Introduction to Teaching English for Legal Purposes (ITELP)
2nd – 6th September 2013

Venue: Römer Villa, Neu-Ulm / Germany
Demand has never been so great for teachers of English for Legal Purposes. Why?

- English is the lingua franca of the international legal community.
- European university law schools often require their students to study at least one course in language for legal purposes. Most students choose English.
- Business people are increasingly required to have a working knowledge of Legal English.
- The new Cambridge International Legal English Certificate had lead to an increase in the number of courses in Legal English offered by private language schools, individual trainers and institutions of higher and further education.

Your trainers

James Faulkner
Head of languages at Bucerius Law School in Hamburg

Alison Wiebalck
BA LLB LLD (CELTA)
Director
legalenglishskills.com

Matt Firth
University of St. Gallen,
Course Director

Jeremy Day
Cambridge Series Editor and English
360 Editorial Director
Introduction to Teaching English for Legal Purposes
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Course Outline

    Day 1: Alison Wiebalck, BA, LLB, LLD, CELTA (Freelance, Zurich)

    Session 1
    Teaching Legal English: an introduction
    This is a practical interactive workshop which looks at why the language of law is the way it is and how we can help our students to read and understand complex legal texts but still write plainly. We will be looking at, and doing exercises on, the most challenging features of legal English and suggesting ways to tackle them.

    Session 2
    Teaching Legal English as a non-lawyer
    What sort of qualities and qualifications does the perfect legal English teacher possess? There is certainly no need for you to feel intimidated - your students can only benefit from your English language skills. We will be taking a look at what our students' legal English needs are and how we can meet them.

    Session 3
    An overview of commercially available resources for teaching legal English, and resource management
    Compare notes on collecting and collating the wealth of resources at our disposal. This workshop identifies just what sorts of materials and other resources are available, and explores the challenges in their effective management. Input from course participants and teacher trainer alike promise an informative and practical workshop.

    Session 4
    Extra-legal skills
    In this last session of the day we take a look at the need to raise our students’ awareness of the potential faux pas awaiting them in the English speaking world. We’ll identify what sort of extra-legal skills your students might need to know, what kinds of teaching aids are available and how we might use them.
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Course Outline

Day 2: James Faulkner, MA, LLB (Bucerius Law School, Hamburg)

Sessions 1-4

Writing in legal contexts (2): drafting contracts in English. This session will begin with a presentation on how law, language and business factors interact in drafting. We then look at the structure of an agreement (the principal types of clause and their function, critical linguistic criteria for drafting, methods of interpretation). By means of a case study we will explore the basic concepts of drafting in a business situation from the practical viewpoint. We will also analyse a distribution agreement from the drafting perspective.

We will also take a closer look at the linguistic concepts of obligation (personal & impersonal); prohibition; discretion; condition; policy; efforts; again relating language to business situations and requirements.

On the legal side we look at selected Anglo-American legal concepts as a background to drafting foreign contracts in English, using German contracts as an example. These concepts will include: legal remedies for breach, consideration and the deed; liquidated damages / penalty; representation and warranties, or exclusion of liability.

This will be a practical workshop with examples of exercises and advice on the finer points of drafting using expressions for time, money, efforts, as well as issues of punctuation, the use of expressions like such, by/ until etc.
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Course Outline

Day 3: Jeremy Day, BSc (Hons), CTEFLA (RSA, 1996), DTESOL with a Distinction (Trinity, 2001)

Session 1: Methodology
This session will provide some theoretical background on methodologies and approaches commonly used when teaching Legal, in particular focusing on PPP (Presentation, Practice, Production), TBL (task-based learning) and CBI (content-based instruction).

Session 2: Needs analysis
Needs analysis is a fundamental part of any Legal English course. This session will look at key issues, including the strengths and limitations of using needs analysis as a technique, how to establish priorities, and the client's perspective. We will end by looking at examples of different needs analysis tools.

Session 3: Course and syllabus design
Course and syllabus design is all about establishing what will happen on a course. It involves making decisions about course content, and how that content will be delivered. During this session we will look at a range of approaches to Legal English course design, and focus on factors to take into account when designing multi-strand syllabi. We will also discuss the role of assessment in different types of Legal English course.

Session 4: Authentic materials
The first session will focus on how to exploit authentic materials effectively. After a brief discussion about the meaning of “authentic”, we will look at the advantages and disadvantages of authentic materials within the context of Legal English, and look at some examples from in-house courses.
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Day 4: Matt Firth, MA (TEFL), LLB, CELTA (University of St. Gallen)

Session 1: Working with and designing short case studies
Case studies are especially good for teaching legal English as they expose learners to a variety of authentic texts with which they must work to produce an end result (successful meeting or negotiation, follow-up letter, memorandum of law etc.). Using authentic materials, participants will have the opportunity to plan their own short case studies for classroom use. We will also discuss how students can be encouraged to design and present such materials as an interesting alternative to student presentations.

Session 2: Writing in legal contexts
Lawyers regularly read and write a number of different text types, including emails, memos, letters and memoranda of law. These different forms will be presented in a legal context, with the main focus being on legal memoranda and letters (both of which are examined in the Cambridge ILEC exam). Teachers will be introduced to materials produced by Cambridge designed to help train students of Legal English in the essential skills they need to succeed when practicing law in English speaking contexts.

Session 3: ICT in legal English
This session will introduce participants to a wide range of online materials for teachers and students of legal English, both commercial and non-commercial. We will begin by examining how the Internet can be used effectively as a source of authentic texts for materials design. We will then look at designing and working with online research tasks, and finish off with an overview of popular web-based activities for legal English. The session will also make reference to mobile technologies and how these can be exploited as a classroom resource.

Session 4: Working with film clips
This slot will start with brainstorming both the reasons for using film clips in Legal English and the different types of authentic video that can be exploited. Participants will then watch and work with extracts from various commercial films and TV shows, law lectures and interviews. Participants will be provided with a wide number of useful activities that exploit the many options and extras available when using DVDs, online clips and streaming media. The session will finish with a model lesson plan demonstrating how a popular legal drama can be used as the basis of a rewarding and memorable lesson.
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Course Outline

Day 5: Matt Firth, MA (TEFL), LLB, CELTA (University of St. Gallen)

Session 1: An introduction to the Cambridge ILEC
The Cambridge ILEC has had an extremely positive impact on the teaching of Legal English, providing a practical language-based syllabus that trains practicing and future lawyers from non-English speaking jurisdictions in the language skills they need to succeed in the international legal community. This session will include a detailed introduction to the four ILEC papers: reading, writing, listening and speaking. We will examine what each paper includes and how we can best prepare our students for this essential new qualification in English skills for lawyers.

Session 2: A model ILEC syllabus
During this session, teachers will consider the elements of a good ILEC lesson and what should be included in an ILEC preparation course. Teachers will be provided with a model ILEC course outline, including suggested legal topics, language and skills work to be included during each class. Whether you intend to teach an ILEC course or not, the syllabus and ideas discussed during this session are flexible and can be transferred to any practical, language-based Legal English course.

Session 3: Tried and tested: popular 5-minute activities
During this penultimate session we will look at some popular 5-minute activities for legal English classes. These activities will cover the four skills, plus language work, and are ideal as warmers, fillers or energizers. There will also be time to discuss some of the participants’ own successful activities and task-types, and how these can be adapted to suit particular teaching contexts.

Session 4: Course summary and final Q & A
This session will summarise the key issues discussed during the week, and will provide participants with the opportunity to discuss any outstanding questions.
Course Objectives

Introduction to Teaching English for Legal Purpose has been developed by five of Europe's leading Legal English trainers to provide a comprehensive introduction to teaching Legal English. Drawing on years of experience in the fields of commercial law, litigation, advocacy, legal education and Legal English, the course focuses on teaching the practical English language skills required by lawyers practicing in an international environment.

The course is suitable for experienced teachers of Legal English as well as teachers of English as a Foreign Language interested in moving into this rapidly expanding field of English for Specific Purposes. It is the ideal training course for teachers keen to develop their teaching skills, learn new techniques, meet new colleagues and work with high quality materials designed exclusively for Introduction to Teaching English for Legal Purposes by widely published and respected Legal English writers and teacher-trainers.

Our trainers are all of the firm belief that the role of the teacher of Legal English is to teach the English language skills needed to function effectively in the international legal community. Our role is not to teach the laws of common law jurisdictions. We are teachers of Legal English, not teachers of law. No knowledge of law is necessary to participate effectively in the course, and no assumptions will be made as to participants’ understanding of civil and common law legal systems. However, as with all areas of ESP, an interest in our learners’ work as legal practitioners is a prerequisite for success.

The course designers are all members of the European Legal English Teachers’ Association (EULETA), the world’s leading professional organization for Legal English teachers.
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Grundtvig Funding

Although the ITELP course is no longer part of the official EU Grundvig programme due to technical reasons, it is still possible for participants outside of Germany to apply for funding at their respective national agency - contact details are available here:

Launched in 2000 and now part of the overarching Lifelong Learning Programme, Grundtvig aims to provide adults with ways to improve their knowledge and skills, keeping them mentally fit and potentially more employable. It not only covers learners in adult education, but also the teachers, trainers, education staff and facilities that provide these services. These include relevant associations, counselling organisations, information services, policy-making bodies and others involved in lifelong learning and adult education at local, regional and national levels, such as NGOs, enterprises, voluntary groups and research centres.

Alternative funding possibilities

For participants based in the German state of Nordrhein-Westfalen, there is the possibility of applying for funding to cover 50% of the course fee through the so-called Bildungsscheck programme.

More information is available at: https://www.esf-nrw.de

Contact person: Evelyn Kallos
Mail: evelyn.kallos@bezreg-arnsberg.nrw.de
Tel: 02931 - 825009
# Introduction to Teaching English for Legal Purposes

**2nd – 6th September 2013**  
**Venue:** Römer Villa, Neu-Ulm / Germany

## Registration

paul@thepyramidgroup.biz or  
Fax +49 731 397 69 77

### Registration form

Yes, I would like to participate in the Introduction to Teaching English for Legal Purposes course from 2nd – 6th September 2013 in Neu-Ulm, Germany.

I am interested in receiving updates on seminars and courses organised by The Pyramid Group (please tick the box).

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Minimum number of participants required: 8

#### Enquiries and information

Tel. +49 731 397 69 76  
Fax +49 731 397 69 77  
 paul@thepyramidgroup.biz

## Registration process

Fill in the form and send it to:

The Pyramid Group / Seminar Registrations  
Schweinmarkt 6 • D-89073 Ulm  
Fax +49 731 397 69 77 • paul@thepyramidgroup.biz

### Date and Venue

2nd – 6th September 2013, Daily: 9 am - 5.30 pm

#### Course Fee

The € 990.00 course fee (+19 % MwSt.) must be paid in advance to the following account:

Postbank Ulm  
Paul East  
Account no.: 516 480 705  
Sort Code: 600 100 70  
IBAN DE92600100700516480705  
BIC: PBNKDEFF

The fee includes documentation, lunch and coffee breaks. EULETA members: € 950.00 (+19% MwSt.)

#### Travel Directions

Airports: The closest airports are Stuttgart and Munich  
Train: www.bahn.de  
Venue: Click here to go to a map of Neu-Ulm

#### Accommodation

The Pyramid Group has an official arrangement with the Golden Tulip Parkhotel in Neu-Ulm and course participants will be able to take advantage of discounted rates. Please contact the hotel directly and use the PYRA 101 booking code.  
Golden Tulip contact details: info@goldentulip-parkhotel-neu-ulm.de or phone +49 (0)731 80110.  
Website: www.goldentulip-parkhotel-neu-ulm.com  
For other hotels in Ulm/ Neu-Ulm, please book online via the Ulm/Neu-Ulm tourist office at www.tourismus.ulm.de or contact Susanne Baumann at baumann@tourismus.ulm.de  
Tel. +49 731 161 2821

#### Course terms & conditions

The course fee must be paid within one week after registration has taken place unless otherwise agreed. Cancellation fee: 100 euros up to 30 days before the start of the course. If a cancellation notice is received less than 30 days but more than 15 days prior to the training date, the cancellation charge is 50% of the training fee. If a cancellation notice is received by the Training Registrar less than 15 days prior to the training date, the cancellation charge is 100% of the training fee. The Pyramid Group reserves the right to cancel the course at least five business days in advance of the course commencing. All course fees will be fully reimbursed. Court of Jurisdiction is Ulm. The Pyramid Group’s General Terms and Conditions apply throughout.
PSA
Pete Sharma Associates

Online Training
e.g. WebEx, Adobe Connect

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official partner to TU Dresden

CV/ Resumes

Vocabulary Trainer

Second Life

English for Special Purposes (ESP)
- Legal
- HR
- Technical
- Medical
- Oil + Gas
- Textiles
- Insurance
- Construction
- Logistics

Pyramid International ESP
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- Switzerland
- Austria
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- Baltic States
- Argentina
- Romania
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