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Intellectual output 1:

ANALYSIS AND SYNTHESIS OF EXISTING ONLINE LSP TEACHER EDUCATION AND DEVELOPMENT PROGRAMMES

Co-funded by
the European Union

Aim of the project

- To provide pre-service teachers and LSP teachers with an online course allowing them to acquire and/or further develop the competences needed for the successful teaching of languages in a specific context.

- To provide an online course available to the LSP community as an Open Educational Resource (OER) and offer a self-directed learning platform to interested parties in the area of LSP teacher training.

- To provide the course content in all languages of the strategic partnership consortium, namely in Croatian, English, French, German, Italian, Polish, Spanish, Slovenian and Turkish.

Intellectual output O1
Analysis and synthesis of existing online LSP teacher education and development programmes

- **Leading organisation:**

University of Zagreb, Croatia

- **Participating organisations in IO1:**

Jade Hochschule Wilhelshaven/Oldenburg/Elsfleth, Germany

Universita' degli studi di Bergamo, Italy

Universidad de Cadiz, Spain

Uniwersytet im. Adama Mickiewicza w Poznaniu, Poland

Hochschule Pforzheim, Germany

Key activities of IO1

1. Defining the methodology for analysing and synthesising existing online LSP teacher education and development programmes.

2. Collecting the required data on existing online LSP teacher education and development programmes.

3. Analysing the collected data for a possible adaptability into online learning content.

4. Synthesizing the results and communication to project partners.

5. Dissemination of the results by means of an academic publication and conference contributions.

Questions to be answered in IO1

1. Which online resources exist for acquiring the necessary skills to become a well-versed teacher of languages for specific purposes?

2. What are the general contents of the syllabi of these courses?

3. What are the learning outcomes?

4. Which teaching/learning methods are used?

5. Which assessment methods are used?

6. Which information and communications technology is used?

7. Which reference materials/books are used?

Methodology

The CRO team provided the involved partners with the preliminary guidelines for identifying and analysing online LSP teacher education and development programmes.

All the involved partners studied the guidelines, sent feedback on the guidelines and made suggestions for improvement.

The CRO team amended the guidelines in line with the partners' feedback and suggestions.

The CRO team organised a video conference with the involved partners and discussed the proposed methodology and amendments.

The CRO team prepared the final documents for IO1 and shared them in Google drive.

The CRO team analysed and presented the results in TM.

Desk research:

Each partner kept track of their desk research in the document provided on Google drive.

The partners googled all the universities/ faculties/ accredited institutions in their country for online LSP teacher education/ training programmes.

Key words in the partners' language:

language(s) for specific purposes, LSP teacher education, LSP workshop, LSP teacher professional development,

LSP webinar…

Each partner filled in the table to keep track of progress.

When online LSP teacher education and development programmes were identified, the involved partners filled in the developed questionnaire (via Google Forms).
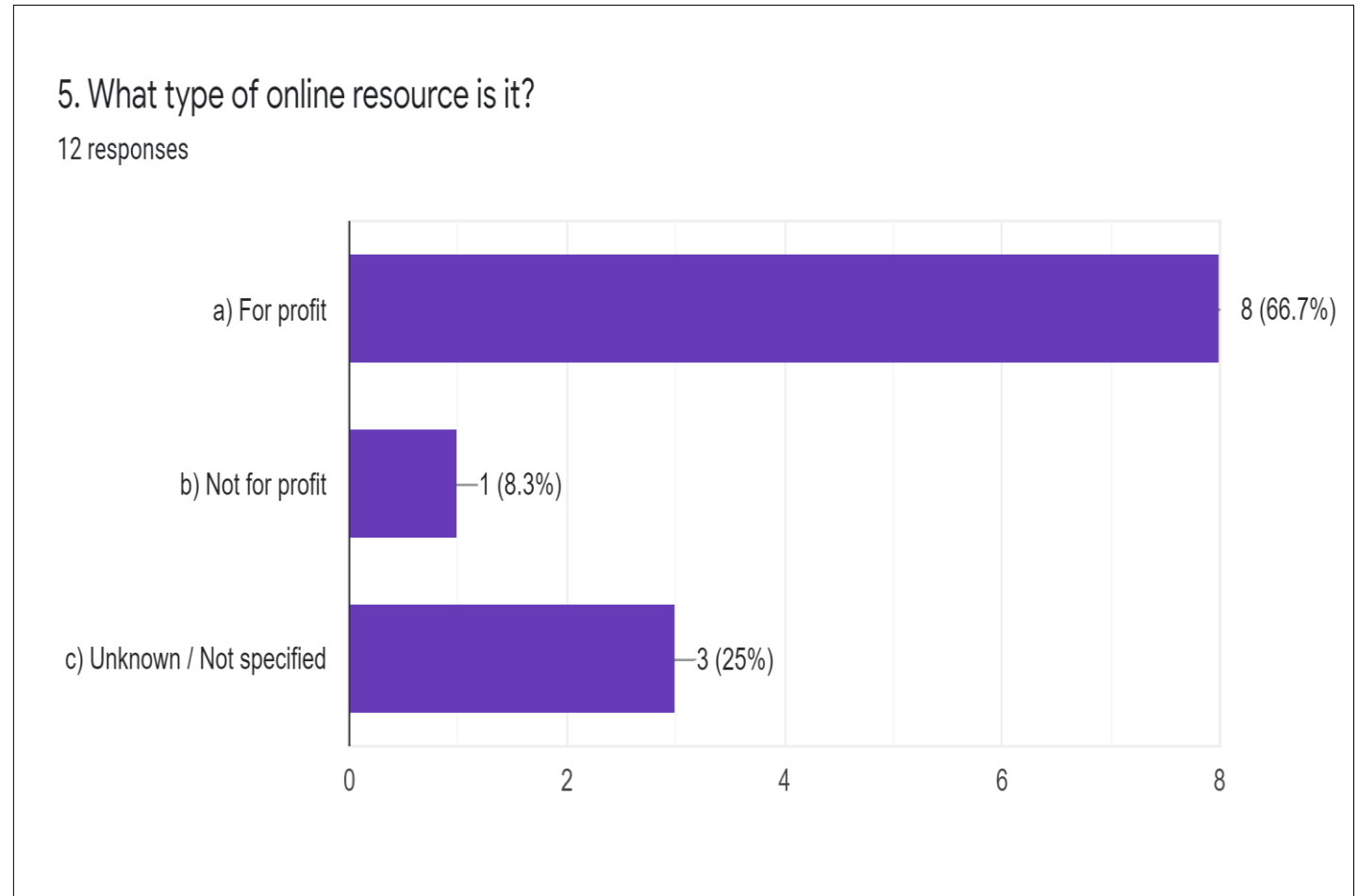
Results

What type of online resource is it?

- 12 responses

N=8 (66.7%) for profit

N=1 (8.3%) not for profit

N=3 (25%) unknown

5. What type of online resource is it?

12 responses

Who would this online resource be suitable for?

6. Who would this online resource be suitable for?

12 responses

- General language teachers — 11 (91.7%)
- General language students — 3 (25%)
- LSP experienced teachers (over 5 years ... — 9 (75%)
- LSP novice teachers — 10 (83.3%)
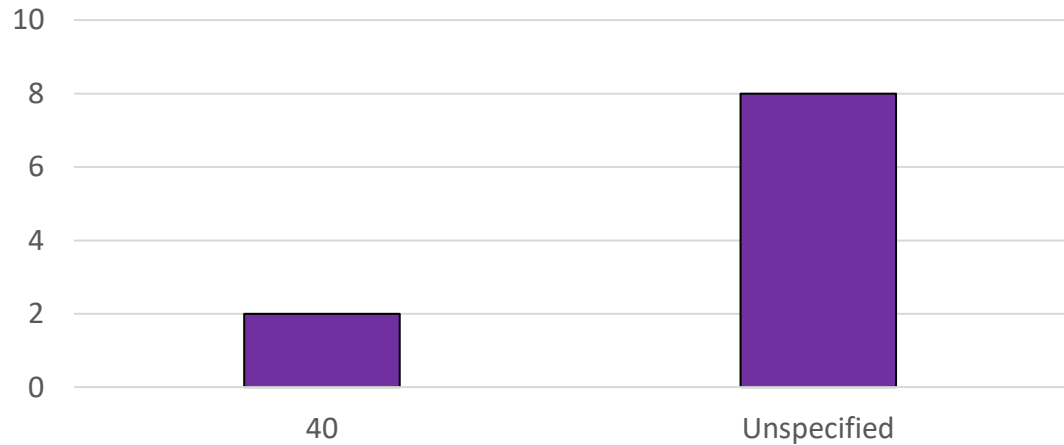- Unknown / Unspecified — 0 (0%)
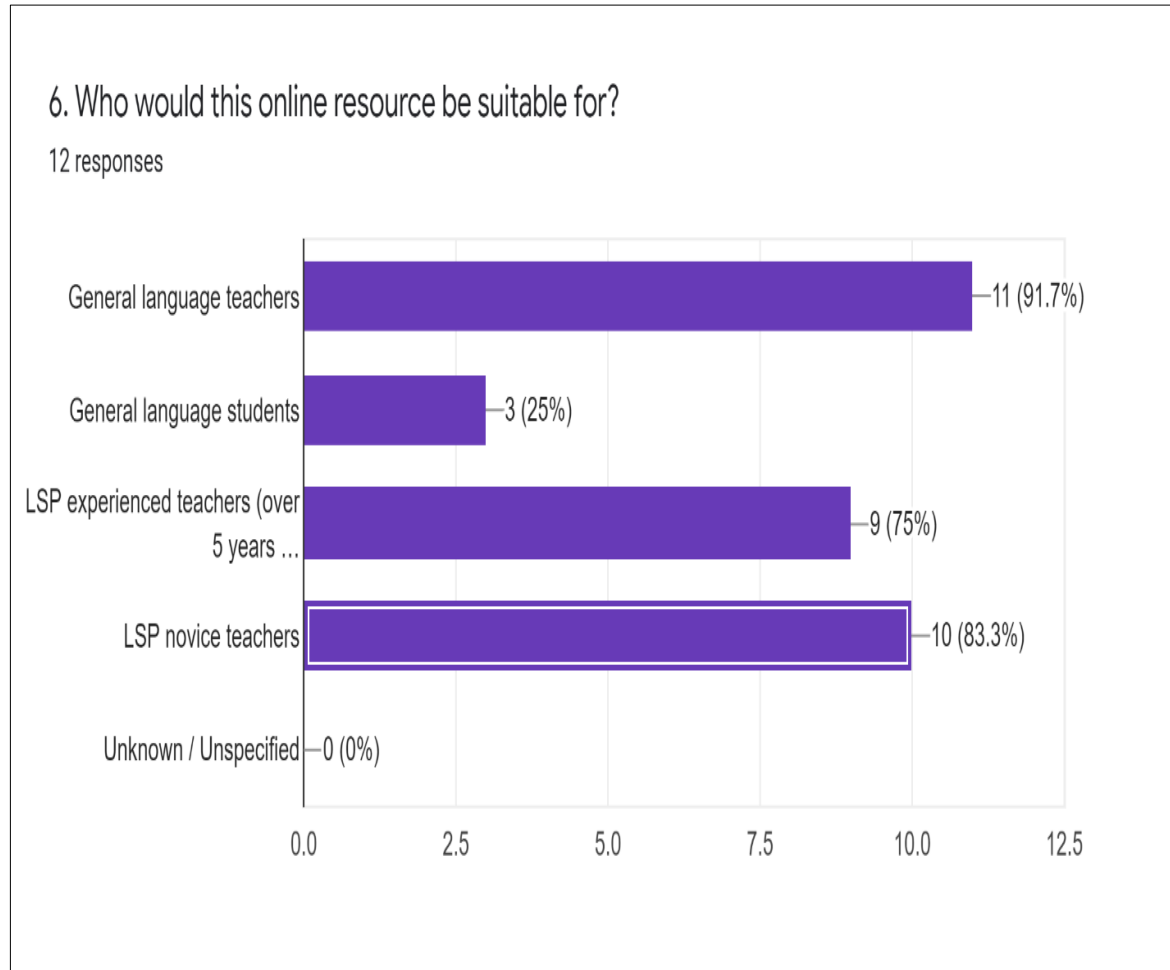
- 12 responses

N=11 (91.7%) General foreign language teachers

N= 10 (83.3%) LSP novice teachers

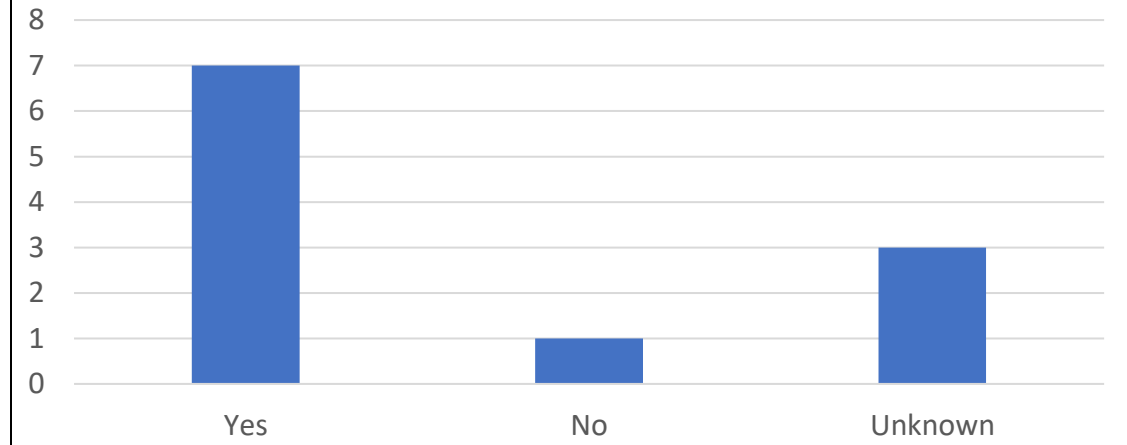N= 9 (75%) experienced LSP teachers (over 5 years of experience)

N= 3 (25%) General language students

How many participants can apply for the online resource?

- 10 responses
N=2 (20%) 40 participants
N=8 (89%) unspecified

Are there any entry requirements for the online resource?

- 11 responses
N=1 (9.1%) no entry requirements
N=3 (27.3%) unknown
N=7 (63.6%) entry requirements

If yes, state the entry requirements for the online resource.

University degree and B2 in Spanish (3 resources)

C1 in Spanish (3 resources)

Advanced level of Spanish

Graduates in the area of Hispanic Philology, Linguistics, Humanities, Translation and interpretation and other Philologies (English, French, German)

Graduate Degree

Participants must have a university degree or be enrolled in the last academic year of a university degree

How many working hours/classes does the online resource offer?

MINIMUM 15 H

MAXIMUM 150 H

Does this online resource qualify the participants to teach LSP?

Does this online resource qualify the participants to teach LSP?
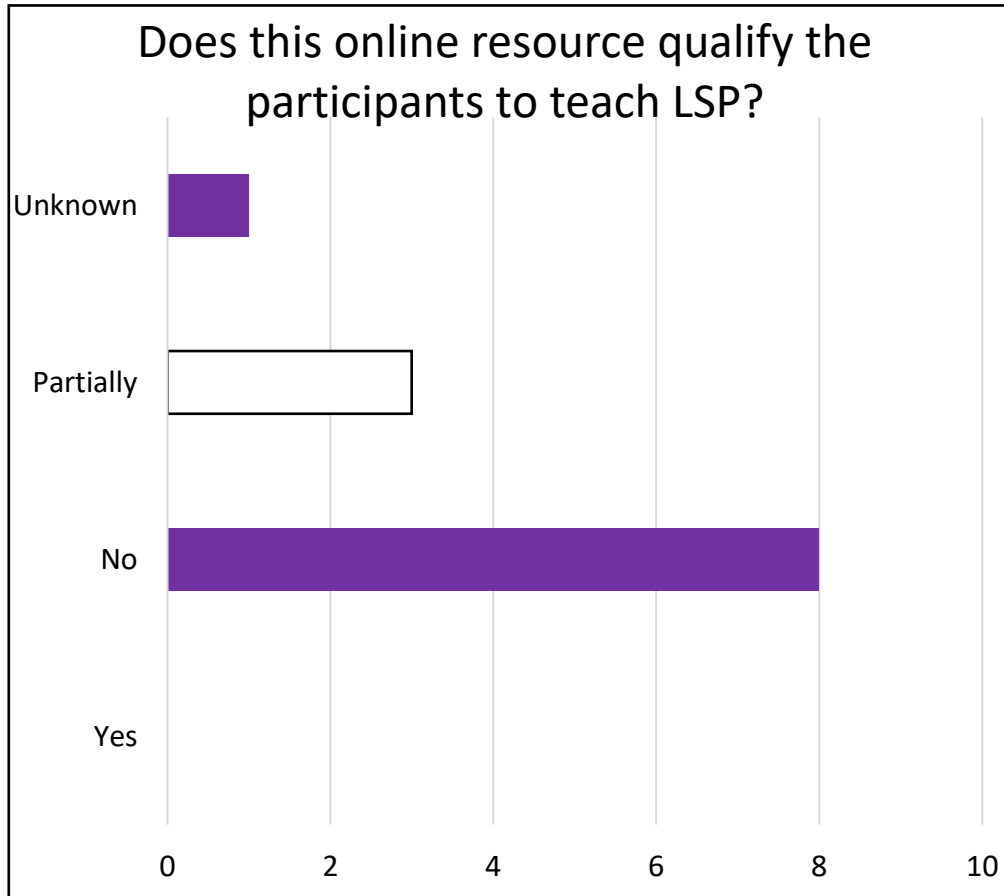
- 12 responses

N=8 (66.7%) no qualifications to teach LSP

N=1 (8.3%) unknown

N=2 (25%) partial qualifications to teach LSP
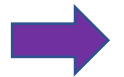
Provide details about the type of qualification.

It is a compulsory course within a 60-credit Master of Spanish as a Second Language

Attendance certificate

Certificate of Specialisation in Didactics of Spanish L2/FL for Specific Purposes

It is a course within the Master's Degree in Teacher Training of Spanish as a Second Language

Specify the language the online resource prepares the participants to teach.

Specify the language the online resource is delivered in.

13. Specify the language the online resource prepares the participants to teach.

12 responses

Spanish: 11 (91.7%)
unknown: 1 (8.3%)

14. Specify the language the online resource is delivered in.

12 responses

Polish: 1 (8.3%)
Spanish: 11 (91.7%)
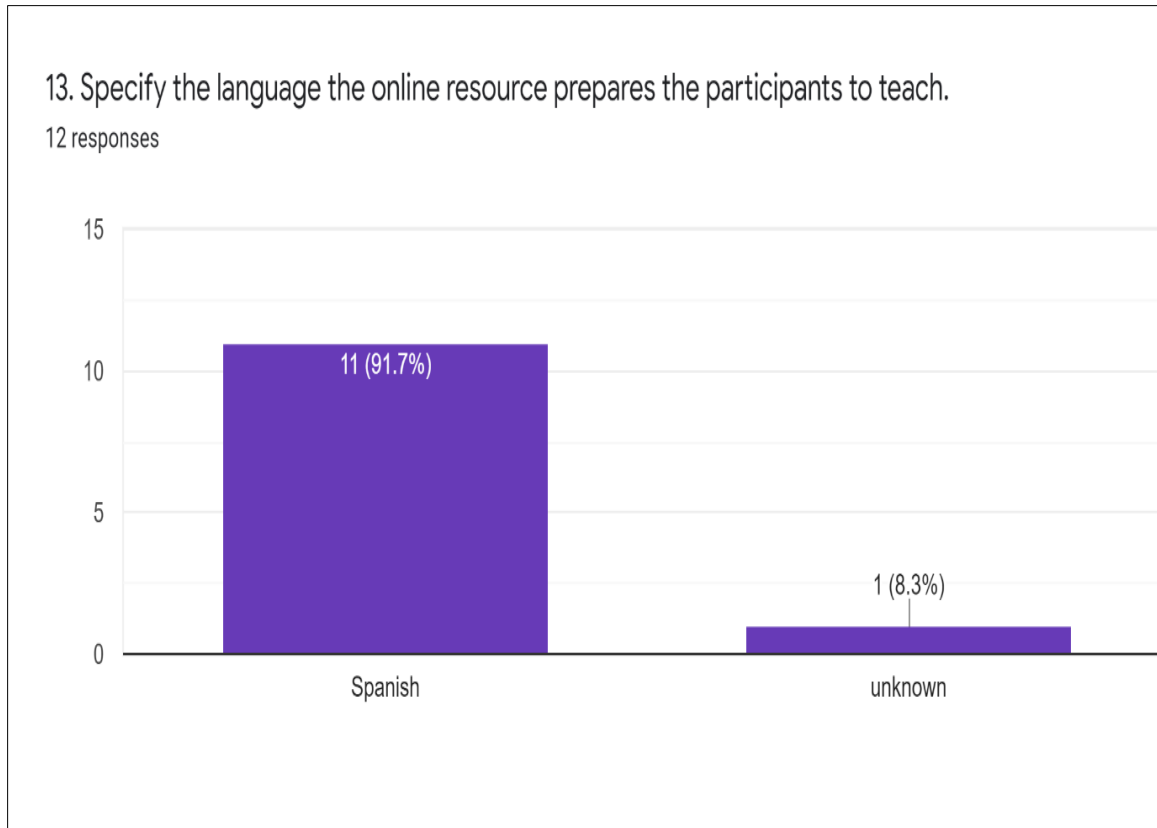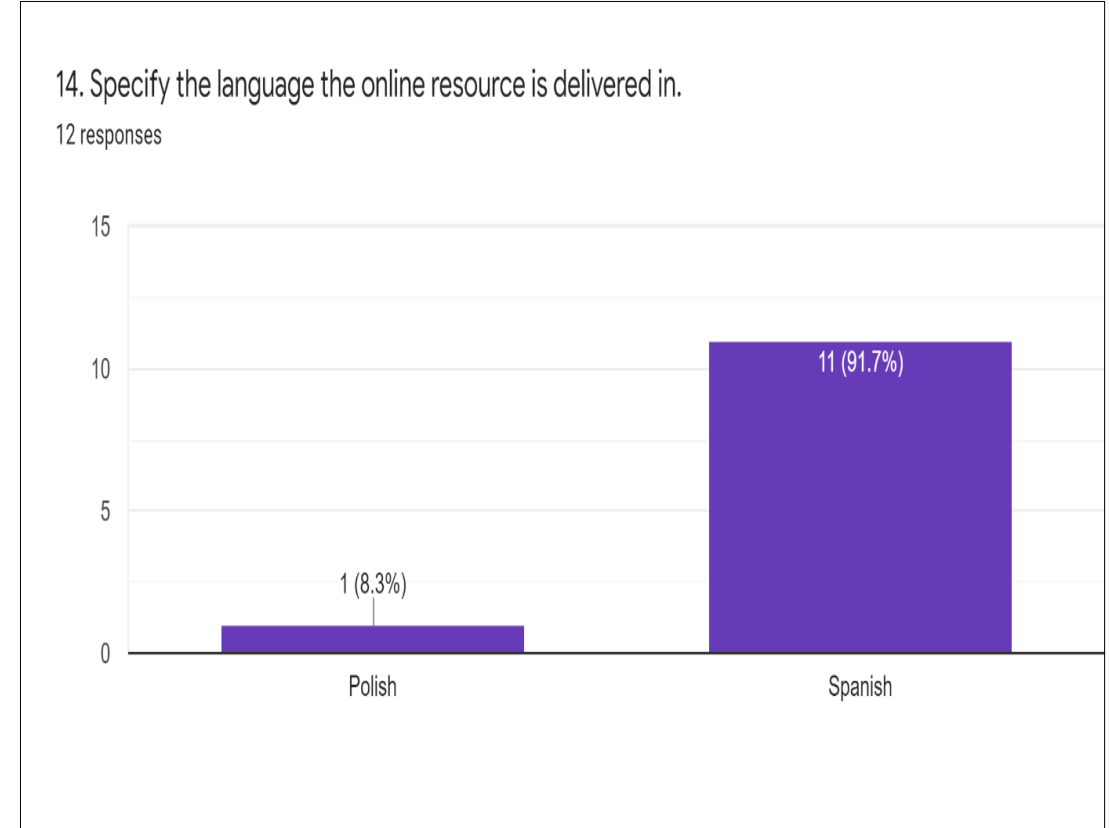
What are the learning outcomes of the online resource, e.g. as stated in the programme description or syllabus?

Summary of the learning outcomes:

The participants will be able to:

- begin teaching Spanish for Business Purposes
- know the fundamental tools in the LSP field in relation to learning Spanish as a second language
- design and organize task-based activities for learning Spanish for Specific Purposes
- select materials for lesson planning, analyse materials and resources
- develop skills and strategies to work with Spanish for Specific Purposes contents
- employ specific strategies to facilitate intercultural communication in class
- manage resources to integrate language skills and special contents for the Spanish for Specific Purposes class
- choose criteria for learning assessment and student assessment
- use ITCS in the Spanish for Specific Purposes class

Cont.

- become familiar with the characteristics of teaching

- reflect on the role of the Spanish for specific purposes professor

- acquire techniques and proposals to manage the SSP teaching-learning process

- create and design specific materials for the SSP classroom

- create curricula for teaching a professionally oriented foreign language

- identify and determine his/her own needs as well as the needs of learners and mutual expectations in the process of language education

- collaborate with external partners in acquiring authentic materials for their planned education

- learn to adapt the teaching of SSP to all levels

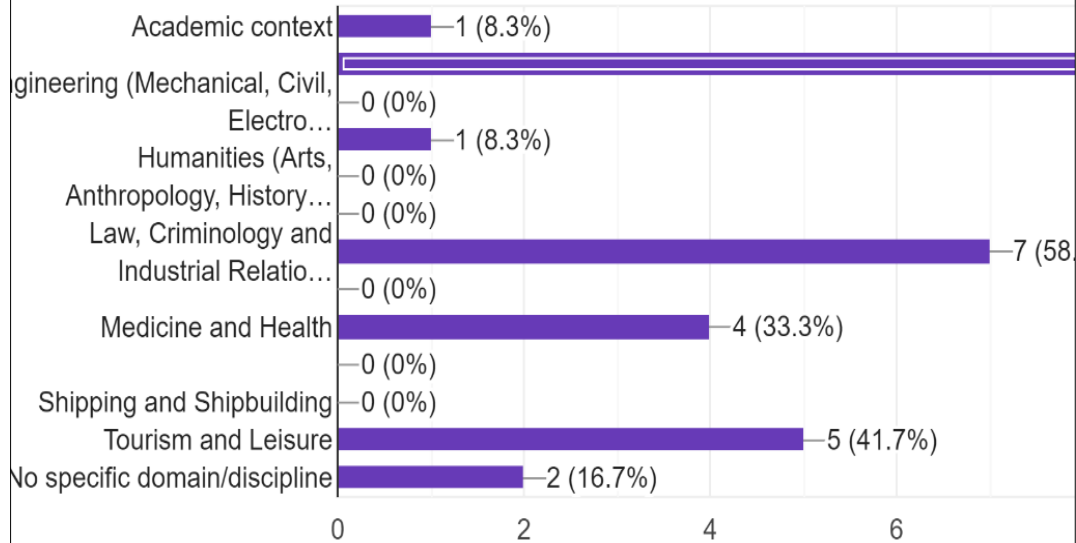- reflect on how to teach SSP at a distance

What teaching issues is the LSP online resource related to?

- **Analysis of target and learners' needs (10)**

- **Materials design and development (9)**

- Course design and development; General principles about LSP; Lesson planning; Syllabus design and development (6)

- Materials evaluation (5)

- Adult teaching; Assessment methods; Learning strategies (4)

- Classroom management; Information communication technologies; Content-based teaching; Disciplinary context awareness; Disciplinary genres; General pedagogy; Task-based teaching; Teaching methodologies and disciplinary pedagogies (3)

- Academic discourse; Skills teaching (2)

- Autonomous and self-directed learning; Corpus-based teaching; Group work and group management; LSP challenges, opportunities and constraints; LSP communities of practice; LSP vocabulary teaching; Self-study, critical thinking and student autonomy; Teacher and student motivation; Interculturality (1)

- Unspecified (1)

What specific domain/discipline is this LSP online resource related to?

17. What specific domain/discipline is this LSP online resource related to? Pl[...] domains/disciplines as appropriate.

12 responses

- Academic context —1 (8.3%)
- gineering (Mechanical, Civil, Electro... —0 (0%)
- Humanities (Arts, Anthropology, History... —1 (8.3%) / —0 (0%) / —0 (0%)
- Law, Criminology and Industrial Relatio... —7 (58...) / —0 (0%)
- Medicine and Health —4 (33.3%) / —0 (0%)
- Shipping and Shipbuilding —0 (0%)
- Tourism and Leisure —5 (41.7%)
- No specific domain/discipline —2 (16.7%)

- Business, Economics, Finance, Public Administration (10)

- Law, Criminology and Industrial Relations (7)

- Tourism and Leisure (5)

- Medicine and Health (4)

- No specific domain/discipline (2)
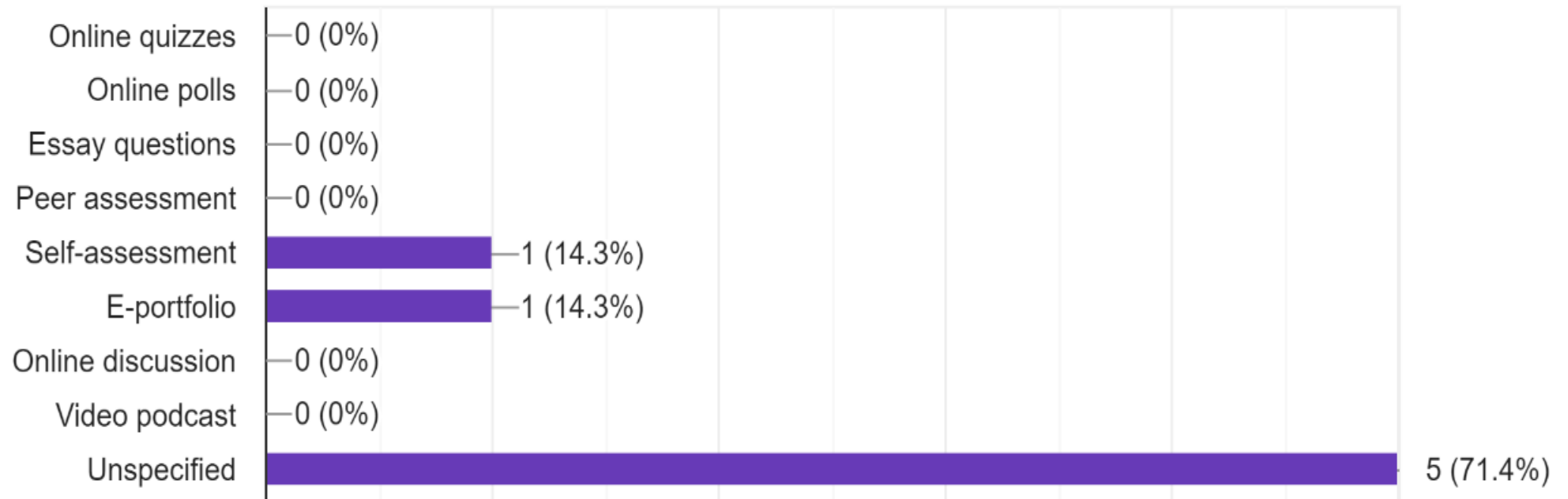
- Academic context (1)

Which teaching and learning methods, if specified, are taught in this online resource?

- Task-based approach, global simulation and case studies

- E-learning

- Formative assessment (students carry out partial project tasks in identifying audience needs, needs analysis, designing/creation of teaching exercises, development and adaptation of authentic materials for use in the classroom)

- Observing at least one LSP class and fill in the evaluation questionnaire.

- Global assessment (the final verification of the learning outcomes consists of a qualitative evaluation of the outline of a professionally oriented foreign language teaching programme developed by the students with a detailed course of one methodological unit)

Which assessment methods, if specified, are taught in this online resource?

19. Which assessment methods, if specified, are taught in this online resource?

7 responses

Method	Count
Online quizzes	0 (0%)
Online polls	0 (0%)
Essay questions	0 (0%)
Peer assessment	0 (0%)
Self-assessment	1 (14.3%)
E-portfolio	1 (14.3%)
Online discussion	0 (0%)
Video podcast	0 (0%)
Unspecified	5 (71.4%)

What Information and Communications Technology (ICT) is used to teach this online resource?
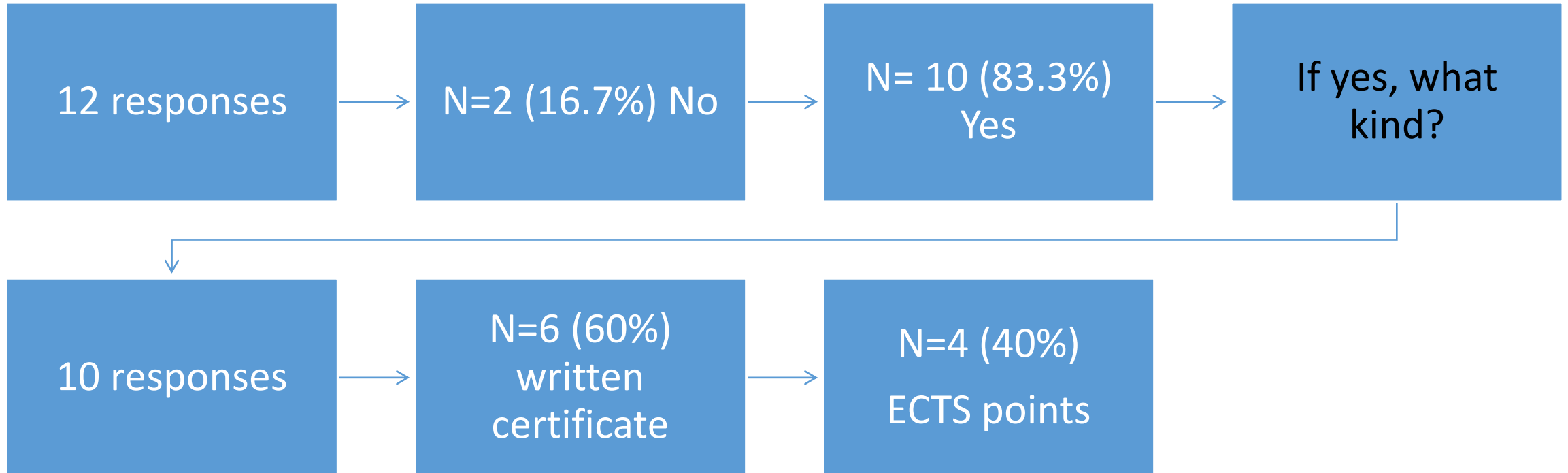
- Online learning platforms such as:

Moodle, Blackboard, ILIAS, Sakai, and

Microsoft Teams etc. (9)

- Online communication software such as:

Skype, FaceTime, Google Meet, Zoom etc. (3)

- E-mail (1)

- Office software such as:

Microsoft Office, OpenOffice, LibreOffice etc. (1)

20. What Information and Communications Technology (ICT) is used to teach this online resource? Please, tick all that apply.

10 responses
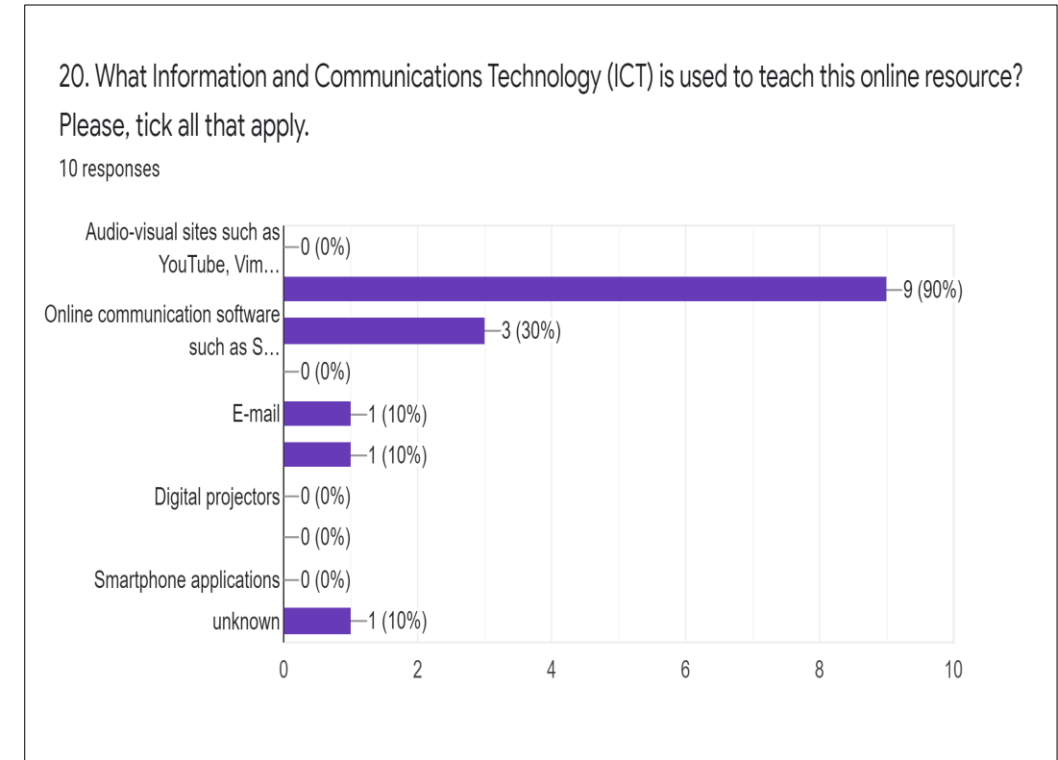
- **Which resources (reference materials and books) are used in this online resource?**
- 4 online resources named reference materials (+ 1 e-book and materials pack)

- **Which resources (reference materials and books), if any, does this online resource recommend to the participants for teaching LSP?**
- 3 online resources recommended reference materials to the participants for teaching LSP

Does this online resource issue any certificates?

12 responses → N=2 (16.7%) No → N= 10 (83.3%) Yes → If yes, what kind?

10 responses → N=6 (60%) written certificate → N=4 (40%) ECTS points

Conclusion

- project partners visited 532 sites in 6 countries

- found **ONLY** 12 online resources providing LSP teacher training

- a wide variety of issues (topics) covered by the identified resources

  - **Spain** – the leading country in providing LSP teacher training online

Implications for future activities

- more online LSP teacher training programmes are required across Europe

- innovative digital teaching/learning tools/courses need to be used allowing for individual professional development of LSP teachers

- experience and materials can be widely shared through online LSP teaching programmes

- **Thank you for your attention!**

The Croatian team
Olinka, Snježana and Brankica

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