

LSP TEACHER EDUCATION ONLINE COURSE FOR PROFESSIONAL DEVELOPMENT – LSP-TEOC. Pro

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INTELLECTUAL OUTPUT 1:

Analysis and synthesis of existing LSP teacher education and development programmes

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Introduction

This report presents a synthesis of the results of Intellectual output 1 (IO 1) of the European project "LSP Teacher Education Online Course for Professional Development" (LSP-TEOC.Pro). This project No. 2020-1-DE01-KA203-005678 is supported by Erasmus+ programme.

The primary objective of the LSP-TEOC.Pro project is to address a significant gap in the training of LSP teachers. Specifically, the project seeks to provide LSP teachers with a comprehensive and multilingual online course which will enable them to acquire the competencies necessary to effectively teach languages in specific contexts. This initiative is primarily targeted at future and early career LSP teachers who may not have received adequate training in LSP teaching.

The envisioned online course is designed to cover various aspects of LSP teaching, e.g. LSP needs analysis, LSP course design, LSP disciplinary context, LSP teaching skills, task/project/problem-based learning in LSP, LSP materials development, LSP assessment and LSP research, taking the results achieved in the TRAILS project into account. The course will be made available to the LSP community as an Open Educational Resource (OER) and will be accessible in multiple languages, including Croatian, English, French, German, Italian, Polish, Spanish, Slovenian, and Turkish. This multilingual approach aims to cater to the diverse linguistic needs of LSP students and practitioners, allowing them to follow individual learning pathways.

IO 1 focused on the analysis and synthesis of existing online LSP teacher education and development programmes. The leading organisation was the University of Zagreb, Faculty of Mechanical Engineering and Naval Architecture, Croatia. Other organisations participating in IO 1 were two universities from Germany, namely, Jade Hochschule Wilhelmshaven/Oldenburg/Elsfleth and Hochschule Pforzheim, Università degli studi di Bergamo from Italy, Universidad de Cadiz from Spain and Uniwersytet im. Adama Mickiewicza w Poznaniu from Poland.

Methodology

The methodology of the project was systematically structured to ensure comprehensive research and development. The activities were categorized into two main phases: the first phase involved data collection, while the second phase focused on data analysis.

Intellectual output 1 (IO 1) – First phase

The initial phase of the project, Intellectual output 1, was dedicated to the analysis and synthesis of existing online LSP teacher education and development programmes. The key activities in this phase revolved around addressing essential questions. The research sought answers to key questions such as the existence and content of online resources for LSP teacher education, learning outcomes, teaching methods, assessment techniques, and the use of ICT and reference materials.

Activities included defining a methodology for analysing existing online LSP teacher education programmes, collecting data from partner institutions, analysing the collected data, and synthesizing the results.

Intellectual output 1 (IO 1) – Second phase

The second phase of IO 1 involved refining and disseminating the collected data. It encompassed the following important components:

Definition of terms

Before the research began, it was essential to give precise definitions for key terms. These were the following:

PROGRAMME is the most general term, which refers to a/any study programme at a faculty/university ending with a degree, e.g. undergraduate degree or master's degree (e.g. English studies).

COURSE refers to a part of a study programme at a faculty/university and includes a set of classes on a particular subject (e.g. a course on English teaching methodology).

MODULE refers to a part of a course (e.g. LSP teaching methodology).

Research methodology

The Croatian team devised the research methodology by developing guidelines for identifying online LSP teacher education programmes and collecting and analysing relevant data. Partner institutions provided feedback on the guidelines, which were then revised to produce a final version. A video conference involving all partners was held to discuss the revised guidelines and finalize them. The Croatian team prepared and distributed the necessary documents for all activities related to IO 1. Partner institutions conducted desk research and completed documents such as progress tracking tables and data questionnaires. The partners summarised the results of their desk research and submitted them to the Croatian team.

The Croatian team collected, analysed, and synthesized the research results, which were presented at the 2nd transnational meeting on April 7, 2021.

Data collection

Data collection primarily involved two activities: desk research (Activity 1) and the completion of the questionnaire (Activity 2).

In the desk research (Activity 1), partners conducted online searches using specific keywords in their respective languages to identify universities, faculties, and accredited institutions

offering online LSP teacher education and development programmes. They maintained a record of the websites they visited. Various search engines were used to explore the websites of universities, faculties, and accredited institutions in their respective countries. Keywords such as "language(s) for specific purposes," "LSP teacher education," "LSP workshop," "LSP teacher professional development," and "LSP webinar" were employed to facilitate the searches. A tracking table was used to record the name of the institution, the URL, and whether the institution offered an online programme for LSP teachers.

Once a relevant online LSP teacher education and development programme was identified on a website, partners completed the LSP-TEOC.Pro questionnaire using Google Forms (Activity 2).

The questionnaire consisted of 25 questions, addressing various aspects of the identified programmes.

Intellectual Output 1 - Second phase (continued)

Data analysis - Quantitative and qualitative analyses

In this phase, data analysis played a pivotal role in assessing the landscape of online LSP teacher education and development programmes. The key findings include:

Researchers from participating institutions conducted surveys in their respective countries, visiting universities', faculties', and accredited institutions' websites. A total of 532 websites of universities, faculties, and accredited institutions were surveyed across five European countries: Germany, Italy, Spain, Poland, and Croatia. Surprisingly, only 12 online LSP teacher education and development programmes were identified in this extensive survey (Table 1). The scarcity of such programmes highlights a significant gap in LSP teacher education.

Table 1 provides a summary of the results, indicating the number of websites surveyed and the number of online LSP teacher education and development programmes:

Table 1. Results of desk research

Researching institution	Number of websites surveyed	Number of online LSP teacher education programmes found
Jade University	172	-
Pforzheim University	120	-
Bergamo University	67	-
Cadiz University	83	11
Poznan University	85	1
Zagreb University	5	-
TOTAL	532	12

While the majority of identified online LSP teacher education programmes were from Spanish institutions, one programme was offered by a Polish institution. Here is a list of the programmes offered by Spanish and Polish institutions:

1. Teaching Spanish for specific purposes - Antonio de Nebrija University

2. Spanish for Specific Purposes Curriculum design - Francisco de Vitoria University
3. Teaching Spanish for specific purposes - Pablo Olavide University
4. Spanish for Specific Purposes - Alfonso X El Sabio University
5. Basic training for Spanish for specific purposes teachers - Centro Universitario CIESE (Fundación Comillas e Instituto Cervantes)
6. Teaching materials design in the Spanish for specific purposes classroom - Centro Universitario CIESE (Fundación Comillas e Instituto Cervantes)
7. Certificate of Specialization in Didactics of Spanish L2 / FL for Specific Purposes - La Rioja University
8. Spanish for Professional Purposes (SPP) in the Spanish Classroom - UNED University
9. University course of refresher teacher training in SSP - Miguel de Cervantes University
10. Beginning to teach Spanish for Business: Methodological and interdisciplinary issues - Instituto Cervantes and Modern Languages Institute of the University of Granada
11. Designing, creating, and planning Spanish for Specific Purposes Courses - Universidad a Distancia de Madrid and Instituto Cervantes
12. Didactics of occupationally oriented languages - Uniwersytet Marii Curie Skłodowskiej (UMCS)

The analysis of the identified online LSP teacher education and development programmes revealed several important findings. Eight of the online programmes were for profit, one was non-profit, and no information on the profit status was available for three programmes. Most of the programmes identified were suitable for novice LSP teachers, with nine programmes also suitable for experienced LSP teachers who had more than five years of experience. Eleven programmes were suitable for general language teachers, with three even suitable for general language students. Although most online programmes were suitable for LSP teachers, eight out of twelve responses indicated that they did not qualify participants to teach LSP; they only partially qualified participants in this respect. The qualifications awarded on completion of the programme varied, some programmes offered certificates of attendance, a certificate of specialization in Didactics of Spanish L2/FL for specific purposes, or the programme was a compulsory course within a Master's programme.

Information on the number of participants who could apply for the online programmes was mostly unavailable, with only two cases indicating that 40 participants could apply for a programme.

Entry requirements for the online programmes also varied; some programmes did not specify any requirements, while others required a university degree or other specific qualifications.

The duration of the programmes ranged from 15 to 150 working hours, with most programmes offering between 40 and 75 working hours.

Most of the identified online LSP teacher education and development programmes were related to the domains of Business, Economics, Finance and Public Administration (10 out of 12 responses), seven programmes were related to Law, Criminology and Industrial Relations, five were related to Tourism and Leisure, four to the domain of Medicine and Health, one to the academic context and two online programmes were not related to any specific discipline.

Regarding the programme content, the online LSP teacher education and development programmes covered various teaching issues, including the analysis of target and learner needs, materials design, course design, lesson planning, syllabus development, materials evaluation, adult teaching, assessment methods, learning strategies, classroom management, information and communications technologies, content-based teaching, disciplinary context awareness, disciplinary genres, general pedagogy, task-based teaching, teaching methodologies, academic discourse, skills teaching, autonomous and self-directed learning, corpus-based teaching, group work, group management, LSP challenges, opportunities and constraints, LSP communities of practice, LSP vocabulary teaching, self-study, critical thinking, student autonomy, teacher and student motivation, and interculturality.

As regards the Information and Communications Technologies (ICTs) used for teaching the identified online programmes, it was found that in most cases (9 out of 10 responses) online learning platforms such as Moodle, Blackboard, ILIAS, Sakai, Microsoft Teams etc. were used. Online communication software such as Skype, FaceTime, Google Meet, Zoom etc. were used in three cases, e-mail in one case and Office software such as Microsoft Office, OpenOffice, LibreOffice etc. also in one case.

Reference materials and books were relatively scarce in the identified programmes. Only four online programmes mentioned reference materials, and one programme included an e-book and materials pack for participants. Additionally, only three programmes recommended reference materials for teaching LSP.

Out of the twelve online programmes identified, two did not issue certificates, while ten issued certificates. Six programmes provided written certificates, and four awarded ECTS credits upon completion.

Synthesis of the results

In this synthesis, we are elaborating on the most important issues dealt with in the conducted survey.

Six partners participating in IO 1 visited and surveyed 532 websites of universities/faculties/accredited institutions in their respective countries to search for information about online LSP teacher education and development programmes that would help LSP teachers to acquire the necessary skills to become well-versed teachers of languages for specific purposes. Only 12 online programmes were found, one offered by a Polish tertiary education institution and 11 offered by Spanish institutions, focusing mainly on Spanish for specific purposes. It is surprising that in Germany, where 292 websites were surveyed, not a single institution could be found offering an online LSP teacher education and development programme. These findings led to the conclusion that such specialized online education and development programmes are extremely scarce. However, such findings were also not unexpected for the researchers participating in this project as they are experienced LSP researchers and practitioners and very familiar with the developments in the area of LSP teaching.

Despite the limited number of programmes identified, the research yielded valuable insights into the domains or specialized areas covered by these online programmes. These areas included Business, Economics, Finance, Law, Tourism, Medicine and Health. Additionally, the research highlighted the diverse learning outcomes and programme content offered,

which are highly relevant to the competencies and skills required of contemporary LSP teachers.

The findings from IO 1 are of utmost importance for the activities to be carried out in Intellectual output 2 (IO2: Definition of an online teaching methodology) and Intellectual output 3 (IO3: Development of course content for LSP teacher education and development).

Conclusion

The scarcity of online LSP teacher education and development programmes across European countries highlights the pressing need for a comprehensive and accessible solution. The results of the research carried out in IO 1 will be used in the development of an online LSP teacher education course for professional development. The results of IO 1 show that there is a need for more unified way of learning and teaching languages for specific purposes and that LSP teachers across Europe, who speak and teach different languages for specific purposes, need to be supported. The online LSP teacher education course to be developed will cater for LSP teachers' needs and try to bridge the identified training and knowledge gaps.

The final activities in IO 1 refer to the dissemination of the research results to the academic community through conferences and the publication of the findings in journals. The first dissemination will be at the 5th International Conference – Contemporary Challenges in LSP Teaching – to be held online on July 1&2, 2021, organised by the Croatian Association of LSP Teachers at Higher Education Institutions. The research results will also be presented on the project and social media websites. The researchers strongly believe that the developed online LSP teacher education and development course, will have a significant impact on the global LSP community and the whole project will serve as a source of future research in the area of LSP.