struke, poučavanje pravnoga prevođenja, visoko obrazovanje