

CASE STUDY: TEACHING FINNISH - ENGLISH LANGUAGE FOR SPECIFIC PURPOSES (LSP) LEGAL TRANSLATION AT THE UNIVERSITY OF HELSINKI

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Abstract: Finland is widely recognized as one of the top countries to live in, with transparency and an excellent education system, which provides for top English proficiencies. The applied English translation case study that is examined in this paper focuses on Finnish into English legal translation teaching coupled with studying at the University of Helsinki. Scrutiny of the course structure, teaching materials and teaching methods was undertaken as part of the empirical research and the efficiency of the new teaching method and course structure inspired this paper. Methodology also included interviews/surveys to obtain up to date data.

The case study in brief illustrates that students at the outset of the course acquired the basic concepts of Finnish and comparative law. This was done in a blended learning environment with reverse classroom makeups and small group discussions being used instead of teacher-fronted lectures. Students were also asked to look up information on the Internet and undertake translations comments, company visits, and translating an entire court case. From the teacher's perspective Moodle was used as a file managements system. Results suggest that the students are satisfied with this method and see it as beneficial. It can be used for benchmarking for legal translation courses in others settings.

STUDIUM PRZYPADKU: DYDAKTYKA TŁUMACZENIA FIŃSKO-ANGIELSKIEGO JĘZYKA SPECJALISTYCZNEGO NA UNIWERSYTECIE W HELSINKACH

Abstrakt: Finlandia jest uważana za jeden z najlepszych krajów do życia, biorąc pod uwagę przejrzystość systemu i wysoki poziom edukacji, którego efektem jest wysoki poziom znajomości języka angielskiego. Artykuł koncentruje się na nauczaniu tłumaczenia prawnego z języka fińskiego na język angielski na Uniwersytecie w Helsinkach. Badaniom empirycznym poddana została struktura kursu, materiały i metody dydaktyczne. Inspiracją tego artykułu stały się efektywność nowych metod badawczych oraz struktura kursu. W celu potwierdzenia danych zostały przeprowadzone wywiady i ankiety.

Studium obrazuje, że w trakcie kursu studenci nabywają podstawy wiedzy z zakresu prawa fińskiego i komparatystyki prawa. Zastosowano zintegrowaną metodę kształcenia (blended learning) zamiast tradycyjnych wykładów, wykładowcy stosowali platformę Moodle. Rezultaty wskazują, że studentom odpowiada taka metoda prowadzenia zajęć. Metoda ta może zostać zastosowana także w kursach o innej tematyce niż tłumaczenie prawne.

Introduction

Finland was recently listed as one of the happiest countries in the world (Willet 2013). It also comes in top as one of the best places to live in (The Economist 2009) and it has been rated as having a leading education system both at the elementary level as demonstrated by PISA scores (PISA 2010) and for lifelong learning (Eurostat 2012). The city of Helsinki has also collected numerous commendations, including being rated as one of the most honest cities in the world (Businessinsider 2013). Due to the afore mentioned international ratings, along with many others, it is common for delegations from other countries to visit Finland in order to carry out benchmarking activities in the hope of improving their own national systems. Of interest is whether the teaching of Finnish into English legal translation can also be seen as an example of good practice or whether there is in fact room for improvement. This paper will examine how Finnish into English legal translation is taught.

Teaching legal translation in Finnish universities has traditionally been problematic. The customary method has included undertaking general and specialized translation courses, a traineeship as well as the completion of a thesis. The traineeships varied in locations: factories, pharmaceutical companies, legal offices, legal translation firms or other companies. This would determine the novice translator's specialization. In 1995, Finland joined the European Union (Europa 2013), and this created a greater need to train Finnish - English legal translators. In 2011, the Finnish patent office began accepting, in addition to Finnish and Swedish, applications in English. This was because of the number of companies that wanted to register their work both nationally and internationally (European IPR Helpdesk, 2013). This naturally increased the need for English translators with a specialty in legal translation. A recent Translation News (2011) article stated:

The Finnish authorities are desperate to find good professional translations experts, who can help translate all their legal documents to the queen's language, and fast. The growing demand for apt professional translations services across the country has only confirmed the fact that Finland need translators and on a priority basis.

In reaction to this need, the translation section of the Department of Modern Languages at the University of Helsinki responded by creating a specialization in legal translation and interpretation for Finnish, Swedish, English, German, Russian and French. This is the first of its kind in Finland. This paper will focus on the Finnish into English component of this specialization.

To-date there is a large amount of research undertaken on legal translation (Sarcevic 1997, 2012, Cao 2007, Alcaraz Varo and Hughes 2002). There is also a fair amount of research on transition training and translation teaching and learning (Gaudadec 2007, Kelly 2005, Kiraly 1997, 2000, Gonzales Davies 2004). However, a problem arises when trying to link the theory to practice in a particular setting.

Education systems and educational cultures vary between nations (See Bruner 1996, Garant 1997), additionally learner proficiency in target languages vary. Recent studies have shown that, generally speaking, Spanish and Italian undergraduates have lower English proficiency than their Finnish equals (ETS 2012, Education First 2011).

This invariably affects how university level translation courses are taught in various counties and educational settings. Therefore, there is a great need for case studies linked to specific educational settings and specific language pairs. At the outset this paper will set the background of the Finnish into English translations courses. It will then go onto present a case study of author's course structure and method for teaching Finnish into English LSP legal translation at the University of Helsinki. Subsequently a discussion of the proposed teaching course will follow. The author will address the following questions: What is the main literature that relates to the topic? How legal translation is taught in at Finnish setting at the University of Helsinki? What makes it Unique? How does one link legal translation background and theory to the classroom?

This paper is situated within the theoretical framework of socio-cultural translations in which translation education is the focus (Garant and Garant 2001, Garant 2009, Garant and Walker 2008, Pym , Slesnger, Jettmorova 2006, Gonzalez Davies 2004, Tennet 2005).

Background and setting

In Finland, legal translation has traditionally been taught by legal translators or lawyers who have no pedagogic training. In both instances their teaching is short lived: the tutor is a third party hired from the outside who teaches the course once or twice, is paid at an hourly rate and then resigns. The institution is subsequently faced with the challenge of finding a new tutor. Interviews with nine (N = 9) of these part-time instructors, including those who have taught law translation in the past, were undertaken as part of empirical research. This included all of the part-time teachers within the department in the last 7 years. Results suggested that they fell into three basic categories with some overlap between their motives. Some stated that they agreed to teach such courses because they thought it would be fun. However, upon realising that it is a time consuming job they resigned. In other cases, translators agreed to teach university courses as a strategy to recruit new personnel for their own translation companies and when they had found their new employees they too resigned. A third group stated that they taught legal translation courses because they hoped it would lead to full-time employment at the university, however if this did not materialize they often found permanent full-time work elsewhere.

This high turnover of staff created great inconsistencies in course content and training programs. The legal translators who taught were usually too busy to produce a good systematic course syllabus and the lawyers were usually there to train lawyers, not legal translators. Therefore, there was a need to produce a way of teaching legal translators for legal translators, not law for lawyers. Further, despite the fact that there is a great need for Finnish into English translators at the moment only two such courses are offered at the University of Helsinki. This creates a shortage of trained personnel for the workplace. A clear gap exists and there is a need to increase the number of these type of courses.

This section will now present a brief overview of English translation students within the setting. Entry into English translation studies at the University of Helsinki is competitive. Generally speaking, the students who are accepted into the department are native speakers of Finnish or Swedish who have studied English as a foreign language formally for 10 years or more. In order to be admitted to the English translation

department, applicants must pass demanding entrance examinations. Furthermore it is expected that applicants have top marks for English in their high school matriculation tests. As such when they enter the English translation department their proficiency in the target language is excellent. This has a major implications: remedial language training for English translation learners is unnecessary and they can begin training for real world tasks very early in their academic careers. This is not the case for Finnish university based translation programs in other languages such as German or Russian where entrance requirements are much lower. Nor, is it true for other countries where university courses are spent teaching language skills. Incoming students generally have a variety of backgrounds. In recent year the department at the University of Helsinki has admitted a number of non-traditional mature students who are over 25 years of age, have work experience in addition to their translation studies. This enriches the student body as the traditional recent upper high school graduates interact with other students who have more life experience. This is quite different from some other educational settings like Russia or Japan where virtually all undergraduates are 21 or less.

Literature review

The author has undertaken a literature review on relevant research related to the teaching of Finnish into English Language Legal Translation in Finnish Universities. The key notions that were researched were *translation teaching* and it was found that there are a number of available sources on legal translation in Finland and abroad as well as on translation teaching and learning. Żrańka (2007), like most studies found, did not directly address teaching but instead discussed English and Polish specialized legal texts and analysed them according to layout, vocabulary, grammatical constructions, style of language and other aspects. For this study, layout vocabulary, style and other aspects are important for teaching. Balabukha (2013) discussed an English Law (LSP) emersion program in the Ukraine. This is an interesting concept and, like in the Ukraine, there are only some English emersion courses in the Finnish setting whereas most courses are conducted in Finnish. Kościałkowska-Okońska (2013) discussed legal translation training and learner expectations. Learner expectorations are also taken into account in the Finnish setting. Other articles and books focus on LSP and legal translation teaching; however they will not be addressed in this paper as they do not deal with Finnish into English translation LSP courses in Finnish tertiary educational settings.

Tiersma and Solan (2012) have presented a large number of legal topics but they spend very little time discussing teaching legal translation. Šarčević (2012) suggests that legal translation is possible but not perfect and students should be aware of this. She points out the growing amount of research and an increase in scholarly publications in the area. These include Šarčević (1997), Cao (2007), and Alcaraz Varo and Hughes (2002). The first chapters of Ciao (2007) are useful as they outline features of legal English and are utilized in the teaching method presented in this paper. Šarčević writes, in connection with parallel legal texts, “While lawyers cannot expect translators to produce parallel texts which are equal in meaning, they do expect them to produce parallel texts which are equal in legal effect. Thus, the translator’s main task is to produce a text that will lead to the same legal effects in practice” (1997, 71). This is

affirmed by Leung (2004). One aspect of teaching translation in the setting described is, locating and identifying appropriate parallel texts. Theoreticians tend to agree (Alcaraz Varo & Hughes 2002) that legal translators need not necessarily be experts of the law but must nevertheless be highly competent in legal conventions of the target and source texts (Šarčević 2001). Therefore, in teaching, one should strive to provide an overview of law rather than try to train lawyers. Experience shows that actual lawyers rarely make good legal translation teachers.

Having given an overview of some of the research related to legal translation in some parts of Europe, legal translation research in Finland will now be addressed. Mattila (2006) addresses comparative legal linguistics and can be used as a theoretical basis for some of the teaching. Koskinen (2000, 2001) examines how legal language in Finland has been affected by the EU and how institutional constraints affect translation. Koskinen (2008) examines how translation works in European institutions. These works are useful for the Finnish translation student because they give Finnish insight into aspects of legal translation. However, they do not address legal translation teaching and learning and as such there is a clear gap in knowledge, which this study hopes to address. Of interest is the method presented by Garant (1997) on understanding English as a foreign language teaching and learning by addressing the educational culture as a whole. In this case, elements of this method have been adapted to Finnish into English LSP translation education.

Much work has been done on professional translation (See Gaudadec 2007) and translation training Kelly (2005). The main objective of this paper is to describe how these theories can be applied in the Finnish setting. Kiraly (1995) and Kussmaul (1995) suggest that a teaching method that utilizes error correction tends to be seen as negative by the learners. This will be investigated. Kelly (2000) stresses the need to build confidence in the learners in order to let them develop into professional translators. How is this put into practice? Garant and Eskelinen (2012) state that the Internet is a key component of classroom translation teaching. How is this manifested in real life? This paper will address the following questions: How legal translation is taught in at Finnish setting at the University of Helsinki? What makes it Unique? How does one link legal translation background and theory to the classroom?

Case: Teaching legal translation

Introducing basic legal concepts and language

The first part of the course in Finnish into English Language for Specific Purposes (LSP) Legal Translation takes place over twelve to fourteen weeks and meets for two hours each session. It is designed for second or third year English translation minors and majors and is worth 3 credits (ETCS). The first stage in the teaching process involves teaching about the legal content. The results of surveys suggest that students know almost nothing about Law as a field, and about legal translation. They are usually unaware of concepts such as the difference between Common Law and Civil Law. Therefore, broad general legal concepts are covered in the opening lectures which include: Common, Civil, Traditional, Religious and Socialist Law; an outline of the European Union, appeals processes and other relevant aspects. Additionally the course includes a study of the classifications of legal English; such as Latin roots (*habeas*

corpus), French roots (*bailiff*), archaic lexis (*witnesseth*) repetition of terms (aid and abet) and other linguistic aspects. The emphasis is on how to identify and classify these and find the appropriate sites on the internet to explain their meaning and integrate them into learner's English legal writing. The plain English trend in legal writing which stresses understandable texts that are not overly legalistic is also discussed. This is similar to the method described by Žračka (2007). Subsequently in the course program, there is an in-depth study of Finnish law and this is undertaken in English.

Garant (1997, 46-49) states that the textbooks and learning materials represent the visible heart of the curriculum. Kelly (2005) recognises this and stresses the need for more research into translation textbooks. The author has also taken note of Stewart (2001) who examined Italian into English translation textbooks in great detail. An analysis of the available textbook is inherently crucial to any research into teaching courses.

A suitable course book in English on Finnish law is *Access to Finnish Law* (Surakka 2005a, 2012). It is designed for teaching an outline of Finnish law in English primarily to business students in Finnish universities of applied sciences. The eighteen chapters of the book cover the basics of all the main areas of Finnish law, both private and public. The book also encourages students to use the Finlex website and explains how to use it. Finlex is an Internet service on legal information, owned by the Finnish Ministry of Justice. It is a public service, available free of charge. On the site students can find the English names for most Finnish Acts as well as translations of legal words and phrases between English and Finnish. Surakka's book is useful, not only for students in international degree programs, but for any expat who wants to understand Finnish legislation and find further resources for Finnish law in English. It is also an excellent source for English translation students. In the University of Helsinki, teaching Finnish into French legal translation, for example, is problematic because of the lack of such a textbook in French. Examples of the textbook will now be presented in order to show what goes on in the teaching in the setting. The topics that are covered by the textbook are listed in Table 1.

Table 1. Law Translation Topics

<ul style="list-style-type: none">• The Roots of Finnish Law• Sources of Law• Translating Legal Texts• Branches of Law• The Finnish Constitution• European Community Law• Legal Personality• Privacy and Equality• Contracts• Adjustment of Contracts• Sale of Goods and Hire-Purchase• Sale of Real Estate• Freedom of Trade• Forms of Enterprise• The Trade Register• Competition• Debt• Interest	<ul style="list-style-type: none">• Collateral• Cheques and Bills of Exchange• Interpretation Contracts• Sale of Consumer Goods.• Damages• Leases• Employment Contracts• Termination and Being Laid-Off• Marriage• Inheritance• Civil Procedure• Procedural Law and Enforcement• Appeals• Criminal Law• State Administration• Local Government• Open Government• Intellectual Property Rights
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Adapted from Surakka (2005b)

Although the topics listed in Table 1 are not exhaustive, they do provide an overview of the field. The traditional teaching methodology includes going over a topic in the book, which, is followed by the students completing a translation exercise related to the material, and then going over it in class. Today, there are increasing discussions regarding a blended learning structure where students watch videos on the Internet and subsequently discuss them in class (Clark 2003). This usually refers to a teaching method where students watch lectures via the Internet outside of class and then come to class and do/go over ‘homework’ related to the lesson in the class. In other words, at home the students watch a video and complete a workbook coupled with an assignment in the form of questions. Afterwards, the learners come to class and discuss the answers. Interaction and discussion rather than teacher fronted lectures are a key component of the teaching and learning in this setting. In order to prevent “free-riders”, the course has a rule: no completed workbook, no admission to class. As such people who do not complete the homework are forced to drop out. The teacher acts as a facilitator during the lessons rather than correcting errors per se. Kiraly explains his social constructivist approach to translator education by saying “Through assessment, teachers construe how students are constructing knowledge, which can help the teachers re-direct their instructional efforts to facilitate those construction processes” (2000, 140). He further adds, “And by the time they graduate, learners must have internalized sufficient self-assessment skills to be able to undertake and complete professional tasks without an omnipotent teacher standing by to provide corrections” (140). This is the kind of empowerment that translation assessment practices should promote.

Surakka (2005a, 2005b) also provides an excellent workbook complete with a key. The key is essential because it provides the correct answers so the instructor does not need to be an expert in law. The instructor facilitates discussions (Kiraly 2000) based on the workbook. It is worth noting that the workbook does not spend very much time going over legal terminology specifically. One example would be:

Example 1:

How would you translate the following expression: "Työsopimuslain 7 luvun 12 §:n 2 kappaleen (momentin) 3 kohta"?

Find the text of chapter 7, section 12, subsection 2, paragraph 3 of the Employment Contracts Act using Finlex. Write the text in Finnish. (Surakka 2005b)

Such questions give the learners a basic knowledge on contrastive Finnish into English legal terminology. It is important that the learners learn about such terminology from the outset, as often they do not have sufficient background knowledge when they begin the course. The workbook spends more time going over legal concepts such as illustrated in Example 2.

Example 2

A child, who is six years of age, buys some candies. They cost 1 euro. Is the agreement binding?

A boy, who is 12 years of age, buys

- a) a CD containing music. Its price is 25 euro, and
- b) a digital camera. Its price is 220 euro.

Are the agreements binding?

(Surakka 2005b)

Here, the learners would look up the correct answers and discuss them in class. As previously stated, course participants are not able to sit in the class unless they have done the homework. Students discuss the concepts and principles which familiarized them with the terminology as well as the basics of Finnish contract law. In the case of Example 2, the contract with the six-year old is binding because of the small amount of money involved. With the twelve-year old, the CD contract is binding but the 220 euro camera depends of the financial situation of the minor's parents. Some children from wealthy families regularly spend sums equal to or above 220 euros without putting a burden on their family, therefore they would not need parental approval. However, for many families, 220 euros is a significant amount for a 12 year old to spend and consultation with the parent would be normal; in this instance the parent could cancel the contract if they do not approve of the purchase.

A third goal of the course is to familiarize the learners with the principles of legal concepts that will help them in their life such as the Finnish laws on inheritance as shown in example 3.

Example 3

INHERITANCE

A and B are spouses and C and D are their children. A dies. The spouses have a reciprocal marriage settlement that covers all their property. A has drawn up a will for the good of The Merciful Cat Friends' Association. The bequest is as much as 50,000 euro. A's property is 80,000 euro and B's property 60,000 euro. The widow does not want to keep possession of the common marital home because she is moving to the nursing home. Distribute the undivided estate.

(Surakka 2005b)

Unlike countries such as the United States, Finnish inheritance law is governed by legislation, which protects the offspring and ensures their right to a certain share of their parent's property in all circumstances. In this case, the offspring are entitled to 50% of parent A's property so he or she cannot bequeath 50,000 euro to the Merciful Cat Friends' Association. Parent A's estate is valued at 80,000 euros, so only 40,000 euro (50%) can go to the organization. The children get the rest but will have to go to court to change the will; this is a simple procedure as it is clearly governed by law. After that, the children split the remaining 40,000 euro equally. Discussing such matters in class strengthens the learner's knowledge of legal terminology and concepts, as well as their writing abilities.

The next major hurdle to cross is where to find parallel texts (Veronis 2000, Somers 1996) that can be used as models for translated texts. Finding Finnish laws that have been translated into English is crucial in designing an effective Finnish into English legal translation course. Eurlex (2013) which provides translation of European Union law is available in Finland as well as other countries. Fortunately, in Finland there is also Finlex (2012), which provide English translations of Finnish legislation. In addition, websites such as the Finnish Parliament (2013) website are also useful. Eskelinen and Garant (2012) state that Finnish translation students use the Internet almost exclusively for their research. A major obstacle in designing effective law translation courses in other languages is the lack of such well-made net-based resources that are common in Finland. During the course, the learners are trained to locate such resources and use them. They do this independently outside of the classroom. They are encouraged to help and share with each other and indeed they do so. In order to do this, they complete the workbook and discuss the answers in class rather than sitting through long lectures that they may deem as boring. That is the point of utilizing the blended learning and reverse classroom strategy in the course.

Short Translation assignments

The second stage of the program consists of identifying elements of legal translation and teaching them in short translation assignments. The first step is identifying and classifying the topics to be covered during the course. They are listed in Table 1. In the first course, learners are put into groups and told to find legal texts and suggest them as translation assignments for the course. This encourages the learners to buy into the course since they participate in the planning. In fall 2013, the students suggested an official bill (proposed law), an unofficial bill (proposed law) made by a citizens public advocacy group, an employment contract for audio-visual translators, a contract from the Finnish Kennel Club, a court case, the Act of Child Welfare, and a disclosure

agreement from a media company about public and private information. From these, the group chose to translate parts of the employment contract for audio-visual translator, the sales contract from the Finnish Kennel Club, and the disclosure agreement from a media company about public and private information. They also chose extracts from the Act of Child Welfare however it was found that the Act has already been translated into English officially and is available on the Internet, as are most Finnish laws. Once they have chosen the writings the learners translated the text and included comments at the end where they described their feelings about the text, what it is like to translate, the resources they used to translate it and other aspects. Comments ranged from 100 to 400 words. The comments show how the learners develop as translators and provide on-going feedback for the instructor.

Long Translation assignments

Stage three of the teaching and learning is done during the second course in Finnish into English Language for Specific Purposes (LSP) Legal Translation and it is taken in the third or fourth year of study. The course is worth 5 credits (ETCS). In this course the group translates a whole case involving wrongful dismissal between a former employee and their former employer. This case was provided by a district court judge and is an excellent example to use for translation. It consists of the complaint, response, meeting minutes, judges notes, preliminary hearing, hearing and judgment. Unlike the first course where a great deal of time is spent covering theoretical concepts and background information, this course is fully a translation course. All theoretical discussions take place in relationship to the case. This course meets seven or eight times for two hours a session every two weeks. This gives the learners more time to complete larger assignments.

Example 4

Compensation for groundless termination of an employment contract

According to subsection 1 of section 2 in chapter 12 of the Employment Contracts Act, an employer that has terminated an employment contract contrary to the grounds laid down in this Act shall be ordered to pay compensation for unjustified termination of the employment contract. According to subsection 2 of section 2 in chapter 12, depending on the reason for terminating the employment relationship, the following factors must be taken into account in determining the amount of compensation: estimated time without employment and estimated loss of earnings, the remaining period of a fixed-term employment contract, the duration of the employment relationship, the employee's age and chances of finding employment corresponding to his or her vocation or education and training, the employer's procedure in terminating the contract, any motive for termination originating in the employee, the general circumstances of the employer and other comparable matters.

Example 4 shows a corrected version of a student submission of an extract of the case in question – the original Finnish is not included because this article is meant for an international audience. The example is included to give an illustration of the level that the students are at and the type of texts used. The example includes the name of an act,

and what it entails. Students submit their translations a week before class. They are then corrected and handed back during the lesson where they are discussed. Following the discussion, course participants correct their translations and re-submit them. At the end of the course, they compile all of their translations into a portfolio that they can then use to present to potential future employers.

The entire case is 47 pages and sections are chosen that are translated and gone over during class sessions. Initial assignments are around 3 pages and they progress to as many as 7 pages. The class meets at two-week intervals in order to allow sufficient time to complete the larger assignments. Translation are completed individually, marked by the instructor and then discussed in class. It is possible for the tutor to mark all the translation because there are usually around 10 students in the course. At this moment in the course layout is covered as is lexis, terminology and overall text construction. Students translate around 25 pages or around 8,500 words in English in all. Using an entire case is an effective way to demonstrate the repetitive nature of court cases. Informal discussions with translation instructors from other setting suggest that they do not translate so much text in their courses. Since the learners receive an entire case, they get a good idea of the extent of translating such a project.

As the assignments come from the same case, the students learn that repetition is the mother of learning. Since the text is an entire case discussing the same subject, there is a great deal of repetition in terminology and content. They find that the text is so repetitive that they can cut, paste and edit large sections as the course progresses. By the end of the course, they are able to translate this type of legal text quite smoothly with very few mistakes. This is the major difference in translating and entire case as opposed to undertaking the translation of a large number of smaller texts from different genres of legal writing, i.e. a contract or an excerpt from a contract, an excerpt from a law or act, an excerpt from a court decision and other text types. A number of smaller translations do not give the learner the ability to become familiar with a certain genre of legal text and the learners tend to make the same mistakes over and over again because each genre or text type has its own peculiarities. Translating an entire case is a better method of allowing the learner to become fully familiar with one type of legal text and do it well by the end of the course. Learner feedback suggests that this method gives them the confidence to try to become legal translators which they generally think is impossible at the beginning of the two courses. It should also be noted that one week at the end of the course is devoted to private tutorials with the students where they discuss their portfolio with the tutor.

Administration and Other Course Components

The learning platform Moodle is used for file management- Moodle is an online course management system that educators can use to create effective online learning sites. All of the course materials are available on the Moodle site and the students use this as the main resource for the course. The assignment return system is also done using Moodle. This facilitates a smooth running of the course as well as allows for the upkeep of clear records. Moodle based chat forums are also used for communication by the instructor and between the students. Online websites such as Finlex (2013) and Eurlex (2013) are used for the core of the online resources as are other websites. Eurlex (2012) is available internationally but many countries do not have a national site like the Finnish Finlex

where most national laws are translated into English. Assignments are distributed via the learning platform and assignments are returned there.

Northcott & Brown (2006) stressed the need for cooperation between LSP teachers and practicing professionals. In order to do this, the course usually arranges visits to the courts, public advocacy firms, the European Commission office, law firms and other potential employers. This familiarized the learners with some of the possible places where they may find jobs in the future. It is common for the students to get work or internships after such visits which, in turn, may lead to careers in legal translation

One key aspect of the course is the interaction and discussion in the classroom. Finnish students have a great ability in using the English Language; they are able to express themselves in English whilst discussing the material in an eloquent, educated and academic manner. The author has used the textbook and work book (discussed afore) in mixed groups of Finnish and Foreign students in English language international business programs at Tampere University of Applied Science and has found that exchange students from countries with lower English proficiency such as Viet Nam, France, Japan and Russia do not have the same level of English as the Finnish students. They do not openly discuss the materials and remain silent in the classes. This suggests they do not always have the proficiency to discuss Finnish Law in English. When they do discuss it, they make language and grammar mistakes that Finnish students usually do not make because of the basic education system and the stringent selection process.

Lastly, the course includes the viewing of real court cases from YouTube, such as Judge Judy and Judge Mathis, so that the students can practice hearing real legal English in an entertaining way while at the same time becoming more familiar with American law and the legal language in addition to their discussions in class.

Conclusion

The traditional methods of teaching, dominated by teacher-fronted lectures coupled with students translating a number of short legal texts, are not immune from critique. As such a new teaching strategy is currently being used at Helsinki University to teach Finnish into English legal translation; it is interwoven with a modern approach to teaching that makes use of up to-date resources such as the Internet and places emphasis on student interaction. This paper examined the course structure, teaching materials and teaching methods with regard to the new course taught at the University. The objective is to illustrate why these methods work and how they can be transcended to different Finnish and even non Finnish settings, in other words this paper hopes to contribute to the discourse on best practices of teaching legal translation. Of interest it was noted that there continues to be a limited amount of empirical research undertaken in this domain, and as such the author would encourage future researchers to contribute to the field.

The described case study of teaching Finnish to English Legal translation included a number of components. At the outset it was described how students acquired the basic concepts of Finnish and comparative law through a teaching methodology that relies on blended learning, the reverse classroom and small group discussions. This methodology breaks away from the traditional teacher-fronted lectures. Wide ranges of topics are covered at this stage (See Table 1) in order to give the student an overview

of Finnish Law. The main stress during this stage of the courses is to teach the learners how to look information up on the Internet so they have the skills to find such information later in their careers.

Subsequently students went onto identify elements of legal translation and were then taught using short translation assignments. Learners were put into groups and told to find legal texts and suggest them as translation assignments for the course. In phase three of the English into Finnish legal translation course, the group translated a whole case involving wrongful dismissal between a former employee and their former employer. As mentioned afore this case was provided by a district court judge and is an excellent example to use for translation. On average students translate around 25 pages in all depending on the year. Through the course the Moodle system is used for file management. The described case study also highlights the importance of company/organisation visits. All in all, survey results indicate that students are satisfied with this course and see it as beneficial. It can be used for benchmarking for legal translation courses in others settings.

This proposed structure can easily be transcended to other settings as it is not culturally sensitive; and although Finland has the advantage of having a wide pool of Internet resources it is envisaged that other countries will catch up with this. The main finding from conducting a study of the afore mentioned teaching approach is that the course is both effective and enjoyable. At the outset many students believe that legal translation is difficult and make numerous mistakes. However, by the end of the two courses, they are able to produce well-written clean translations in English; a task many thought was virtually impossible at the beginning of the course. This is done by focusing on a method the emphasised what the students can do instead of what they cannot do. More time is spent discussing the text and the terminology and other aspects than is error correction. Kiraly (1995) and Kussmaul (1995) suggest that a teaching method that utilizes error correction tends to be seen as negative by the learners. Kelly (2000) stresses the need to build confidence in the learners in order to let them develop into professional translators. Student feedback re-affirms these theories in this setting. These theories have been confirmed in this case study.

The author's research suggests that the method proposed in this paper approach is successful and feedback from the learners has rated it as excellent. There is still room for further research and development into Finnish into English legal translation courses in the setting. That said, perhaps this method of teaching has the potential to be replicated to other language and in other LSP Translation courses.

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