



Co-funded by
the European Union

About LSP-TEOC.Pro

LSP-TEOC.Pro is a three-year (2020-2023) project. Its full title is “LSP Teacher Education Online Course for Professional Development (LSP-TEOC.Pro)” co-funded by the Erasmus+ programme of the European Union (Reference Number: 2020-1-DE01-005687).



LSP-TEOC.Pro meeting in Bergamo in 2023

LSP-TEOC.Pro provides students and teachers of Languages for Specific Purposes (LSP) with a multilingual online course that allows them to acquire and further develop the competencies needed to successfully teach languages in a specific context.

The developed online course targets future and early career teachers who may not have received sufficient education in LSP teaching given the prevalent gaps in LSP teacher training in the European Higher Education Area (EHEA).

Project partners



University of Zagreb



UNIVERSITÀ
DEGLI STUDI
DI BERGAMO



Univerza v Ljubljani



Project outputs

The partners involved have contributed to the development of an LSP online course on a transnational collaborative basis. The LSP-TEOC.Pro project consists of the following outputs:

- O1 Analysis and synthesis of existing LSP teacher education and development programmes
- O2 Definition of an online teaching methodology
- O3 Development of course content for LSP teacher education and development
- O4 Implementation of online course for new LSP Teacher Education Development on Internet platform
- O5 Piloting developed LSP Teacher Education online course
- O6 Trialling developed LSP Teacher Education online course
- O7 Analysis of trialling user data and application of learning analytics
- O8 Methodologies / guidelines – Evaluation method and tool

LSP-TEOC.Pro course

The project aimed to develop an online course that would be made available to the LSP community as an Open Educational Resource (OER). The OER solution has been implemented as self-directed course on a learning management system (LMS). The LMS allows interested parties to self-enrol and study the course content in its entirety or those sections which are deemed to be of special interest. The course content is available in all languages of the strategic partnership consortium, namely in Croatian, English, French, German, Italian, Polish, Spanish, Slovenian and Turkish.

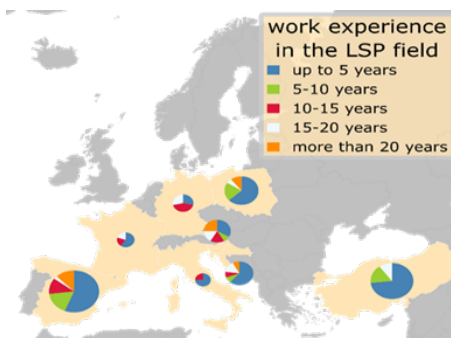
The course consists of the following modules:

- Module 0: Introduction to LSP
- Module 1: Needs Analysis
- Module 2: LSP Course and Syllabus Design
- Module 3.1: LSP Communities
- Module 3.2: Disciplinary Genres
- Module 3.3: LSP Corpora
- Module 4: LSP Teaching Skills
- Module 5: LSP Materials Evaluation and Design
- Module 6: Task-/Project-/Problem-Based Learning in LSP
- Module 7: LSP Assessment

Project in numbers

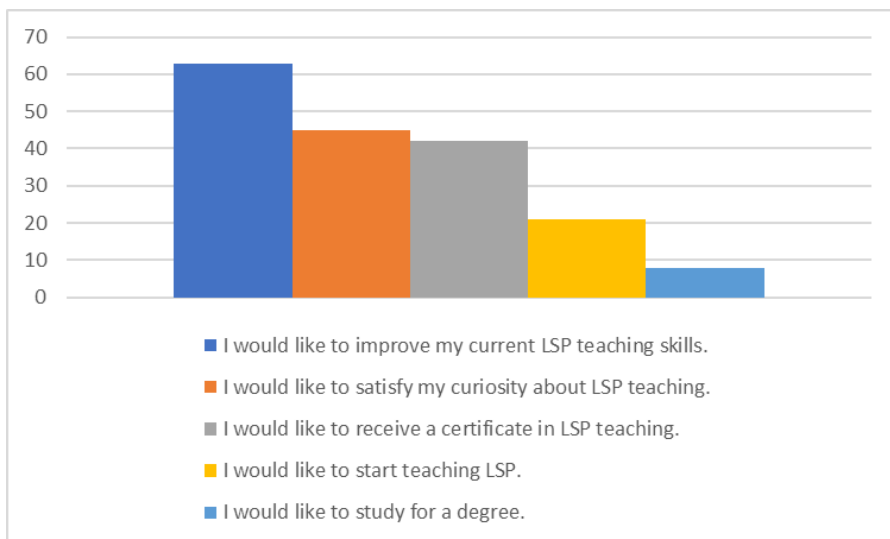
300 participants

More than 300 participants in total tested the course at various stages of its development, including 183 participants in its final form. The course participants from Croatia, France, Germany, Italy, Poland, Spain, Slovenia and Turkey ranged from LSP teachers with a long and extensive experience to newcomers who are just preparing for the profession.



Work experience in the LSP field according to the country of residence/work/study

Most of the course participants were highly and intrinsically motivated to take part in the course. The main motivating factors included a willingness to improve their own teaching competencies or curiosity about the subject matter. Receiving a certificate also served as an incentive.



Motivation of course participants to take part in it (data collected during the large-scale trialling)

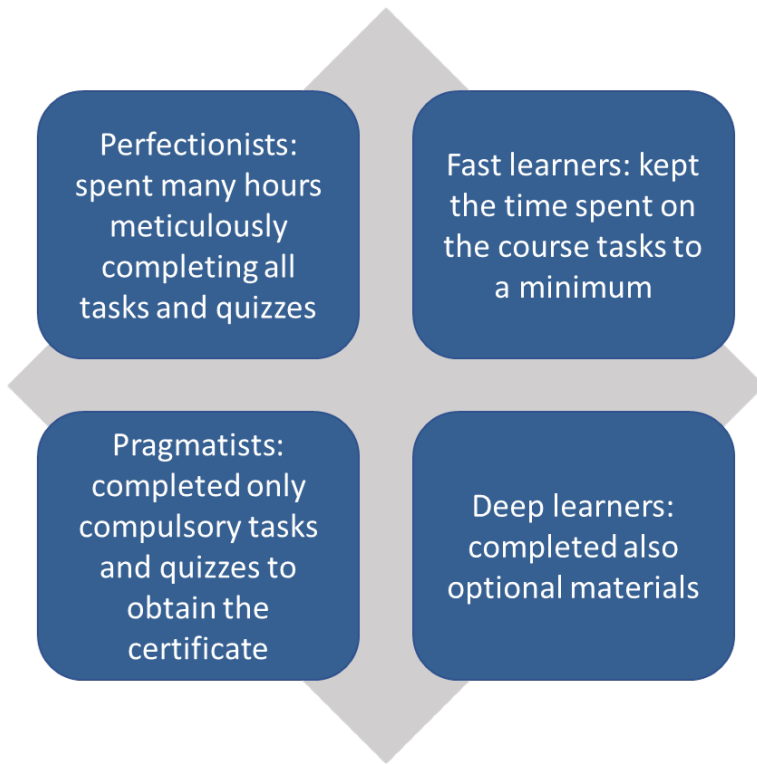
71 completed quizzes

For the most engaged learners, a total of 71 quizzes and many open tasks have been prepared as compulsory or optional materials within the modules.

44 hours on average spent on tasks in the course

The course has been prepared to serve a wide range of learners and modes of use. For both those who are interested in an intensive exploration of the knowledge in each of the eight modules and those who need a quick repetition of selected content. The average time spent on the course activities during trials was approximately 44 hours, while the median was around three hours. These values show how differently the participants

used the course resources. There were people who only did the absolute basics to get the certificate, and those who scrupulously went through all the activities and exercises we meticulously designed and developed. Further analysis of the data collected showed that several types of learners could be distinguished.



Most commonly identified learning paths among course participants

The participants often could not be assigned to only one of the groups above. Some groups overlap and so the participants can mainly be divided into pragmatists-fast learners and deep learners-perfectionists.

Favourite modules

Out of the eight modules available, 93 participants completed at least four modules, which guaranteed them a certificate.

The participants were asked to state the modules they wanted to study. Module 0 was the most preferred module ($n=90$) by the participants. The second most preferred module was Module 1 ($n=80$), whereas the third most preferred module was Module 2 ($n=76$).

Participants were also asked if they had acquired the knowledge that they intended to put into practice after the course. Most respondents ($n=82$, 89.1%) reported having acquired the knowledge they intend to put into practice after the course.

Participants' attitudes



Word cloud with participants' opinions

The participants were asked to state their opinions on the LSP-TEOC.Pro course. They described their experiences with different words. Overall, they described the course as beneficial, insightful, enlightening, and thought-provoking. However, their descriptions were not limited to these words.

They also thought that the course was fun, motivating, well-organized, and engaging.

Knowledge gain

The data regarding the knowledge gained in the course was analysed by conducting the paired samples t-test. The results showed that there was a statistically significant difference between the pre-test and post-test scores of all modules. The most significant knowledge gain was calculated in Module 5, and the mean difference between the pre-test and the post-test scores in this module was 1.158.

Dissemination activities

Preliminary results were presented at diverse national and international conferences and meetings:

- Bocanegra-Valle, A. Lecture at a training course titled “Old Tools, New Visions: The professional development of LFE teachers and its synergies with CLIL programmes”. University of Extremadura, Spain, 23 March 2023.
- Bošnjak Terzić, B., Breka, O. & Kereković, S. Unravelling LSP teaching. *6th International Conference Contemporary challenges in LSP teaching*, Faculty of Humanities and Social Sciences, University of Osijek, Croatia, 23-25 February 2023.
- Bocanegra-Valle, Ana. Online learning methodologies and educational open resources for LSP teacher education and training. *Conference Positive impacts of language technology: TISLID 22*. Complutense University of Madrid, Spain, 27-28 May 2022.
- Bocanegra-Valle, A. & Kic-Drgas, J. Digital technologies for LSP teacher education and professional development in a multilingual international context. *5th International Symposium Language for International Communication (LINCS)*, University of Latvia, Riga, 28-29 April 2022.

- Bošnjak Terzić, B., Breka, O. & Kereković, S. LSP Teacher Education Online Course. *39th International Conference of the Spanish Society for Applied Linguistics (AESLA)*, Las Palmas de Gran Canaria, Spain, 27-29 April 2022.
- López-Zurita, P. & Vázquez-Amador, M. The analysis of LSP teacher training online courses in Spain. *39th International Conference of the Spanish Society for Applied Linguistics (AESLA)*, Las Palmas de Gran Canaria, Spain, 27-29 April 2022.
- Bocanegra-Valle, A. & Perea-Barberá, M. D. "LSP teacher education and training in Europe: From TRAILS to LSP-TEOC.Pro". *19th International Conference of AELFE & 2nd Trans-Atlantic and Pacific Project Conference*, Technical University of Catalonia, Barcelona, Spain, 7-9 July 2021.
- AELFE-TAPP Conference "Multilingual academic and professional communication in a networked world", Technical University of Catalonia, Barcelona, Spain, 7-9 July 2021.
- Bocanegra-Valle, A., Bošnjak Terzić, B. & Kereković, S. Digital learning for LSP teacher education and professional development: What are the challenges? *5th International Conference: Contemporary Challenges in LSP Teaching*, University of Zagreb, Croatia, 1-2 July 2021.
- ALSPTHEI Conference "Contemporary Challenges in LSP Teaching", University of Zagreb, Croatia, 1-2 July 2021.

Multiplier events

Introducing the LSP-TEOC.Pro project to national institutions that train/educate future language teachers and to other stakeholders in 2023:

Large-scale trialling of the LSP-TEOC.Pro course

January-March 2023 (online): a large-scale trial of the English online LSP teacher training course. A large number of external individuals and stakeholder organisations were approached to use the online course and give feedback on their experience. This intellectual output was a decisive step in the dissemination of the project whilst at the same time gathering valuable empirical information about user needs, usage patterns, and languages used.

Final conference:

Poznań, Poland, 5 July 2023

Links and contact

LSP-TEOC.Pro Website:

<https://lsp-teoc-pro.de/>

LSP-TEOC.Pro Learning Management System:

<https://moodle.lsp-teoc-pro.de/>

Please contact the national partner for more information:

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