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## ELP TEACHERS AS RESEARCHERS. ON THE BENEFITS OF CONDUCTING NEEDS ANALYSIS

**Abstract.** The fact that students' target language needs (TLN) analysis is conducted for the benefits of the students is obvious. However, in the tertiary level context the TLN analysis is usually neglected and replaced with the use of the ready-made curricula (e.g. corresponding to the content of the course books used or syllabi of the examinations taken at the end of the course).

The question which inspired the research undertaken for this paper was whether, and if so how, the very fact of conducting the TLN analysis affects teachers' professional development. Namely, whether teachers choose to develop professionally in order to cater for the target, entry level job-related requirements, which may significantly increase students' employability. Very often that means incorporating extracurricular content and skills into the course syllabus which originally have not been compulsory. Moreover, it may require teachers themselves gaining new knowledge and skills; it may induce professional development.

The paper will draw on interviews conducted among legal English teachers running classes at universities and will research their perception of TLN. It will address the questions how the teachers gain knowledge about their students' target needs, what they understand by target needs, whether they try to satisfy the target needs which go beyond the studies curriculum and how they as language teachers benefit professionally from that.

*Keywords:* English for Specific Purposes, course design, Legal English, needs analysis, professional development, target language needs analysis.

### Introduction

The fact that *teachers develop as professionals, only if they choose to* was pragmatically observed by Bailey and co-authors (2001: 5). Sometimes, however, the circumstances are such that teachers have no other choice but to develop, usually through personal reading, reflection and self-education. The research conducted by Łuczak (2012) on teachers' professional development in English for Legal Purposes (ELP) context proved that non-lawyer legal English teachers rarely chose the career path of a legal English teacher

on their own and they were rather *forced, asked or offered to pursue a legal English teaching opportunity* (2012: 122). When asked to describe how they felt on the outset of their legal English careers, the respondents used the words such as *panic, embarrassment, stress, uncertainty, loss of security and self-confidence*. That survey proved, however, that most of the teachers took up the challenge and faced the new undertaking with courage, openness, and eagerness. Their narratives confirmed the strategy recommended by Nunan (2001: 3) that *these are the teachers (themselves) who choose the elements of their teaching and try to improve and then the self becomes the source and the core of pursuing the professional development*. All subjects reported that in order to develop their content knowledge of the subject of law and minimize the intimidating feeling of not being a law expert they performed self-study activities which comprised among others: reading legal books, academic coursebooks, websites, bilingual codes and Acts of Parliament, novels by Grisham, translating texts, and creating vocabulary lists.

The teachers interviewed in 2012 had between three and ten years' experience in teaching English and when asked if they wanted to quit their legal English career, half of them admitted that they did. The remaining half viewed the situation that they had been in as a chance to gain specialist content knowledge and skills, to develop academically by obtaining a PhD degree or a degree in law. Even though they reported a lack of support from the teaching institutions they worked for, all of them exhibited a lot of self-initiative with self-study activities, especially extensive reading, reported by all research subjects.

This year the Author has decided to collect more narratives and investigate the attitudes of more experienced legal English teachers. The research sample included same six teachers as in 2012. This year research concentrated on the positive influence of the learners' linguistic needs analysis on teachers' professional development. The Author assumed that the more knowledge the teachers acquired about their learners target linguistic needs, the better tailored courses they may design. The lawyers' linguistic needs are, however, so highly specialised that the teachers will have to undertake a variety of activities to develop their competences, i.e. knowledge, skills and abilities as well as attitudes, so that they could cater for those needs. As a result, not only course participants will benefit but the teachers as well, since they will be forced to pursue ongoing professional (self)-development.

### **Target Needs Analysis**

Needs and needs analysis have always been a fundamental element of English for Specific Purposes (Selinker & Trimble, 1976; Munby, 1978; Widdowson, 1981; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 2002; Bhatia, 2004; Hyland, 2007; Brown, 2016). Views on what must be analysed and the very concept of needs have changed over time. It evolved from the lexical and syntactic text features analysis through genre analysis that concentrated on describing specific target texts to rights analysis (Hyland: 380–381). Some linguists chose to replace *needs* with *rights*, since *rights* are negotiable and, in theory at least, allow for the democratic participation of all English for Specific Purposes (ESP) course stakeholders including students, teachers, departments, institutes, and governmental policy-makers to exercise their interests and rights in decision-making about ESP course design and implementation (Benesch, 2001; Belcher, 2009). A democratic approach has many advantages, as it engages consultation with all the important groups and attempts to satisfy them all. It aims at collecting a variety of opinions and leads to the designing of a curriculum that will not trigger conflicts after it has been drawn up.

*Needs* are paraphrased with many other synonyms including *necessities*, *wants*, *desires*, *expectations*, *requests*, *motivations*, *wishes*, *lacks*, *gaps*, *deficiencies*, *requirements*, *prerequisites*, *essentials*, *the next step*, and *x + 1* (where x is what students already know, plus the next step, or 1). Whichever term is chosen, the best approach to needs in ELP context seems to be target needs analysis, the main objective of which is to prepare the learners to communicate effectively in situations, that they may need a foreign language in the future. Target situation analysis, therefore, concentrates on examining and understanding how the language is used in the specific discourse community.

For example, for an ELP course, the needs analysis might look for the information about the use of language in the everyday dealings of legal professionals or law graduates working in corporations (for instance, handling correspondence with clients, preparing legal opinions for clients, reading, drafting, and redrafting contract clauses). Moreover, the analysis may concentrate on identifying and collecting the types of documents lawyers use, gathering samples of correspondence, translations, meetings' minutes or agendas, identifying who the interlocutors in conversations are, what their language proficiency is, what language skill is dominant, etc.

Brown (2016: 18–26) discusses several analysis options that are available for the ESP context. The following four seem most justifiable for the ELP context:

- (1) *Target situation use analysis* which specifies what learners should be able to do at the end of the course and examines the samples of the usage of the language;
- (2) *Target situation linguistic analysis* which specifies what linguistic characteristics of the language learners will need to know how to use; in ELP these may comprise the terms of art, samples of written texts, discourse markers, genres, legalese words, and their plain English equivalents, standard letter phrases;
- (3) *Means analysis* which determines available resources such as, e.g. teachers' qualifications, course duration, materials, equipment, group size, etc.;
- (4) *Present situation analysis* which is used to set out the learners' preliminary ability to use the foreign language at the beginning of the course.

The remaining types of analyses that may supplement any needs analysis process and be used in combination or individually depending on the situation comprise: the abovementioned *rights analysis* which analyses power relationships within the teaching institution, *gap analysis* which examines the disparities between the target situation and the present situation in terms of what can be done and what is needed in ability in a foreign language, *individual differences analysis* which concentrates students' likes and dislikes with regard to learning processes, *classroom-learning analysis* which aims at selecting and ordering the course content and materials, teaching methods and activities that will facilitate the best learning process, *classroom-teaching analysis* which explores the same issues as the classroom-learning analysis but from the teachers' perspectives, i.e. their preferred teaching styles and methods.

Implementation of all the above types of analyses simultaneously might be impossible due to various constraints. However, the awareness of their existence is crucial to their implementation at various stages during the course. Needs analysis is usually a negotiation process between the parties that may benefit from the ESP course. The benefits of the course participants and the teaching institution are most obvious. The advantages that teachers gain are conducive for teaching and for motivating professional development.

### **English skills tested during job interviews**

The first part of the research conducted by Łuczak (2017) among her former students concentrated on the methods of testing their knowledge of English during the recruitment processes both in big, multinational corporations as well as in small, Polish companies, and law offices. Although the respondents claimed that most often they participated in a casual conversation, sometimes conducted by native speakers, on a general topic, e.g. their interests within the area of law or the topics of their Master theses, they provided meaningful information on more structured tests and tasks used during recruitment.

Big corporations usually implement linguistic tests which may consist in correcting mistakes in an English text, completing a grammatical test, multiple choice test or lexical test checking the knowledge of specialist vocabulary resembling certificate examinations such as e.g. TOLES (Test of Legal English Skills). The tests may also be short essays or summaries of the texts on the topics related to the branch of business which the company operates in, as well as the so-called commercial awareness, i.e. the general knowledge of up-to-date economic, political, or social affairs. The tests may be conducted in a traditional paper form during the job interview or online.

An example of an online test can be viewed on PWC website (<http://kariera.pwc.pl/procesRekrutacyjnny.html>) where this one of the Big Four started to use a new model of online tests during which the candidates record their video responses to questions specific to the position they are applying for. Sample online material shows a series of questions, which require the candidates to describe a situation when, for example, they have successfully coordinated team work or resolved a conflict, etc. The candidates have 30-second preparation time and then three minutes to respond; they can though take breaks between questions. The tests also include written tasks, performed under time pressure such as a summary and an essay.

Online tests do not necessarily only check the knowledge of the language, but are also designed to primarily assess other skills, e.g. numerical, verbal, or reasoning. However, the candidates solving these tests read texts of varied length and understand the instructions in English, usually under time pressure, so the tests simultaneously provide the recruiters with the linguistic feedback about the candidates.

Recruiters often assign translation tasks, during which the use of dictionaries is not permitted, as part of recruitment processes. The kinds of texts

which the respondents were asked to translate into English were the following: sample contract clauses, extracts from the codes (e.g. the Civil Code or the Penal Code) or other specialist and legal texts of different kinds including the area of property law, company documentation, e.g. shareholders' meetings resolutions, agendas, or power of attorneys.

The analysis of the respondents' accounts allowed the Author to collate a comprehensive list of written tasks allocated during the recruitment processes and included: drafting a note, pleadings, a balance sheet, an e-mail to a client/customer, editing a text written in an informal register and re-drafting it in legalese, solving case studies within a set time limit, drafting a legal opinion, or giving legal advice to a client verbally, e.g. on establishing a business in Poland and optimizing taxes.

### **The use of English on the job**

The purpose of the second part of the 2017 research was to identify the situations in which young employees use English at work and need to demonstrate all four language skills, i.e. reading, writing, speaking, and listening. The Author was especially interested in drawing up a collection of the kinds of texts the graduates are expected to be able to draft.

The analysis of the responses revealed that the young staff read and analyse various kinds of texts which included reports, contracts, EU resolutions, directives and communications, correspondence with clients, as well as websites. The participants also communicated verbally in English in a variety of situations which ranged from meetings with clients and interviewing them in order to provide advice, international team meetings, presentations they delivered, to day-to-day telephone conversations.

With regard to the writing skill the students reported the following situations in which they needed to demonstrate their ability to write:

- (1) drafting and redrafting contracts
- (2) preparing legal opinions for clients
- (3) drawing up reports or legal memoranda which fulfil the role of reports in legal environment
- (4) exchanging correspondence with clients and clarify legal issues, accountancy and administrative processes
- (5) drafting other documents, e.g. power of attorneys
- (6) translating texts, e.g. internal instructions, credit documentation, terms of sale, risk assessment, company documentation, e.g. resolutions, agendas, etc.

The above findings constituted a point of departure for the research designed for this paper whose aim was to investigate whether legal English teachers, especially those who taught at universities, were aware of the target needs that went beyond the law students' time spent at university, and whether they devoted time during their classes to satisfy those needs, or rather chose to concentrate on preparing the students for a final examination.

### **Professional Development**

The growing popularity of law studies, which commenced in Poland at the beginning of the 21<sup>st</sup> century has had inevitable consequences for language teachers in this area of ESP. They have had to abandon their *comfort zones* in which they taught a foreign language, usually general business English, and respond to the new challenges posed by the universities and market forces. Then even experienced teachers once again had to approach their work as *freshmen* and start working out their own know-how along with acquiring the content knowledge of law. For many that was a turning point in their careers and a chance both to develop and remain employed.

That situation has given evidence to many linguists' claims that ESP teachers' work involves more than teaching. For that reason, they prefer the term *ESP practitioner* (Robinson, 1991; Dudley Evans & St. John, 1991), as it summarizes better and appreciates more the various roles they fulfil.

(1) The ESP practitioner as a teacher, which comprises teaching the language and the right language skills and micro-skills (e.g. grammar, lexis, genres that learners will need to be able to use). An eternal question here concerns how much content knowledge should teachers, especially legal English teachers, who are usually novice non-lawyers, possess and how much they should engage with legal subject matter, i.e. who is the primary "knower" in the classroom. As Northcott (2008: 40) suggested, *how much the ELP teacher needs to engage directly with legal subject matter will be affected by the learners' level of legal knowledge and also by what other exposure learners have to legal output*. In very specialist courses teachers have the opportunity to draw on students' knowledge of the content, especially during communicative activities in the classroom. They should remain experts on the language, give students advice on the language they use and need, and let them express themselves in disciplines they are involved in.

(2) The ESP practitioner as a collaborator who needs to collaborate with various groups of specialists at various stages of course design and course duration. These might be the learners who bring their specialist knowledge to the classroom, or subject experts who may act as informants and consultants on the contents, tasks, or skills that should be taught in the classroom, or other ESP practitioners with whom they may share experience, materials and peer teach one another.

(3) The ESP practitioner as an evaluator who is involved in various types of evaluation, e.g. evaluation of students' performance with placement tests, a diagnostic test, certificate examinations (e.g. TOLES, LCCI, IELTS), evaluation of courses, teaching materials, etc.

(4) The ESP practitioner as a course designer and a materials provider, which are traditional roles described in literature according to which, in the case of very specialist courses, it is rarely possible to use a coursebook without the need for supplementary materials. In the case of legal English courses, the situation has improved over the last decade when many new coursebooks have been published. Legal English teachers now sometimes still write their own materials, but their job more often concentrates on the selection and adaptation of existing, published materials which is in line with the new trend in education that recommends *content curation*, i.e. gathering existing materials, rather than *content creation*, i.e. creating your own materials usually from scratch.

(5) The ESP practitioner as a researcher – a role which imposes on teachers the need for keeping up with the growing amount of research being published, e.g. on genre analysis, new trends in ESP, teaching methodology, etc. The role of a researcher is also the one which teachers adopt at various stages of the course design process. This may for example involve conducting learners' needs analysis or course evaluation which may help them understand the needs and preferences of their students better and design courses that satisfy the students' needs more fully and maturely. Research can also help teachers become experts in their disciplines and as a result become teacher trainers, conference speakers, articles authors or academics working on the subsequent academic qualification.

Understanding the complexity of the various roles, which working within ESP imposes on teachers/practitioners, may help them understand how to pursue their professional development. Since this process is very often a DIY activity, teachers must know that in order to become a highly experienced or an expert teacher, they should develop their various roles they are assigned in and outside the classroom.



## **Research on the benefits of the students' target language needs analysis for teachers**

### **The Aim of the Research**

The aim of the research was to investigate whether legal English teachers engage in the fundamental part of an ESP course, i.e. needs analysis and if so, to obtain information whether, the very fact of conducting the TLN analysis affects their professional development. The Author was interested whether legal English teachers show any initiative and choose to develop to cater for the target, entry level job-related needs, which significantly may increase students' employability, but which may not be an obligatory part of the course syllabus. This often means incorporating into the course syllabus extracurricular content and skills. Moreover, it may require the gaining of new knowledge and skills by the teachers themselves; it may induce professional development. The research was designed to reverse the perspective and measure the benefits of conducting the students' TLN for teachers themselves.

### **Research Sample**

The research drew on questionnaires filled in by 29 legal English teachers of various nationalities, including two native speakers, working at European universities, conducted online by means of Google docs. The sample was a convenience one (Long, 2005), as it consisted of informants available and willing to participate and included 17 teachers aged 40–49, six who were over 50 years old, two teachers in their twenties and three in their thirties and one in his/her sixties.

Most of the teachers were highly experienced ones. Almost half of the teachers (48.3%) had 20 to 30 years of experience in teaching English and between 10 and 20 years' experience in teaching legal English. Slightly less than that (44.8%) – had been teaching English for between 10 and 20 years. Only one participant had had less than 10 years' experience. This group of respondents had been teaching legal English for less than 10 years. Only one respondent had more than 30 years' experience in teaching both English and legal English.

All the research subjects held Master of Arts, Science, Law or Business Administration degrees. In addition, one third of the respondents also obtained Doctor of Philosophy degrees. When asked for additional qualifications the teachers provided individual answers listing the following: PhD, 3<sup>rd</sup> year doctoral student, Bachelor of Law, postgraduate diploma in English and UK law, and economics.

## Research Questions and Research Tools

The main research questions concerned the effect the learners' linguistic needs analysis might have on legal English teachers' professional development:

- (1) What are legal English teachers' attitudes towards learners' linguistic target needs analysis? Do they perform needs analysis at the beginning of the courses they teach or do they rather rely on their own experience?
- (2) Are legal English teachers, as non-lawyers, aware of what target needs their students, i.e. future law graduates and legal professionals, have?
- (3) Does the very fact of conducting the needs analysis and understanding what the law graduates target needs are have any bearing on legal English teachers' professional development, i.e. do legal English teachers feel they develop by enhancing their awareness of their learners' needs and undertaking certain attempts to cater for those needs?

The research was conducted by means of an online questionnaire entitled *The Benefits of the Students' Target Language Needs Analysis for Teachers*. The questionnaire was composed of 13 closed questions which concerned teachers' understanding of what TLN analysis is, the teachers' methods of gaining knowledge about students' target needs, the ways of satisfying the target needs that go beyond the course syllabus content during legal English courses, tasks implemented during classes, especially those that may help students prepare to succeed in the job recruitment procedures and at work on entry job level. The aim of the questionnaire was also to investigate whether the respondents subjectively felt they benefited from an incorporation of a needs analysis element into the legal English course design process, and as a result what initiatives they undertook to develop. The hidden agenda of the research was to increase the awareness of those teachers who do not conduct needs analysis in respect of what targets needs of the law graduates really are, to inspire the teachers and remodel the courses they teach, so that they satisfy the most vital and pragmatic target needs of their students.

The options from which the respondents could choose their answers were drawn up based on the results of the needs analysis conducted by the Author of this paper among her former students in 2016. The analysis results were published by Łuczak (2017) and they reflected the experience of law students and graduates who had already gone through recruitment processes and worked at entry job levels. The research addressed the question of what employers expect from law graduates, what language skills were tested during job interviews and what specific tasks were assigned to access

the linguistic ability of the job candidates. The second part of the analysis concentrated on collecting information on which situations young law graduates use English at work. The ultimate objective of that study was to provide practical advice on what *life skills*, (i.e. skills that are necessary for active and successful participation in life, in this case in professional life), should be developed in the legal English classroom to prepare the students for the challenges of the actual professional world. The summary of the results of that needs analysis conducted among the Author's students in 2016 can be found on the Author's blog on <http://tinyurl.com/luczakeng> (English version) and on <http://tinyurl.com/luczakpol> (Polish version).

### **Research results**

The questionnaire was designed with the aim of collecting information about legal English teachers' attitudes towards and awareness of learners' linguistic needs analysis, their beliefs on modelling an ELP course and actual classroom practice, i.e. tasks implemented during classes and their usefulness in meeting the learners' target needs.

To start with the respondents were asked to group the four language skills, i.e. speaking, reading, listening and writing and two additional aspects of the language that play a vital role in ELP context, i.e. grammar and vocabulary, in the order of frequency with which they develop them in the classroom. The sequence that the respondents suggested was the following (from 1 = most often to 6 = least often): (1) vocabulary, (2) reading, (3) speaking, (4) writing, (5) listening and (6) grammar.

The Author of the research was interested to know how legal English teachers perceived students' target needs, i.e. whether the teachers concentrated on the short-term students' needs such as e.g. course final or certificate examination or whether they went beyond and viewed them in longer term perspective of professional linguistic needs. The survey proved that the clear majority (79.3%) of the respondents perceived the target needs as the tasks which their students should be able to perform in everyday dealings of legal professionals (e.g. correspondence, legal opinions, reading, drafting and redrafting contract clauses, etc.). Slightly more than half of the subjects (51.7%) confirmed the importance of the legal English course requirements and claimed that target needs were what students should be able to do at the end of the course, e.g. sit a certificate exam. The same percentage of the teachers bore in mind medium-term goals and the needs concerning increasing students' employability which may comprise commercial awareness, verbal communication, etc. Only slightly fewer of the teachers (48.3%) stressed the importance of developing the skills students may be

required to demonstrate at an entry level job (i.e. first job/junior position). A relatively small group of the informants, namely only a third of them, mentioned academic skills, i.e. for representing a university and for delivering a presentation at a conference, as their understanding of the students' target needs.

The above results reflect teachers' general awareness of the necessity to develop the skills that students might require the moment they decided to pursue their professional careers. The overwhelming majority of the surveyed practitioners, with just one exception, confirmed that they tried to satisfy their students' target needs that went beyond the coursebook or examination syllabi. The reason for not doing that, mentioned by the teacher in question, was the lack of time due to the fact that the course syllabus was already tight.

The research sample comprised a group of experienced practitioners, which was probably the reason why the substantial majority of whom (65.5%) drew on their own experience when investigating students' needs. Even more teachers (72.4%) conducted oral interviews with the students to gather information about their target needs. Similarly, some teachers (44.8%) used legal professionals as informants regarding the use of workplace English. Some teachers relied on syllabi of the coursebooks they used in the classroom (34.5%) or final examinations their students sat (31%) as the sources of knowledge about their students' needs. Only one third of the teachers implemented their own needs analysis questionnaire, while two of the respondents drew on their own experience, since they were lawyers themselves. One teacher provided her own option which included drawing on the requirements established to be met by sworn and specialised translators, including EU terminology. None of the teachers confirmed using a ready-made questionnaire, e.g. from a coursebook or the Internet, etc.

While designing the research the Author had two aims which she wanted to achieve simultaneously. The primary purpose was to investigate how legal English teachers catered for the target needs of their students and whether they assigned tasks which prepared students for job interviews or work. The secondary one was to make the teachers, who were usually non-lawyers, aware of the law graduates' linguistic needs, shaped by the current market. Some questions, therefore, were based on the results of the needs analysis conducted by the Author a year earlier. Two questions of the questionnaire contained two lists – the first one illustrating the tasks which students were asked to perform during the job interviews and the second one containing the examples of tasks in English students performed at work. The respondents

were asked to specify which tasks they implemented during their classes at the same time gaining insight to the results of the needs analysis.

The tasks encountered by the students in job interviews are practised during legal English classes with the following frequency:

- (1) conversations/discussions on the topics related to the area of studies (93.1%)
- (2) translation tasks (86.2%)
- (3) case studies (72.4%)
- (4) correspondence with clients (69%)
- (5) drafting short essays, summaries, etc. (55.2%)
- (6) grammar (48.3%)
- (7) register transfer exercises (44.8%)
- (8) drafting legal opinions (24.1%)
- (9) drafting court papers/pleadings (10.3%).

Only one respondent, a native speaker legal English teacher, added his own proposal of teaching the rules of plain/communicative English (3.4%).

The tasks performed by the students at work are practised during legal English classes with the following frequency:

- (1) reading contracts (82.8%)
- (2) presentations (72.4%)
- (3) simulations of meetings with clients or staff meetings (72.4%)
- (4) reading EU documents or other original specialist documents (62.1%)
- (5) drafting and redrafting contracts (55.2%)
- (6) exchanging correspondence with clients, e.g. to clarify legal issues, accountancy and administrative processes (44.8%)
- (7) telephone conversations (37.9%)
- (8) drawing up reports or legal memoranda which fulfil the role of reports in legal environment (34.5%)
- (9) drafting other documents, e.g. powers of attorney (27.6%)
- (10) preparing legal opinions for clients (17.2%).

All research subjects unanimously confirmed that had benefited professionally while undertaking various activities aimed at satisfying their students' target needs. When asked more detailed question they pointed specifically the activities they undertook in practice with the following frequency:

- (1) self-study, e.g. reading (93.1%)
- (2) writing their own teaching materials (72.4%)
- (3) taking part in trainings (69%)
- (4) taking part in conferences (69%)
- (5) taking part in courses (51.7%)

- (6) publishing articles (48.3%)
- (7) pursuing an academic career (27.6%)
- (8) enrolling at university (13.8%).

## **Conclusions**

The research sample was necessarily selective due to the size of the legal English teacher population. Legal English courses are mostly run at universities and only sometimes in language schools. The population of legal English teachers is a very specific one, as it is composed of the most experienced teachers, often employed or working at universities who actively participate in conferences and trainings, and often pursue their own academic careers. The specificity of the language and the complexity of the content may be so demanding that early career teachers are reluctant to embark on legal English careers.

The results show that legal English teachers realize the importance of long-term students' linguistic needs and tend to prepare them for the challenges of their professional lives rather than for the end-of-course examination only. Strikingly, only about half of the respondents concentrate on medium-term goals, i.e. increasing students' employability by helping them prepare for job interviews and practising typical recruitment tasks and developing students' commercial awareness. The reason for that may be the lack of knowledge about the current and constantly changing demands of recruiters on the market. This need seems to be the most important for law students and graduates, as being successful at job interview is their main objective and an entry to further career.

In order to compensate for that, legal English teachers must collaborate with their students and experts in the field of law in order to gain information on what their medium- and long-term needs are. The teachers who participated in the survey reported that they conducted interviews with their students as well as legal professionals in order to collect information about the use of English at work. Another group of very important informants who may provide teachers with most up-to-date insight into current trends and requirements of recruiters is formed by former students. It is, therefore, recommended that legal English teachers follow the experiences and careers of their former students, stay in touch with them and treat them a very reliable and vital source of information.

Collaboration seems to be an inseparable part of the ESP pedagogy. Legal English teachers mentioned participation in conferences and trainings

as the activities they benefited from most professionally, when trying to develop competences that helped satisfy students' target needs. The only activity that was more efficient according to them was self-study. Apart from collaboration, another imperative for legal English practitioners was adopting the role of a researcher. The research participants confirmed that they realised the importance of needs analysis and they conducted it in various forms. However, in the case of inexperienced students it is imperative that observations are made during the courses, researching both academic and professional literature, as well as the genres and the communicative practices of target situations. Legal English teachers should not simply rely on available coursebooks, but rather select and adopt materials from various sources, including case studies, as those often rely on transferable skills and are very often too generalised.

Legal English teachers should concentrate on genre and discourse analysis. The survey revealed that the teachers mostly developed vocabulary, reading and speaking skills in the classroom. The reason for that may be the specificity of TOLES examination which is now the only legal English certificate examination available in Europe and which, at its higher (B2) level, mostly checks the knowledge of lexis and reading comprehension. Surprisingly, writing skill was only ranked fourth. This is surprising – because writing is the skill most desired by employers and the lack of which is most criticised in law graduates. Writing is very often tested during job interviews, and in the TOLES Advanced examination, which after the implementation of new TOLES Advanced in January 2017 is not as demanding as it used to be. Law graduates need to develop the skill of writing for legal purposes and legal English teachers need to research legal genres, its features, style and rhetorical purposes in order to teach their students to effectively express the intended meaning in writing. For that purpose, grammar for lawyers should not be neglected, as the level of verbal written communication for legal purposes should be excellent, i.e. accurate.

All in all, there are two clear conclusions that emerge from this survey. The first one is that teachers need to adopt the role of researchers investigating the needs of their learners, by exploring current trends on the market and among legal professionals, and by reading about the research carried out by contemporaries. The second one is a logical consequence of the first and has been proven by the research conducted for this paper. Namely, teachers benefit from the research they carry out, as it forces them to pursue professional self-development. In this way, trying to cater for the needs of their learners, they gain new competences and expertise.

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