

Aleksandra Łuczak , Kozminski University

## **Learning to Teach Legal English. Teacher's Professional Development in ELP Context.**

**Aleksandra Łuczak** (PhD, MA) holds her master's and doctor's degree from the University of Warsaw. Since 1997 an ESP teacher and lecturer at Kozminski University in Warsaw running Business and Legal English courses and lecturing on Academic Skills and Business Culture. Students' English Language Special Interest Group supervisor. The author of articles on teaching ESP and ELP, book reviews as well as the series of Legal English lessons. Cooperates with language schools and training institutions providing them with teacher trainings and ELT consultancy. Her interests also include the use of ICT in language teaching. More information on [www.luczak.edu.pl](http://www.luczak.edu.pl).

### **Abstract**

English for Legal Purposes (ELP) classes at universities are a relatively new branch of English for Specific Purposes (ESP) courses in Poland. Designing and conducting ELP courses have become everyday reality and a must for many Polish university English teachers during the last few years. Law studies have developed into one of the most popular, fashionable and prospective faculties which secondary school graduates choose with a hope for brisk, well paid and prestigious careers in the future.

The analysis presented in this paper draws on eleven thematic narrative interviews with Business English and Legal English teachers working at leading Polish universities. The aim of the research is to construct a possible interpretation of career path in the context of biographies of Polish Legal English teachers, to understand why they decide to pursue or not their professional development, how they are supported by their teaching institutions and what obstacles they encounter.

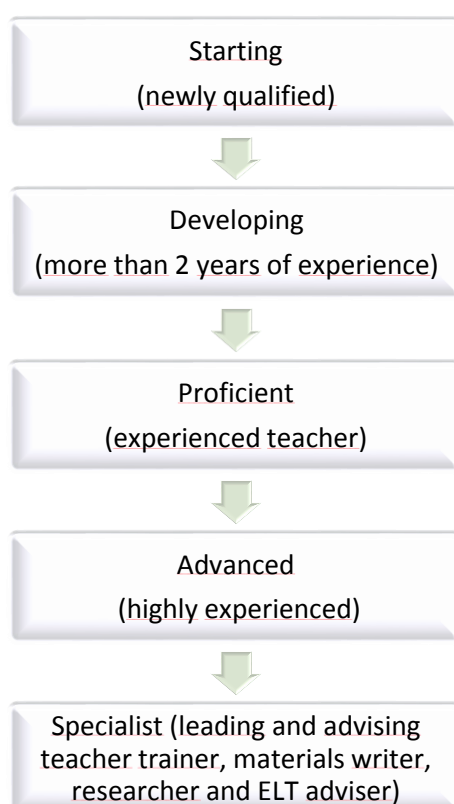
The aim of the research was also to gather information on possible ways of self-development taken by Polish Legal English teachers, to disseminate the results among the research subjects in order to inspire them to reflect on the route they follow and opportunities which they missed, to confront the ideal situation in which the teaching establishment is responsible for its staff continued development with the reality of Polish schooling system.

## 1. Introduction

Human life is connected with time and life is seen as a journey across time, as life-span or as life trajectory that unites different life periods and life events. At each stage of life, there can be something that challenges, supports or impedes us, forcing us to study, learn or develop. Professional learning and professionalization takes place in the context of life course and is discussed as personal development process.

The context of Foreign Language for Special Purposes (FLSP) teaching becomes more and more demanding for the teachers, and it constantly poses new challenges to the professionalism of educators who have to realize their status, roles and competencies and develop their own personal and professional identity. No teacher, however, can be made to develop and to continue his/her professional development. The decision to pursue professional development is usually an individual (self) initiative. Teachers must be prepared that they will have to constantly develop throughout their teaching career, from the day they enter their first classroom till the moment they retire. Since unfortunately, not everything teachers need to know can be provided at pre-service level. Moreover, their needs change at different times during their careers and the element of their qualifications which changes constantly is the knowledge base.

British Council had developed Continuing Professional Development (CPD) framework which comprises the following stages of teacher development:



Picture 1: Stages of teachers' Professional development according to British Council CPD Framework

The above flow chart has been drawn up by the author of this paper on the basis of the presentation delivered by Rob Lewis during Harrogate Snapshots IATEFL Poland Conference that was held on 22 May 2010 in Warsaw (<http://iatefl.org.pl/news/harrogate-snapshots-conference>). The framework illustrates the conviction that teachers need to develop in order to maintain satisfaction. Teachers must plan their professional development through training, networking and exploiting available resources. As a result, professional development is a complex process of practice, reflection and learning during which teachers improve their knowledge, skills, professional behaviour and personal qualities. They climb the subsequent rungs of their ladder which protects them from suffering burnout, becomes the source of satisfaction and defines the targets to reach.

## **2. Teachers' Professional Development**

Legal English practitioners who decide to embark on Legal English careers definitely need to possess certain skills and qualities which will enable them to become fully competent professionals. Williams (1981:91) mentions enthusiasm, work-rate, rapport, the knowledge of the students' world.

Non-native English teachers might fear that the specificity and complexity of Legal English is beyond their competence. They realize the enormosity of the task they will face if they decide to undertake the challenge. They understand the intricacy of the students' area of specialism which now they must deal with themselves. Therefore, since they usually do not possess the dual (i.e. legal and linguistic) education, they must at least have "interest or an open mind about the discipline they are going to deal with" as Adams Smith (1983:37-38) comments. However, Northcott (2008:40) convinces that, "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".

All in all, the key quality needed by LE practitioners is flexibility, stamina, vigour and courage not to "set in the concrete" summarizes Scrivener (2005:370), openness and eagerness to learn the specialist discipline and to face a completely new undertaking. However, Nunan (2001:3) notices that the strategy which probably works best is when we, the teachers (ourselves), chose the elements of our teaching that we try to improve and when "the self" becomes the source and the core of pursuing the professional development.

School authorities optimistically assume that university English teachers can train students in any variety of English. They tend to forget that it is "the responsibility of schools and administrators to provide opportunities for continued professional education and encourage teachers to participate in them" criticizes Richards (2005:3). Seldom are there any coherent programmes aimed at helping teachers expand their skills and increase their effectiveness.

In fact, the teachers are often thrown at the deep end and it is them who are ultimately responsible for their own professional development which becomes a "Do-It-Yourself" activity. In such situation they need to constantly reflect on their teaching and critically examine their own teaching practices. They have to deal with the psychologically difficult

situations in which they may feel intimidated by the fact that they are not specialists in the discipline they teach. This situation is in fact an expression of Dale Lang's (1990:250) definition which argued that "teacher development is the term used in literature to describe a process of continual intellectual, experimental, and attitudinal growth of teachers. Much of this development is generated through personal reading, reflection and self-education".

No teacher can be made to develop and to continue his/her professional development. The decision to pursue professional development is usually an individual (self) initiative. Teachers must be aware that "the teacher's professional competence starts developing the moment the teacher makes the decision about embarking on a teaching career and finishes the moment the decision about abandoning the teaching career is taken" concludes Polish applied linguist Maria Wysocka (2003:1). Moreover, as Richards (2005:1) acknowledges "not everything teachers need to know can be provided at pre-service level. Their needs change at different times during their careers and the element of their qualifications which changes constantly is the knowledge base".

The above argument has found its reflection in the situation of Polish university LE teachers - laymen with no legal education who found themselves in circumstances in which they had to teach a variety of English they had never been trained at. However, there were teachers who decided to begin Legal English teacher's career. 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. It was a chance for them to specialise in a relatively niche variety of English, also an occasion to stop and examine their actions, intentions, moves and attitudes towards teaching. They decided to develop which is the necessary and basic condition as "teachers develop as professionals, only if they choose to" which was pragmatically observed by Bailey and co-authors (2001:5).

### **3. Research on Legal English Teachers' Professional Development**

#### **3.1. The Aim of the Research**

The aim of the research is to understand why Legal English teachers decide to pursue or not their professional development and to investigate how Legal English teachers are supported by their teaching institutions in pursuing their professional development. The research identifies what obstacles teachers encounter and what solutions they implement in order not to feel intimidated in the classroom that is no longer a strictly foreign language classroom, since Legal English classes inevitably evolve towards Law or Introduction to Law classes taught in English and fit into the definition of CLIL (Content and Language Integrated Learning). Therefore, Legal English teachers need to acquire some fundamental knowledge of law in order not to feel intimidated in the classroom.

#### **3.2. Research Sample**

The research draws on 11 thematic narrative interviews with Business English and Legal English teachers working at leading Polish universities conducted in the form of a questionnaire. The sample included 4 Legal English teachers from the University of Warsaw,

1 from the Bielsko Biala Academy of Technology and Humanities, 1 teacher from a governmental institution in Warsaw, and 5 from Kozminski University in Warsaw. Apart from university teaching 4 of them had experience of teaching Legal English in private language schools and 4 run or used to run in-company Legal English courses. The sample was composed of 9 females and 2 males, all aged between 31 and 49 years old whose experience in teaching Legal English ranged between 3 and 10 years.

### 3.3. Research Questions and Research Tools

The main research questions concerned three aspects of Legal English teachers professional development:

- How are Legal English teachers supported in their professional development by their teaching institutions if they are or have been supported at all?
- What initiatives do they undertake in order to develop professionally as Legal English teachers? Which of these initiatives do they regard as specially effective and worth recommending?
- Is Legal English teacher's professional development a DIY activity?

The research was conducted by means of a questionnaire entitled "Becoming a Legal English Teacher in Poland. Teachers' Biographies" (Appendix 1) which was composed of 20 questions with 13 open questions to which research subjects provided narrative responses. The questionnaire was circulated among the teachers by the means of electronic mail but it was also possible to fill it in on the WIKI website set up specially for the purpose of this research by its author. On the WIKI the online version of the questionnaire prepared by the means of GOOGLE DOCS was uploaded. The questionnaire is still available online on <https://teacherdevelopment.wikispaces.com/>.

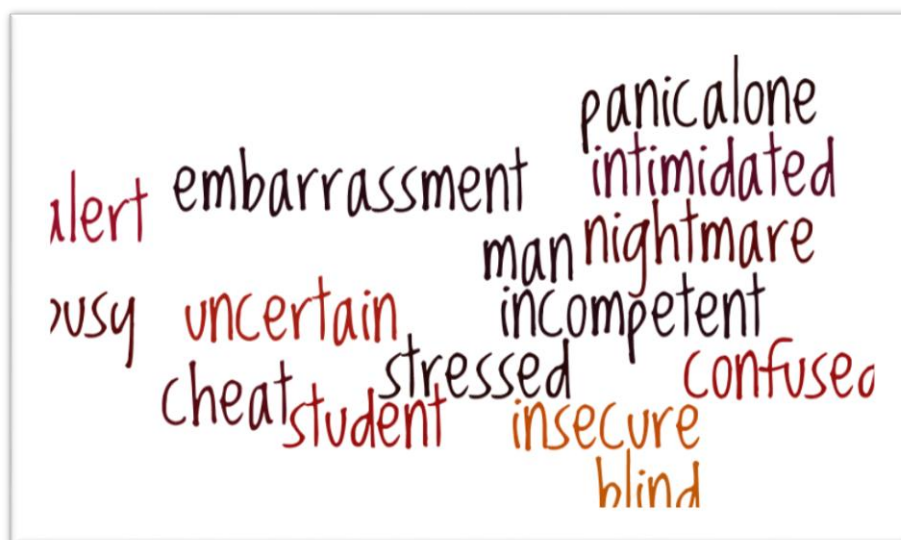
The questionnaire concerned individual experiences of the respondents with pursuing professional development as Legal English teachers, the initiatives the teachers undertook in order to develop and the support they received from their teaching institutions as well as the problems the teachers encountered when they tried to shape their legal English teachers' careers. The idea of the research was not only to identify the most problematic areas but also to collect the examples of good practice and to inspire the teachers to rethink their professional identity, express their visions for the future and find the incentive to undertake further activities aimed at their own professional development.

### 3.4. Results

The respondents were asked to describe the path they had taken in order to work in the field of Legal English. Quite characteristically the teachers used verbs such as "**asked**" and "**forced**" to talk about the beginnings of their Legal English careers and the moment they were "**offered**" Legal English teaching opportunity. Such answers were given by the half of the research subjects. All of the teachers had linguistic educational background and they used to teach General English, Business English or ran university language courses. Three of them had also translating experience with legal texts. For all of them, however, the opportunity to

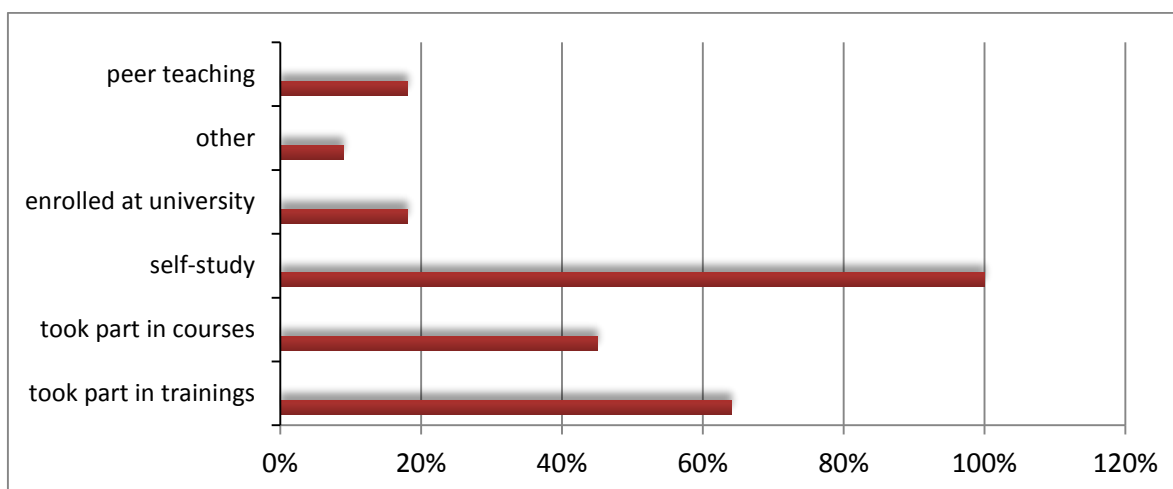
teach Legal English came as a new challenge after several years of work as a teacher and/or translator, so none of them could have been regarded as a novice teacher.

The respondents were asked to describe how they felt during the initial period of their work as Legal English teachers. The cloud below shows what words the teachers used to depict their situation as novice Legal English teachers. Interestingly, none of the expressions carried the positive meaning which can only inform how psychologically difficult the situation was for already experienced teachers. They found themselves in the situation in which once again they had to approach their job as freshmen and most of them probably had never been in such an intimidating position. The teachers with many years of experience felt panic, embarrassment, stress, uncertainty, they lost their feeling of security and self-confidence. They were thrown at the deep end without anybody around to consult or to seek support from.



Picture 2: Word Cloud presenting Legal English teachers feelings during the initial period of their careers

However, since the respondents were all knowledgeable and well qualified practitioners they approached the new situation with bravery, put huge effort into self-development and took rational actions aimed at building their self-confidence and expertise in the new situation. With the decision to pursue a Legal English teacher career usually came some initiatives aimed at developing the linguistic skills as well as the very knowledge of law, since none of the respondents had double (linguistic and legal) education. However, all of them approached the new assignment with openness and exhibited a lot of self-initiatives. All of the subjects performed self-study activities in order to develop their content knowledge of the subject of law and minimize the intimidating feeling of not being a law expert and the “fountain of knowledge” on all possible subjects which Polish students often assume their teachers should be.



Picture 3: Professional development initiatives undertaken by Legal English teachers

Besides self study activities and specially extensive reading, which they all stressed as extremely helpful in gaining the expertise in the field of Legal English, they participated in training courses, e.g.:

- “Teaching English for Law” one week summer course at the University of Edinburgh,
- Legal English course at British Council,
- UK Company Law training by a British barrister organized by a Warsaw based training company,
- in-house trainings by legal adviser for teachers working in a private language school,
- a Legal English crash course led by an experienced university lecturer,
- EMAS Business English course,
- Legal English conferences.

Additionally, two of the research subjects enrolled at a university and followed courses which increased their content knowledge of law. One of them first attended Constitutional Law, Insolvency Law and Law of Commercial Companies courses for part time students at one of Warsaw private universities, then completed a post-graduate course in Public International Law at the University of Warsaw and finally started PhD studies in Public International Law at the University of Warsaw as well. The other person attended a three-semester post graduate course in Legal and Court Translation offered at the University of Warsaw which provides training for candidates for sworn translators.

One of the teachers also mentioned EULETA (European Legal English Teachers Association) discussion forum, which is available on yahoo.com, as a place which facilitates professional development of Legal English teachers by creating the space where they can share their experience, exchange ideas, network and inspire one another to further growth.

The respondents, however, unanimously underlined the undeniable effectiveness of the self-study activities which they all took up. When requested to provide examples of self-study activities that they practised themselves, they mentioned:

- extensive reading, especially legal books and websites (e.g. legal advice sites) both in English and in Polish,
- studying academic textbooks from the UK and the USA,
- studying writing manuals for lawyers,
- studying books for translators,
- studying Polish and bilingual codes, especially Civil Code and Penal Code,
- studying bilingual acts in order to compare linguistic content,
- obtaining legal knowledge and support from legal practitioners,
- translating phrases from English to Polish,
- creating vocabulary lists;
- reading novels by Grisham.

When the teachers were asked to recommend any of the above mentioned self-study options as specially effective they appreciated the networking with legal practitioners – talking to them, sharing ideas and concepts – as the quick and efficient way of obtaining feedback concerning some legal intricacies. The lack of content related guidance and the problem of being a layman with no legal educational background was stressed as the main obstacle to fast-paced development as a Legal English teacher. The need for a mentor, a lawyer-linguist's support during the initial stage of professional development as a Legal English teachers was emphasised.

Various techniques applied by the respondents, however, turned out to be effective and they included:

- translating fragments of text and checking with the model version,
- relating the material covered by Legal English coursebooks to the academic law textbooks for students dealing with the same issues,
- teaching the course, covering all the material yourself before introducing it in the classroom, doing all the tasks yourself first – i.e. very extensive learning technique.

One more point made by three respondents needs to be highlighted. Namely, the three colleagues decided to form a peer teaching group in order to exchange ideas and share expertise gained in three various walks of life, i.e. in three various teaching contexts. Three teachers who once met at a Legal English conference and discovered that they encountered similar problems in their day-to-day teaching decided to meet regularly in order to support and inspire one another. The monthly meetings started to be organized and became a space in which various skills and knowledge started to be shared, not only Legal English related but also those concerning other areas of ELT/ESP teaching. The three teachers mentioned this kind of initiative as particularly beneficial and time-saving. However, they say it requires trust, openness and readiness to share the expertise with other persons which not everybody is apt or eager to do.

The above listed numerous initiatives show the research sample was composed of very creative and at the same time hard-working professionals. They proved that apart from being teachers they were also experts on learning. The moment they found themselves in the



situation in which they realised their lacks and became aware of the enormousness of the task they were confronted with, they had a choice: “to attack or run away”. They all decided to attack and they all took up a challenge. They did not have time to prepare for the teaching the Legal English course. They had to start to teach the course immediately and at the same time develop their knowledge of the very demanding and often controversial subject matter as well as the know-how of the teaching skills, experimenting with the new techniques in order to bring life into dry materials provided by Legal English coursebooks. The whole process, therefore, was and probably still is marked with ups and downs. The fact, however, that the research subjects did not give up and have been struggling with the teaching of Legal English, in some cases for almost 10 years now, is worth appreciating and needs to be emphasised. Especially because, as all of the subjects inform the activities they performed were their own initiative, only in single cases supported by their teaching institution and rarely recognised by the employers as well.

An interesting feedback was given by the teachers on what kind of support they expected to be offered by their universities along with delegating the task of running Legal English courses to them. It should be remembered that all the subjects were experienced ESP teachers with very broad understanding of the students needs, course design and teacher development issues. Their suggestions were the result of their individual expertise and professional awareness and included the following hints:

- offering and subsidizing teacher trainings,
- offering to opportunity to study Law,
- offering Teaching English for Law course,
- organizing in-service training programmes,
- subsidizing participation fees in conferences,
- offering training in legal issues (both Polish and English) in order to develop content knowledge,
- providing teachers with textbooks and teaching materials,
- offering trainings on the requirements of the certificate examinations which students are required to take in order to keep teachers up-to-date.

A question which was supposed to induce reflection concerned depicting the ideal Legal English teacher. The answers provided a collection of descriptors relating to personal qualities, educational background and professional experience.

The description which was most often repeated pictured a person who was either fluent in English, bilingual or a fully qualified EFL/ESL teacher and practising lawyer or professional translator of legal documents at the same time.

Some of the respondents concentrated on personality traits which a person pursuing Legal English career should possess. An ideal Legal English teacher was described as a hard-working, brave, open, stubborn, curious person, lifelong learner and constant knowledge seeker. The person must also be ambitious and stress resistant, as lawyers are very demanding students who might like to undermine the non-lawyer teacher’s qualifications just to show that

linguists are not good at law. This kind of opinion was repeated by the respondents and was based on their own experience of work with practising lawyers specialising in one area of law but expecting the teacher to have knowledge in all of the fields they represented. A person interested in Legal English teacher's career may be unaware that being able to provide the students with Polish equivalents of some English law terms is not enough. Being an efficient Legal English teacher requires broader understanding of the mechanisms ruling the world of law. One of the respondents, therefore, coined a term "half teacher – half lawyer" to describe a perfect Legal English professional. How much subject knowledge a teacher will need to have will very much depend on the learning environment and specially on the learners' level of legal knowledge and proficiency in English. Therefore, teachers working with law practitioners will need to engage much deeper in the subject matter, while teachers cooperating with law students will get a smoother introduction to the new profession as both parties, the students and the teachers, will be freshmen in the subject of law.

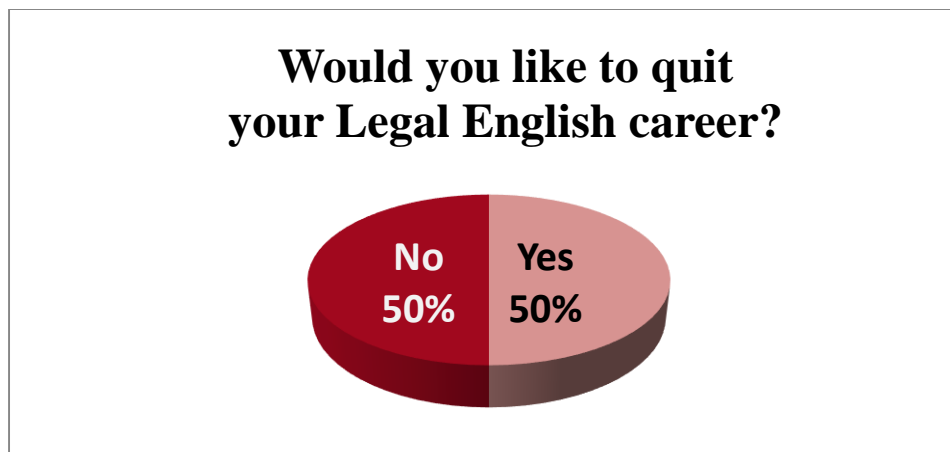
The issue of possessing a substantial amount of legal knowledge came back when the subjects were asked to make an attempt to compare teaching Business and Legal English. Such comparison was possible to conduct, since all of the respondents had experience in teaching Business English as well. All teachers agreed that teaching Legal English was much more demanding and it required more content knowledge and solid background on the content. Business English bases on more common knowledge and is more intuition oriented when it comes to content expertise. Business English is also more international and country specific differences do not play such a big role compared to diversity in legal systems across the world. Teaching Legal English may be, therefore, more misleading and requires more precision in terms of terminology and feedback.

Another difference between Business and Legal English is the quality and availability of teaching materials which in case of Legal English are not very exciting and rather monotonous as they are mostly aimed at developing vocabulary and reading and writing skills. Therefore, Legal English teachers are forced to produce their own materials if they want to make their classes more attractive and develop other skills especially communication. Another problem is the lack of published Legal English materials that they develop the content knowledge of Polish law. Namely, they usually cover the issues typical of common law systems. For that reason, teachers who understand the need of their Polish students to develop the ability to discuss Polish legal issues in English will regularly need to supplement coursebooks with Polish law oriented in-house materials. Business English materials due to their multitude offer the teachers wider choice of activities and allow for satisfying most of the wishes, wants and likes.

The above described scarcity of teaching materials turned out to be very inspirational for the teachers who took part in the research. Most of them admitted they produced their own teaching materials, one of them published a whole series of Legal English lessons in The Teacher monthly magazine for ELT teachers, while four (sic!) of them became authors of Legal English coursebooks published in Poland. Such proportion contradicts the thesis that a good teacher does not necessarily have to be a good materials writer (Hutchinson & Waters, 1987; Robinson, 1991). In the case of Legal English courses the target group of teachers who

might be considered for taking up the challenge consists of very highly qualified and experienced professionals. Even if they are initially unaware of the enormosity of the task they decide to accomplish, with time some of them find this new situation very motivating, view it as a possibility to specialise in a very niche variety of and work out their competitive advantage by *not setting in the concrete* (Scrivener, 2005:370), a springboard to pursue their professional (self) development and to become successful materials writers.

However, when asked whether they would like to quit their Legal English careers, half of the respondents expressed such a wish which came as a surprise to the author of this paper.



Picture 4: Replies to the question:  
If you could, would you quit your Legal English career?

Among the half of the teachers who would like to change their careers one person had already quit and started to work for government administration where she uses both her English and legal knowledge. The same respondent enrolled for PhD studies in Public International Law at the University of Warsaw. One respondent mentioned retraining to become a lawyer, one would like to set up a sole proprietorship and one would like to teach General English.

The opinion that prevails is that even though teaching Legal English is stressful and demanding, it turned out to be very rewarding as well. The teachers feel they develop and work out their USP (Unique Selling Point). For some of them taking up this career was a turning point in their lives that helped them cope with job burnout and inspired them to further development as teachers, academics and authors.

The informants provided comments on what their visions for the future were as regards their professional situation. The cloud below shows what words were used more often in the feedback collected during the research. The bigger the word, the more frequently it appeared in the answers.



Picture 5: Word Cloud representing Legal English teachers' feedback on their visions for their professional future.

The teachers believe that the demand for ESP/ELP courses will be growing. Thus, they would like to continue working as Legal English teachers and improve their competences. Those respondent who do not want to quit their careers are quite explicit in the answers they provide. They want to:

- gain knowledge, self-confidence and satisfaction,
- develop academically by undertaking PhD studies, conducting research, completing dissertations,
- continue working in the field of Legal English, to specialize, to teach more advanced levels and prepare students for TOLES (Test of Legal English Skills) advanced examination,
- obtain a degree in Law and start teaching Law in English.

Interestingly the answers provided by the respondents who felt they would like to continue their Legal English careers were much more precise as compared to those provided by the teachers who would like to quit their Legal English careers. This may suggest that resigning oneself to the challenging new job opportunity outlines and determines they way the teacher may follow if he/she is intent on continuing. One male respondent made a sincere comment in which he appreciated the opportunity of liaising with young people that was undeniable advantage of a university position.

The cloud below depicts the summary of replies to the question on perceptions of teachers' professional identity.



Picture 6: Word Cloud representing Legal English teachers' perceptions of professional identity

The subjects most often viewed themselves as “a teacher”, “an English teacher”, “a Legal English teacher”. Parallel to these, they also perceived themselves as “craftsmen whose goal is to perfect the skill of effective language teaching”, “well qualified linguists” or “specialists in a niche variety of English”. Since some of them deal not only with teaching, they also called themselves “translators”. They usually recognized how motivating and interesting the area of language teaching they were occupied with was. However, the attribute “frustrating” was also used in some replies.

A wide range of opinions was expressed when the teachers tried to describe how much time they needed to start feeling confident as Legal English instructors. The time span provided varied between 6 months and 5 years. However, three subjects confessed that they believed this moment would never come.

#### 4. Conclusions

All research subjects agreed that Legal English teachers' professional development is a Do-It-Yourself activity, since teaching institutions rarely provide opportunities for teachers' professional education and growth. All research subjects expressed their disappointment with the lack of support they received from their teaching institutions, especially higher education establishments. This situation, however, most probably cannot be changed due to cost cutting policy which is omnipresent in Polish school system.

The research results provided be very feasible feedback concerning Legal English teachers self development. All research subjects turned out to be experienced, independent practitioners who remained open to change and new challenges. They understand that their development continues throughout their teaching careers. When they faced the task of running very specialist Legal English courses, they did not wait to be spoon fed by their employers. They turned out to be very resourceful and ambitious and searched for self-development opportunities. They understood that the changing needs of the market and language learners

create new opportunity for them. They were ready to gain new content knowledge, master new techniques and test new methods which eventually turned out to be the best way towards working out their own teaching “know-how” and best practice.

All respondents agreed that awaiting the help from the teaching institution was not the best strategy and usually a vain hope. It was their job to show their initiative to develop and to gain new skills. Those of them who were not afraid of challenges and changes got a chance to specialize and to build their position on the market. They achieved or they are already on the way to achieve the subsequent stage of their professional growth. They are on the way to become highly advanced or specialist practitioners who are not only engaged in teaching and self-developing but also can become leaders, trainers and advisors to other teachers, materials writers and researchers. They not only enriched their repertoire of teaching techniques, improved content knowledge but also mastered their professional behaviour and personal qualities.

Teachers develop as professionals only if they choose to. They are responsible for the development of their competences. Teachers’ development is generated through personal reading, reflection and self-education. Each activity they undertake can become a springboard and inspiration to another. Therefore, practitioners themselves should show their initiative and resourcefulness and look for the new opportunities of self-education in order to strengthen their skills and convince the teaching establishment’s authorities to participate in the process. Since it is the “self” that is the best and only source of pursuing professional development.

## References

- Adams Smith, D.** (1983). *ESP teacher-training needs in the Middle East*, ESP Journal, vol. 2.
- Bailey, K., Curtis, A. and Nunan D** (2001). *Pursuing Professional Development: The Self as Source*, Heinle and Heinle.
- Freeman, D. and Richards, J.C.** (1996). *Teacher learning in language teaching*. Cambridge: Cambridge University Press.
- Hutchinson, T. and Waters, A.** (1987). *English for Specific Purposes. A learning – centred approach*. Cambridge: Cambridge University Press.
- Komorowska, H.** (2005). *Metodyka nauczania języków obcych*. Warszawa: Fraszka Edukacyjna.
- Lang, D.** (1990). *A blueprint for teacher development*. In: **Richards, J. and Nunan, D.** (eds.) *Second Language Teacher Education*. Cambridge: Cambridge University Press.
- Northcott, J.** (2008). *Language education for law professionals*. In: **Gibbons, J. and Turell, M.T.** (eds.) *Dimensions of Forensic Linguistics* (pp. 27-45). Philadelphia: John Benjamins Publishing Company.
- Nunan, D.** (1992) *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Richards, J.** (2005). *Professional Development for Language Teachers*. Cambridge Language Education.
- Robinson, P.** (1991). *ESP Today: A Practitioner’s Guide*. Prentice Hall International Language Teaching.

- Scrivener, J.** (2005). *Learning Teaching. A guidebook for English language teachers*. Oxford: Macmillan Education.
- Strevens, P.** (1988). *The learner and the teacher of ESP*. In: **Chamberlain, D.** and **Baumgardner, R.J.** (eds.) *ESP in the Classroom: Practice and Evaluation*, ELT Document 128, Modern English Publications in association with the British Council, pp. 39-44.
- Williams, R.** (1981). *The potential benefits to the ESP profession from greater awareness of developments and practices in L1 Communication Skills learning*. In: British Council *The ESP Teacher: Role, development and prospects*. ELT Document 112, London: British Council Teaching Information Centre.
- Wysocka, M.** (2003). *Profesjonalizm w nauczaniu języków obcych*. Katowice: Wydawnictwo Uniwersytetu Śląskiego, 2003.

## Appendix 1

### *Becoming a Legal English Teacher in Poland Teachers' Biographies Interview Questions*

Dear Colleagues

Thank you very much for agreeing to complete the questionnaire below. It is a pilot study aimed at researching what initiatives are undertaken by Legal English teachers in Poland in order to pursue their professional development. I really appreciate your participation in this research as you are all the most hard working and experienced Legal English teachers in Poland. Please leave your name or initials in point 1 in case I would like to contact you for any further information.

Once again thank you very much.

Aleksandra Łuczak

1. Name:
2. Age:
3. When did you first start teaching Legal English?
4. Where do you teach and have taught Legal English
  - a. at university
  - b. in a language school
  - c. in-company
  - d. at home
  - e.
5. Can you tell about the path that you have taken in order to work in the field of Legal English?
6. Have you ever been offered any kind of Legal English training?
  - a. at university?
  - b. in-service?
7. What kind of support you think you should have been given by your employer / university?
8. How did you feel during the initial period of your work as a Legal English teacher?

9. What did you do to develop professionally?
  - a. take part in trainings
  - b. take part in courses
  - c. self-study
  - d. peer teaching
  - e. enrolled at university
  - f. other
10. Please write more information about courses, training, studies you undertook.
11. Give some examples of self-study activities you undertook to develop as a Legal English teacher.
12. Could you recommend any of the above options as specially effective?
13. Have these activities been your own initiative or your employer's?
14. How much time did you need to feel confident as a Legal English teacher?
15. How would you describe a person working in the field of Legal English?
16. Do you see any difference between teaching Business English and Legal English?
17. What are your visions for the future?
18. How do you perceive your professional identity?
19. If you could, would you quit your Legal English career? What would you like to do?
20. Please comment on the opinion that Legal English teacher's professional development is a DIY activity?