Employers' Contribution to Law Students' Multilingual Communication Skills Training in Remote Mode due to Pandemic Emergency: Pilot Study

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Abstract

The research aims to consider the impact that industry representatives as potential employers might produce on law students' multilingual communication skills training in the remote mode due the unexpected global emergencies. The study explores those multilingual communication skills that can be improved through employers' live inclusion in the remote mode training due to pandemic emergency. The research also investigates those features within the multilingual communication skills training that student might consider relevant through employers' live inclusion in the remote mode training due to emergency. The study uses tests in reading, listening, writing, speaking skills, error-based evaluation of translation and interpreting skills at the start and end of training period, and a questionnaire as research instruments. The investigation rests on mixed methods approach, and integrates a number of methods, including a theoretical analysis of the relevant literature, students' pilot training, descriptive statistics, and interpretation, content-based, cluster and factor analysis for data processing and discussion. The pilot studies results confirm that the consistent and systemic inclusion of industry representatives' live contributions into the multilingual communication skills training in the remote on-line mode can improve law students' skills in reading, listening, writing, speaking, translation and interpreting. Further, the study has proved that students evaluate the employers' regular live inclusion in the on-line remote training positively. They appreciate not only the opportunity to improve their legal language skills but their legal mindset and knowledge within multilingual context, as well. Further the study reveals that the emergency shift to remoted LSP, T&I training with the employers' regular involvement requires managerial solutions tailored for the respective activities.

Keywords: *multilingual communication, non-language students, language for specific purposes, translation and interpreting, remote training, employer's inclusion.*

Introduction

The third Millennium has set forth new contexts and requirements for global development. Within the increasingly multicultural nature of the contemporary world representatives of various industries across the globe are expected to master professional competencies within the multilingual (at least bilingual) framework (Stavans & Lindgren, 2021), possess the skills in the multilingual (bilingual) communication, and knowledge processing for a concrete professional

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domain-related specific purpose (Tönsing & Soto, 2020). This need explains the importance of multilingual education for which scholars and educational policymakers across the world argue (Chen et al., 2020; Razfar, 2021), with particular reference to training multilingual/ bilingual professionals in non-linguistic areas (Tlowane & Foncha, 2020). This stems from the generalized understanding of the fact that multicultural and multilingual individuals form the global social capital (Augustin & Pudelko, 2020). Moreover, scholars point out the positive aspects of the multilingual workplace as it supports creative spirit in the work team (Sun et al., 2021), argue for the multilingual and multicultural philosophy as a strategic tool for organizational competitiveness (Mazhazhate & Mudondo, 2020).

Within the mentioned contexts, researchers underline the importance of real learning employers' inclusion in the design and development of the educational programs (Vuorinen & Mereuta, 2020). Scholars set forth the idea of co-curricular (Martinez et al., 2020) that means employers' participation in the learning curriculum design (skills identification and subject contents) to increase graduate employability (Karim, 2021). Meanwhile, it might seem not sufficient; lately both Academia and Industry focus on pathways to ensure employers' direct interventions in students' training (David et al., 2021). A specific focus is laid on the teaching of a foreign language tailored to a contextualized domain-specific graduate course (Medriano & Bautista, 2020). Scholars assume that employers' talks in foreign languages can enhance students' communicative competence for employability (Singh, 2021).

However, the unprecedented pandemic of COVID 19 has changed the overall way of human lives (Tarman, 2020), led to disruption within accepted forms of collaboration between Academia and Industry, broke the established interactive channels of partnerships due to lockdown, quarantine, isolation and other restrictive measures. Meanwhile universities go on working and supplying graduates to the international multilingual job market. Therefore, the industry inclusion in the multilingual curricula is still a vital issue that becomes even more critical within the pandemic-due disruptions. Regular direct, live contacts with employers are especially crucial for students of those professions that suppose context-tailored solutions, individual approach to clients. Legal professions belong to this field.

Scholars argue that during the COVID-19 the digitalization might help to bridge the gap between academia and industry in terms of more comprehensive tools for the learning content delivery and faster communication and networking (Márquez-Ramos, 2021). Moreover, the role of technology

has been consistently advocated by scholars with regard to different training areas (Tarman et al., 2019). However, we have found no systemic research publications on the ways to consistently include legal industry representatives in the remote training of university students in multilingual communication for specific purposes. Meanwhile we consider it relevant for the universities in general, and for graduate law schools in particular, to focus on ways for employers to contribute to university non-language students' multilingual communication skills development within the current pandemic-due hybrid (on-site and remote) training.

Therefore, the purpose of the present research is to explore the impact that industry representatives as potential employers might produce on law students' multilingual communication skills training in the remote mode due the unexpected global emergencies. The choice of law students relates to the author's academic affiliation.

Research Questions

The present research amas to explore the following research questions:

RQ1: What multilingual communication skills can be improved through employers' live inclusion in the remote mode training due to pandemic emergency? This research question includes the investigation of reading, listening, speaking, writing, translation, and interpreting skills as multilingual communication variables.

RQ 2: What within the multilingual communication skills training do students indicate as relevant through employers' live inclusion in the remote mode training due to pandemic emergency? This research question implies the analysis of the themes that students mention in their answers to the questionnaire on the respective issues.

Theoretical Framework

Multilingual Communication Skills

The concept of multilingual communication skills has been developed and defined within the Common European Framework of Reference for Languages, that first version appeared in 2001 (CEFR, 2001) and specified areas and descriptors for four communicative skills related to reception (reading and listening) and production (writing and speaking) activities in a foreign language. The CEFR updated version (CEFR, 2020) also specified the concept of mediation as a

phenomenon of cross language interaction (CEFR, 2020, p.35, p.90). However, the present research does not use the concept of mediation activities and strategies. Such a limitation stems from the need of for further investigation and clarification of scales to measure the level of students' competence in mediation (Kiddle, 2019). Some practitioners and researchers indicate that "some dimensions of can only be understood in context and they cannot be easily rated on any exonormative scale" (Leung & Jenkins, 2020). The present research follows the critical approach to the concept of mediation descriptors (Schneider, 2020), though the present study fully supports the social importance of the CEFR-based concept of mediation as a skill that learners of foreign languages possess as intermediaries among various interlocutors (North, 2016).

Meanwhile the academic tradition consistently enhances a long- standing theory and practice of translation quality assessment (House, 1997; House, 2015). The present research considered the concept due to a number of reasons. First, the respective theory and practice provide grounds for an explicit and standardized evaluation of the translation assignment from the angle of language use (vocabulary, syntax, morphology, orthography), communicative style and genre (text layout, stylistic devices), and the text processing (facts interpretation, cultural/functional adaptation) (Lommel, 2018; Ronderos et al., 2021; Turner et al., 2010). Second, regarding oral interpreting, the criterion of the appropriate level of information omission was also considered as it is mentioned as a critical one for various formats of interpreting activities (Defrancq & Fantinuoli, 2021; Hale et al., 2021; Wang, 2021). Such an approach was used in the experiment to check the law students in translation and interpreting. The latter activities are considered as part of the legal activities in the multilingual professional settings. Therefore, the reading, listening, writing, speaking, translation and interpreting skills are subject to consistent training and assessment of law students' learning activities at RUDN University in general, and have been assessed and evaluated as variables in the course of the present research.

Employers' Inclusion in the University Curriculum

As far as the academic background for the employers' intervention in the academic curriculum is concerned, the current research acknowledges the negative impact of the pandemic on education in general, and on higher education, in particular, within the overall global socio-economic landscape (Rai et al., 2021). There is a fast-growing number of publications on the COVID-19 impact on higher education target audiences and stakeholders' perceptions and activities, lessons

learned, and solutions offered for recovery and further development. Scholars argue for the importance of collaboration between Academia and Industry during the pandemic through digital tools, use them for research and teaching activities (Márquez-Ramos, 2021). Regarding Legal Industry, scholars acknowledge that lawyers are usually are neutral or even resistant to technology; however, the legal industry accepted the digital turn in profession during the pandemic (Suarez, 2020) to provide access to justice and legal service (Swift et al., 2020). Regarding the educational framework, the task of using simulations instead of real-time activities in clinical legal education is mentioned (Howells, 2020).

We also consider it relevant to rely on the publications that explore angles of cooperation between Academic and Industry. Respective topics are systemically considered in the relevant academic literature and cover a number of fields. First, scholars underline the need for cooperation between Academia and Industry in curriculum development (Parrone & Roaring, 2020). Second, researchers mention the importance of developing the curricula in line with the job market requirements (Köpsén, 2020; Ma et al., 2020), skills, and competences specified by employers (Hernandez, 2021). Next, educators argue for the employers' inclusion in the discipline's syllabus design and planning (Denning-Smith, 2020; Hahn & Pedersen, 2020). Finally, the academic research also explores the general potential of employers' workshops for university students (Ghare & Umarani, 2020; Srivastav et al., 2020).

Regarding the didactic approaches to training, the present study follows those scholars who argue that even the shift to remote mode training due to the health emergency still requires the didactic approaches that center on learners (Butler et al., 2021; Yu & Nadtochiy, 2021), and their needs (Alhadiah, 2021). However, the current publications explore the issues of education equity (Baran & AlZoubi, 2020), content delivery pathways in terms of the learning items, their sequence, presentation mode (Karakaya, 2021), the role of the teacher in the remote training (Rapanta et al., 2020). A Particular attention is paid to the issues of foreign language, translation and interpreting training during remote education due to COVID-19 (Mahyoob, 2020). Furthermore, scholars across countries and continents explore the pedagogy and technology applications to multilingual communication skills (Radić et al., 2021). Attention is also paid to changes in multilingual communication training in the corporate sector (Szabó, 2020). Meanwhile, the Google Scholar engine search with the keywords industry/employer's inclusion/cooperation with Academia during COVDI19/ pandemic/ employers' inclusion in language training in COVID19/ did not produce

any relevant results. Neither publications on legal industry and academia cooperation nor papers on legal employers' engagement in students' multilingual communication for specific purposes training during the current pandemic were found. Thus, it leads to the preliminary conclusion that the present research topic has not been subject for consistent investigation so far.

Methodology

Research Design

The study implemented a descriptive research design for data collection and interpretation at separate stages. Scholars confirm it is a proper choice when the study strives to identify characteristics, features, and trends while no systemic conceptual background exists (Sarka, 2021). We have chosen this approach as it allows us to describe individuals and their variables as they are in nature (Siedlecki, 2020). The literature analysis laid grounds for pilot multilingual communication skills training.

The research design included the university students' training with and without the employers' live contribution in the remote mode. It was organized in two learning streams that were equal in terms of their start level of English mastery and different in terms of employers' consistent live inclusion/not their inclusion in the remote on-line learning. The pilot training covered the period of two years, namely between 2020 and 2021. The pilot training had two rounds. It started in February 2020, when the COVID -19 pandemic broke down. The first training cycle lasted one term from February to June 2020 (spring term). The second training cycle covered the full schooling year (2020-2021, autumn of 2020 and spring term of 2021), to explore the phenomenon under study within a more expended period of time. Each cycle included MA 1st year students.

The study explored multiple variables (reading, listening, writing, speaking, translation and interpreting skills). With regards to the research questions the distribution of the data were checked through the application of descriptive statistics.

It should be underlined that the study was comparative in nature. First, it resulted from the analysis of the students' respective skills which took place within two student learning streams (with and without employers' regular participation). The percentages of the variables characterizing the sample in relation to the features that distinguish two learning streams were counted. Second, the comparative approach was used to analyze the data on variables regarding these streams at the beginning and the end of the training period were compared.

The questionnaire was offered to students who were part of the learning stream that included the systemic inclusion of the employers' live interventions in the course. Their replies were subject to statistical processing, additional comments were subject to coding-based thematic content analysis.

Sample

The pilot training covered the period of two years, namely between 2020 and 2021. Totally 231 students were part of the research sample. The research was conducted at the RUDN University Law Institute for the students who started their first year of Master course in Law. The teachers held the university degrees in English Language teaching and completed CPD courses in Law. Each year the students were divided into two learning streams. In each stream there were four learning groups. There were 14-15 students in each group with a similar gender distribution, and age (21- 24 years old). During the first cycle of experimental (2020 spring term) 58 students of the 1st year MA course in Law formed four groups of pilot training and other 53 students were members of the traditional training without the employers' consistent live inclusion. During the second cycle of the experiment (autumn term of 2020 and spring term of 2021) 64 students took part in the pilot raining with the employers' live intervention in the remote training, and 56 students were subject to the traditional training without employers' during the academic year of 2020- 2021. Totally, 122 students were subject to pilot training, and 109 students followed the traditional remote learning without employers' engagement.

Regarding the above-mentioned total number of the research sample (231), the students had either previous learning experience from a Moscow-based university (49%), or came from different Russian regions (31%), as well as from Asian (16%) and European countries (4%). The regional component was taken into account as scholars agree that it might affect students' perception (Filipova et al., 2021; Hawley et al., 2021). The leaners also varied in terms of their language mastery level, and work experience 66%) / no work experience (34%). The participants completed a BA course in Jurisprudence. Among other subjects, it included General English during their first year of studies (average class work workload amounts to 144 hours) and background Legal English during their second year at university (average class work workload amounts to 144 hours). It should be mentioned that at previous stages of secondary education students do not have

mandatory exams in English for their general certificate. Therefore, their start level of English when they enroll in the University Law School is not high.

The groups in both streams were organized in such a way that at the experiment training start in each stream there was the same distribution of the students in terms of their language mastery level. It should be mentioned that that the at the start of the first cycle student of both streams have already passed the first (autumn) semester of the 2019-2020 schooling year, therefore, their placement profile indicates higher scores in General and Legal English skills, in comparison with the level of students who started the MA course next September of 2020 and concluded in June 2021 (see Table 1).

Table 1

The placement profile of English level of 1th year MA non-language students who were subject to traditional and experimental training during the spring term (February-June) of 2020 and academic year of 2020-2021 (author's data)

CEFR level	Percentage of students (111 students in total) in each stream (58 in pilot and 53 in traditional training) at the start of the second term (February- June 2020) of 2019-2020 schooling year	Percentage of students (120 students in total) in each stream (64 in pilot and 56 in traditional training) at the start of the schooling year (2020-21)
B2	14%	10%
B1+	14%	10%
B1	45%	50%
A2+	20%	30%

Training Materials

The first stream of four learning groups used a traditional textbook of legal English and, therefore, is called a traditional learning stream in this paper. The second stream combined this traditional material with the on-line webinars held by legal industry representatives and subsequent addition assignments and therefore, is called an experimental training stream that was subject to the pilot training with employers' live contribution to the remote on-line training.

The traditional training used the traditional textbook Professional English in Use: Law by Gillian D. Brown and Sally Rice from Cambridge University Press

https://www.cambridge.org/sv/cambridgeenglish/catalog/business-professional-and-vocational/professional-english-use-law/resources)

The course comprises the units in line with the major branches of law, includes the following items:

-reading and comprehension assignment (the text data was also used for and translation and interpreting tasks),

-language exercises (complete the definitions, match the concepts and descriptions, complete the sentences, etc.),

-writing assignment to simulate lawyers' professional activities, namely compiling a letter to a client, claim, etc.),

- creative speaking/writing/discussion assignment based on some on-line legal source.

Each module accounted on four academic contact hours and the same time for learners' self-preparation.

The pilot training rested on the same teaching toolkit. However, each textbook unit was supported by 20-40 minutes of on-line oral contribution of the English-speaking professionals from the field of Law. They represented either RUDN Law Institute alumni who worked in a multilingual internationally oriented legal companies/departments or were speakers of open access free webinars delivered by English-speaking legal professionals through the platform Eventbrite (https://www.eventbrite.com/d/online/law/). The representatives from the legal industry were invited/on-line webinars were offered to students for registration and attendance in line with both speakers' professional expertise and the topic of the learning toolkit module.

Regarding the pilot training with employers' regular live inclusion students of the respective learning stream had additional tasks to sum up in English the information, provided by the speaker, to create a dossier of the case/ situation/ legal area that was subject to consideration in the webinar. The dossier was supposed to include the list of background legislation and relevant legal documents, affiliated personalities, precedents if any, comparative commentary of legal solutions within EU/UK/Russian legal environment, translation of the most relevant pieces of information (limit to 2000 characters), and English-Russian bilingual glossary of relevant terminology. The students of each pilot training group were supposed to work in mini project groups to fulfill the above assignments and submit them to the teacher for evaluation prior to the following on-line

lesson at which brief 5-minute presentations were made by students in each group of the experimental learning stream.

Both learning stream had the same learning workload.

Instruments

The study used the tests for multilingual communication skills (reading, listening, writing, speaking in legal English), error-based assessment of legal translation and interpreting activities, and a close-ended questionnaire. The mentioned instruments are traditionally applied in the research in teaching foreign languages (Atmowardoyo, 2018), translation and interpreting skills (Laviosa, 2008).

The tests have a solid long-standing reputation as a standardized reliable research tool for the functional approach to language skills assessment (Lado, 1961) and have been systemically used in the dynamic assessment in contexts of foreign language skills training (Gilani et al., 2021). The tests and error-based assessment procedures grounded on the scoring system thought the coordination of assessment grades, adopted at RUDN University, see Table 2.

Table 2

Coordination of assessment grades (officially adopted at RUDN University, in line with international and international standards)

Traditional mark	Scores under 100-score system	European Transfer Credit System mark (ETCS)
Excellent	95-100	A
Excellent	86-94	B
Good	69-85	C
Satisfactory	61-68	D
Satisfactory	51-60	E
Bad	0-51	F

The present research tested reading and listening skills in the multiple-choice format to consider and evaluate the exactness of the information comprehension by the learners. The separate testing procedures in each kind of activities as variables characterizing multilingual communication were conducted. The materials for the test were in line with the legal content and language materials that students learnt at the moment of testing. The tests in reading offered students a legal text of

about 5400 characters. The test included 25 items with four statements in each one, only one statement went in line with the text content. The tests on listening provided a 5-minute monologue of an English-speaking lawyer. The test included 25 items with four statements in each one, only one statement went in line with the text content. The evaluation of writing and speaking activities was based on rubrics and considered lexical, syntactical, morphological, stylistic errors, the text coherence, logic structure, reasoning, conclusion, and layout (for written production). The test in writing included the assignment to write an explanatory essay with 500-600 words on the suggested question related to the theme of the course under study. The test in speaking included the task for the student to arrange a monologue on the specifics of the legal theme under consideration. The monologue length was limited to 5 minutes.

Depending on the number of the correct replies (four scores for each correct answer) the assessment in reading and listening tests followed the following criteria (see Table 3):

Table 3

Criteria for the assessment of the tests in reading and listening (officially adopted by the Law Institute Academic Board by the author's initiative as of the head of the Law Institute Foreign Language Department for the course on Multilingual communication for law students in line with the RUDN- adopted coordination of traditional, ETCS, and score-counted grades)

Traditional and European Transfer Credit System Mark	Scores under 100-score system	Quantity of items with the admitted number of incorrect choices of 4-option statements in each item
Excellent (A)	95-100	One item out of 25 with incorrect choice of the statement
Excellent (B)	86-94	Up to three items out of 25 with incorrect choice of the statement
Good (C)	69-85	Up to five items out of 25 with incorrect choice of the statement
Satisfactory (D)	61-68	Up to seven items out of 25 with incorrect choice of the statement
Satisfactory (E)	51-60	Up to ten items out of 25 with incorrect choice of the statement
Bad (F)	0-51	Over ten items out of 25 with incorrect choice of the statement

The tests in writing (analytical essay, 500-600 words) and in speaking (student's monologue some five minutes) were based on the evaluation of errors and their quantity, supposed the following marks and their criteria (see Table 4):

Table 4

Criteria for the assessment of the tests in reading and listening (officially adopted by the Law Institute Academic Board by the author's initiative as of the head of the Law Institute Foreign Language Department for the course on Multilingual communication for law students in line with the RUDN- adopted coordination of traditional, ETCS, and score-counted grades)

Traditional and European Transfer Credit System Mark	Scores under 100-score system	Types and quantity of errors in the written/spoken assignment
Excellent (A)	95-100	no lexical, syntactical, morphological errors, maximum two stylistic/layout errors (for written task only)/ the text coherence, logic, and reasoning, explicitly expressed in the language structures)
Excellent (B)	86-94	no lexical, syntactical, morphological errors, maximum four stylistic/ layout errors (for written task only)/ the text coherence, logic, and reasoning, explicitly expressed in the language structures)
Good (C)	69-85	possibly two vocabulary/one grammar and no more than four errors in style layout errors (for written task only)/ the text coherence, logic, and reasoning, explicitly expressed in the language structures)
Satisfactory (D)	61-68	possibly two vocabulary/two grammar and no more than four errors in style layout errors (for written task only)/ the text coherence, logic, and reasoning, explicitly expressed in the language structures)
Satisfactory (E)	51-60	over ten errors of different types in total (in total, see the description of possible combinations above).
Bad (F)	0-51	over twelve errors of different types in total (in total, see the description of possible combinations above).

The students got their marks as the consolidated scores for the above-mentioned skills performance. Error-based assessment in translation and interpreting (T&I) products testing is accepted by professionals as an explicit form of quality assessment (Lado, 1961; Akki, & Larouz, 2021). The present research follows those scholars who confirm the importance to identify the information, lexical, syntactical, morphological, stylistic errors, the requirement to evaluate the skills in arranging the text layout in line with the target language genre and communicative culture,

the critical need to assess the scope and factual fidelity in the information rendering (Fredholm, 2020).

The students' translation skills assessment supposed the following marks and their criteria (see Table 5):

Table 5

Criteria for translation skills assessment (officially adopted by the Law Institute Academic Board by the author's initiative as of the head of the Law Institute Foreign Language Department for the course on Multilingual communication for law students in line with the RUDN- adopted coordination of traditional, ETCS, and score-counted grades)

Traditional and European Transfer Credit System Mark	Scores under 100-score system	Types and quantity of errors in the translation assignment
Excellent (A)	95-100	no information errors, no vocabulary, grammar errors; possible errors in style, text coherence and layout (totally no more than two errors)
Excellent (B)	86-94	the same as above regarding the types of errors, however, some errors in style, text coherence and layout (totally no more than four errors).
Good (C)	69-85	possibly two vocabulary/one grammar and no more than four errors in style, the text coherence and layout
Satisfactory (D)	61-68	one error regarding the information, no more than six errors of other types
Satisfactory (E)	51-60	two errors regarding the information, no more than six errors of other type
Bad (F)	0-51	two or more errors regarding the information, over six errors of other type.

The students' interpreting skills assessment supposed the following marks and their criteria (see Table 6):

Table 6

Criteria for interpreting skills assessment (officially adopted by the Law Institute Academic Board by the author's initiative as of the head of the Law Institute Foreign Language Department for the course on Multilingual communication for law students in line with the RUDN- adopted coordination of traditional, ETCS, and score-counted grades)

Traditional and European Transfer Credit System Mark	Scores under 100-score system	Types and quantity of errors in the interpreting assignment
Excellent (A)	95-100	90% of information scope reproduction achieved; no vocabulary and grammar errors; possible errors in style, text coherence and layout (totally no more than two errors)
Excellent (B)	86-94	90% of information scope reproduction achieved; no vocabulary and grammar errors; possible errors in style, text coherence and layout (totally no more than four errors).
Good (C)	69-85	80% of information scope reproduction achieved; possibly two vocabulary/one grammar and no more than four errors in style, the text coherence and layout
Satisfactory (D)	61-68	70% of information scope reproduction achieved; no more than six errors of other types
Satisfactory (E)	51-60	60% of information scope reproduction achieved; no more than six errors of other type
Bad (F)	0-51	60% of information or less reproduced; over six errors of other type

The students' skills in translation and interpreting were evaluated within the above-mentioned performance items, and the scores for each item were summarized for the total assessment rating for the respective learning activity.

The study also used a close-ended questionnaire to identify students' perceptions regarding those features of multilingual communication skills that students indicate as relevant through employers' live inclusion in the remote mode training due to pandemic emergency. Scholars indicate a specific potential of such a format of the questionnaire for the pilot studies to measure attitudes and identify major topics modelling and clustering tendencies (Baburajan et al., 2020).

Therefore, a questionnaire was offered to the students of the pilot training. Fist they were asked to reply to Yes/ No questions, and further to provide their Why? comments on the following items:

-Did the inclusion of the employers' contributions were useful (yes/no, why?)

-Why these contributions were useful?

-Why these contributions were not useful?

-Would you prefer to have such contributions in the curriculum in the future (yes/no, why?)

-Was your knowledge of jurisprudence enough to understand the speaker(s)? (yes/no, why?)

- Was your level of English enough to understand the speaker(s)? (yes/no, why?).

As the list shows, the close-ended questionnaire left room for the respondents to express their personal comments through free comments to why? subpart that was arranged separately.

Data Collection

The data collection included the aggregation of the results of the assessment based on tests and error analysis within assessment of each student's performance in the traditional and pilot training streams, regarding the students' skills in reading, listening, writing speaking, translation and interpreting. The data were collected and analyzed separately at the commencement and the end of the training term. Therefore, the students of both streams were subject to comparative testing, on the grounds of their passing the materials of the first and last modules of the background textbook that was identical for both learning streams. The students of both streams were tested on the same materials on reading, listening, writing, speaking, translation and interpreting. The testing procedure at the start and end of the schooling semester is a mandatory activity within all the course syllabi at the Law Institute foreign languages department. The testing is implemented in each learning group of 14-15 students by the teacher who delivers the course in the respective group. The testing and scoring procedure are implemented through the University digital learning management system (RUDN LMS "ТУИС", https://esystem.rudn.ru/) that allows each teacher to upload the multiple-choice tests, and each student, to upload his/her written assignments. The system automatically provides the details of each student' scores and aggregates them in a digital form. For the writing and translation activities the system allows the tester to upload the testing material to obtain the material from each student, to score the works and mirror these scores in the digital forms for academic progress sheets. Regarding the oral activities the video recording tool of the Microsoft Teams was used as it was officially established at the University as the learning platform during remote on-line learning. Regarding the oral testing in speaking and interpreting the teacher of each group conducts the assessment according to the above- described evaluation criteria, and fills in the digital forms with the scores and respective marks for each testing assignment in the University LMS "ТУИС" connected with the university use of Microsoft tools (Teams, Forms, Excel, One Drive, etc.). The data identify students' academic progress in this system by their student identity card numbers. The staff of each department has the access only to the data on students who are trained by the respective department. The author aggregated the data

about each student's academic progress into the SPSS. The data provided the link between each student identity (student card number, no visible names and surnames) and his/her multilingual communication skills mastery regarding the six skills under study.

Further the questionnaire was offered to the students of the pilot training stream at their end of their training period after they passed the assessment procedure. The students were allowed to keep their replies anonymous. Although they did not use this permission, and agreed for the purpose of the research to mention their region origin, gender, work experience. They just asked not to reveal their data beyond the analysis within the Department. The mentioned items of the personal data points were considered as distinctive features for factors that could form the theme and respective clusters of students' perceptions of employers' live inclusion in the training. Due to the little (age) or no difference (the same law education level), the respective characteristics were not considered as distinctive features for the mentioned factors. First, the students replied to closed Yes/No questions in a separate questionnaire form uploaded through the MT Forms that automatically calculated the replies. Further the respondents were asked to provide their comments to Why? subpart through a link to a separate electronic form for textual comments within MT One Drive tool. The author aggregated the data of students Yes/No replies through the University LMS and the Microsoft tools into the SPSS, and the data of students' textual comments into the QDA Miner Lite (https://qda-miner-lite.software.informer.com). Due to the above-underlined coordination of the tools the systems allowed to match the replies and students' socially distinctive features and multilingual communication skills levels.

Data Analysis

The data analysis rested on the interpretative description approach that scholars use to specify emerging tendencies and perceptions within new developing contexts (Gariepy, 2021).The first stage included the literature analysis to shape the conceptual research framework that revealed the major concepts, approaches to their nature understanding, and current gaps in the academic studies in relation to the research topic. The next stage included the aggregation by the author of the data filed up by the teachers in the course of the officially adopted in the university procedure regarding the documentation about students' academic performance, and their scores for learning activities at the start and the end of the training period under observation. At the end of each training period the author provided the processing of the above data through the descriptive statistics and

descriptive interpretation of the aggregated data. Further, at the end of each training round the author conducted the questionnaire. The percentage of Yes/No questions was counted. Next the data from the questionnaire with Why? subpart were analyzed through the content-based analysis. These replies were subject to the coding within the conventional content analysis. It is traditionally used by the inducive pilot studies in an educational phenomenon when the literature data is limited (Hsieh & Shannon, 2005). This analysis has proved its efficiency in the period of studies during the COVID-19 emergency (Lovrić et al., 2020) when new trends in perceptions, behavior and activities appear. It should be mentioned that the both manual and computer-based thematic content analysis has been traditionally used as the analysis based on word co-occurrence and frequency across the texts makes it possible to build the hierarchy that reveal emerging trends within a particular phenomenon or field of studies.

This stage of analysis rested on the thematic codes that derived from the data and were cross-checked during manual and computer-based coding conducted by the author during the period of July-August 2020 and July- Mid August 2021. The coded data were used for further cluster and factor analysis to unite similar responses into clusters. Scholars underline that the cluster analysis is useful valuable in the studies of the human population opinions and perceptions, their grouping into major domains of research knowledge (Tao et al., 2020), and acknowledge that cluster analysis is increasingly useful helpful to reveal groups' specifics through the identification of those particular features (factors) that characterize such groups (Crowther et al., 2021). The author bears in mind the accepted academic statement that factor and cluster analyses represent different multivariate procedures, though, in a complementary fashion use, they can mutually enhance the interpretation of results (Gorman & Primavera, 1983). Statistical significance of the student groups with different opinions was scrutinized, and the correlation coefficient was taken into account to measure the association between students' features and factors that formed the clusters of the sample opinions.

Results

This section introduces the data in line with the research questions. First, the section starts with the data on the analysis of students' Multilingual communication skills that can be improved through employers' live inclusion in the remote mode training due to pandemic emergency. Further, the section focuses on the features of multilingual communication skills training that

students indicate as relevant through employers' live inclusion in the remote mode training due to pandemic emergency

Multilingual Communication Skills that Can Be Improved through Employers' Live Inclusion in the Remote Mode Training due to Pandemic Emergency

As it was mentioned earlier in the article, the multilingual communicative skills were considered as an integrated phenomenon whose construct is represented and materialized through a number of variables, namely reading, listening, speaking, writing, translation and interpreting skills. The development of these variables (identified in line with CEFR 2020 and T&I theory) of the law students' multilingual communicative competency was subject to assessment during each academic year. To this end, the scores that students got for each type of communicative activity within each module of the course were documented and compared. Figure 1 provides comparative data of the experimental stream members' average scores for the first module (dark blue) and the final module (light blue).
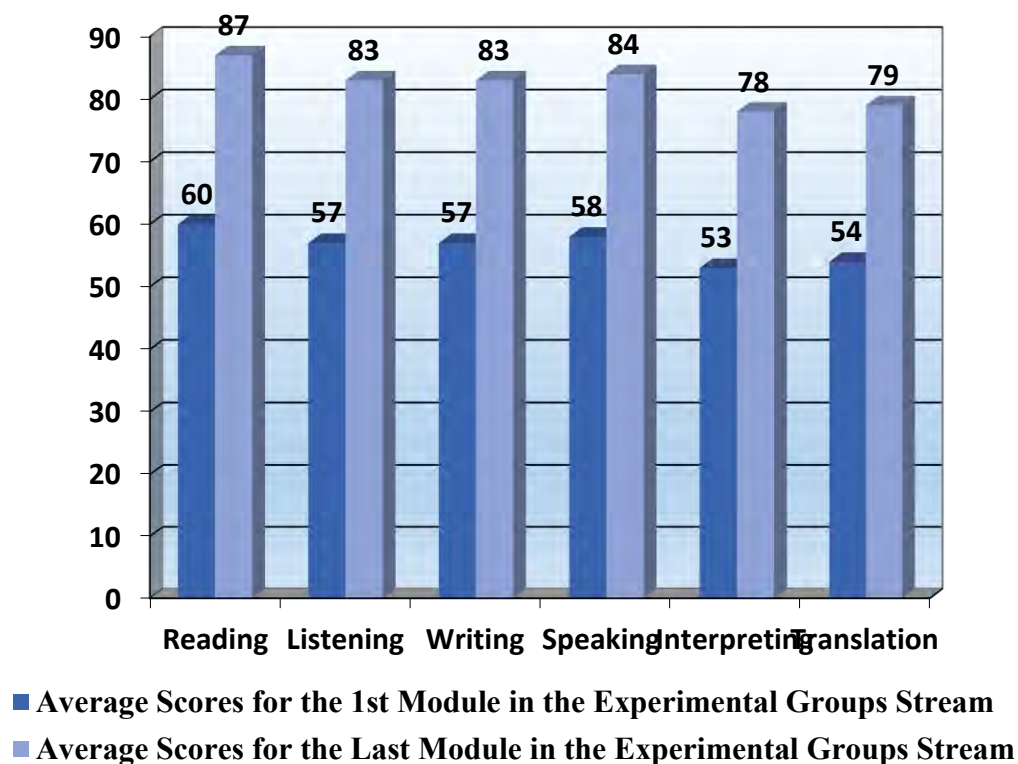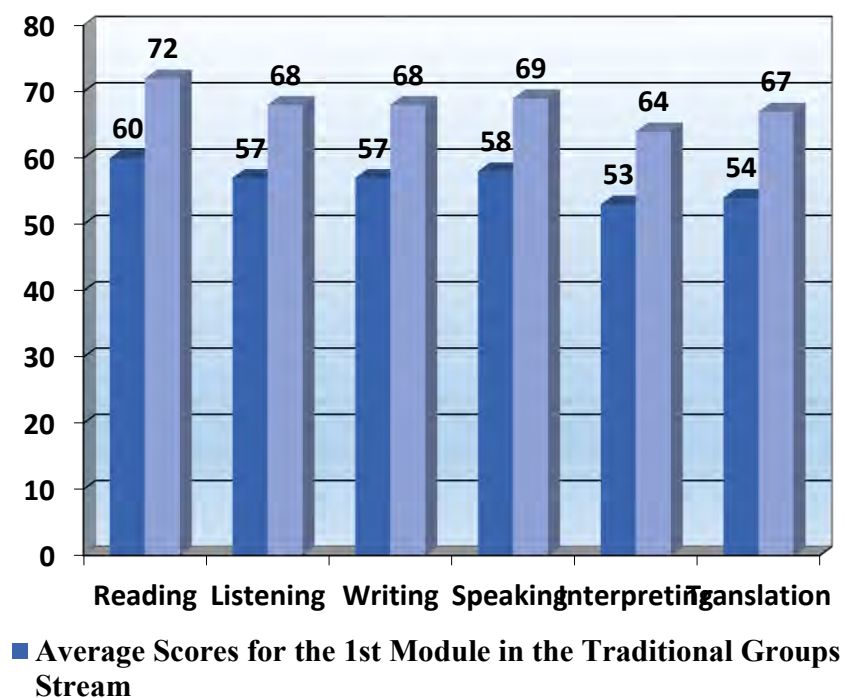

Figure 1. Experimental stream members' average scores for the first and the final module of the year- long legal English course (author's data for the period of two academic years)

The data shows that the average figures for the students' progress cover all the components of the training in the language and multilingual communication (translation and interpreting) competency and increase on average by 25,8% during an academic year. It should be underlined that since the start of the pilot training the reading skills got the highest scores both at the beginning and at the end of training (60⇒87). The skills in listening, writing, and speaking take the second turn both at the start and end of training in terms of the awarded scores (57/58⇒ 83/84). The skills in interpreting and translation take the third position in terms of the competence (53/54⇒78/79).

These figures show more progress in a "pure" Legal English language that in multilingual communication (interpreting and translation).

The result of the statistical processing of the tests data reveals that the situation with the academic progress differs as far as the traditional learning stream is concerned.

Figure 2. Traditional stream members' average scores for the first and the final module of the year- long Legal English course (author's data for the period of two academic years).

As it was mentioned earlier, at the start of the training students of both learning streams had similar language background. The data the traditional learning stream students' academic performance

shows that the average figures for the students' progress also cover all the components of the training in the language, translation and interpreting competency. However, the skills development is less fast, scores for the communication activities and increase on average by 11.2% during an academic year. So, the dynamics of the communicative skills development in the traditional learning stream is roughly 50% slower than in the pilot training group (25,8%).

It should be underlined that the data reveals a similar tendency in terms of the difference among the features of the progress in development of various speech skills. Since the start of the traditional training the reading skills got the highest scores both at the beginning and at the end of training (60⇒72). The skills in listening, writing, and speaking take the second turn both at the start and end of training in terms of the awarded scores (57/58⇒68/69). The skills in interpreting and translation take the third position in terms of the competence (53/54⇒64/67). These figures show more progress in a "pure" Legal English language that in multilingual communication (interpreting and translation).

In general, the statistical data shows that the students of experimental groups' stream showed a higher level of academic progress in the course of their studies that differed from the traditional stream by the inclusion of the live contributions provided by legal industry representatives within the on-line class format.

We also conducted a General English test (PET general, n/d) to explore the percentage of students with CEFR levels in every stream. The data is aggregated in Table 3. The figures lead to the conclusion that the inclusion in the curriculum of the live contributions from the legal industry representatives helps to improve General English skills, as well. Earlier in the Sample section we mentioned that the start level of students who were subject to comparative analysis of the communication skills development. Thus, Table 3. shows the data on the English placement test at the start of the experiment in the mid of the schooling year when the pandemic started (February 2020, second spring term) in the table second column. The differences in the students' academic progress regarding the traditional and experimental training streams regarding one term period are shown in columns three and four of Table 7.

Table 7

Percentage of students with different CEFR levels in traditional and experimental groups streams at the end of pilot training (author's data for the period of February-June 2020 academic years)

CEFR level	Percentage of students in each stream (58 in pilot and 53 in traditional training) at the start of the second term (February- June 2020) of 2019-2020 schooling year	Percentage of students in traditional groups stream (totally 58 students of the 1st year MA course in Law) at the end of the second term (February- June 2020) of 2019-2020 schooling year	Percentage of students in experimental groups stream (totally 53 students of the 1st year MA course in Law) at the end of the second term (February- June 2020) of 2019-2020 schooling year
B2	14%	19%	26%
B1+	14%	27%	49%
B1	45%	40%	25%
A2+	20%	14%	-

Further, Table 8 shows the data on the English placement test at the start of the experiment at the beginning of the 2020-2021 schooling year (when the pandemic and remote training went on) in the table second column. The differences in the students' academic progress regarding the traditional and experimental training streams are shown in columns three and four of Table 8.

Table 8

Percentage of students with different CEFR levels in traditional and experimental groups streams at the end of pilot training (author's data for the period of 2020-2021 academic year)

CEFR level	Percentage of students in each stream (64 in pilot and 56 in traditional training) at the start of the schooling year (2020-21)	Percentage of students in traditional groups stream ((totally 64 students of the 1st year MA course in Law) at the end of the schooling year (2020-2021)	Percentage of students in experimental groups stream (totally 56 students of the 1st year MA course in Law) at the end of the schooling year (2020-2021)
B2	10%	19%	28%
B1+	10%	29%	62%
B1	50%	42%	10%
A2+	30%	10%	-

However, if to compare the figures in columns three and four of Table 3 and Table 4, similar tendency becomes obvious. The experimental learning steams have more students with B2 (26 % in 2020 and 28 % in 2021), B1+ (49% in 2020 and 62% in 2021), few students with B1 level (25% in 2020 and 10 % in 2021), and   do not have any students with A2+ level at the end of the experimental training. Meanwhile, the traditional learning steams have fewer students with B2 (19 % in 2020 and 2021), B1+ (29% in 2020 and 29% in 2021), twice as more students with B1 level (40% in 2020 and 42 % in 2021), and   have any students with A2+ level (14% in 2020 and 10%

in 2021) at the end of the experimental training. Therefore, the data reveals that experimental training made it possible to reach a more balanced and homogenous composition of learning groups in terms of their students' language mastery levels

Features of Multilingual Communication Skills Training those Students Indicate as Relevant through Employers' Live Inclusion in the Remote Mode Training due to Pandemic Emergency

It was mentioned earlier that the students of the of the pilot training stream were subject to the questionnaire at the end of the pilot course with the employers' regular inclusion in the academic course implementation. The students expressed their opinions on the experience of training with the employers' live inclusion and commented on their own ability to understand the speakers from the angles of legal and language knowledge.

Table 9 shows the percentage of the respondents replies to Yes/No questions, Table 10 specifies the major themes which emerged in the course of students' replies to thematic content analysis.

Table 9

Percentage of the respondents' replies to the questionnaire items (author's data for the period of two academic years)

Question	% of the respondents' replies (totally 122 respondents)
Did the inclusion of the employers' contributions were useful?	100% of respondents replied positively and provided free style comments, their themes were specified in the course of the content analysis, the results are shown in table 10
Would you prefer to have such contributions in the curriculum in the future	100% of respondents replied positively
Was your knowledge of jurisprudence enough to understand the speaker(s)?	34% of the respondents mentioned it was not enough and provided free style comments, their themes were specified in the course of the content analysis, the results are shown in table 10
Was your level of English enough to understand the speaker(s)?	29% the respondents mentioned it was not enough and provided free style comments, their themes were specified in the course of the content analysis, the results are shown in table 10

The above data confirms that 100% of students from the pilot groups' stream evaluated the employers' live contributions in a positive way. However, about 30% of the students mentioned the lack in legal knowledge (34%) or the lack of the English Language mastery (29%). Moreover, the subpart of the questionnaire procedure included students' comments on the employers' regular

inclusion in the remote online training of multilingual communication skills. Students' free style comments shed additional light on their perceptions' specifics, as the answers' content-based analysis made it possible to identify the major themes that indicate as relevant through employers' live inclusion in the remote mode training on multilingual communication skills training, see Table 10.

Table 10

Themes of students' opinions (author's data for the period of two academic years)

Index	Theme	N of respondents who mentioned the theme (total N=122)	% of those whose opinions mentioned these theme
1	Improvement of legal knowledge structuring and processing	120	98,4%
2	Improvement of legal knowledge within international framework	118	96,7%
3	Improvement of legal knowledge with reference to a particular branch	116	95,1%
4	Support in future career orientation and choice	113	92,6%
5	Improvement of Legal English	122	100%
6	Development of skills in written English-Russian communication in legal field	107	86,8%
7	Development of skills in oral English-Russian communication in legal field	93	76%
8	Difficulties to understand the speaker due to lack of legal knowledge	42	34,4%
9	Difficulties to understand the speaker due to lack of legal English mastery	35	28,6%

The thematic analysis revealed that the 120 (98,4%) respondents mentioned a number of factors regarding the first theme. The first factor referred to target audiences' deeper and coordinated understanding of the legal system (0,984), mentioned by 98% of the respondents. 2nd factor concerned students' enhanced awareness of legal systems across the world (0, 984), mentioned by 98% of the experimental stream members.

The second theme introduced the s vision of 118 students (96,7%) legal knowledge within an international framework. First factor identified the importance for students to be able to use the comparative approach (0,967), mentioned in 96,7% of replies). 2nd focused on the opportunity to identify national legal culture specifics of other countries with reference to Russian Jurisprudence (0, 964), mentioned in 96 % of replies.

The third theme specified target audiences for whom the data in a foreign language (English) on a particular legal branch specifically mattered. 1st factor referred to different legal branches' specifics (0, 951), cited by 95,1 % of respondents (N=116). 2nd factor covered legal procedures specifics with reference to a particular branch (0, 949), cited by 95% of respondents (N=115).

The fourth theme revealed students' interest in the choice of the field of law as a future profession. 1st factor identified students' aspiration to decide on this before graduation, students mentioned that the employers' contributions helped them to choose/ think of a particular legal field (0, 926) mentioned by 92,6 % of the participants (N-113).

The fifth theme confirmed that the students themselves realized their progress in Legal English.1st factor mentioned students' improvement in legal vocabulary (0, 997), in legal text understanding (0,997), writing (0,996), structuring and producing (0,995), with overall mentions of these points in 100% of the replies (N=122).

The sixth theme concerned the development of students' (N=107) skills in written English-Russian communication. 1st factor referred to the students' improved capacity in building correct sentences (0,865), reported in 86% of the replies. 2nd factor covered students' improved capacity providing correct text layout (0, 874), reported in 87% of the replies.

The seventh theme concerned the development of students' skills in oral English-Russian communication. 1st factor referred to the students' enhanced ability to arrange grammatically correct sentences (grammatically correct, with no essential information omissions) within two-language oral communication (0,759), reported in 76% of the replies. 2nd factor referred to students' progress in structuring sentences with no essential information omissions (0, 758), reported in 76% of the replies.

The clusters that formed the above-mentioned themes percentage were not sensitive to any features characterizing students' sample (p>0, 01).

The eighth theme covered the replies of those students(N=42) who complained about the lack of required Legal Knowledge. They mentioned they had not studied the topics of the speakers' live contributions before in the BA course on Jurisprudence (0, 343). The respective cluster percentage was sensitive to the students' professional experience (p<0,0001), the students who did not have work experience (34%) mentioned the point.

The ninth theme was formed by the replies of those respondents (N=35) who lacked the required level of Legal English. 1st factor referred to the lack of legal terminology mastery (0,294), 2nd

factor was mentioned with regard to the ability to understand an oral speech in English (0,292). The respective cluster percentage was sensitive to the students' level of language mastery (p<0,0001). Students with B1 level (at the end of the training period) mentioned the factor.

Students' replies to the open-ended questionnaire reveal that the academic discipline on multilingual communication for legal purposes traditionally considered as part of module on foreign language in the curriculum for non-language (legal) degree program can contribute to both language and non-language degree-related knowledge in line with the major academic specialty.

Discussion

The above data confirms that employers' live inclusion in the remote mode training due to emergency issues contributes to improving all the multilingual communication skills, namely reading, listening, writing, speaking, translation and interpreting. The clear difference in scores of students from traditional and pilot training speaks for itself. Moreover, the study reveals that there is a balanced development of all the skills in the course of training. However, the reading skills are improved most intensively. We consider that it happens due to the student's need to faster search for and read additional information (to understand the invited speakers' ideas and facts). The listening, writing, and speaking skills take the second position in the skills development scale as skills for foreign language production activities develop not so fast. It should be noted that such findings do not contradict previous studies that underline on the importance of the employers' inclusion in the academic curriculum and the need of to design the university curricula from the angle of employability (Pereira et al., 2020). However, traditionally scholars focus on generic employability skills (Sarkar et al., 2020) and underline the need to consider the formation of particular professional competencies through the employers' involvement (Weston et al., 2020). The novel character of the present research is related to the fact that present research reveals the employers' live contributions in a foreign language with the focus on legal topics support the professional competencies multilingual development in the emergency shift to remote training format. To our mind it takes place due to the following features. The invited speakers directly tell and reply to the questions on the industry's particular requirements in line with particular professional settings while using the professional legal patterns of communicative behavior that students perceive and further reproduce. Thus, the present research data enhances the earlier

statement on English as an additional employees' perspectives (Hu & Gonzales, 2020) with regard to lawyers-to- be bilingual training on a remote course due to global health emergency. Moreover, the data confirm that a course on multilingual training enhances degree related knowledge outside the language mastery itself. Researchers publish extensively on co-curricular and extra-curricular learning (Jackson & Bridgstock, 2021). The present research brings new light to the idea of co-curricular activities. The course in bilingual communication for professional purposes with employers' live inclusion in the syllabus of the course that runs in the remote mode shows a concrete way for co-curricular techniques implementation in terms of employers' engagement in the academic process during the global pandemic and respective isolation measures.

The research findings have made it possible to identify those features of multilingual communication skills training those students consider relevant through employers' live inclusion in the remote mode training due to pandemic emergency. The data confirms that a regular inclusion of the employer industry representatives in the syllabus of the course on multilingual communication for legal purposes contributes to students' understanding of the English-speaking legal community mindset. Moreover, such a systemic inclusion helps students to master cognitive schemes for knowledge processing, and legal reasoning in English, and enhances students' abilities to implement required cognitive-communicative shifts with reference to information provision and processing in another (native) language. In the context of the remote learning due to the COVID-19 pandemic and related isolation and limitation live contributions from potential employers help to fill in the face-to-face collaboration gap.

The current academic publications underline the need for educators and administrators to beer in mind students 'needs help learners understand their aspirations (Steele et al., 2020). The present research results reveal that students positively evaluate the regular live multilingual communication with potential employers. According to the students' data, employers' contributions within the remote learning due to the pandemic help students shape their preferences regarding the field of their professional activities. It becomes possible due to regular communication with representatives of different branches and fields of the legal industry. Students realize that they learn in a broad multifaceted professional environment. Such a landscape helps them pave their individual career pathway. The remote format of such live meetings helps overcome the restrictions that the pandemic imposes in terms of face-to-face meetings and activities.

The research results also enhance and add new information for the background to coordinate Academia and Industry activities in emergency settings. When considering the importance of bridging Academia and Industry within the university curriculum, researchers, policymakers, and administrators underline the importance for students to visit the sites of their future professional activities, highlight the need to include in the curricula hours/credits/ workload for respective activities (Carbone et al., 2020). Furthermore, the live and systemic inclusions of industry representatives' reports/presentations in the syllabus of the remote course helps to make students aware of the professional settings details and specifics within the bilingual context which enhances students' professional knowledge, skills, and maturity in the situations when are not allowed to physically visit the sites of their future professional activities.

The research findings lay grounds for the development of the didactic model for the course syllabus development with the regular inclusion of employer community representatives. Earlier studies have argued for the work-based learning models (Ismail et al., 2015) on the grounds of employers' recommendations (Kennington, 2021). However, Academia should learn lessons from the lockdowns and restrictive measures due to the global health emergency and adjust the Industry-oriented needs within the curricula disciplines to new conditions. The present research findings lead to the preliminary conclusion on the relevance of developing a didactic model for employers' live and regular inclusion in the implementation of the remote course syllabus on multilingual communication for specific purposes.

Conclusion

The present research introduces the pilot investigation of the issue of pilot training with the consistent and regular inclusion of the legal industry representatives' live contributions into the standard course syllabus on multilingual legal communication during the remote training due to the pandemic and isolation measures

The pilot studies results confirm that the consistent and systemic inclusion of industry representatives' live contributions into the multilingual communication skills training in the remote on-line mode can improve law students' respective skills in reading, listening, writing, speaking, translation and interpreting.

The novel research findings show the ways for legal industry representatives as potential employers to produce a positive impact on law students' multilingual communication skills training in the remote mode due to the unexpected global emergencies.

Further, the study   has proved that students evaluate the employers' regular live inclusion in the on-line remote training positively. They appreciate not only the opportunity to improve their legal language skills but their legal knowledge within multilingual context, as well.

Further research is required as multilingual remote training of students who specialize in engineering, medicine, and other science-related degrees require not just personal contact with industry representatives but assume the representation of technology, infrastructure, and production process representation, design, and use of the relevant equipment visualization, etc. Therefore, VR technologies are to be consistently integrated in the course syllabus, in line with the industry representatives' personal live contributions. Moreover, the opinions and recommendations from teachers and employers as speakers at the webinars are really critical and should be explored.

To our mind the results and their discussion make it possible to assume that that the emergency shift to remote LSP, T&I training with the employers' regular involvement requires respective managerial solutions for the respective activities. They include the following steps:

-formation of   the list of industry representatives in line with the syllabus modules and specify tentative dates for their live contributions

-explicit inclusion of the respective live contributions in the course syllabus for students' awareness of the respective requirements in terms of the events attendance, assignments performance and their assessment

-arrangement of some didactic support to ensure learners' preliminary awareness of the event topics, in terms of the legal content and language issues.

The above leads to the conclusion on the timeliness to develop a didactic model of the employers' regular involvement in the university course syllabus design and implementation within the remote training of LSP, T&I skills for particular professional purposes. Such a model rests on the competences the Academia and Industry, coordinate and agree on with regard to a particular degree programmed and subjects in its curriculum. The model is supposed to identify learning modules within each discipline in line with the areas of the graduate's work context and professional settings, ensure learning toolkit as a co-production of academic faculty and industry

representatives, and specify topics and tentative dates (for each academic term) of employers' direct contributions to the remote classes. Such a model can help consistently develop students' multilingual mindset within professional settings.

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