



International Conference on the Teaching of Languages for Specific Purposes
Final Conference of the Project LSP-TEOC.PRO
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INTELLECTUAL OUTPUT 3

University of Ljubljana, Slovenia



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

The main outcome of IO3

Leading partner = University of Ljubljana, Slovenia (1 September 2021 and *30 August 2022)

+ participation of all LSP-TEOC.Pro consortium members

Consistent course content blueprint of all eight LSP-TEOC.Pro modules (defined in IO1 and IO2):

- **script** and **graphic** model
- **integrated** materials as a model for partners
- **guidelines** and **scripts**

Module 0: Introduction to LSP

Module 1: Needs analysis in LSP

Module 2: LSP course and syllabus design

Module 3: LSP communities, genres, and corpora

Module 4: LSP teaching skills

Module 5: LSP materials evaluation and design

Module 6: Task, project, problem-based LSP teaching/learning

Module 7: LSP assessment

*28 February 2022

IO3 (UL) Introduction

Five phases:

- 1: **blueprint** for course/module **content**
- 2: **design** of the course/module **content** in line with the script
- 3: development of the peer-review **evaluation instrument**
- 4: the **peer review** of the modules' content
- 5: the **revision** of the modules' content

TEOC PRO My Courses

MODUL 3.1 SKUPNOSTI UČITELEV TJS

M3.2 BESEDILNE VRSTE TJS - Uvod

Modul 3.2 o besedilnih vrstah je razdeljen na **tri sklope**:

V sklopu 1 boste spoznali teoretične koncepte, na katerih temeljijo besedilne vrste (opredelitev besedilnih vrst, analiza besedilnih vrst in poučevanje).

Sklop 2 vas bo popeljal skozi besedilne vrste v vlogi uporabnika/študenta TJS in tudi v vlogi učitelja TJS, ki proces opazuje. Na tej učni poti so predvideni učni izidi obeh sklopa.

Sklop 3 vam bo ponudil priložnost, da prevzamete vlogo učitelja TJS in uporabite kompetence, pridobljene v prejšnjih dveh sklopih, za oblikovanje besedilnih vrst.

Predvideni učni izidi ob zaključku tega modula (3.2):

- spoznati razlike med različnimi besedilnimi vrstami v posameznih strokah,
- opravi celotno učno pot za besedilne vrste, t.j. nalogo, opredelitev na terminologijo, potez (angl. moves) in korake (angl. steps) za izbran besedilni vrsto,
- izdelati učno pot za izbrano besedilno vrsto,
- razmisliti o svoji učni poti in o učnih poteh drugih učiteljev TJS, ki imajo za cilj poučevanje besedilnih vrst, ter jih opredeliti.

Predviden čas za dokončanje modula 3.2 je **5 ur**.

Sklop 1: TEORETIČNI DEL

V sklopu 1 boste dobili vpogled v **teoretične koncepte**, na katerih temeljijo besedilne vrste TJS (opredelitev, analiza in poučevanje). V tem sklopu boste dobili vpogled v:

- M3.2 VIDEO 1: Besedilne vrste - opredelitev (M3.2 PPT 1: Disciplinary genres - definition)
- M3.2 PPT 1: Besedilne vrste - opredelitev (M3.2 PPT 1: Disciplinary genres - definition)
- M3.2 QUIZ 1: Besedilne vrste - opredelitev (M3.2 QUIZ 1: Disciplinary genres - definition)
- Prejeta ocena: [Dosežite pozitivno oceno](#)
- M3.2 VIDEO 2: Besedilne vrste - analiza (M3.2 PPT 2: Disciplinary genres - analyzing them)
- M3.2 PPT 2: Besedilne vrste - analiza (M3.2 PPT 2: Disciplinary genres - analyzing them)
- M3.2 QUIZ 2: Besedilne vrste - analiza (M3.2 QUIZ 2: Disciplinary genres - analyzing them)
- Prejeta ocena: [Dosežite pozitivno oceno](#)
- [Dosežite](#) Ni na voljo, razen če: V M3.2 QUIZ 1: Besedilne vrste - opredelitev (M3.2 QUIZ 1: Disciplinary genres - definition) dosežete z
- M3.2 VIDEO 3: Besedilne vrste - poučevanje (M3.2 PPT 3: Disciplinary genres - teaching them)
- M3.2 PPT 3: Besedilne vrste - poučevanje (M3.2 PPT 3: Disciplinary genres - teaching them)
- M3.2 QUIZ 3: Besedilne vrste - poučevanje (M3.2 QUIZ 3: Disciplinary genres - teaching them)
- Prejeta ocena: [Dosežite pozitivno oceno](#)
- [Dosežite](#) Ni na voljo, razen če: V M3.2 QUIZ 2: Besedilne vrste - analiza (M3.2 QUIZ 2: Disciplinary genres - analyzing them) dosežete z
- M3.2 DEJAVNOST 1: Izkušena učiteljska TJS o besedilnih vrstah (M3.2 ACTIVITY 1: Experienced LSP teacher on disciplinary genres)

V 2. sklopu boste v vlogi študenta TJS, ki sledi učni poti za besedilno vrsto **poslovni sestanek** na področju angleščine kot TJS (tj. sodelovanje).

Sklop 2: ŠTUDENT TJS

V tem sklopu se boste v vlogi študenta TJS učili poslovne angleščine in na primeru besedilne vrste "**poslovni sestanek**" opravili kvize o poslovnem sestanek.

Učna pot "Poslovna angleščina - poslovni sestanek"

Glavni koraki na tej učni poti so: učenje tujih jezikov stroke so enaki kot pri učenju tujih jezikov za splošne namene. Bistveno drugače pa je vsebina učne poti, saj se osredotoča na učenje tujih jezikov v **možnem tipičnem zaporedju učnih korakov** (glej spodaj). Začne se s spoznavanjem s temotiko, nadalje s spoznavanjem s terminologijo in končno s poučevanjem.

Kvize so avtorji modula pripravili na podlagi analize besedilne vrste na makroravni (tj. potez in koraki) in mikroravni (terminologija, pomeni).

Korak 1: Spoznavanje z besedilno vrsto

Pri učnem koraku spoznavanja z besedilno vrsto se uporabnik/študent TJS pripravi na strokovno okolje ciljne besedilne vrste - poslovni sestanek.

Korak 2: Uvajanje v besedilno vrsto

Poučevanje je na makro analizi besedilne vrste, ki zajema prepoznavanje besedilne vrste in prepoznavanje osnovne terminologije. S prepoznavanjem besedilne vrste se lahko piše, govorne ali avdio vizualne. Naloge so pripravljene na osnovi rezultatov analize besedilne vrste na makro- in mikroravni.

Korak 3: Prepoznavanje besedilne vrste

Besedilne vrste so lahko pisne, govorne ali avdio vizualne. Naloge so pripravljene na osnovi rezultatov analize besedilne vrste na makro- in mikroravni.

Korak 4: Poznavanje terminologije in/ali slovnic besedilne vrste

V nalogah je poudarek na terminologiji in frazeologiji, značilni za izbrano besedilno vrsto TJS, ter (če je potrebno) na ključnih pomembnih slovničnih značilnostih.

Korak 5: Razumevanje besedilne vrste

V nalogah je poudarek na elementih ozaveščanja o obravnavani besedilni vrsti.

Korak 6: Ustvarjanje besedilne vrste TJS

Ustvarjanje besedilne vrste (pisanje, govorjenje, izvedba simulacije) od uporabnika/študenta TJS se pričakuje.

1 Blueprint for course & module content

Design

UL model [LSP-TEOC.pro \(uni-lj.si\)](https://lsp-teoc.pro/uni-lj.si)

- macro-structure of LSP-TEOC.Pro
- micro-structure of each module
- scaffolding implementation
- motivation in self-directed course
- self-reflection
- self-assessment and self-check

Macro-structure

LSP TEOC PRO

My Courses ▾

Search

Mateja Dostal ▾

Introduction to the course

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

Dashboard

Announcements

Introduction to the course

View Section Modules

Modules: Feedback: 3

Progress: 0 / 3

MODULE 0. INTRODUCTION TO LSP

View Section Modules

Modules: Quizzes: 6 Files: 7

Progress: 0 / 6

MODULE 1. NEEDS ANALYSIS

View Section Modules

Modules: Quizzes: 9 Files: 10 Folders: 2 Assignments: 5 Wiki: 1

Progress: 0 / 9

MODULE 2. LSP COURSE and SYLLABUS DESIGN

Micro-structure (Section 1)

Module introduction

- Learning outcomes
- Module structure
- Estimated participant dedication time

SECTION 1: theoretical input

25% of student dedication time (+/- 5%)

Introduction

- A: Input**
- B: Experienced LSP teacher insight**
- C: Self-assessment**

- A Videos/texts + comprehension quiz
- B Statement on "How do you use xxx in your teaching?"
- C Selected questions from Section 1 databank

Micro-structure (Section 2)

SECTION 2: LSP learner

25% of student dedication time (+/- 5%)

Introduction

A: Receptive task

B: Receptive and productive task

C: Teacher cognition task

A Comprehension, terminology, grammar

B Task types from part A + productive tasks

C "What are your takeaways from Section 2?"

Micro structure (Section 3)

SECTION 3: LSP teacher

50% of student dedication time (+/- 5%)

Introduction

A: Lesson plan design

A Design a lesson plan.

B: Teacher cognition task

B "What were the main highlights of Module 3 for you?"



Module conclusion

- Learning outcomes checklist

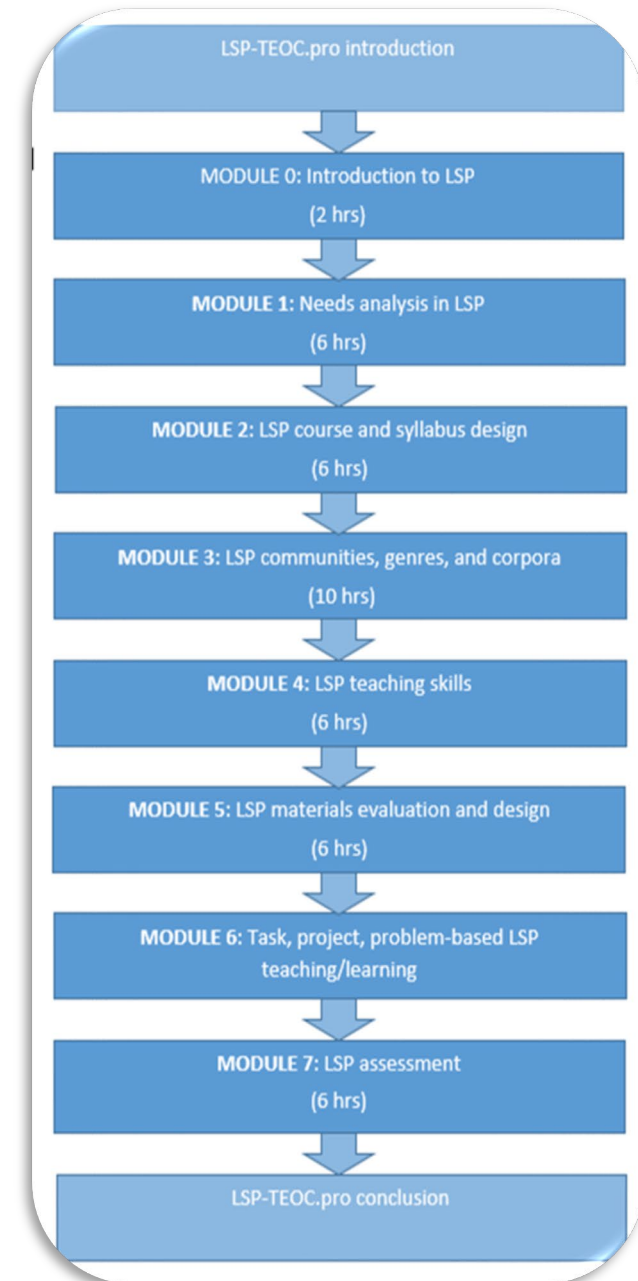
1 Blueprint for course & module content (Cont.)

- general guidelines
- initial inventory of 'teacher talk'
- google doc FAQs...

Presentation (TM 3-4 Nov 2021)

+ partner suggestions

Finalizing



2 Design of the content in line with the script

Proactive:

- 48-hour course
- 8-module **content**
- equal workload distribution among partners (6 hours/1 M)

M	Title	Student dedication time	Participating organisation
0	Introduction to LSP	2 hrs	Jade Hochschule
1	Needs analysis in LSP	6 hrs	Universidad de Cadiz
2	LSP course and syllabus design	6 hrs	University of Cukurova
3	3.1 LSP communities	1 hr	Jade Hochschule
	3.2 Genres	5 hrs	University of Ljubljana
	3.3 Corpora	4 hrs	Université de Bordeaux
4	LSP teaching skills	6 hrs	Sveučilište u Zagrebu
5	LSP materials evaluation and design	6 hrs	Universita' di Bergamo
6	Task-/project-/problem-based LSP teaching/learning	6 hrs	Uniwersytet im. Adama Mickiewicza w Poznaniu
7	LSP assessment	6 hrs	Uniwersytet im. Adama Mickiewicza w Poznaniu

3 Development of the peer-review **evaluation instrument**

Purpose of the instrument (co-design and usability study principles)

- collect and **analyse feedback** to improve course structure and content
 - usability, user-friendliness, efficiency and effectiveness; engagement, challenges, improvements, and evaluation criteria for each module.

Key activities:

- **draft** created (AR)
- **reviewed (UL), revised and tested** on M3.2
- **feedback** (all consortium members)
- **final version**

LSP-TEOC.Pro
IO3: Development of course content for LSP teacher education and development
Peer review course content evaluation instrument

Purpose of the instrument

This instrument provides a procedure and tool for carrying out a peer review of LSP-TEOC.Pro IO3 – Development of Course Content for LSP Teacher Education and Development.

IO3 includes provision for review by partners of the content developed for the online LSP teacher education and development course in IO3.

The 'Course Content Development Guidelines' produced to support this content development specify the production and use of a peer review content evaluation instrument:

a) to enable feedback on the course to be collected and analysed, so as

b) to improve the course structure and content as necessary.

Each module of the course is reviewed by a representative of a partner who has had no involvement in the production of that Module (see the relevant table in the 'IO3 Course Content Development Guidelines').

Peer Review Methodology

The methodology for the Peer Review is based on 'co-design' and 'Usability Study' principles. This aims to involve reviewers not merely as passive 'guinea pigs' in a validation exercise but as co-collaborators who will contribute to improving the usability, user-friendliness, efficiency and effectiveness of all Modules in the LSP-TEOC.Pro Course. It incorporates two elements that need to be covered by the reviewer of the Module content:

- An initial hands-on 'walk-through' (by the reviewer of the Module content - see the relevant table in the 'IO3 Course Content Development Guidelines').
- A follow-up self-reported structured feedback questionnaire that collects the reviewer's observations on the suitability and efficacy of the Module course content.

Peer Review Procedure

The Peer Review covers three stages:

- Walk through ("Walk through (the reviewer assumes the role of LSP-TEOC.Pro course participant and reads, watches, listens to and does all activities)")
- Structured feedback questionnaire
- Analysis

Division of work:

PARTNERS:

- 1) Walk through.
- 2) Structured feedback questionnaire.

ARCOLA:

- 1) Data collection and analysis.
- 2) Presentation of results to all partners.

4 Peer review of course modules' content

Course content produced by	Course content peer reviewed by
University of Ljubljana	Jade Hochschule
*Uniwersytet im. Adama Mickiewicza w Poznaniu	University of Cukurova
Jade Hochschule	Uniwersytet im. Adama Mickiewicza w Poznaniu
Universidad de Cadiz	Sveučilište u Zagrebu
Université de Bordeaux	Universita' di Bergamo
University of Cukurova	*Uniwersytet im. Adama Mickiewicza w Poznaniu
Uniwersytet im. Adama Mickiewicza w Poznaniu	Jade Hochschule
Sveučilište u Zagrebu	Universidad de Cadiz
Universita' di Bergamo	Université de Bordeaux

5 **Revision** of the modules' content based on the peer review

create course content

IO1&IO2

- review content
- create templates
- implement
- (*translate)
- peer-review
- integrate



Ongoing **collaboration**

- conceptualization and briefing
- sample module structure and materials
- refinement and final design
- integration and fine-tuning



Ongoing **engaging** communication

- internally and with partners.
- emails, GD, videos with instructions
- scheduled Zoom briefing sessions
- face-to-face meetings
- online/offline discussions

-
- translate and adapt

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