



International Conference on the Teaching of Languages for Specific Purposes,
Final Conference of the Project LSP-TEOC.PRO
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INTELLECTUAL OUTPUT 2

DEFINITION OF AN ONLINE TEACHING METHODOLOGY



LSP-TEOC.Pro: 2020-1-DE01-KA203-005687

IO1: Analysis and
synthesis of
existing LSP
teacher education
and development
programmes

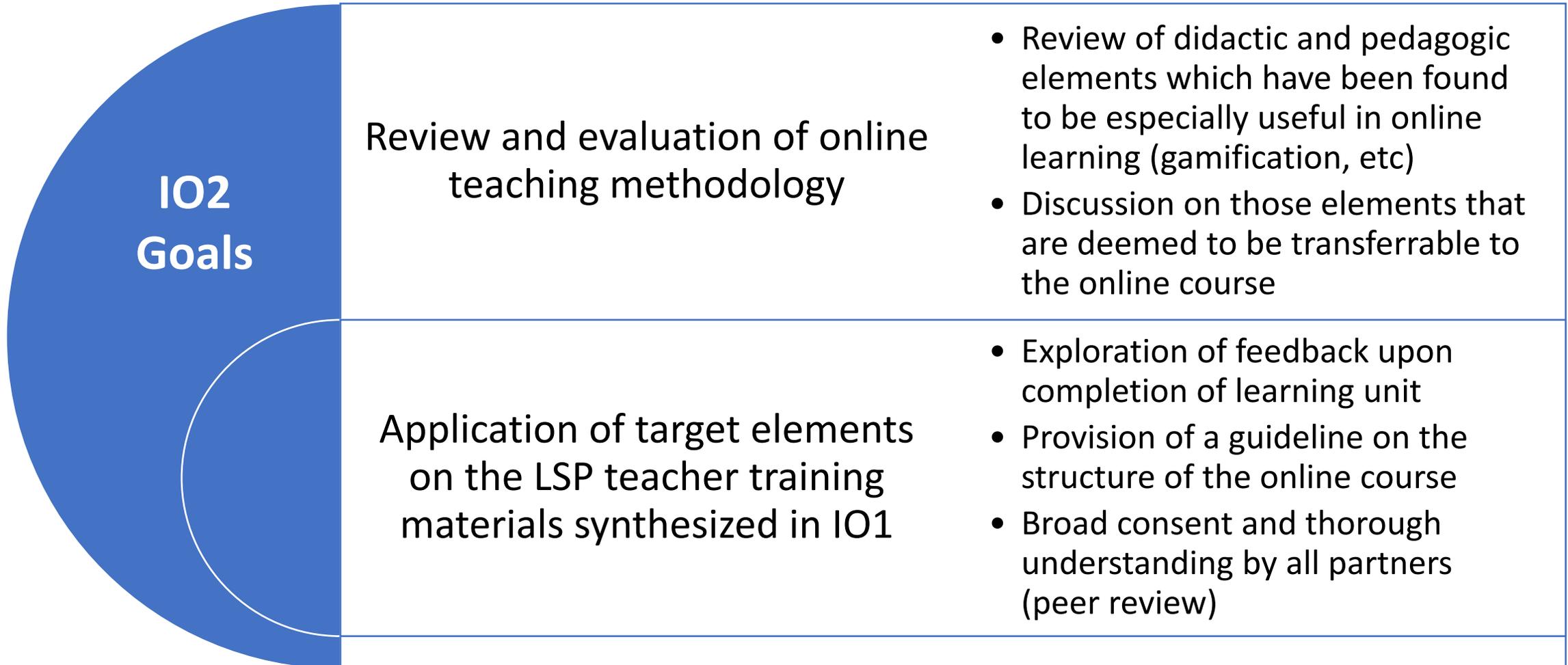
IO3: Development
of course content
for LSP teacher
education and
development



**IO2: Definition of
an online teaching
methodology**

(1 March – 30 Sep 2021)

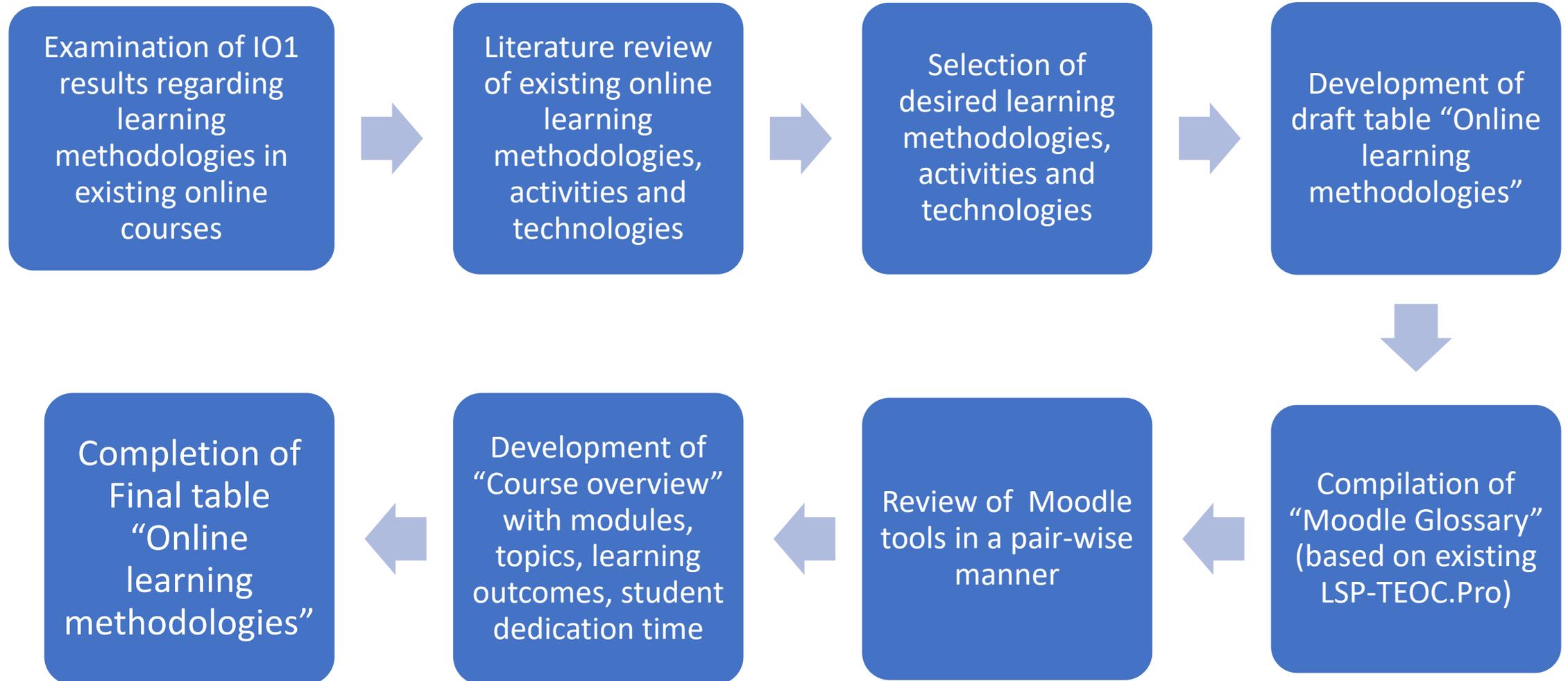
IO2 Goals (according to Project submission)



Key issues to bear in mind

- ✓ The course targets **future and early career teachers** (not experienced teachers)
- ✓ The course will be available to the LSP community as an open educational resource > the OER solution will be implemented on a learning management system > such LMS will be **Moodle**
- ✓ It is a **self-directed course** so that interested parties can self-enrol and study the content in its entirety or those sections of special interest
- ✓ Our target is a **multilingual** online course, available in all languages of the strategic partnership consortium

Methodology



IO2 Instruments

1. Course content overview
2. Online learning methodologies table
3. Glossary on Moodle terms (resources and activities)
4. Specific survey on Moodle tools (resources and activities) for online learning methodologies (Survey 1)
5. General survey on the use of Moodle and its tools (Survey 2)

Each unit should ideally contain the following didactic elements:

- Theoretical input
- Examples
- Instructions about the activities
- Practice
- Assessment/Feedback

Some additional ideas for further consideration at later stages:

- Course length: ideally 40-60 hours
- Proposal of a tentative order of modules/units for participants: We should recommend a logical order for completing the course, bearing in mind that participants can complete the number of units they wish and in the order they wish
- Proposal of tentative student dedication time for each module

Overview of LSP teacher training course

Content Modules	Estimated student dedication time
<ul style="list-style-type: none"> ○ Topics 	
Module 0 Introduction to LSP	2 hours
<ul style="list-style-type: none"> ○ General principles about LSP, and LSP challenges, opportunities and constraints 	
Module 1 Needs analysis	6 hours
<ul style="list-style-type: none"> ○ Methodology of needs analysis ○ Analysis of target and learner needs 	
Module 2 LSP Course and syllabus design	6 hours
<ul style="list-style-type: none"> ○ LSP course and syllabus design and development ○ LSP course and syllabus evaluation 	
Module 3 LSP communities, genres, and corpora	10 hours
<ul style="list-style-type: none"> ○ Cooperation with content teachers, discipline professionals & industry ○ LSP peer collaboration/Participation in national and international groups/LSP communities of practice ○ Disciplinary genres ○ Language corpora 	
Module 4 LSP Teaching skills	6 hours
<ul style="list-style-type: none"> ○ LSP vocabulary teaching/learning ○ Developing reading, listening and audio-visual comprehension skills in an LSP setting ○ Developing writing and speaking skills in an LSP setting 	
Module 5 LSP Materials evaluation and design	6 hours
<ul style="list-style-type: none"> ○ LSP materials evaluation ○ LSP materials design 	
Module 6 Task-/project-/problem-based LSP teaching/learning	6 hours
<ul style="list-style-type: none"> ○ Task-/project-/problem-based LSP teaching/learning ○ A multimodal approach to LSP teaching/learning ○ Autonomous and self-directed learning ○ Time management ○ Team work 	
Module 7 LSP Assessment	6 hours
<ul style="list-style-type: none"> ○ LSP assessment 	
	8
	48 hours
	Duration

Online teaching/learning methodologies table

Table of Online Teaching Methodologies				
A. Learning outcomes ("What?") <i>Total SDT: 48 hours</i>	B. Desired learning methodologies ("How?")	C. Relevant activities ("What tasks?")	D. Potential technologies ("What technologies?")	E. Moodle activities and resources ("What tools?")
<p>Module 0 Introduction to LSP <i>Estimated SDT: 2h</i></p> <hr/> <p>General principles of LSP, and LSP challenges, opportunities and constraints <i>At the end of the session the trainee will be able to:</i></p> <ul style="list-style-type: none"> understand the historical development of LSP teaching and learning, become aware of LSP fields, compare the underlying teaching and learning processes of foreign languages for specific and general purposes <p>Module 1 Needs analysis <i>Estimated SDT: 6h</i></p> <hr/> <p>Methodology of needs analysis <i>At the end of the session the trainee will be able to:</i></p> <ul style="list-style-type: none"> know and understand the basic concepts of needs analysis in LSP contexts, identify different types of needs that LSP learners might have, understand and compare different methods of needs analysis. <p>Analysis of target and learner needs <i>At the end of the session the trainee will be able to:</i></p> <ul style="list-style-type: none"> define the topics crucial for the LSP learners, 	<ul style="list-style-type: none"> Self-directed learning. Reflective practice. Engaged learning. Quality learning environment and experience. 	<ul style="list-style-type: none"> Problem/case-based learning. Flexible access to material. Task-based learning. Project planning and management. Student self-tests. Technology as facilitator of learning. Choice of modes and activities. Agreed code of conduct. 	<ul style="list-style-type: none"> Wikis. Quiz/survey. Recorded lectures, Screencasting. Video sharing (e.g. YouTube, Vimeo). Podcasting. Mobile learning (e.g. smartphone, tablet). Online/distance learning platforms (e.g. Blackboard Collaborate, Adobe Connect). Moodle tools. 	<ul style="list-style-type: none"> Assignment Book Choice Database External tool Feedback File Folder Forum Glossary H5P IMS content package Label Lesson Page Quiz SCORM package Survey URL Wiki Workshop
	<ul style="list-style-type: none"> Critical reviewing. Critical thinking. Co-learning. Independent learning. 	<ul style="list-style-type: none"> Reflecting. Debating. Reviewing. Social knowledge building. 	<ul style="list-style-type: none"> Blogs. Discussion forum. Online/distance learning platforms (e.g. Blackboard 	<ul style="list-style-type: none"> Assignment Book Choice Database External tool

Output 2: Definition of an online teaching methodology

Glossary of Moodle terms

Term	Type	Definition	More info
Assignment	Activity	<p>The assignment activity module enables a teacher to communicate tasks, collect work and provide grades and feedback.</p> <p>Students can submit any digital content (files), such as word-processed documents, spreadsheets, images, or audio and video clips. Alternatively, or in addition, the assignment may require students to type text directly into the text editor. An assignment can also be used to remind students of 'real-world' assignments they need to complete offline, such as art work, and thus not require any digital content. Students can submit work individually or as a member of a group.</p> <p>When reviewing assignments, teachers can leave feedback comments and upload files, such as marked-up student submissions, documents with comments or spoken audio feedback.</p> <p>Assignments can be graded using a numerical or custom scale or an advanced grading method such as a rubric. Final grades are recorded in the gradebook.</p>	https://docs.moodle.org/39/en/Assignment_activity
Book	Resource	<p>The book module enables a teacher to create a multi-page resource in a book-like format, with chapters and subchapters. Books can contain media files as well as text and are useful for displaying lengthy passages of information which can be broken down into sections.</p> <p>A book may be used:</p> <ul style="list-style-type: none"> - To display reading material for individual modules of study. - As a staff departmental handbook. - As a showcase portfolio of student work. 	https://docs.moodle.org/39/en/Book_resource

Q5. Regarding desired learning methodologies (Column B of the online methodologies table), this is a tool for ...
In other words, what methodologies with which tools?

Self-directed learning	Assignment, Book, Choice, Database, External tool, File, Folder, Glossary, H5P, Label, Lesson, Page, Quiz, SCORM package, URL, Wiki, Workshop
Reflective practice	Assignment, Database, Feedback, File, Folder, Forum, Lesson, Page, Quiz, SCORM package, Survey, Workshop
Engaged learning	Assignment, Chat, Choice, Database, External tool, File, Forum, IMS content package, Lesson, Page, Quiz, SCORM package, Survey, URL, Wiki, Workshop
Quality learning environment and experience	Assignment, Book, Chat, Database, External tool, File, H5P, IMS content package, Label, Lesson, Page, Quiz, SCORM package, Workshop
Critical reviewing	Assignment, Choice, Feedback, File, Folder, Forum, Glossary, Lesson, Quiz, SCORM package, Survey, URL, Workshop
Critical thinking	Assignment, Book, Chat, Feedback, File, Forum, Label, Lesson, Quiz, SCORM package, Survey, URL, Workshop
Co-learning	Assignment, Chat, File, Folder, Forum, Glossary, SCORM package, URL, Wiki, Workshop
Independent learning	Assignment, Book, Choice, Database, External tool, File, Folder, Glossary, Label, Lesson, Page, Quiz, SCORM package, URL, Wiki, Workshop
Synthesis of learning	Assignment, Chat, Choice, Database, Feedback, File, Folder, Forum, Glossary, Lesson, Page, Quiz, SCORM package, Survey, Wiki, Workshop
Apply learning (at high level)	Database, File, Folder, Forum, SCORM package, Wiki, Workshop
Formative assessment	Feedback, File, Folder, Quiz, SCORM package, Survey, Workshop
Assessing learning	Assignment, Choice, Feedback, File, Folder, Quiz, SCORM package, Survey, Workshop

Discussions within the IO2 partners

Q13. How would you rate this tool regarding the multilingual scope of our course?

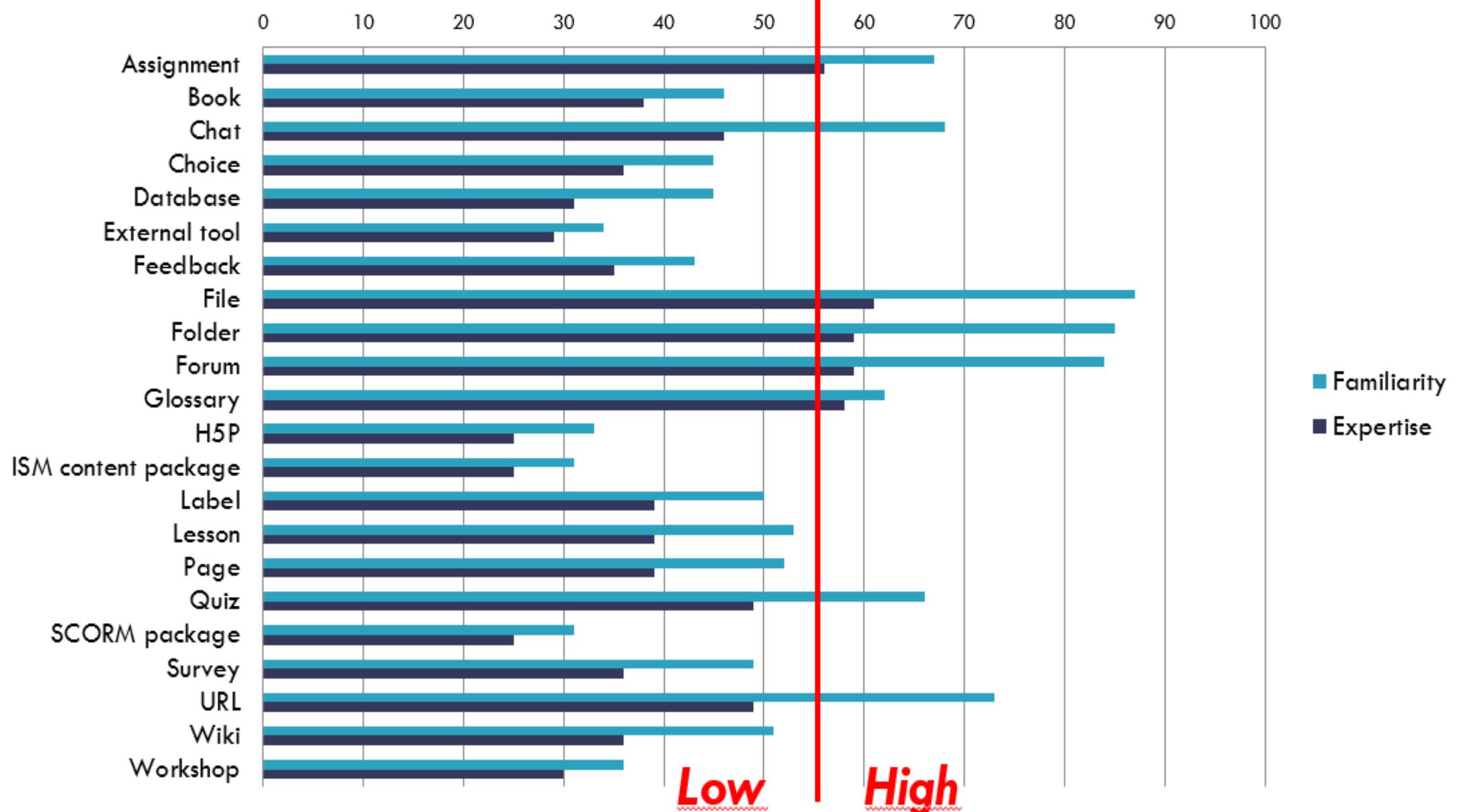
Comments on Moodle tool “Assignment”:

“Being a self-directed course, we are not sure to what extent teachers will be involved to give feedback. Thus, assignments are certainly crucial to any course, but in this case other activities will be more appropriate”.

“Group assignments are also generally very useful, but, given the nature of the LSP-TEOC course, it would not be easy and practical for students to organize that themselves”.

Use of Moodle and tools

General level of familiarity and expertise



SUMMING UP

UCA team has:

- Assessed online learning methodologies as based on IO1 outcomes
- Gathered and assessed additional online learning methodologies
 - ↳ *Draft and final “Online learning methodologies” table*
- Examined and assessed the potential of Moodle
 - ↳ *Glossary on Moodle tools*
 - ↳ *Two surveys on Moodle and its tools*

Main conclusions: General

- Course framework, table and glossary will be particularly useful in the next stages (e.g. IO3).
- Further discussion of course framework (learning outcomes, dedication time, modules and themes) may be needed – particularly if we aim at LSP teachers’ participation, engagement and involvement.
- Defining “the” online teaching methodology has not been possible but we have found clear pointers for successful course design and development.

Main conclusions: Moodle specific

- Project teams show different levels of expertise and familiarity with the use of Moodle. Therefore, project teams need training and practice in varying degrees, and training weeks are highly convenient for all partners.
- There's no one-for-all tool. The “it-depends” variable prevails. The level of “enjoyment”, “usefulness” or dedication time will vary according to course design and implementation.
- Not only “Feedback” and “Quizzes” are assessment-related tools. Learning can be assessed and feedback can be given by means of other tools (i.e., assignment, survey).

