

# TRAILS project as a response to LSP teacher training needs

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**ABSTRACT:** As the number of LSP courses increases at the universities, so does the demand for qualified LSP-teachers. LSP-teacher-training courses offered by universities can be a way to prepare teachers to work with foreign languages for professional purposes. The international project TRAILS (LSP Teacher Training Summer School) is being carried out to investigate the state of LSP-teacher-training in European higher education and to prepare and implement methods to develop the competences of LSP teachers. The aim of this article is to present the activities carried out within the framework of the TRAILS project, which aim to standardise the form of training for LSP teachers. In the first part of the article, the specificity of the profession and the competences of LSP teachers was presented. Then, the general assumptions of the project was introduced and the results of two studies was briefly discussed: the current offer of LSP-teaching-training at European universities and a needs analysis of LSP teachers. In the following part, the model on which the TRAILS project curriculum is based was discussed and a sample module was presented together with its underlying objectives, learning outcomes and specific exercises. The final part of the article gives conclusions and possible applications of the results obtained.

## KEYWORDS:

- LSP-teacher training
- LSP teaching
- curriculum
- teacher skills
- transversal skills
- European projects



## 1. Introduction

In the face of the increasing internationalisation of professional life, foreign language proficiency becomes an indispensable condition for proper communication at work and adequate performance of tasks. Due to the specificity of individual professional branches, an undoubted advantage for employees is also the ability to use a specific specialist language. While meeting the first criterion is not a major issue due to the implementation of the core curriculum for teaching foreign languages at individual educational stages, the second requirement presents a fundamental problem resulting from the insufficient number of these types of classes during studies (Gajewska et al., 2020). The growing need for LSP courses can be observed at various educational levels and stages of professional life, ranging from vocational training schools, through various fields of study (both philological and non-philological), to LSP classes organised for employees at companies. A consequence of the growing need to learn specialist languages is the increasing demand for professional teaching staff, prepared to work with languages for professional purposes.

This chapter presents the results of project studies aimed at creating an innovative curriculum for educating specialist language teachers based on an analysis of their needs and current teaching practices implemented in Europe. Additionally, the first outline of the curriculum preparing future specialist language (LSP) teachers for the professional challenges they face will be presented as the project outcome.

The text consists of three parts. The first part defines LSP teachers' tasks and presents the characteristics of this profession and the legal status of LSP teacher training in Poland. The second part discusses the main assumptions and milestones of the TRAILS project and its outcomes. The third part presents the possible practical solutions.

## 2. LSP teacher – an attempt to find the definition

Lindy Woodrow (2018, p. 53) introduced the term "ESP practitioner" (practitioner of English for specific purposes) into her considerations. She explains her choice to use this term instead of "specialist language teacher" by pointing to the number and type of roles that the teacher of the specialist language performs in the classroom. According to Woodrow (2018, p. 54), the teacher's roles in the classroom are as follows:



- evaluating;
- analysing the discourse;
- planning the course;
- coordinating the course of classes;
- preparing teaching materials;
- co-creating classes with learners;
- analysing the students' needs.

The implementation of each of the above-mentioned tasks requires the development of appropriate competencies, such as (cf. Sowa, 2015, pp. 245–247):

- specialist linguistic knowledge;
- methodical preparation;
- specialist professional knowledge.

**Specialist linguistic knowledge** includes fluent and correct mastery of a foreign language and the ability to analyse text (especially specialist texts), which enables the comparison of texts in the target and the source language, as well as the identification of the most important characteristics of a given genre (cf. Sowa, 2015, p. 245). Knowledge of the basic concepts of discourse analysis and genre typology may prove useful in building text corpora, which may help the teacher prepare his or her own teaching materials. Sambor Grucza (2010, p. 43) lists the following as part of specialist linguistic competence: pure linguistic competence (grammatical and lexical correctness), as well as interactive (communicative) competence enabling communication as both a listener and a speaker. At the same time, Grucza (2010, p. 43) emphasises the need to expand specialist linguistic competence with intercultural competence, making it possible to understand communication differences between various cultural areas. The above-mentioned competencies should be developed in the course of specialist language teaching, therefore teachers must be also aware of and able to develop them as part of their education process.

**Methodological preparation** is an essential element of foreign language teaching. Its significance is the greater the more atypical the group of learners is. A future teacher must be able to collect information about the needs of a given group, analyse them properly and prepare adequate teaching materials. This task is much easier for general language teachers as the publishing offer in the case of major (conference) languages is, in principle, very extensive. In the case of specialist languages, other than economic or legal, there is a considerable problem – often the burden of preparing an appropriate material base rests on the teacher. Although Elżbieta Gajewska (2011) proposes to adapt general teaching techniques to convey specialist content, this strategy still requires appropriate preparation and knowledge of the subject by the teacher.

**Specialist professional knowledge** is the most controversial area, and professional skills are included in communicative competence (cf. Sowa, 2015, p. 247). Zofia Berdychowska (2010) points out that in the context of a philologist's work, knowledge has two dimensions: philological, linguistic and related to language teaching methodology on the one hand, and practical on the other, i.e. "the ability to recognise and use linguistic indicators of specialist texts and reconstruct the structure of a fragment of knowledge represented in specific texts and to express specialist knowledge of the above-mentioned ranges in texts" (Berdychowska, 2010, p. 64).

Grucza (2008, p. 10) emphasises that the creation of specialist texts, based on specialist interactive competence and specialist knowledge, contributes to the fact that specialist language teaching, and thus the role of the teacher in the teaching process, cannot be limited to only specialist vocabulary teaching. For this purpose, a (prospective) LSP teacher should be equipped with appropriate instruments, such as the above-mentioned competencies, which are most often acquired at the stage of higher education.

### 3. LSP teacher training in Poland

Qualifications necessary for teaching foreign languages at schools are specified in the Regulation of the Minister of National Education of 1 August 2017 on the detailed qualifications required from teachers. The inclusion of specifications for foreign language teachers is made in Art. 12(1): "Qualifications for teaching foreign languages in kindergartens, schools, colleges for social workers and institutions referred to in Art. 3(1), Art. 4 and Art. 10, shall be acquired by graduates of:

1. second-cycle studies or uniform master's studies in the field of philology, with a major in a selected foreign language or applied linguistics in the scope of a given foreign language, provided that they have pedagogical preparation; or
2. second-cycle studies or uniform master's studies in a country where the given foreign language is an official language, provided that they have pedagogical preparation; or
3. second-cycle studies or uniform master's studies, with any major (specialisation), provided that they hold:
  - a) a certificate of proficiency or advanced level of foreign language competence referred to in the annex to the regulation and have pedagogical preparation; or



- b) a certificate of passing the 2nd-degree state teacher examination in a given foreign language, referred to in the annex to the regulation; or
- 4. foreign language teacher training college, with a major in a given foreign language (Art. 12, point 1, Journal of Laws 2017, item 1575)".

The regulation contains no separate requirements for specialist language teachers, which means that obtaining the same qualifications as in the case of general foreign language teaching prepares and entitles one to practice the profession of an LSP teacher. Furthermore, Annex 1 to the Regulation of the Minister of Science and Higher Education of 25 July 2019 on the standard of teaching preparation for the teaching profession indicates the modules that should be implemented in the course of a teacher's education: "higher education training for the teaching profession includes substantive and pedagogical preparation. Pedagogical preparation includes psychological and pedagogical preparation as well as didactic preparation. Didactic preparation includes basics of teaching and voice emission as well as didactic preparation for teaching a subject or conducting classes"<sup>1</sup> (Annex 1, point I (2.3), Journal of Laws of 2019, item 1450, p. 3).

To summarise, the following modules must be implemented as part of the training of future foreign language teachers (cf. Sowa, 2016, p. 14):

- substantive preparation for teaching a given foreign language;
- pedagogical preparation, including psychological and pedagogical, as well as didactic preparation (with elements of voice emission and elements of teaching).

Universities in Poland and elsewhere in Europe recognised the need to introduce classes or entire modules related to specialist language (LSP) teaching in response to the growing market need<sup>2</sup>. However, the resulting activities are not standardised – they differ both in terms of the number of hours and the nature of classes. This issue contributed to the initiation of the international TRAILS project.

<sup>1</sup> "kształcenie na studiach przygotowujące do wykonywania zawodu nauczyciela obejmuje przygotowanie merytoryczne i przygotowanie pedagogiczne. Przygotowanie pedagogiczne obejmuje przygotowanie psychologiczno-pedagogiczne i przygotowanie dydaktyczne. Przygotowanie dydaktyczne obejmuje podstawy dydaktyki i emisję głosu oraz przygotowanie dydaktyczne do nauczania przedmiotu lub prowadzenia zajęć" (Załącznik 1, punkt I, podpunkt 2.3, Dz.U. 2019 poz. 1450, s. 3).

<sup>2</sup> For more details, see Gajewska, Sowa and Kic-Drgas, 2020.



## 4. TRAILS project – basic assumptions, objectives and recipients

The TRAILS project (LSP Teacher Training Summer School) 2018-1-FR01-KA203-0480851<sup>3</sup> is an international initiative associating partners from Universite de Bordeaux (France, coordinator), Univerza v Ljubljani (Slovenia), Universita' degli Studi Di Bergamo (Italy), Arcola Research Llp (UK), Universidad de Cadiz (Spain), Sveučilište u Zagrebu (Croatia), Jade Hochschule Wilhelmshaven/Oldenburg/Elsfleth (Germany) and Adam Mickiewicz University, Poznań (Poland).

The main objective of the project was to develop modules supporting the process of educating specialist language teachers and to design and implement methods for developing individual competencies.

The project comprised the following stages:

- identification and analysis of LSP teacher training programmes in Europe;
- identification of the needs of specialist language teachers;
- identification of discrepancies between the existing educational programmes for LSP teachers and their real needs;
- development of a training programme as part of the TRAILS Winter School (initially planned for September 2020 as the Summer School; postponed to February 2021 due to the pandemic);
- conducting the training of LSP teachers and its evaluation, with particular emphasis on the method used and assessment tools developed.

As part of the project, partners examined the professional situation and needs of specialist language teachers, which served to further define educational objectives and design an appropriate training programme (in the form of modules). Programmes developed as part of the project will be offered free of charge to European higher education institutions after the testing phase and positive verification. TRAILS is intended to contribute to the development of innovative solutions and tools supporting the development of skills of current and future specialist language teachers in higher education, both at the national and European levels. The project partners created the programme following the needs analysis, conclusions resulting from the conducted research and good

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<sup>3</sup> The project was financed by the European Commission under the KA2 programme "Cooperation for Innovation and the Exchange of Good Practices", competition: KA203 – Strategic Partnerships for higher education. It was carried out between 2018 and 2020 (with a 6-month extension due to the COVID-19 pandemic).



practices. The team also used the innovative potential of ICTs to prepare and implement an appropriate methodology.

The TRAILS project was targeted at pre- and in-service LSP teachers at universities and colleges. It is an attempt to introduce standardised solutions for education and the professional development of persons working in this field of education.

## 5. Results of research carried out under the TRAILS project

The initial part of this section presents the most important conclusions drawn from the first two stages of the project. Then, it lists the modules constituting curriculum for LSP teaching methodology developed within the consortium and the methodological assumptions that were the basis for the identification of the modules. A sample lesson plan for one selected module is provided as well.

### 5.1. LSP teacher training in Europe – the actual state

The survey of 1024 higher education units in 25 countries of the European Higher Education Area (EHEA)<sup>4</sup> conducted in 2019 showed that only 68 institutions in 14 different European countries offer students programmes and content in specialist language teaching. A total of 88 education units (specialisations, modules or individual courses) dealing with the teaching of specialist languages were identified, with their offer dominated by single subjects (usually about 30 hours), most often under the name of "specialist language teaching", or 2–4-hour thematic blocks implemented as part of general education. Courses were conducted mainly in English and less often in German, French or Spanish. The analysed educational programmes differed in terms of the assumed goals and effects.

It can be concluded that despite the noticeable increase in interest in specialist language teaching, primarily in the latest scientific publications, practice shows that LSP teacher training is treated rather marginally. Only 8% of all surveyed academic institutions with philological faculties offer any form of specialist language teaching as part of their educational programmes. In addition, the studied curricula show fundamental differences both in terms of formal and content-related aspects (number of teaching hours and ECTS credits awarded, teaching/learning outcomes, methods, techniques and tools used and taught during the course, as well as the evaluation system).

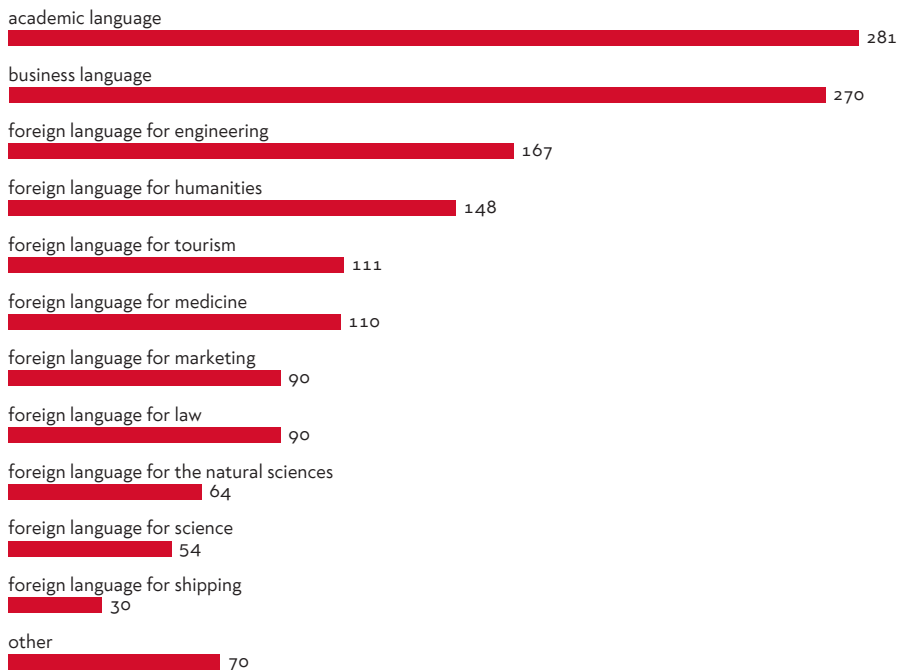
<sup>4</sup> For a detailed description of the preparation and conduct of the survey, the tools used and the results obtained, see Kic-Drgas and Woźniak (2020).



## 5.2. LSP teachers' needs

The second stage of the project focused on the needs of specialist language teachers<sup>5</sup>. The survey covered 621 people from 33 countries. Additionally, 29 of them were asked to give an interview and clarify their questionnaire answers. The respondents were mainly teachers with long experience who initially taught a general foreign language. Most of them were teachers of English (71.5%), followed by German (10.1%), Spanish (5.8%), French (5.2%) and Italian (2.8%). The survey participants mainly teach bachelor's (50%), master's (38%) or doctoral (10%) courses. They teach foreign language for academic, business, engineering or medical purposes (see Figure 1 for the exact distribution of the languages taught by the surveyed teachers).

FIGURE 1. SPECIALIST AREAS AND SPECIALIST LANGUAGES TAUGHT BY THE SURVEYED TEACHERS



Source: Data obtained and compiled under the TRAILS project.

<sup>5</sup> For a detailed description of the preparation and conduct of the survey, the tools used and the results obtained, see Bocanegra-Valle and Perea-Barberá (in print) and López-Zurita and Vázquez-Amador (in print).



The survey results revealed significant training gaps in specialist language teaching. Most of the surveyed teachers did not participate in any course in the field of LSP teaching methodology, neither before starting their professional career nor during their teaching practice. Despite the substantial didactic experience of the study participants, they mentioned many problems they struggled with. In total, the respondents indicated 45 needs in the field of knowledge and skills related to a specific field of study and the teaching itself, as well as 17 needs not related directly to teaching or a specialist area. Although the differences between the most and the least frequently mentioned needs are minor, it is important to highlight areas of utmost priority for most FL teachers, namely:

- analysis of learners' and teachers' needs;
- LSP vocabulary training;
- materials design and development;
- disciplinary context awareness;
- course design and development;
- lesson planning;
- general principles of LSP;
- disciplinary genres;
- task-based teaching;
- materials evaluation;
- soft skills.

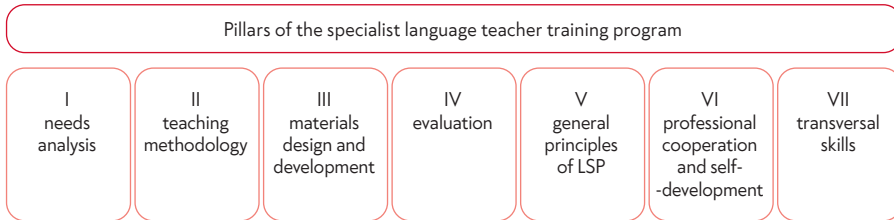
The issues most frequently mentioned in the research were initially used by the project group to identify gaps between the actual state and the needs of teachers, and as a result, to develop the educational programme for future LSP teachers.

### **5.3. Identification of discrepancies and development of an innovative educational programme**

The project's next step was to identify the discrepancy between the researched and revealed status of LSP teaching methodology in European universities and the needs expressed by the surveyed LSP teachers.

Taking into account the needs enumerated by the respondents and the current position of specialist language teaching in philological faculties in Europe, the TRAILS project participants considered the preparation of future specialist language teachers insufficient in terms of (I) needs analysis; (II) teaching and learning methods; (III) developing teaching materials; (IV) assessment, evaluation; (V) knowledge of specialist languages; (VI) professional cooperation and self-development; and (VII) transversal skills. A model was thus established, which served as a foundation for the developed LSP teacher education programme.

**SCHEME 1. SEVEN-PILLAR MODEL FOR THE LSP TEACHING CURRICULUM DEVELOPED AS PART OF THE TRAILS PROJECT**



Source: Own study.

It is worth noting that the selected areas in which future specialist language teachers should be educated partially overlap with the main areas of specialist language teaching methodology adopted in the subject literature. Laurence Anthony (2018) distinguished the following four pillars of ESP:

- conducting needs analysis;
- formulating learning objectives and outcomes;
- developing learning/teaching materials and identifying learning/teaching methods;
- defining evaluation methods.

The research results allowed the project consortium to add the following pillars:

- general theoretical and practical issues in the field of specialist languages;
- building a network of professional contacts and creating self-development opportunities;
- developing transversal skills (with ICT competencies).

For each pillar, the project participants developed the expected learning objectives broken down according to Bloom's taxonomy (1956), with subsequent changes (cf. Anderson and Krathwohl, 2001; Krathwohl, 2002), into effects including lower-order skills (performance) and higher-order skills (standards). For lower-order educational effects, cognitive effects (action) referred to using such verbs as "knows", "lists", "comprehends", "characterises" and "compares" were defined. For higher-order educational effects, the expected standard was defined. At this point, possibilities from higher levels of the taxonomy (cf. Anderson and Krathwohl, 2001; Krathwohl, 2002) were referred to, including analysis, evaluation and creation, to complement the elementary effects. In total, 131 lower-order educational effects and 161 higher-order educational effects were developed. They were used to develop a curriculum for LSP teachers.



The curriculum includes 80 lecture hours (45 minutes each). The effects are divided into 11 comprehensive modules, the sequence of which deliberately starts with general issues and ends with more specific and detailed ones:

- Module 1: Needs analysis;
- Module 2: Course and Syllabus Development;
- Module 3: Disciplinary Context – Disciplinary Genres;
- Module 4: LSP teaching skills;
- Module 5: LSP teaching materials;
- Module 6: Task/project/problem-based teaching;
- Module 7: LSP assessment;
- Module 8: Transversal skills in LSP teaching;
- Module 9: Corpora in LSP teaching;
- Module 10: LSP Research;
- Module 11: Lesson planning.

Two sessions are planned for the first seven modules: a plenary session (an interactive lecture), as well as a group session (with a more practical focus). When creating the curriculum, the project implementers were aware of the differences in the knowledge and experience of potential participants of the training; therefore, the plenary sessions are planned to include all participants, while group sessions are optional and divided into sessions for teachers with and without professional experience, accordingly. Lower-order educational effects will be implemented in plenary sessions, and higher-order ones in group sessions.

Detailed lesson plans with specific content and activities were developed for all modules and sessions. It would be beyond the scope of this chapter to present lesson plans for the entire curriculum. Therefore, the next section includes a sample lesson plan for the "Transversal skills in LSP teaching" module.

#### **5.4 Class prospectuses based on the example of the seventh pillar – "Transversal skills"**

Nitin Bhatnagar and Mamta Bhatnagar (2012, p. 3) construe transversal skills as fluent communication adapted to the environment (e.g. professional) in which the recipient and sender of the message are located. In a broader sense, these competencies relate to knowledge management and problem-solving skills, while in a narrower sense, they include communication-improving activities as well as the achievement of specific communication goals (such as active listening, formulating precise information, orders, negotiating). Transversal skills are

important not only in the academic environment but also at every stage of life since they are part of the lifelong learning concept<sup>6</sup>.

Seven thematic topics were prepared in the TRAILS project for the "Transversal skills" model, including the following higher- and lower-order learning effects:

### a) Autonomous learning

#### Cognitive effects

After finishing the course, the participant is able to:

- ❑ know the main theoretical assumptions of autonomous learning;
- ❑ explain the benefits of autonomous learning for learners of specialist languages and lifelong learning;
- ❑ understand the relationship between independent and self-directed learning and motivation;
- ❑ identify the techniques of developing autonomous learning used by persons learning specialist languages;
- ❑ use ICT to foster collaboration and communication between LSP teachers and learners outside the classroom;
- ❑ identify and use printed and online resources for self-study.

#### Outcomes (standard)

After finishing the course, the participant is able to:

- ❑ analyse and create tasks that require student's autonomy;
- ❑ integrate autonomous learning into her or his practice of LSP teaching.

### b) Time management

#### Cognitive effects

After finishing the course, the participant is able to:

- ❑ estimate the time needed to carry out tasks assigned to LSP learners.

#### Outcomes (standard)

After finishing the course, the participant is able to:

- ❑ use time efficiently while achieving educational goals.

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<sup>6</sup> Commission of the European Communities, Communication from the Commission on Adult Education (2006). *Adult learning: It's never too late to learn* [Nigdy nie jest za późno na naukę]. Brussels, KOM (2006) 614, final version. <https://eur-lex.europa.eu/legal-content/PL/TXT/PDF/?uri=CELEX:52006DC0614&from=EL>



### c) Work in groups

#### Cognitive effects

After finishing the course, the participant is able to:

- know the main assumptions of efficient teamwork;
- understand and explain the advantages of educational activities requiring teamwork in the context of the future professional development of LSP learners;
- recall and use various types of tasks requiring teamwork;
- understand the importance of teamwork in task/project/problem-based learning.

#### Outcomes (standard)

After finishing the course the participant is able to:

- create tasks requiring cooperation between students learning specialist languages;
- evaluate the proposals of tasks created by herself or himself and by other specialist language training participants, which would lead to learners' teamwork;
- carry out tasks requiring learners' cooperation as part of the process of LSP teaching;
- contribute to the personal and professional development of LSP learners.

### d) Negotiations

#### Cognitive effects

After finishing the course, the participant is able to:

- understand the importance of pragmatic and sociolinguistic competencies for successful negotiations in a specialist context;
- discuss the importance of intercultural competencies for effective negotiations in a specialist context.

#### Outcomes (standard)

After finishing the course, the participant is able to:

- create tasks requiring negotiation activities;
- evaluate tasks requiring negotiation activities;
- implement tasks requiring negotiation in the process of LSP teaching/learning;
- evaluate the negotiation process and the effects of tasks performed by LSP learners.

### e) Mentoring

#### Cognitive effects

After finishing the course, the participant is able to:

- explain the main assumptions and types of mentoring in the process of LSP teaching/learning;
- know/describe the different roles of LSP teachers as mentors;
- understand the importance and methods of corrective feedback shared by LSP teachers.

### f) Teacher's and learner's motivation

#### Cognitive effects

After finishing the course, the participant is able to:

- recognise and discuss different types of motivation;
- combine types of motivation with appropriate motivational techniques;
- determine the ways of motivating students and teachers in the process of LSP teaching/learning;
- identify possible threats influencing the motivation of students and teachers in the process of LSP teaching/learning.

#### Outcomes (standard)

After finishing the course, the participant is able to:

- create solutions to deal with factors that reduce students' and teachers' motivation with respect to specialist languages;
- implement motivational techniques in the processes of LSP teaching/learning;
- contribute to the personal and professional development of LSP learners.

### g) Critical thinking / innovation options

#### Cognitive effects

After finishing the course, the participant is able to:

- know and recognise various skills related to critical thinking;
- discuss the importance of developing critical thinking skills among LSP learners;
- describe teaching strategies for developing critical thinking skills among LSP learners;
- explain the role of educational activities such as smart games, project/problem assignments and essays in developing critical thinking skills;



- understand and apply the criteria for selecting reliable online resources.

**Outcomes (standard)**

After finishing the course, the participant is able to:

- develop tasks aimed at building critical thinking skills through the use of such things as research essay topics or project/problem tasks;
- evaluate tasks aimed at developing critical thinking skills.

The lesson plan prepared for Module 8: "Transversal skills in LSP teaching" was planned to be a 180-minute online interactive plenary session. No specialist knowledge in the field of transversal skills was required to participate in the classes. The necessary technical and technological elements included the Zoom environment, headphones, course e-script and e-portfolio. As part of the evaluation, the trainees were asked to carry out self-assessment. Also, their execution of e-portfolio exercises was evaluated. The recommended (optional) reading to prepare for the course (Spirovska Tevdovska, 2016, pp. 97–108; Harris, 2018), as well as post-course reading recommendations (Kic-Drgas, 2018, pp. 27–36) were additionally included in the lesson plan.

Scheduled classes consisted of three main phases:

1. Introduction – warm-up, general outline of the goals and subject;
2. Action – introduction of all crucial theoretical issues and performance of planned exercises;
3. Summary – collecting learners' reflections by the teacher after the course.

In the "Action" phase, the course participants were asked to perform three exercises, with some to be done as part of group work and others individually. The objective was to reflect on the problems of time management, autonomy, self-learning, critical thinking, mentoring/tutoring, negotiating and teamwork. The table below shows a detailed description of individual phases and exercises.



TABLE 1. LESSON PLAN FOR MODULE 8: "TRANSVERSAL SKILLS IN LSP TEACHING"

Time	Activity	Teacher's activity	Course participant's activity
<b>Introduction</b>			
5 min	Introduction (warm-up)	Ask about the expectations of participants regarding the workshops	Present individual expectations
15 min	Work in pairs	Present a screen with the words "SOFT SKILLS" and ask participants to create their own definitions of the term in the context of specialist languages. Supporting questions: <ul style="list-style-type: none"> <li>■ How to define soft skills?</li> <li>■ How can we group soft skills?</li> <li>■ Are they important?</li> <li>■ Can we learn them?</li> </ul>	Discuss results together
15 min	Completing sentences (motivation)	Refer participants to the e-script, to a task with sentences about motivational strategies used in different target groups. Verify the task using the Zoom whiteboard	Working in pairs on previously prepared Zoom channels, complete sentences that relate to basic motivational techniques in LSP classes
10 min	Plenary discussion	Present on the screen (Zoom whiteboard) examples of motivational techniques and various target groups including adults, students and company employees. Ask participants to propose the best motivational strategy for a given group	Discuss a given topic
<b>Activity</b>			
10 min	Developing soft skills  Exercise 1 (time management, autonomy, independent learning, critical thinking)	A Jar of Mayo (exercise)  (Exercise with a jar of mayonnaise proves the importance of getting things done in the right order. The teacher presents on the screen an empty jar and several large stones, smaller stones, some gravel, sand and water)  The teacher asks participants to suggest ways to put the displayed items in the jar within the designated time.  (Depending on which items are inserted first, it is possible to determine how many more will fit in the jar. If we pour in the sand first, nothing else will fit in [except a little water], but if we start with large stones that symbolise the most important tasks then we can squeeze in a bit more)	Discuss joint proposals



Time	Activity	Teacher's activity	Course participant's activity
5 min	Evaluation of exercise 1	Ask participants to reflect on the exercise. Supporting question: ■ What soft skills were developed?	Discuss results of the exercise and answer questions
10 min	Explaining the role of autonomous learning in specialist language learning (plenary discussion with presentation)	The teacher shows the main theoretical assumptions on the screen (Zoom whiteboard) and explains the advantages of autonomous learning. The teacher then presents autonomous learning development techniques for LSP learners and discusses the role of online resources in the autonomous development of LSP skills.	Participate in the discussion, give examples of exercises developing autonomous learning among LSP learners
20 min	Explaining the role of critical thinking in LSP classes	Define the concept of critical thinking, present the main approaches to support learners' critical thinking, give examples of how to implement critical thinking in LSP classes (thinking aloud, helping students connect, using new vocabulary in a specific context)  The teacher asks groups to prepare sample exercises developing critical thinking and gives feedback on such exercises prepared by participants	Take part in the discussion, ask questions  Prepare sample exercises in pairs (on separate Zoom channels) using Zoom whiteboard and present them to the group
15 min	Developing soft skills  Exercise 2 (mentoring, independent learning)	Dealing with distractors (exercises). (Distractors can be detrimental to productivity)  The teacher asks participants to identify possible distractions that occurred in the last activity or distractions in group work in the classroom and then proposes solutions	Work in groups on separate Zoom channels
10 min	Evaluation of exercise 2	The teacher asks participants to reflect on the exercise. Support questions: ■ What soft skills were developed? ■ What distractors	Discuss results of exercises, answer questions

Time	Activity	Teacher's activity	Course participant's activity
10 min	Presentation on tutoring	The teacher presents the main concepts of tutoring on the screen (Zoom whiteboard) and asks about the possibility of using them in LSP classes. The teacher then monitors the discussion. Supporting questions: <ul style="list-style-type: none"> <li>■ What is the role of the teacher as a mentor in preventing learners' distractions</li> <li>■ How can soft skills be adapted to the context of LSP classes?</li> </ul>	Discuss forms and options of tutoring in specialist foreign language classes
20 min	Developing soft skills  Exercise 3 (critical thinking, negotiations, group work)	Desert Island (exercise)  The teacher explains the imaginary situation to the participants and presents a picture of a deserted island on the screen:  Imagine you took a boat trip to Hawaii. Only some of you survived the catastrophe and ended up on a desert island. You only have what you are wearing. What would your first thoughts be? Working together, draw up a short and simple plan of action for the next month.  Tell participants that they probably would not have writing materials on the island, so the plan must be concise  [The exercise teaches critical thinking and the use of negotiation techniques]	Working in groups on separate Zoom channels, discuss the plan of a stay on a desert island and prepare its short description using the Zoom whiteboard
10 min	Presentation of exercise 3	Ask participants to present the effects of their work, and compare the results of different groups using the Zoom whiteboard.	Show a self-developed short plan (Word document)
5 min	Evaluation of exercise 3	Ask participants to reflect on the exercise. Supporting question: <ul style="list-style-type: none"> <li>■ What soft skills were developed?</li> </ul>	Discusses results of exercises, answers questions
10 min	Explaining the role of negotiation in LSP classes	Define the concept of negotiation and give examples of how negotiations can be implemented during LSP classes. Ask participants to share examples of substantive exercises developing negotiation skills.  Give feedback on the exercises prepared by participants	Participate in the discussion, ask questions, give examples of exercises
<b>Summary</b>			
5 min	Self-reflection	Verify the task using Zoom whiteboard	Reflect on the activities carried out and draw main conclusions
5 min	Ending	Summarise main points and discuss materials. Suggest and provide useful sources and links	Take notes, write down closing comments/questions and place them on the wall/board

Source: Own study.



## 6. Initial evaluation, conclusions and desiderata

The planned TRAILS Winter School was held online (via the Zoom platform) with over 60 participants in February 2021. The preliminary results of the event evaluation are promising and show that it was not only necessary but also effective. The participants carried out a self-assessment (in a questionnaire), the results of which showed a significant increase in knowledge and skills, also in the least experienced group (mainly students), by as much as 55%, and among practising teachers by 48%. In terms of individual and group conversations, the participants appreciated such things as the opportunity to work with other specialists and a chance to update and expand their knowledge. The results of the evaluation of the transversal skills module did not differ from the results of other modules' evaluations – they were decidedly positive. For many participants, the very term "Transversal skills" and the importance of these competencies in LSP teaching were a novelty.

Points of criticism regarding the course included the pace of work being too fast, as well as content overload. It was proposed that the next module should omit the content on specialist languages and general education and focus exclusively on issues related to specialist language teaching.

Teaching practice in higher education directly preparing students for the teaching profession is still missing an adequate response to the growing need to prepare foreign language teachers to work with specialist languages. According to the research results, this is not an exclusively Polish problem, but rather one that is present across Europe. The TRAILS project, as well as its research, implemented training and this publication, should be regarded as contributions to further research and activities in the field of promoting specialist language teaching in philological studies. We hope that the presented outcomes of two years of work of scientists and educators contributing to the project, as well as the presented framework of the LSP teacher curriculum, will be applied in the future in many European countries, including Poland.

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## Legal acts

- Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 25 lipca 2019 roku w sprawie standardu kształcenia przygotowującego do wykonywania zawodu nauczyciela (Dz.U. 2019 poz. 1450) [*Regulation of the Minister of Science and Higher Education of 25 July 2019 on the standard of teaching preparation for the teaching profession (Journal of Laws of 2019, item 1450)*].
- Rozporządzenie Ministra Edukacji Narodowej z dnia 1 sierpnia 2017 roku w sprawie szczegółowych kwalifikacji wymaganych od nauczycieli (Dz.U. 2017 poz. 1575) [*Regulation of the Minister of National Education of 1 August 2017 on specific qualifications required of teachers (Journal of Laws of 2017, item 1575)*].

