

Computer Assisted Training and Platforms to Upskill LSP Teachers



CATAPULT Situational Survey: skills and training needs for teachers of Languages for Specific Purposes (LSP)

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i. Aim of the study

The study aims to offer a better understanding of language teachers' qualifications and skills (and lack thereof), especially those teaching Languages for Specific Purposes (LSP) in Europe. Based on this illustration of the current situation, the study will help shape future actions in training delivery and policy making to match the identified skills mismatch.

The method chosen to achieve this aim is a so-called "situational survey", which is the synthesis of various analyses and which fruitfully combines several types of data (qualitative and quantitative data, as well as findings from literature review). In the present study, results from three analyses are gathered and analysed, each connected to a specific objective, namely:

a) a review of EU policies and EU-wide evidence-based studies, with the aim of documenting any skills gap identified by EU literature (both policies and studies) and grasping developments in terms of competencies and skills, including emerging ones.

b) a job market analysis, serving to identify the most needed skills, as reflected in job announcements posted on job boards.

c) A survey completed by language teachers, providing insights on skills and training needs as expressed by teachers themselves.

The conclusion of the study is based on the results of each of the three analyses, in an attempt to provide evidence-based recommendations for further action. More precisely, this study provides information about the design, implementation and assessment of training that the CATAPULT project will offer. It is also instrumental in gaining insights into the contemporary landscape of language teachers' skills and needs with the purpose of contributing to policy making, shaping pre- and in-service training of teachers, as well as lifelong learning perspectives in skills acquisition in a globalised world of job mobility (professional retraining, career change, etc.).

ii. Target audience

This study will be of particular interest to language teachers, their most common recruiters (Higher Education Institutions, language centres, VET schools and adult learning institutions offering language classes, companies active in digital language learning), policy making stakeholders on a local, national and European level, the private sector both as training supplier and as recruiter and stakeholders responsible for the design and delivery of pre- and in-service training of (future) language teachers.

iii. Methodology

The form of the situational survey was adopted by the Catapult consortium as it draws on various sources that could be described as indicators of the situation, as opposed to a mere qualitative or quantitative survey. It therefore provides a current and broad picture of the situation under scrutiny. A situational survey can be defined as an approach "providing a

bird’s-eye view of [a specific topic] and providing the basis for the development of curricula and materials that are relevant to the [target audience]. The function of the report is to inform academic and policy stakeholders of the current state of affairs within an indicative sample group” (PICT project, 2012).

A situational survey can be seen as a methodology affording the combination of different elements in a meaning making process, rather than a top-down definition of which these elements should be. It can be argued that a situational survey is the most appropriate methodological approach for understanding a multi-faceted phenomenon and for allowing different perspectives to emerge. For instance, in the framework of the EU-funded Cross-cut project (Cross-curricular teaching), the aim of the situational survey is further specified in objectives which are illustrated in research questions (Michelsen and Dyrnberg Kristensen, 2017). We adopt this approach in our study in the following way.

Type of analysis	Research questions	Type of data collected
Literature review of EU policies and studies	What are the competencies and skills (including emerging ones) prioritised in EU documentation and what kind of evidence is supported?	Review of European Union policies and EU-wide evidence-based studies
Job market analysis	What are the skills most sought after by recruiters of language teachers, especially LSP teachers?	Job announcements posted on job boards and screened against a common analytical matrix
User survey available in 7 languages	Which skills are most valued by language teachers themselves, especially LSP teachers? What do they say about training (and lack of) both in terms of pre- and in-service opportunities?	Replies of LSP teachers to open and closed-ended items of the survey

Table 1: overview of the method adopted in our study.

iv. Limitations of the study

At this stage it is worth pointing out the limitations of this study. With regards to the job market analysis (section 2), the job announcement review is non-exhaustive and considers job announcements in Europe only. It has the limitations of a short-scale study (analysis carried out over 6 weeks, conducted over a small number of job boards). Finally, employers’ views on language teachers’ skills are reflected only in the job announcements released, as we were not able to collect other types of data directly from employers (e.g. interviews) due to the fact

that it was impossible to gather and analyse interview data from the large number of institutions (100+) around Europe whose job posts were analysed. With regards to the survey (section 3), despite the relatively high number of replies collected (560), results cannot be generalised as they remain specific to the respondents.

1. Review of EU documentation about the language teaching profile

1.1. Introduction

This section of the report offers some insights into the language teaching profession in the European Union by analysing two sources of data: policy papers and data from EU-wide surveys.

The added value of this report is twofold. First, it gives insights into the profile of language teachers across EU countries. Second, through the exploration of skills in the language education sector, it contributes to the EU-wide initiative for better skills in Europe (“New Skills Agenda for Europe”, cf. 1.3) as this analysis is instrumental in providing a better understanding of new competences and emergent skills in the language education sector.

1.2. Methodology

In our desktop research of policies and studies on the topic of the professionalisation of language teachers, we have identified three topics that this kind of resource is connected to. These topics, or core elements, are:

- a) mobility,
- b) digital skills and
- c) job-related skills (VET).

Thus, this section of the report is structured according to these elements, analysed first from a policy perspective and then grounded on data from EU-wide surveys. Hereafter we indicate the sources of information used in the preparation of this report.

The report is mostly based on sources of the European Union (European Commission, European Parliament, and European Council). The EU constitutes a political union of 28 Member States. However, education and language policies are not subject to EU legislation and remain the responsibility of national governments, according to the principle of subsidiarity. Therefore, the role of the EU in language education is simply to ensure cooperation among EU national authorities and the sharing of good practices, which could be replicated in other contexts across the EU. Key among sources of the European Union are the Eurydice studies, which offer comparative data among EU countries. Finally, the Organisation for Economic Co-operation and Development (OECD) regularly releases the “Teaching and Learning International Survey” (TALIS), which is a worldwide study from which data about Europe can be extracted.

This part of the report is structured as follows. In 1.3. we discuss policies for each of the three key elements identified (mobility, digital skills and VET-specific skills) which will be connected to evidence gathered from EU-wide surveys from each of the three elements (1.4.). We close with some concluding remarks (1.5.).

1.3. EU policies

1.3.1. Teacher mobility

A key component in developing language teachers' skills is mobility, either as part of pre-service or in-service training. The European Commission released the study "Detecting and Removing Obstacles to the Mobility of Foreign Language Teachers". The study reported the main obstacles encountered and recommended that:

"mobility strategy [should] be established at European level for language teachers to encourage bilateral and multilateral exchanges, support exchanges of prospective teachers and young teachers in particular, encourage the recognition of qualifications acquired through mobility, organise workshops and on-site working visits abroad as a form of teacher training, and set up a clearing system to match supply and demand across countries and institutions." (European Commission, 2007 p.15).

Along the same lines, the Council of the European Union's conclusions of 12 May 2009 on a "Strategic Framework for European Cooperation in Education and Training", highlighted transnational mobility, especially for teachers, as a key element to be gradually increased "with a view to making periods of learning abroad – both within Europe and the wider world – the rule rather than the exception" (Council of the European Union, 2009 p.1).

1.3.2. Digital Skills

Developing digital skills for both teachers and students in a lifelong learning perspective is at the heart of the European Union policies. More recently, at the European Higher Education Area (EHEA) ministerial conference on 25 May 2018, Member States' Ministers responsible for higher education gave prominence to the ongoing transformation of learning and teaching, such as pedagogical enhancement and changes in learning provision – including digitally enhanced learning. The Conference's *Paris Final Communiqué* mentions:

"Digitalisation plays a role in all areas of society and we recognise its potential to transform how higher education is delivered and how people learn at different stages of their lives. We call on our higher education institutions to prepare their students and support their teachers to act creatively in a digitalised environment. We will enable our education systems to make better use of digital and blended education, with appropriate quality assurance, in order to enhance lifelong and flexible learning, foster digital skills and competences, improve data analysis, educational research and foresight, and remove regulatory obstacles to the provision of open and digital education." (EHEA, 2018, p. 3)

Digital skills are not only relevant in education, but also for the labour force – as the spread of digitisation is having a massive impact on the labour market and the type of skills needed in the economy and society and the EU Commission has promoted various initiatives in order to increase training in digital skills for European citizens (cf. "Digital Skills and Jobs

Coalition”). On 10 June 10, 2016 the European Commission published a new “Skills Agenda for Europe”, working together to strengthen human capital, employability and competitiveness. It presented a number of actions and initiatives with the aim of tackling the digital skills deficit in Europe (European Commission, 2016).

Information and Communication Technology (ICT) skills are of course of particular relevance for face-to-face teaching in classrooms, but they become essential when we look at the growing number of teaching employment offered fully or partially online (blended learning). Technology has indeed expanded the ways in which teachers can work, and more and more online teaching contexts take benefit of the flexibility and autonomy they afford. For teachers, this also means new challenges in terms of methodologies, tools and content creation.

1.3.3. Job related skills

Regarding language education for employability, the European Commission launched its flagship initiative “Agenda for New Skills and Jobs” in 2011. The main goals of this initiative are that “education and training systems must deliver the right mix of skills, including digital and transversal key competences, media literacy, and communication in a foreign language”. (European Commission, 2011a, p. 17). Languages were therefore considered a key competence to increase employability and competitiveness of the European workforce in the Vocational Education and Training (VET) sector.

As aptly highlighted in an independent report entitled “Languages for jobs” commissioned under the “Education and Training 2020” framework, “the Agenda for New Skills and Jobs objective clearly stretches beyond the development of a merely linguistic repertoire which enables the learner to carry out certain language activities in some general or particular professional context. It includes the readiness and ability to communicate successfully, the criteria of success being defined by the nature and purposes of the tasks which are set and by the contextual and situational parameters that are determined by a particular professional challenge or environment.” (European Commission, 2011b, p.22)

The same report continues effectively describing the skills required by language teachers in order to successfully meet the goals set by the EU Commission. First, “teaching methods and materials need to be adapted to language teaching targeting partial skills or languages for special purposes. Language teachers need to understand the context in which the language will be used, as well as any specialist concepts and terminology. In many cases this involves a thorough revision of current methodologies and a new approach to teacher training.” (European Commission, 2011b, p. 24). This emphasis on new methodologies and approaches to language teaching and language teacher training takes on a new meaning as it belongs to an important cross-EU skills for jobs policy paper.

1.3.4. Adult Education

At a European level, cooperation in the field of adult education and training has been guided by the “Renewed European agenda for Adult Learning” (Council of the European Union, 2011), inviting Member States to focus their efforts on a set of priority areas aligned with those established in the “Education and Training (ET) 2020 strategic framework” (Council of the European Union, 2009). The “Renewed European Agenda for Adult Learning” is promoted in 32 countries by a network of National Coordinators, addressing provision for adults who lack basic skills and those who left initial education prematurely, i.e. with few or zero qualifications.

A comprehensive picture of the state of adult education and training in Europe is provided by a Eurydice report published in 2015, “Adult education and training in Europe: Widening access to learning opportunities.” Although not directly focused on language learning and teaching, the report emphasises policies and measures to ensure sufficient access to learning opportunities for adults. The report highlights that around 70 million adults in Europe have educational attainment below the level of upper secondary education; that around one in five adults have low literacy and numeracy skills, and that nearly one in three have very low or no ICT skills (Eurydice, 2015, p.8). That said, the term “literacy” is, in this context, closely related to the concept of “key competences” within the European policy framework, which include the competences of communication in the mother tongue and communication in foreign languages (European Parliament and Council, 2006, p.4).

We can therefore argue that both language and ICT skills are paramount in the adult education sector.

1.4. Evidence from EU studies

After having identified relevant policies tackling the subject of language teacher professionalisation and emphasising three core elements (mobility, digital skills and LSP-related skills), we now move on to data gathered from EU-wide surveys related to these three elements.

1.4.1. Studies on mobility

Eurydice, the EU service for cross-European comparative data and analyses, issues the report “Key Data on Teaching Languages at School in Europe” at regular intervals (every 5 years). The two most recent studies, released in 2012 and in 2017, will both be discussed in this section.

The 2012 edition of the Eurydice report shared some insights about the status of foreign language teachers’ transnational mobility. Data for the 2012 report were drawn from the 2012 “Teacher European Survey on Language Competences” (ESLC) questionnaire. (European Commission, 2012).

Data indicated that in the majority of participating countries, holidays and courses of study are the two most common reasons for foreign language teachers staying at least one month in target language countries. The figures also showed that “crossing borders to gain teaching experience in target language countries was not very common for foreign language teachers; in most ESLC participating countries, the figure did not exceed 10 %. France was the only country where more than half of the teachers participating in the survey had taught for more than one month in the target language country.” (Eurydice, 2012, p.97)

More recently, the 2017 edition of the Eurydice report confirmed the trend, basing its findings on the OECD “Teaching and Learning International Survey”, TALIS 2013 (a 2018 version of TALIS is in preparation)¹. The survey mentions that, on average one in two foreign language teachers in the participating countries have studied abroad as part of their teaching education. However, for prospective teachers (i.e. teachers who have not yet completed their qualifications), only four countries recommend or require that prospective foreign language teachers spend a period of time in the target language country (Ireland, France, the United Kingdom and Switzerland). (Eurydice, 2017, p. 16)

When it comes to mobility for teaching purposes, the summary table below shows that among the various reasons for travel, teaching is the least common reason for language teachers.

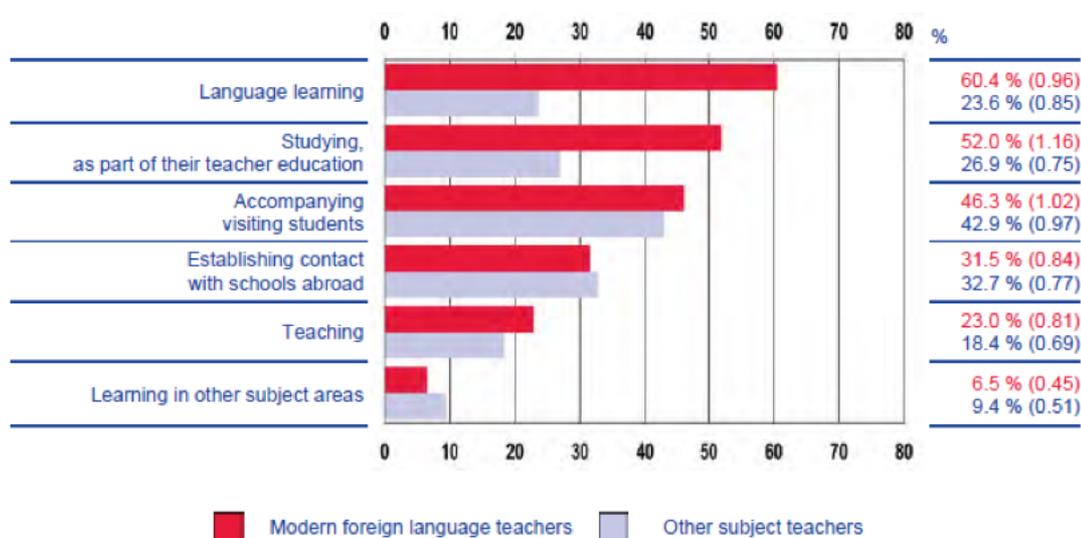


Figure 1: Proportion of teachers in lower secondary education who have been abroad for professional purposes, according to reason for travel at EU level (Eurydice, 2017, p. 103).

As the survey points out, “teaching abroad is not as common among foreign language teachers (23.0%) as language learning, but it is still slightly more common than for other subject teachers (18.4%).” (Eurydice, 2017, p. 102).

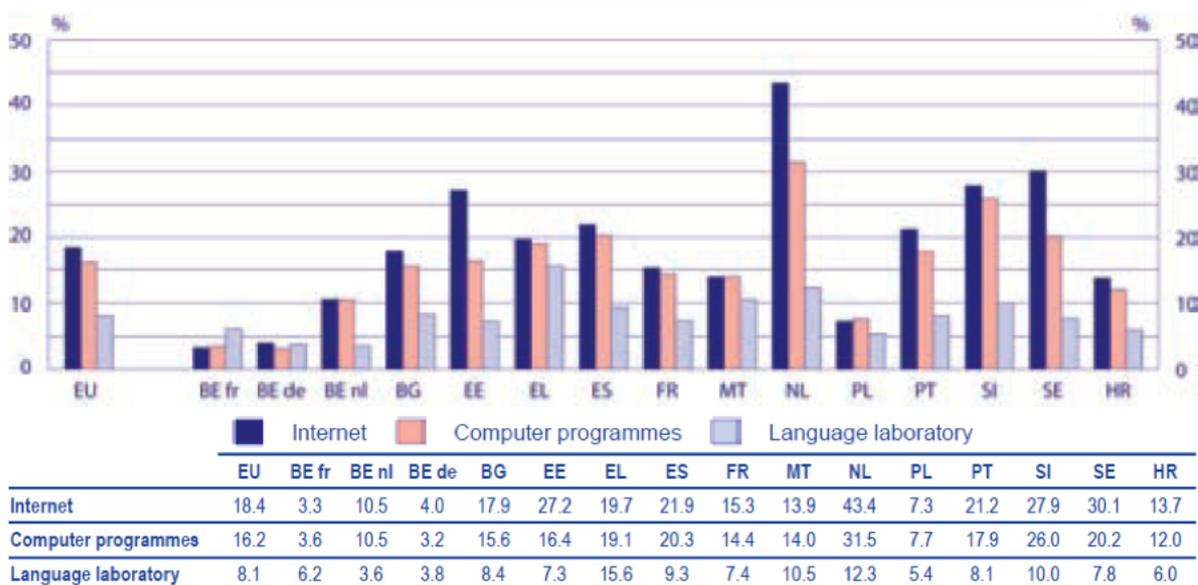
¹ <http://www.oecd.org/education/talis/>

1.4.2. Studies on language teachers' digital skills

Regarding language teachers' digital skills, data are provided in the 2012 Eurydice report "Key Data on Teaching Languages at School in Europe" (Eurydice, 2012). The data set relies on the 2011 "European Survey on Language Competences" (ESLC), which was designed to collect information about the foreign language proficiency of students in the last year of lower secondary education or the second year of upper secondary education. Sixteen countries or country communities took part in the survey (French, German-speaking and Flemish Communities of Belgium, Bulgaria, Estonia, Greece, Spain, France, Malta, the Netherlands, Poland, Portugal, Slovenia, Sweden, the United Kingdom – England, and Croatia). However, the 2012 Eurydice report only includes data on 15 education systems, as data for England were not available during the preparatory phase of the report.

In this 2012 Eurydice study, in most countries digital technologies were not regularly used in language lessons, according to students. More precisely, "the percentage of students who say they regularly use ICT (i.e. Internet or computer programmes or a language laboratory) during their language lessons does not reach 20%." (Eurydice, 2012, page 108).

Substantial differences existed between countries (cf. Fig. 2). In the Netherlands, 31.5% of students said they regularly used computer programmes, while in France and German-speaking communities of Belgium, only 3.6% and 3.2% of students reported the use of ICT in language classes.



Source: ESLC 2011.

Figure 2: Percentages of students who say that ICT is regularly used during their language lessons (Eurydice, 2012).

A later European Commission report ("Improving the effectiveness of language learning: CLIL and computer assisted language learning") was elaborated in 2014 and

confirmed the findings on the use of digital tools, promoted in many schools throughout Europe, but still far from being mainstreamed:

“The use of ICT and on-line learning material is still not fully exploited in education. Member States have raised problems associated with the use of ICT in language education, such as the lack of adequate training for teachers and the low quality of on-line teaching material. The [authors] wished to explore how teaching outcomes could be improved through the use of ICT and open educational resources (OER)”. (European Commission, 2014, p. 1).

1.4.3. Studies on language teaching in the VET sector

According to another EU report on language teaching in the vocational education and training sector, this is the sector “which caters for the great majority of learners at upper secondary level [and] still tends to be treated with lower priority. Currently professional language teachers are often not trained for specific training, tailor-made courses and teaching practical use of a language.” (European Commission, 2011b, p.24)

The 2012 Eurydice report highlighted the relatively lower percentage of pupils learning languages in vocational or pre-vocational education in comparison with those in general education. Significant differences were also found in most countries between the percentage of students learning two or more foreign languages in general education and in pre-vocational/vocational education. For example, while in the majority of countries more than 60% of students in general upper secondary education learnt at least two foreign languages, in the context of pre-vocational/vocational education, the same applied to very few education systems (the Flemish Community of Belgium, Luxembourg, Poland and Romania). (Eurydice, 2012, p. 64)

Figures are confirmed by the 2017 Eurydice report “Key Data on Teaching Languages at School in Europe”. The report states that

“VET students indeed do not have the same opportunities to learn languages as their counterparts in general education. In some countries (namely Denmark, Germany, Spain and Switzerland), it is not compulsory for all VET students to learn a foreign language; it depends on the education and training programme they follow. Consequently, the obligation for every student to learn one foreign language only applies to students before they start their VET programme, i.e. before they are 15 or 16 depending on the country.” (Eurydice, 2017, p. 41)

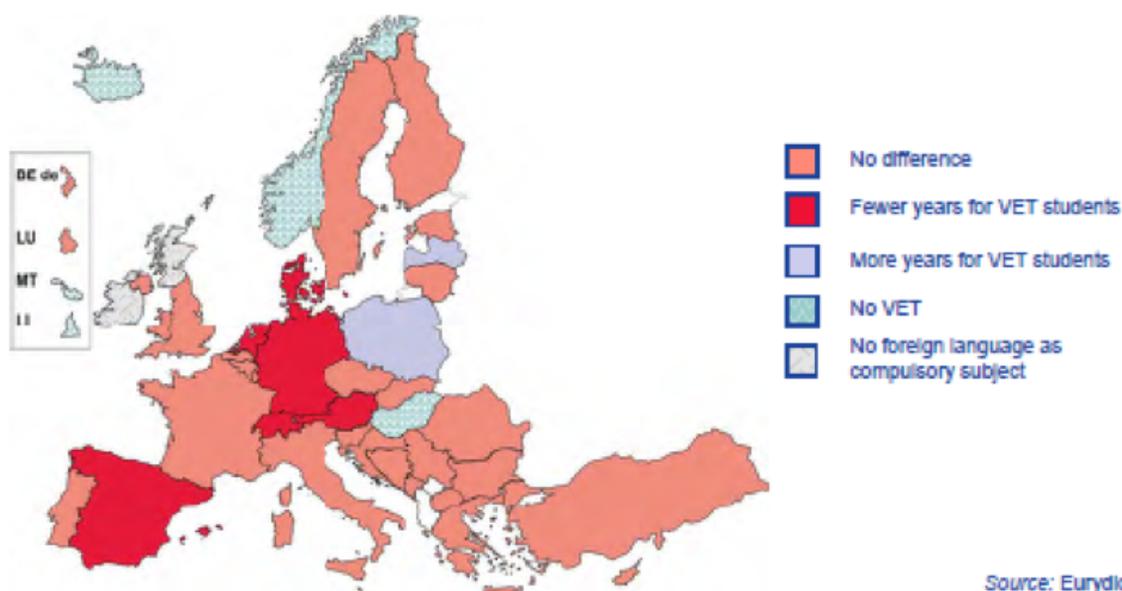


Figure 3: Difference between general education students and VET students in the number of years spent learning one foreign language as a compulsory subject (Eurydice, 2017).

1.5. Synthesis

The European Union has long promoted language learning and teaching across Europe. Nevertheless, the latest data show that progress in this field has been fairly slow and that significant efforts are still needed.

A comparison between the two most recent editions of 2012 and 2017 of the Eurydice report “Key Data on teaching languages in school in Europe” has highlighted no major improvements. Key messages in both studies are that:

- English is the dominant first foreign language and that in many Member States it is the only foreign language that is compulsory.
- The position of a second foreign language within European curricula is still weak and not compulsory in all countries.
- The use of digital tools and the integration of new technologies into language teaching, despite being promoted in European classrooms, is far from being mainstream.
- Less than 60% of all language teachers in Europe have been abroad during any part of their education.
- Teaching is, among reasons for travelling abroad, the least common reason for foreign language teachers.

“The number of students carrying the studies of foreign languages over to upper secondary level and including it in their school leaving certificate is in decline, with the effect that there is a decrease in demand for languages at university level, which leads to a lack of qualified teachers of foreign languages. This vicious circle jeopardising language teaching and learning

has been reported by several Member States since the latest Eurydice Key Data report was published and this tendency is on the rise.” (European Commission, 2018, p.7).

Furthermore, according to another Eurydice report released in 2018 with the title “Teaching careers in Europe: access, progression and support”, the shortage of teachers in some subjects, including modern foreign languages, is mentioned as a challenge in more than half of the European education systems and several Member States have introduced reforms or incentives to tackle shortages of language teachers, including scholarships to attract language graduates with other professional experience into teaching or reformed teacher education programmes (Eurydice, 2018, p.9). The overall picture is therefore far from being satisfactory and calls for greater action.

2. Job market analysis

2.1. Objective

This part of the study corresponds to **a review of job announcements for language teachers on major employment portals**. It will serve to better understand the skills most demanded on a national and European level demonstrated through job announcements.

It matches the objective of Output 1 of the CATAPULT project, aiming to offer an evidence-based and detailed identification of the job market needs for language teachers and related professionals required by the market. This analysis will shed light on the type of skills needed and will shape the offer which will be implemented in Output 2 and Output 3” activities of the project” (from the official project description).

2.2. Methodology

The report provides the analysis of 93 job announcements, collected from various job boards (websites containing job posts or employment portals), between September and October 2018. The list of job boards appears in 2.3.

We adopted an emic approach in the identification of patterns on job boards, consisting of a categorisation which emerged from the data themselves, after an initial screening of data, in contrast to an etic approach, meaning a top-down categorisation of perceptions or data (cf. Nussbaum, 2017).

Each announcement was analysed against a matrix containing the following elements:

- The URL of the job board
- The URL of the job announcement
- The type of language-related job (list of items):
 - LSP teacher
 - Teacher of languages (general)
 - Teacher trainer
 - Head of language department
 - Content expert in LSP
- The job location
- Domain knowledge (required skill in the announcement: yes/no)
- The requirement for content development skills (required skill in the announcement: yes/no)
- IT skills to carry out the job (required skill in the announcement: yes/no)
- IT skills in the classroom (required skill in the announcement: yes/no)
- Previous work experience (required skill in the announcement: yes/no)

The use of the matrix in reviewing the job announcements was deemed crucial in allowing classification of the job posts, and in identifying patterns with regards to the ranking of skills and priorities in employment. In addition, data gathered against these items was crucial to understand the most needed professional skills both for LSP teachers and for professionals in the language sector at large, thus enabling a comparison between general and LSP teachers.

Regarding geographical distribution, the research focused on LSP teachers' employment offers located exclusively in Europe and the aim was to span over as many European countries as possible. Therefore, announcements provided by European recruiters offering a position in a non-EU country such were excluded from the collection.

The *Online* category was created for online teaching jobs, where applicants are simply required to have a good Internet connection and do not require physical presence in the country of residence of the employer.

2.3. Job portals

Job announcements were collected through

- major employment databases such as www.indeed.com, www.linkedin.com, <http://euraxess.ec.europa.eu>;
- portals targeting multilingual jobs such as www.europelanguagejobs.com;
- portals specifically targeting teaching jobs such as www.teachaway.com, www.worldteachers.net, www.tes.com, www.theteflacademy.com etc.

The full list of jobs figures below:

- <https://www.europelanguagejobs.com>
- <https://www.teachaway.com/teach-in-europe>
- https://www.linkedin.com/jobs/search/?country=sg&countryCode=sg&keywords=english%20for%20specific%20purposes&location=Monde%20entier&locationId=OTHER_S.worldwide (LinkedIn group, with a job search for "English for Specific Purposes").
- <http://ec.europa.eu/euraxess/jobs> (for higher education jobs in Europe, incl. language related ones)
- <https://www.theteflacademy.com/tefl-jobs> (worldwide, filter for EU countries applied)
- <https://www.tes.com>
- www.teachbeyond.org.uk
- <https://www.worldteachers.net>
- www.jobs.lu
- www.emplois.be
- www.informagiovani.it
- www.fle.fr

2.4. Analysis

The analysis is structured around the following themes: geographical distribution (2.4.1), distribution of job announcements according to profile (2.4.2), overall job competences (2.4.3) and LSP specific competences (2.4.4).

2.4.1. Geographical distribution

The following chart represents the geographical coverage of the analysis, reflecting a balanced distribution in EU countries. Interestingly, jobs exclusively carried out online, without physical constraints, correspond to 11% of the sample (Figure 4). This finding seems important, as although contemporary working modes have become more and more digitised, job announcements asking for fully online positions were not that popular a few years ago. This analysis shows that teachers can be fully employed independently of their location, under the condition that they are digitally literate and able to work online independently.

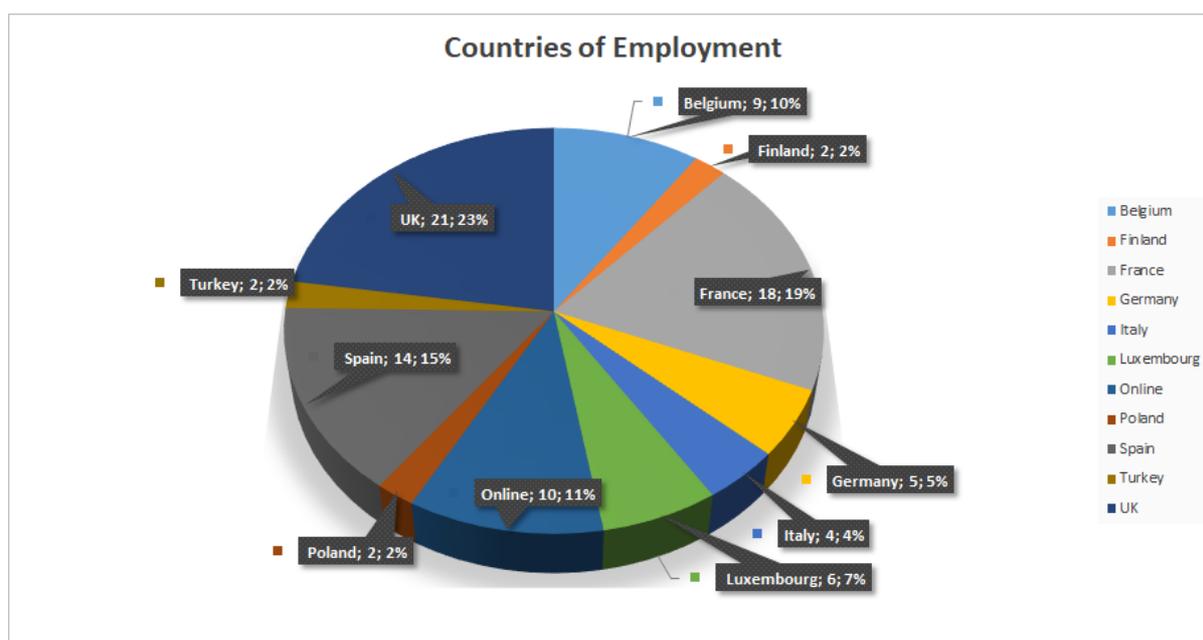


Fig. 4: Geographical distribution of job announcements in Europe

2.4.2. Distribution of job profiles

As the research was specifically targeting LSP teaching jobs, this category has the highest number of entries. However, it is worth noting that LSP teaching does not constitute the most sought-after profile in the language teaching market. A great wealth of job announcements is available for “generalist” language teachers.

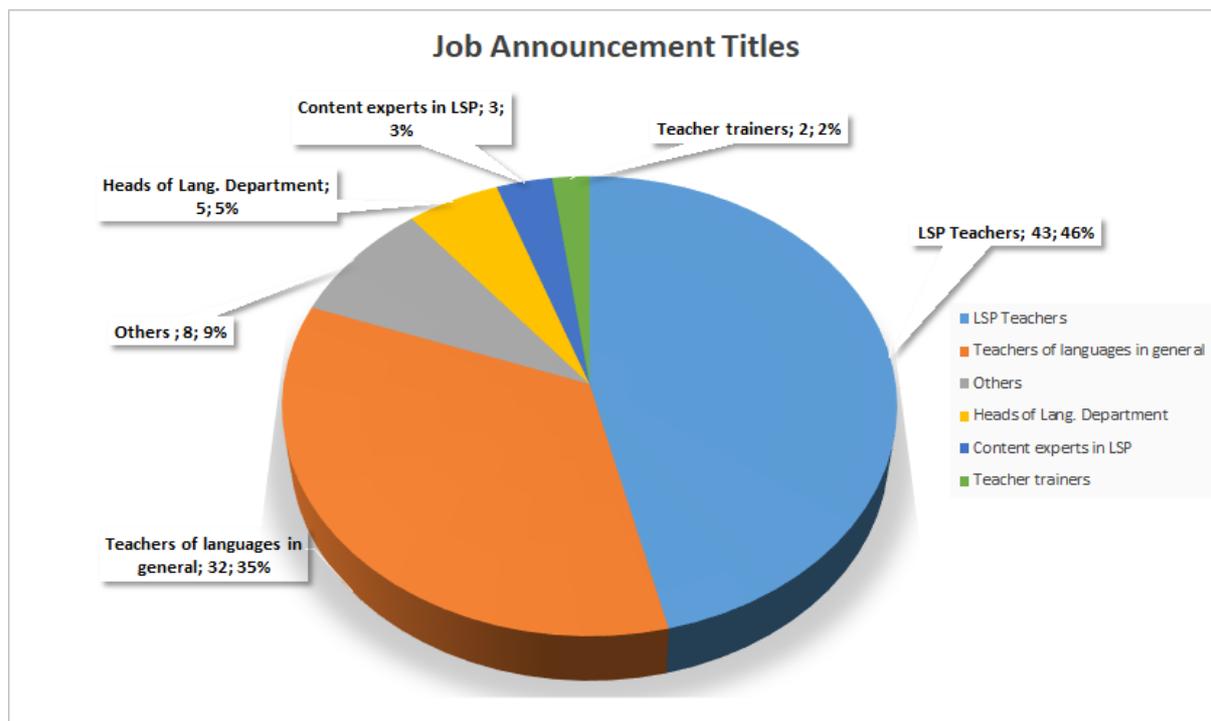


Fig. 5: Distribution of job announcements by type of profile

2.4.3. Overall job competences

The types of skills and their importance in the review of the 93 job announcements appear in Figure 6. The highest ranked element is professional experience. Approximately 90% of the job announcements require somewhere between 1 and 5 years of teaching experience. In second position, one finds content development skills (also related to IT skills, see section 4.5).

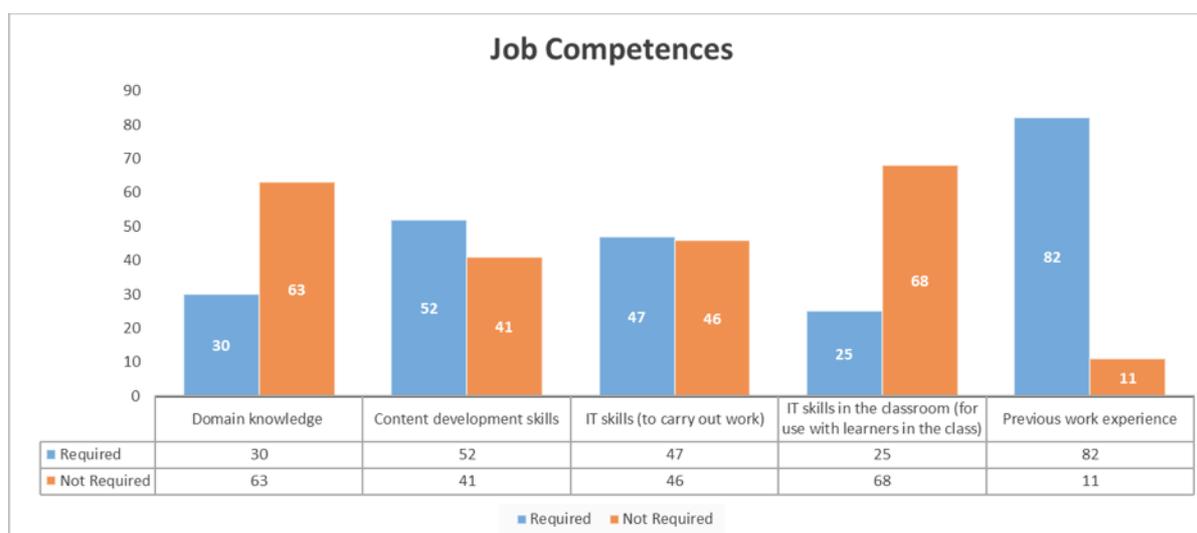


Fig. 6: Frequency of skills identified in the review of the total of 93 job announcements.

Announcements most often mention the ability to create, design and format materials for language courses, but also to prepare assessment tests and language certification exams. IT skills as a general skill for employment come third, and domain-specific knowledge is fourth. IT skills in the use of pedagogical tools in the classroom come fifth. About 20% of the job announcements collected require applicants to have experience in the use of educational technology and to be able to integrate it in the classroom. Additionally, in examining the data, one can notice that the most frequently occurring skills in the job announcements might be classified as “soft skills.” These include items like a positive attitude, communication and organisational skills, the ability to self-manage, being responsible, patient and passionate about teaching.

2.4.4. LSP teachers’ professional skills

This section takes a closer look at skills identified in job announcements specific to the LSP sector. The highest ranked item is again previous work experience. In some cases, for LSP teachers this translates into professional experience in those particular fields for which they are teaching the language. Interestingly, announcements may also require studies at degree level in those fields (e.g. in the business sector).

The second most frequently occurring competency for LSP teachers is domain knowledge, followed by content development skills. About 60% of job announcements targeting LSP teachers do require knowledge in a specific subject, such as business, engineering, law or medicine, on top of language teaching skills. The remaining 40% of job announcements are not explicit regarding any knowledge of a specialist domain (Fig. 7).

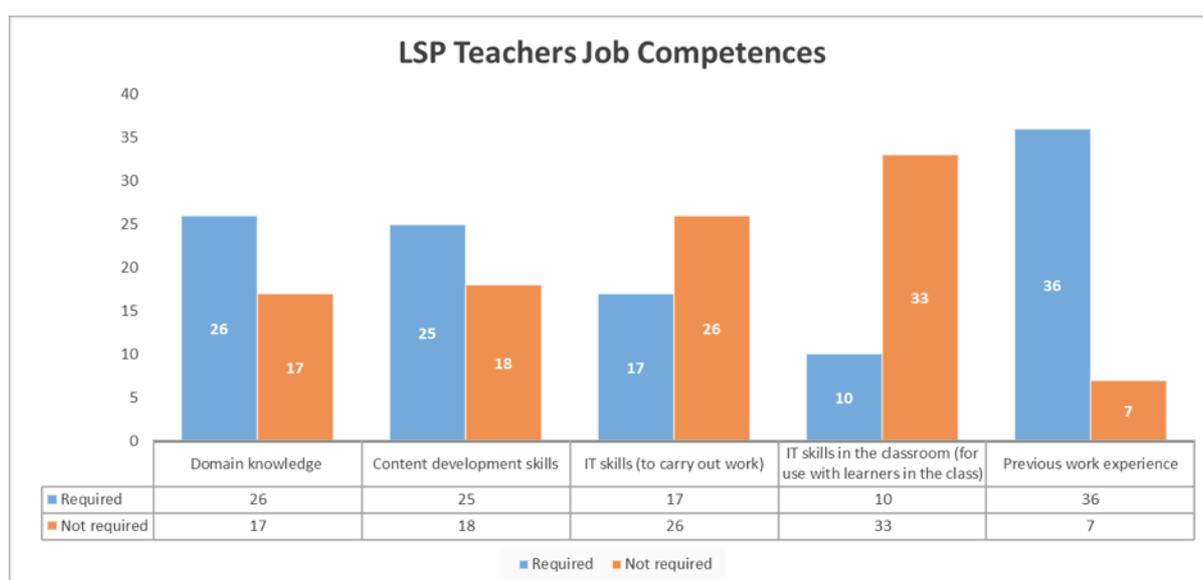


Fig. 7: LSP teachers’ competences most needed in the job announcements

Regarding ICT skills, 2 of the 5 competence categories explicitly refer to them (digital skills at work and digital skills in the classroom), plus one category that can cover technology as well: content development skills. We can surely claim that digital skills are paramount in the career of an LSP teacher, at different stages of the work practice (in-class and out-of-class commitments).

2.5.Synthesis

A few useful conclusions can be drawn from this small-scale study.

First, **the role of technology**, for its value in the working environment and for its pedagogical value in class, is of utmost importance, both for general language teachers and for LSP teachers. IT skills seem to be paramount in all types of language teaching jobs.

Second, **previous experience**, especially teaching experience for the LSP-related positions, is highly ranked as a priority in the job announcements analysed, and **is more important than domain specific knowledge**. This most probably means that employers value more the experience gained in previous teaching assignments rather than domain specific knowledge at the time of employment, as the latter can be acquired 'on the job'.

Third, in the comparison between competencies of language teachers and LSP teachers, the data collected generally show similar patterns in terms of skills required by employers. The most striking difference is **the importance given to specialised domain knowledge in announcements targeting LSP teachers**. Domain knowledge is more often presented as a desirable skill, therefore not as a pre-requisite for hiring LSP teachers, or in other words, as a pre-requirement for employment. It seems in fact that employers consider that domain specific knowledge can be shaped or acquired during the job itself.

Fourth, in connection with the importance of specialised domain knowledge and the required skill of content development, we can claim that teachers can **benefit from domain specific knowledge available on the Internet in order to customise and develop pedagogical resources**. The design and delivery of digital content and the re-use of licensed materials such as Open Educational Resources (OER) – is a skill that employers value a great deal, and can also be used in order to improve domain specific knowledge.

Fifth, one can notice that **the most frequently occurring skills in the job announcements might be classified as "soft skills."** These include items like a positive attitude, communication and organisational skills, the ability to self-manage, being responsible, patient and passionate about teaching.

3. Survey: current skills and future needs of LSP teachers

3.1. Introduction

The survey was distributed to language teachers with the aim of better understanding the current situation (current skills) and future needs in skills upgrading. The survey was made available online in the 7 official languages of CATAPULT members' countries, i.e. Greek, Polish, French, German, Finnish and Dutch, plus English. The survey was massively distributed through CATAPULT members' networks, national and European mailing lists for language stakeholders, social media groups specific to education and language education (LinkedIn and Facebook groups). The survey ran from September to November 2018 and **reached a total of 560 respondents** (cf. Annex).

3.2. Methodology

From a methodological viewpoint, we opted for an instrument allowing us to collect first-hand input from our primary target groups (LSP teachers) across many European countries and enabling us to communicate results in a transparent and comparable way. We thus decided to launch an online survey in several languages (allowing respondents to express themselves freely in their native language). We opted for a mix of closed-ended questions (multiple choice, single or multiple responses) and open-ended ones, as the latter allow respondents to reply freely, without the constraints of closed-ended questions.

About a third of all questions were open-ended. Replies were categorised and coded to be easily quantifiable and to effectively summarise the survey's results. Codes were applied in the so-called inductive way, i.e. without a predefined code frame, but grounded on the survey's responses.

Questions can be grouped into three macro categories:

1. **Respondents' profiles** (section 3.3.): collected information concerned participants' countries of residence, their academic qualifications, their experience as LSP teachers, the languages they teach, etc.
2. **LSP teaching attitudes and practices (quantitative data)** (section 3.4.): collected information concerned participants' attitude towards content creation, online teaching and their use of online tools and platforms.
3. **Reported needs (qualitative data)** (section 3.5., 3.6. and 3.7.): collected information concerned participants' LSP-specific training, difficulties encountered, desirable further qualifications, skills and knowledge.

All data were processed anonymously.

3.3. Profiles of respondents

3.3.1. Sectors of employment

The language teachers who completed the survey mainly work in higher education (58%) and adult education (21%). The remaining 14% teach in secondary education and only a minority of participants work as language teacher educators (7%). (Fig. 8)

- Language teachers working mainly in adult education
- Language teachers working mainly in higher education
- Language teacher trainers
- Language teachers working mainly in secondary education

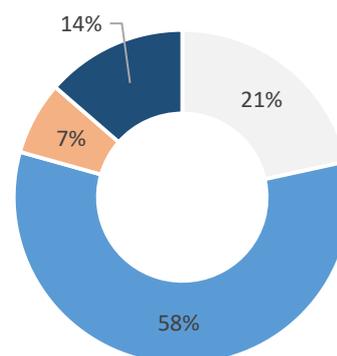


Fig. 8: Teachers' profiles: sectors of employment

3.3.2. Qualifications

Regarding academic qualifications (Fig. 9), around 54% of respondents reported holding a Master's degree and 23% pursued studies at Ph.D. level. An additional 15% hold a professional language teaching qualification. Only 3 out of 560 respondents declared having no academic qualifications.

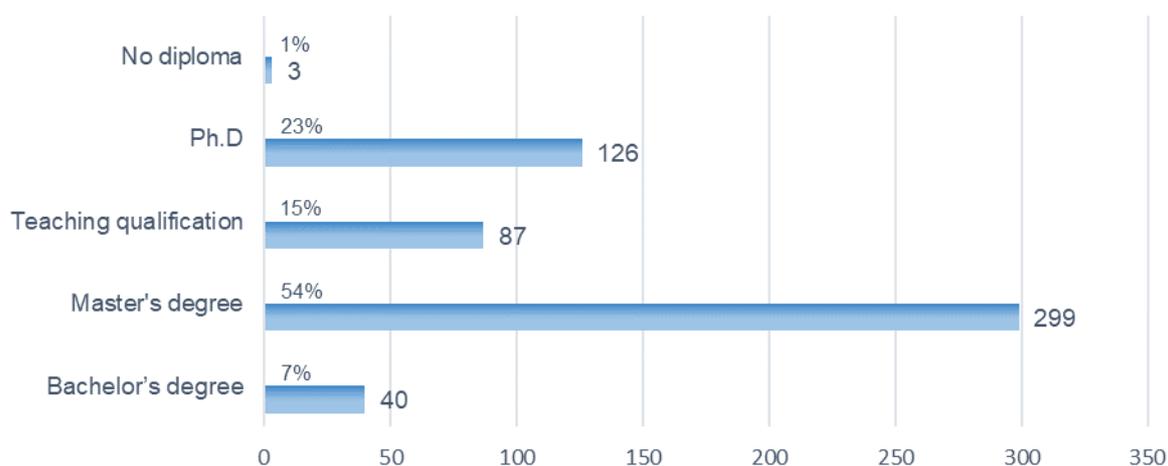


Fig. 9: Teachers' profiles: academic qualifications

3.3.3. Country of residence

Respondents' countries of residence (Fig. 10) are highly diverse and represent several regions of Europe, spanning across a variety of different educational systems.

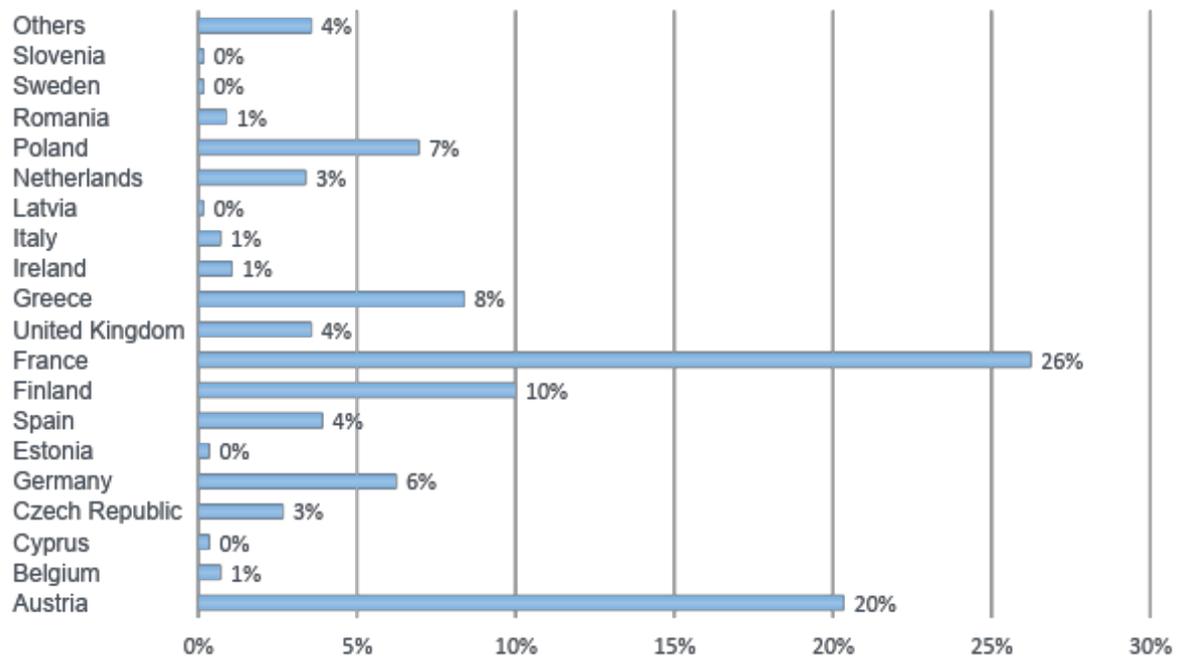


Fig. 10: Teachers' profiles: countries of residence

The countries of project partners represent 80% of responses (Poland (7%), Netherlands (3%), Greece (8%), France (26%), Finland (10%), Germany (6%) and Austria (20%)), with differences between them due to national differences in the number of universities and professional networks interested in LSP.

3.3.4. Languages taught

The range of languages taught is less diverse than the range of countries of residence (Fig. 11). English is by far the most commonly taught language among respondents (56%), followed by French (15%), Spanish (10%) and German (8%).

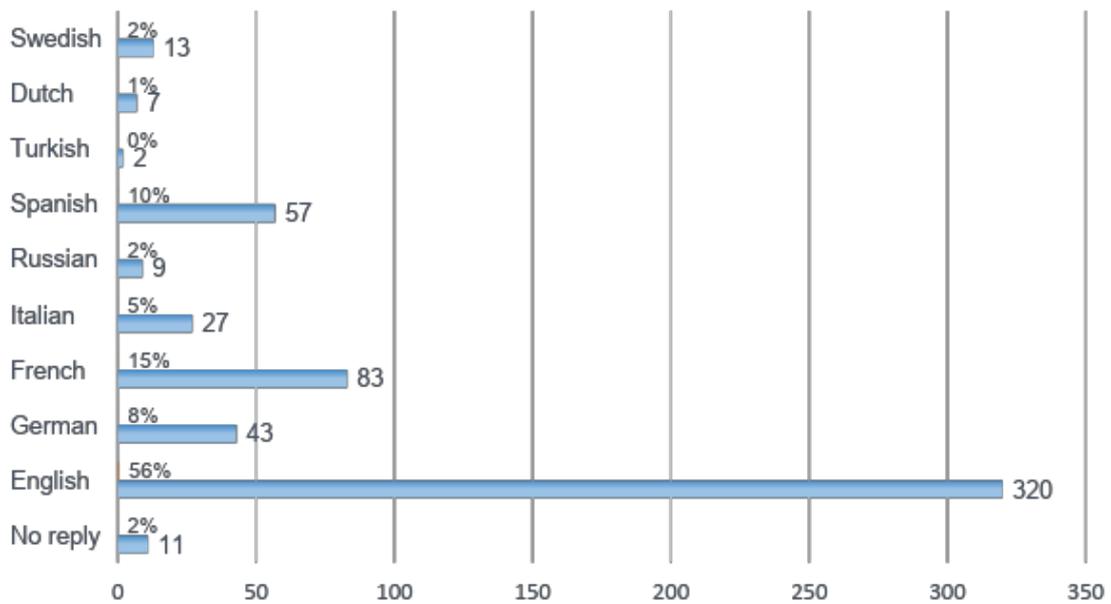


Fig. 11: Teachers' profiles: languages taught

3.3.5. Native language

Interestingly, under a third (31%) of surveyed teachers actually teach their native language (Fig. 12). The vast majority (387 out of 560 respondents) are therefore non-native speakers teaching foreign languages.

- Native speakers
- Non-native speakers

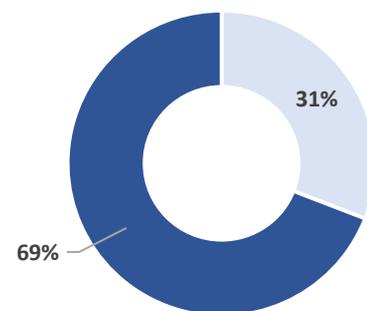


Fig. 12: Teachers' profiles: native and non-native speakers

3.3.6. Training received

In terms of training (Fig. 13), 59% of respondents stated they had received LSP training during their career. However, only 12% of them received training as part of their initial teacher education and another 18% received training through their research activities. Learning opportunities after compulsory initial education are a means of upskilling that almost half of respondents opt for (47%), a sum that results by adding training opportunities as part of

continuing professional development courses and training as part of research activities after a compulsory university degree.

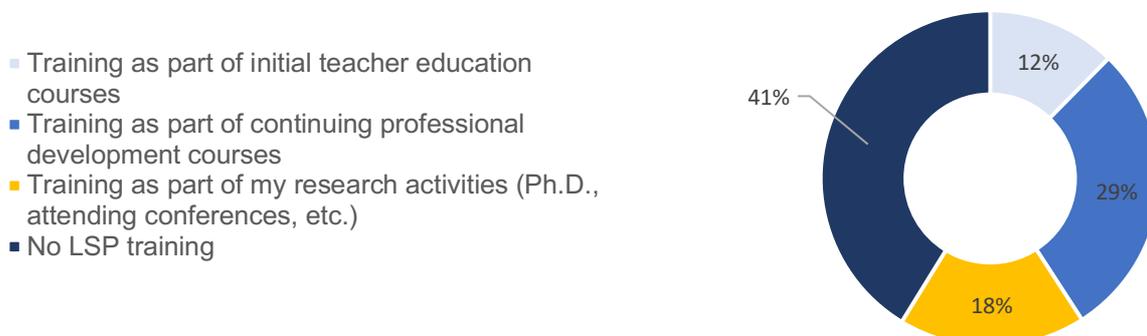


Fig. 13: Specific training in teaching LSP

The fact that about 88% of respondents went into LSP teaching **without specific training during their formal studies** is alarming and highlights the need for more sustainable and more professional LSP training opportunities. Although training of teachers “on the job” (29% of respondents) is a means to developing skills, a process which is more professional, sustainable and subject to standardisation for teaching LSP skills to (future) teachers is required. What is worse, 41% of respondents declared **having never received any specific LSP training whatsoever**.

3.3.7. Experience in LSP teaching

When asked about their experience in LSP teaching (Fig. 14), over 75% of respondents stated being experienced LSP teachers – but only 37% of these experienced teachers had received specific training in LSP teaching/learning. The remaining 38% declared themselves to be experienced teachers without having ever been offered specific LSP training. Another 11% reported being novice LSP teachers and 14% modern language teachers currently converting to LSP teaching, although it is not clear whether their conversion to LSP teaching is supported by specific training or simply taking place “on the job”.

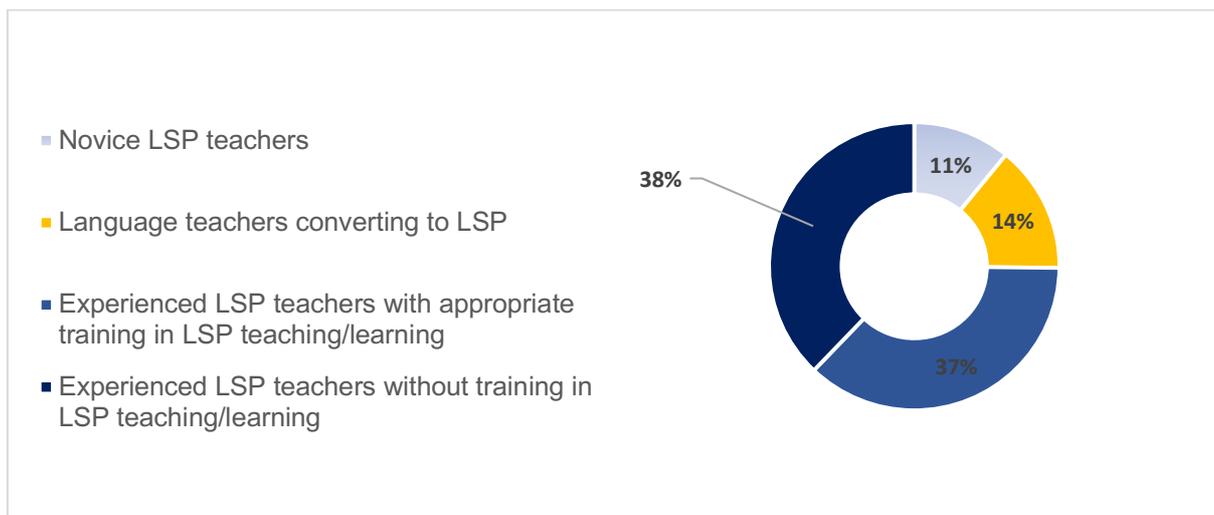


Fig. 14: Teachers' profiles: experience in LSP teaching

3.4. Teachers' attitudes and practices (quantitative data)

This section brings together replies to two questions regarding attitudes towards content creation and technologies for LSP teaching. They belong to the close-ended questions, analysed quantitatively.

3.4.1. LSP teachers as content creators

When asked about their approach to teaching (Fig. 15), over half (52%) of respondents said that they prepare their own tailor-made materials to customise their lessons, while just over a quarter (27%) use existing ready-made materials such as textbooks available on the market. The remaining 16% show no strict preference and use both approaches indifferently.

- Teachers use more existing ready-made materials (e.g. textbooks for Business English, Français du Tourisme etc.)
- Teachers prepare their own tailor-made materials
- Teachers use equal number of ready-made and own materials

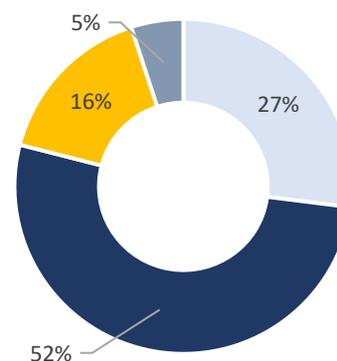


Fig. 15: LSP teachers as active content producers

3.4.2. Technologies for LSP teaching

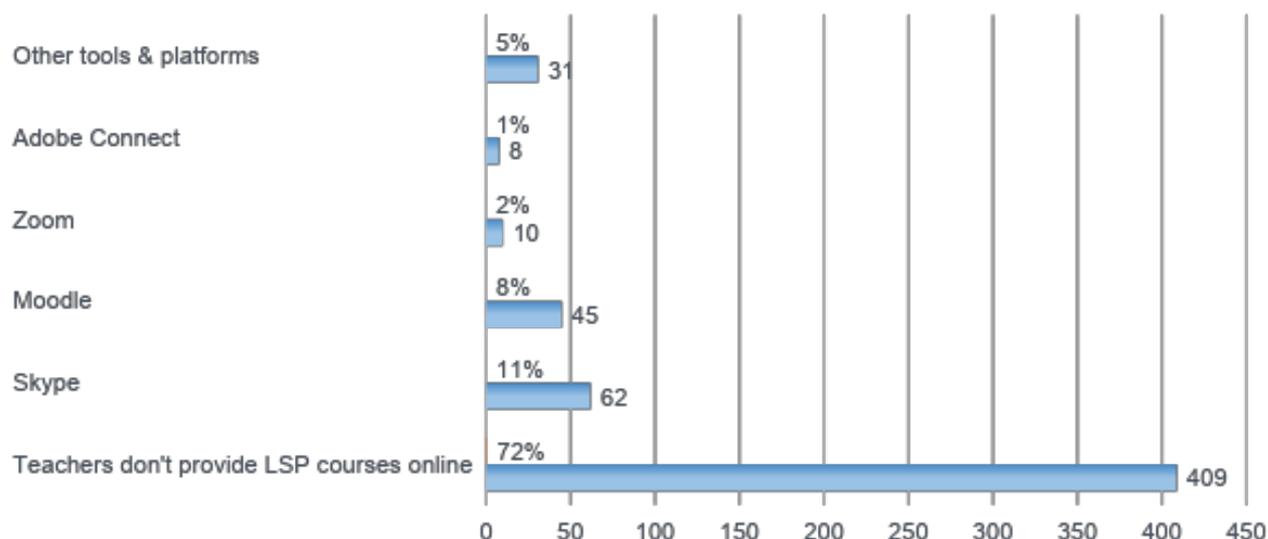


Fig. 16: Platforms and ICT tools used by LSP teachers

Few respondents offer exclusively online courses (28%) while many of the respondents use digital technology in their teaching practice. Among them, videoconferencing systems such as Skype (11%) and Zoom (2%) are used, as well as Learning Management Systems (Moodle, 8%).

3.5. LSP teachers' reported needs (qualitative data)

The following section provides an analysis of qualitative data collected from the survey, as the objective was to gain insights into individual practices and attitudes for teaching LSP. The survey contained 3 open-ended questions (questions 11, 12 and 13 of the survey, cf. Annex) namely:

- What specific difficulties do you encounter when teaching LSP? **[difficulties]**
- Are there any specific skills or knowledge you feel you need in order to be an efficient LSP teacher which you did not acquire during your studies/professional training? Which ones? **[specific skills]**
- Which further qualifications do you think you need in your career as an LSP professional? **[qualifications needed]**

On average, about half of respondents took the time to fill in at least one of the open-ended questions.

From a methodological point of view, replies were tagged based on the most recurrent themes of the replies, following a discourse analysis approach. Grouping open-ended replies in recurrent themes allowed us to bring to the forefront the most common topics, without losing valuable information in the big numbers of replies gathered. Our analysis offers a

qualitative analysis of quotes in verbatim. The respondent’s country and profile appear in parentheses when this information is available.

3.5.1. Difficulties when teaching LSP

Giving the floor to respondents to express difficulties they encounter when teaching LSP was fundamental for us and an opportunity to garner first-hand feedback on LSP teaching in practice. For this particular question, the themes around which we grouped replies are:

1. Lack of adequate training
2. Lack of pedagogical resources
3. Lack of support from hierarchy and institutions
4. Lack of subject knowledge
5. Lack of time (to create content or to learn about the specific fields)
6. Lack of student motivation

Percentages corresponding to each recurrent theme are shown in Figure 17.

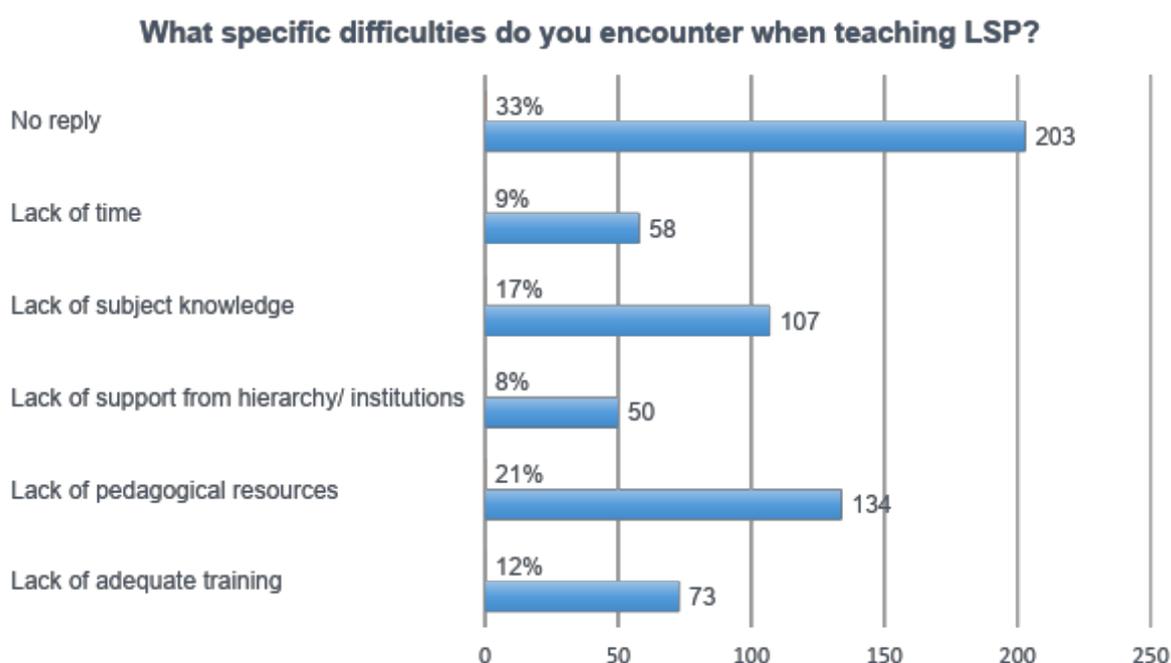


Fig. 17: Difficulties encountered when teaching LSP

An analysis of each of these themes is presented below.

3.5.2. Lack of adequate training

12% of respondents claim that the language teaching training they received was inadequate and that self-training through conferences, research or on the Internet was ultimately more useful.

I self-trained through research, conferences, etc. A good course could provide what I learned in a more efficient manner. (Language teacher, France)

In-service training for LSP teachers seems to me to be non-existent (or almost non-existent) in France. There is certainly research on LSP, but I only very rarely see information on training activities. (Language teacher, France)

3.5.3. Lack of pedagogical resources

We identify the lack of engaging authentic resources in the varied fields of LSP as the most recurrent difficulty encountered by respondents. Two coexisting factors account for this difficulty: i) finding material in foreign languages other than English and ii) finding materials suitable to the specific subject (i.e. business, medicine, engineering, finance, law etc.). Therefore, LSP teachers face a double difficulty in finding materials focused both on the right language and on the right discipline.

Mostly the lack of specialised materials for the teaching of the oral communication in the particular specialty I teach. Also, there are no available recordings for all communication circumstances that the learners are called upon to respond to. (Language teacher, Greece)

Some of the modules I teach expect students to engage with LSP material already at the very beginning of their study of the language. It is difficult (and not pedagogically viable, I believe) to provide them with the lexical items they need for their (non-specialised) language learning (at an A1/A2) level AND to expect them to learn a lot of specific lexicon on top of it. The groups are often mixed. You will have students with different specialisations and need to prepare material that would suit them all. Not always easy to make a 'fun' and engaging class when you have to teach language specifically aimed to a subject that is really NOT up your street. (Language teacher, Ireland)

3.5.4. Lack of institutional support

Teachers regret the general marginalisation that language teachers in particular have to endure and more specifically the pedagogical isolation of LSP teachers in specialised institutions and the lack of collaboration with subject teachers.

The lack of recognition of LSP as a discipline, a purpose of study and research in its own right. (Language teacher, France)

Ignorance of the specificities of LSP on the part of my institution's managerial structure, leading to inadequate timetabling and / or inappropriate pooling of groups, which are often too large to function optimally. (Language teacher, Ireland)

The absence of a coherent policy for LANSAD at University level; the absence of support from the University chairmanship. What's more, the ministerial text of 2014 outlining the teaching methods for LANSAD at Master's level is too vague, leading to numerous inconsistencies and shortcomings in the classroom. (Language teacher, France, our translation)

Lack of collaboration with professors of subjects and marginalisation of language learning and teaching in general in higher education. (Language teacher, Italy)

3.5.5. Lack of subject knowledge

Lack of specialist subject knowledge that language teachers are required to teach, is often a source of concern. Respondents point out how correcting grammar in LSP is often not enough, since understanding specific discourse types is equally as important.

The main difficulty is teaching English connected to a subject that I have never studied before, so it's a process in which I have to learn new concepts, new contents, theories, facts, trends, etc. and their specific terms. This is not something you can master in a few weeks, months or courses. To be able to do it at a university level, you need several years. (Language teacher, Spain)

My biggest challenge is often that linguistically I am the expert in the room, but I am not a specialist in content (e.g. Business English). (Language teacher, Germany)

3.5.6. Lack of time

Most teachers recognise that lesson planning and test design take longer for LSP courses than for “general” language courses; they also very often regret the little time dedicated to LSP lessons in most institutions.

I lack the time needed to learn about my students' discipline. In particular I'd like to learn about the Anglo-Saxon legal culture (receive training) and French law. (Language teacher, France, our translation)

It always takes time to get to know the competences needed in the specific field and create tasks that are realistic. (Language teacher, Finland)

An additional common aspect, emerging from respondents' replies and worth mentioning, shifts the focus on to learners: many teachers complain about students' low level of motivation, their insufficient basic skills in the LSP they are learning and the organisation of large and heterogeneous class groups.

3.6. Reported skills gap

Question 12 focused on specific skills or knowledge, which LSP teachers did not acquire during their studies or their professional career and which are believed to be essential for LSP teachers.

For this particular question, the themes around which we grouped replies are:

1. ICT skills
2. Knowledge regarding methodology and pedagogy
3. Knowledge on how to adapt materials to different disciplines

Figure 18 shows the percentages for each recurrent theme.

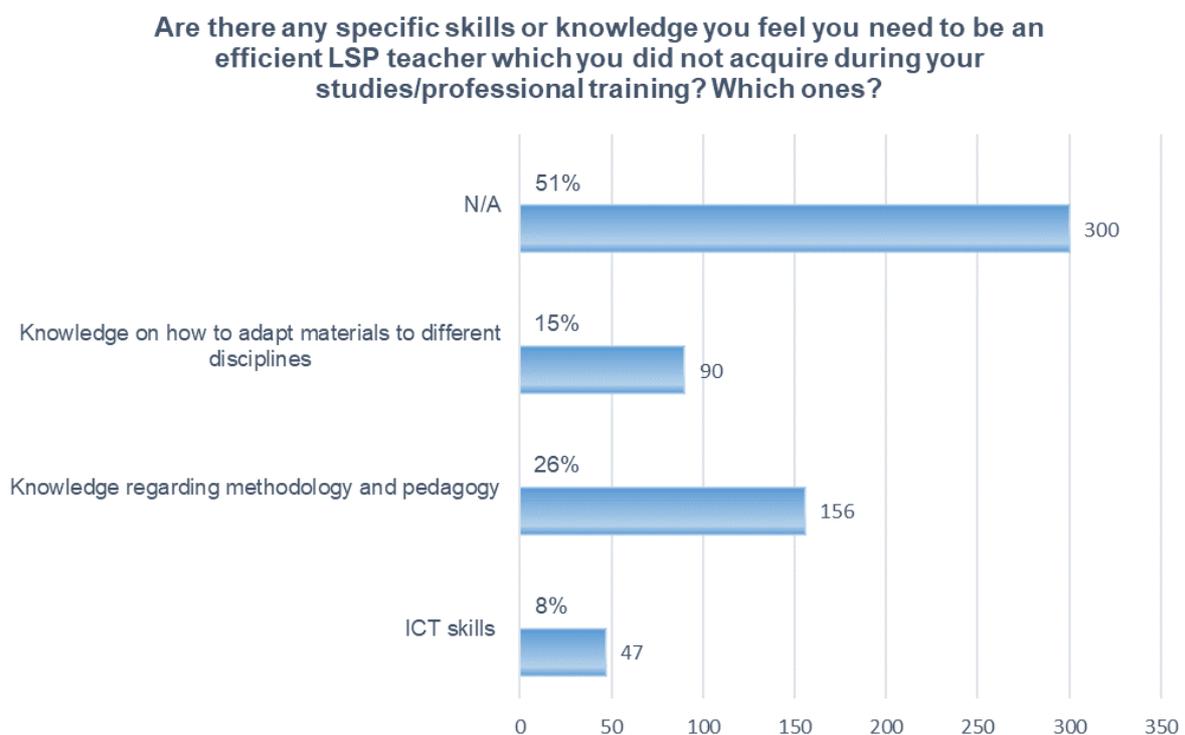


Fig. 18: Specific skills or knowledge required by respondents

An analysis of each of these themes is presented below.

3.6.1. ICT skills

Respondents lack the digital skills needed in order to create engaging, captivating online materials. LSP teachers feel pressured into using digital technology in the classroom, but often they are not ready to handle the variety of platforms and tools available and are unable to judge which would best serve their purpose.

I often feel some pressure to use new media more and more. I also know that using new media properly can be a real asset to learners, but I feel that I myself have to struggle to learn handling new media. Therefore, my use of

new media rarely goes beyond PowerPoint and YouTube. I find the range of apps and websites too large to deal with them on your own - experience reports on what works best from other teachers, would be enormously helpful (as part of a training). (Language teacher, Germany)

Optimise my use of IT/info sharing tools. (Language teacher, France, our translation)

3.6.2. Knowledge regarding methodology and pedagogy

Knowledge of methodological and pedagogical dimensions of teaching represents a significant gap for many LSP teachers who are not subject specialists. As LSP teachers often need to adapt to learners with different proficiency levels, often together in the same classroom, they need to develop strategies that are more effective and which cater for language learners' differing needs.

I self-trained through research, conferences etc. A good course could provide what I learned in a more efficient manner. (Language teacher, France)

Becoming acquainted with the cognitive process involved in language learning (understanding, production) in order to come up with strategies which are more efficient and which adapt to different learners. (Language teacher, France, our translation)

3.6.3. Knowledge on how to adapt materials to different disciplines

Respondents also mentioned the ability to judge the relevance of the documents available online as a desirable skill, along with technical expertise and research skills regarding the selection of relevant pedagogical content and the development of subject-specific teaching materials.

My professional training did not prepare me at all for the content of my classes in the last 15 years. The Internet though was quite helpful. (Language teacher, Finland)

In the second year of a graduate degree, teachers can only be efficient if students consider them to be legitimate because they have acquired a good knowledge of the specialised subject area and its concepts, and they can truly be useful to students. (Language teacher, France, our translation)

[There is need to] adapt authentic materials for teaching purposes. (Language teacher, UK)

3.6.4. Further qualifications deemed necessary

Finally, question 3 focused on further qualifications that respondents view as necessary to boost their career as LSP professionals. Besides strong motivation, perseverance

and a thirst for self-improvement, LSP teachers indicate the following five areas of professional development, which constitute the themes around which we grouped their replies:

1. In-service training and lifelong opportunities for learning (Face-to-face courses, conferences, MOOCs)
2. Training on methodology and pedagogy
3. Degree or certificate
4. ICT Training (platforms, digital tools)
5. Degree in the specific subject

Figure 19 shows the percentages for each recurrent theme.

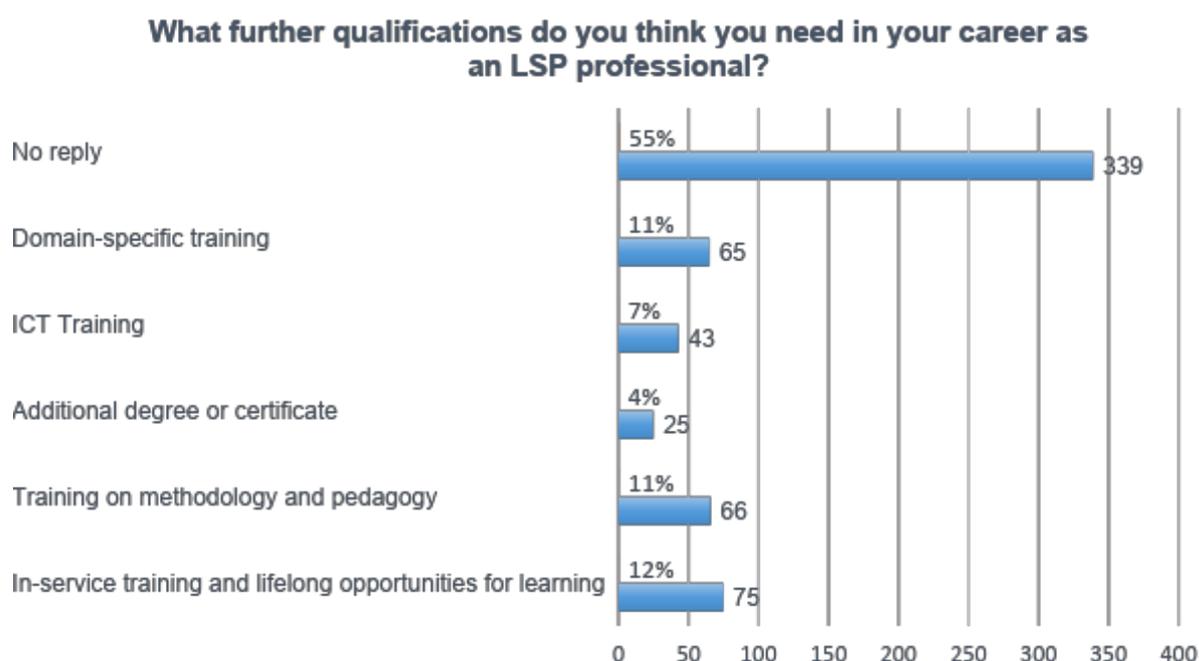


Fig. 19: Further qualifications needed by respondents

An analysis of each of these themes is presented below.

3.6.5. In-service training and lifelong opportunities for learning

Continuing professional development is of utmost importance to LSP teachers because languages for specific purposes evolve constantly at the same time as science and research, or more broadly depending on the subject domains they are applied to. Continuing training also means being able to create a teachers' community, exchange knowledge with peers and capitalise on their expertise/practices.

[What I need in my career as an LSP professional is] more face-to-face courses and conferences. (Language teacher, Poland)

Lifelong continuing education in LSP. (Language teacher, Germany)

3.6.6. Training on methodology and pedagogy

Respondents also seek in-depth LSP training, ideally with a focus on the pedagogy of the specialised variety of the language they teach.

Solid university education, compulsory longer stays abroad in a foreign language country. Regular obligatory training sessions with native speakers, professional handling of groups in foreign language teaching, training for a professional handling of groups of different ages (children, adolescents, adults). (Language teacher, Germany)

We should have some training in the new teaching methodologies and teaching tools. Teaching today is very different to teaching 10 years or 15 years ago. Students demand other teaching methods and tools. Teaching large groups is also very different to teaching small groups. Teaching online is another totally different form. We lack the specific training for these so recent needs and perspectives, which, on the other hand, are being modified, updated and innovated continuously. (Language teacher, Spain)

3.6.7. Domain-specific training

Teachers feel they lack the flexibility to adapt to different vocational fields and expertise.

They also indicate cooperation with field experts as a priority improvement for LSP teachers. Indeed, collaborating with specialist teachers of other disciplines may allow a better understanding of the needs of students in those fields. Furthermore, collaborative interdisciplinary teaching can be the best way for students to perceive the practicality and importance of learning a new language.

I think that it is important to have an experience of the everyday tasks professionals in the specific field carry out and also some training in the educational technology and platforms. (Language teacher, Finland)

Some kind of certificate or diploma in the business field. Not a qualification to teach the subject but rather an actual qualification in the subject. (Language teacher, Germany)

3.6.8. ICT training

While there are plenty of opportunities for developing ICT-related skills, the digital educational landscape is still largely unstructured. Respondents show willingness to engage in digital teaching methods but wish to receive training from qualified professionals. Training in online teaching and blended learning, and meaningful didactic-methodological handling of new media was also specifically mentioned.

Digital qualifications because most subject areas are quickly moving in this direction and teachers are finding it hard to keep up. (Language teacher, France, our translation)

The obligation to always keep up to speed with the latest technology. (Language teacher, France)

I often feel some pressure to use new media more and more. I also know that using new media properly can be a real asset to learners, but I feel that I myself have to struggle to learn handling new media. Therefore, my use of new media rarely goes beyond PowerPoint and Youtube. I find the range of apps and websites too large to deal with them on your own - experience reports on what works best from other teachers, would be enormously helpful (as part of a training). (Language teacher, Germany)

Gain more skills in order to use on-line content. (Language teacher, France)

3.6.9. Additional degree or certificate

Specifically in the case of LSP, respondents stated the usefulness of receiving some form of acknowledgment (term used by a respondent, see below) from an academic/professional body, and/or an additional degree of certificate.

PhD. (Language teacher, unspecified country)

Acknowledgment from a professional body. (Language teacher, UK)

More language certifications and some specific certificates, such as Bullats. (Language teacher, unspecified country)

3.7. The special case of LSP teachers in Adult Education

Although CATAPULT is a cross-sector project aiming to upskill LSP teachers in both Higher Education and Adult Education, as it was submitted in the Adult Education strand of ERASMUS+, the answers of respondents teaching specifically in the Adult Education sector were analysed separately to check whether these trends were similar to those of the overall population surveyed.

The figures turn out to be very similar to those corresponding to the overall population under study: the proportion of LSP teachers in Adult Education who went into teaching LSPs without any prior specific training is slightly higher than that of the overall population surveyed (70%) as it represents almost three quarters (75%) of responses. All in all, 40% of them stated having received no specific training for teaching LSPs, 16% declared having been trained for LSPs as part of their initial teacher education (compared with 12% for the overall population surveyed). In addition, 35% stated that they have attended continuing professional development courses, and only 9% received training through research (as opposed to 18% for

the overall population, which makes perfect sense as access to research as a means to develop professionally is easier for those teaching in Higher Education).

- Training as part of initial teacher education courses
- Training as part of continuing professional development courses
- Training as part of my research activities (Ph.D., attending conferences, etc.)
- No LSP training

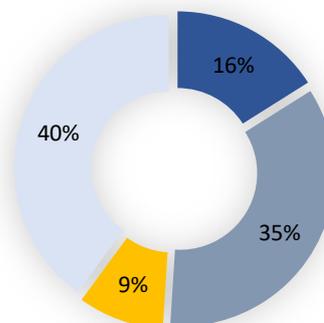


Fig.20: Adult Educators: specific training in teaching LSP

- Novice LSP teachers
- Language teachers converting to LSP
- Experienced LSP teachers with appropriate training in LSP teaching/learning
- Experienced LSP teachers without training in LSP teaching/learning

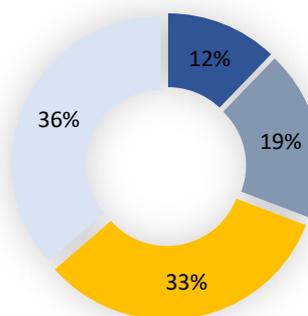


Fig. 21: Adult Educators' experience in LSP teaching

In terms of ICT use (Fig. 22), LSP teachers in Adult Education tend to offer slightly fewer online courses than the overall population surveyed, as almost three quarters of them claim not to use any online environments or ICT tools (73%) (as opposed to 72% for the overall population).

However, they tend to use desktop videoconferencing tools such as Skype and Zoom slightly more than the overall population (16% and 3% respectively, compared with 11% and 2% respectively by the overall population surveyed) and, on the contrary, to use Learning Management Systems (LMSs) such as Moodle a lot less than the overall population (1% for Adult Education LSP teachers vs 8% for the overall population surveyed).

Except for these minor differences, all other conclusions reached for the overall population surveyed also apply to LSP teachers in Adult Education.

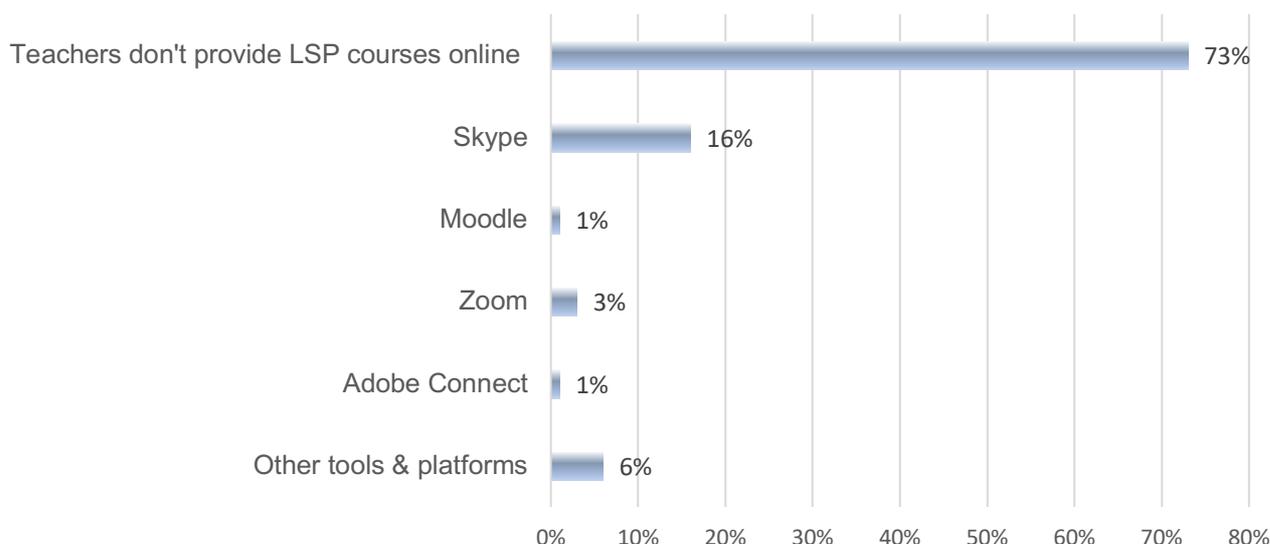


Fig. 22: Platforms and ICT tools used by LSP Adult Educators

3.8. Conclusion

The survey targeted LSP teachers and was launched with the aim of giving the floor to LSP teachers themselves and of better grasping the particular challenges they face and the type of skills and competencies that need upgrading.

Some key messages of the survey are as follows.

- **Only 12% of teachers went into teaching LSP with specific training during their formal education (university degree).** What is worse, **41% of respondents declared having never received any specific LSP training whatsoever.**
- **Continuous education is a mainstream option for upskilling capacities that almost half of respondents opt for (47%),** a total resulting from the addition of training opportunities as part of continuing professional development courses and training as part of research activities after a compulsory university degree.
- **Just under a third (30%) of respondents do not master the specific subjects and lack the methodological and pedagogical skills required to teach languages to students of different disciplines and language proficiency levels.** They consistently report struggling to find the appropriate language teaching material and adapting it to different disciplines. They show willingness to engage with online tools and platforms both for online teaching and for content creation, but a lack of professionally targeted training on the topic and the largely unstructured digital educational landscape prevent them from doing so spontaneously and independently.
- While some teachers do experiment with several digital tools in LSP teaching, especially videoconferencing systems and learning management systems, **ICT training still ranks highly in terms of respondents' priorities (the fourth most important need identified).**

- **Delivery of LSP courses exclusively online is scarce** (72% of respondents do not provide LSP online courses) although as a general trend language teaching exclusively online by professional teachers is limited (language centres, universities and companies are the big players of online teaching). This is now changing however, with the rise of one-to-one online language course provision, such as *marketplaces*, which are online platforms where individual teachers can find potential language learners and provide courses online (some examples are Myngle, Verbling and iTalki). The growing trend for online delivery of courses by individual teachers connecting with language learners directly through this type of platform leads us to the assumption that **in the near future LSP teachers will be keener on providing exclusively online courses to language learners in order to reach potential learners directly.**

4. Concluding remarks

This study aimed to offer a better understanding of language teachers' qualifications and skills (and lack thereof), especially those teaching Languages for Specific Purposes (LSP) in Europe. Some of the conclusions that can be drawn from the joint analysis of the three data sets (EU documentation, job announcement analysis, survey with LSP teachers) follow.

1. Language and ICT skills are paramount in the adult education sector, as well as in other education sectors that the current study was able to analyse.
2. There is a mismatch in terms of supply and demand of ICT skills for teaching purposes. Whereas there is a demand for ICT skills for a) classroom teaching, b) digital literacy in general and c) for content development purposes in teaching positions (see job announcement analysis and needs expressed by teachers), technology is not fully integrated by LSP teachers, as Eurydice studies and survey results show.
3. A very small percentage (12%) of language teachers surveyed benefitted from pre-service training during their university degree. Language teachers carry out mostly self-driven initiatives to acquire the necessary LSP skills, through lifelong learning opportunities and further studies. Almost half of respondents develop skills during their LSP employment (i.e. "on the job"). This situation reflects firstly the absence of appropriate training during university studies and initial teacher education but also the lack of standardisation in terms of qualifications, certifications and skills for LSP teachers in Europe.
4. As shown in the survey, LSP teachers face a double difficulty in finding materials focused both on the right language and on the discipline taught. At the same time, the job announcement analysis showed that recruiters consider specialised domain knowledge important, which is something that in reality language teachers cannot cope with as they do not generally have domain specific qualifications. To cope with this mismatch, networking facilities and collaboration currently afforded by the Internet, as well as the availability of Open Educational Resources (OER) ready for (re-) use can provide LSP teachers with (digital) creation of learning resources for their LSP context.
5. Teachers regret the general marginalisation that language teachers in particular have to endure and more specifically the pedagogical isolation of LSP teachers in specialised institutions, as well as the lack of collaboration with subject teachers. We recommend three ways to address this issue. The first would be to take part in national/international LSP teacher networks to exchange ideas/materials/practice/expertise, etc. (e.g. GERAS in France, LSP special interest groups within CercleS on a European level). The second way is by setting up local LSP teacher networks to pool ideas/resources and have more weight at a university level (such as in Grenoble and other European cities). Finally, to set up digital networks/online communities of practice for LSP teachers. This will be attempted by the CATAPULT project in the near future.

These conclusions point to a number of discrepancies between employers' expectations and LSP teachers' training and to gaps in the training received by LSP teachers. This therefore paves the way for (1) the design of a common competence framework for LSP teachers

(CATAPULT's Output 2), (2) the design and provision of continuing professional development courses for LSP teachers, with particular emphasis on the development of ICT skills (Output 3) and (3) the setting up of virtual LSP teacher networks (Output 4) to combat their feeling of isolation.

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6. Annex

Survey on training needs of teachers of Languages for Specific Purposes

Note. The survey corresponds to section 3 of the study.

Dear colleague,

This survey will help us identify gaps in the training of teachers of Languages for Specific Purposes (LSP). It will take only 5 minutes of your time.

Please note that all data collected will be used preserving participants' anonymity and results will be released in a publicly available report and in the form of infographics in several European languages.

The survey is part of the Erasmus+ project Catapult (Computer-Assisted Training And Platforms to Upskill LSP Teachers) which has been co-funded by the European Commission. Views are exclusively those of the project team.

Help us upskill LSP teachers! Thank you in advance, the CATAPULT team (contact@catapult-project.eu).

1. Are you...

a language teacher working mainly in adult education

a language teacher working mainly in higher education

a language teacher trainer

2. Which country do you live in? In case you live in more than one country, please choose the one you spend the most time in

AT|Austria

BE|Belgium

BG|Bulgaria

HR|Croatia

CY|Cyprus

CZ|Czech Republic

DK|Denmark

EE|Estonia

FI|Finland

FR|France

DE|Germany

GR|Greece

HU|Hungary

IE|Ireland

IT|Italy

LV|Latvia

LT|Lithuania

LU|Luxembourg

MT|Malta

NL|Netherlands

PL|Poland

PT|Portugal

RO | Romania
SK | Slovakia
SI | Slovenia
ES | Spain
SE | Sweden
GB | United Kingdom

None of the above

3. What is your level of qualification (highest diploma received)?

Bachelor's degree

Master's degree

Teaching qualification

Ph.D.

4. Which Language for Specific Purposes do you teach?

5. Are you a native speaker of the language you teach?

Yes

No

6. Which subject-domain(s) is the LSP you teach related to? (multiple choice possible)

Humanities (arts, history, philosophy, theology)

Social sciences (anthropology, archaeology, economics, geography, law, political science, psychology, sociology)

Natural sciences (biology, chemistry, earth sciences, space sciences, physics)

Formal sciences (computer science, mathematics)

Business and administration

Production and manufacturing

Civil engineering

Electrical/electronic engineering and information and communication technology

Process engineering and energy

Health and social care

Education and culture

Leisure, travel and tourism

Agriculture, food and nutrition

Media and information

Textile and design

Mining and natural resources

7. Which of the following best describes your situation/status? I am...

a novice LSP teacher

a language teacher converting to LSP

an experienced LSP teacher with appropriate training in LSP teaching/learning

an experienced LSP teacher who hasn't had training in LSP teaching/learning

8. Do you provide LSP courses online? If so, which tool(s) (e.g. skype, Zoom) or platform(s) (e.g. italki, LRNGO, Preply) - do you use? If you do not use any, please skip the question.

Skype

Zoom
Italki
LRNGO
Preply

9. Have you had any specific training in LSP?

Yes, as part of initial teacher education courses

Yes, as part of continuing professional development courses

Yes, as part of my research activities (Ph.D., attending conferences, etc.)

No

10. Do you teach LSPs...

a) using existing ready-made materials (e.g. textbooks for Business English, Français du Tourisme etc.)

b) preparing your own tailor-made materials

Both equally

more a) than b)

More b) than a)

11. What specific difficulties do you encounter when teaching LSP?

12. Are there any specific skills or knowledge you feel you need to be an efficient LSP teacher which you did not acquire during your studies/professional training? Which ones?

13. What further qualifications do you think you need in your career as an LSP professional?

14. Any other comment or suggestion?

15 Our project will offer free-of-charge, accredited online training to LSP teachers based on the valuable feedback that you have shared with us. Would like to be contacted to attend this free-of-charge course? please enter your email address. It will not be used for commercial purposes.

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