CATAPULT

Computer Assisted Training And Platforms to Upskill LSP Teachers

O4 Sustainability Plan

August 2021

Erasmus+

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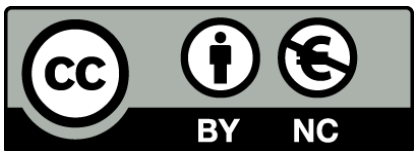

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Executive Summary

The EU project CATAPULT, Computer Assisted Training and Platforms to Upskill LSP teachers (Project N°2018-1-FR01-KA204-048053, 2018 - 2021) aims at improving the quality of (in-service) language teacher training for those involved in Language for Specific Purposes (LSP) teaching in tertiary, vocational, adult and continuing education.

To realise its ambition the project team developed 5 outputs: an EU wide situational survey, a common LSP competence framework, a mooc, an accreditation procedure and two related online platforms, one with a facility for language professionals and potential employers to connect (multilingual LinguaClick https://linguaclick.com/) and a space providing opportunities for professional contact with colleagues and customised professionalisation to freelance (LSP) language trainers across Europe and beyond (LinguaCop, https://linguacop.eu/).

With a view to further promote the impact of all its results the project team developed a sustainability strategy. As part of this strategy the present business plan describes how the project aims to further develop and exploit its online platforms. The main platform development proposals have been matched against the views of the targeted end users.

Key in the plan is to guarantee access to the currently available resources for at least 3 years. This involves aiming for a cost level that is sustainable, even in the worst case scenario (i.e hardly any (income) growth. To realise the ambition to also use the CATAPULT platforms to enhance the project's impact the planned approach consists of two phases:

A period of 2 years (Phase 1, (2021 - 2023)) with a focus on 1) extended dissemination aiming to expand the user base 2) starting exploitation activities and 3) fundraising to enable additional services and platforms development. The reality of unavailable resources during this period implies that most related activities will need to be done with the help of volunteers.

During Phase 2 (2023 - Sept 2024 and later) further expansion with the help of commercial online marketing and further organisational and technological developments can take place on condition that financial support of investors and/or project participation and self generated income can be realised.

The project coordinator has signed an agreement (see Appendix 3) regulating relations between an external party and the project concerning respective obligations, commitments and ambitions with regard to the sustainability of Output 4 in particular. To monitor the actual realisation of the specified sustainability efforts a Supervisory Board has been established.

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Background, Idea & Goals

Based on initial ideas validated and elaborated by findings in the CATAPULT situational study (Output 1) with respect to LSP teachers' reported needs such as lack of pre-service training, finding and/or creating teaching materials, pedagogical isolation (see more details under Endnote 1) and with the (special costs) budget allocated to the specification and actual development of the CATAPULT platforms TELLConsult, leading partner of Output 4, has been able to contract technical parties to realise the following results:

1. A Community of Practice platform named LinguaCoP, with the following features: Forum, Blog, Notifications and Resource Inventory, in which freelance adult education language teachers as well as higher education language teachers, especially in the field of LSP training, can meet, discuss best practices, find academic publications, solutions for didactical and practical problems and resources to support and/or underpin their educational practice.
2. A matching tool named Linguaclick that aims to provide individual language learners and companies seeking language teachers for their employees and Higher Education institutions looking for language teachers, especially in the field of LSP training, so that they can make an informed choice to meet their needs for online and / or on location language training. This matching tool has been delivered in English and in the other languages of the members of the consortium (French, German, Polish, Finnish, Greek, Dutch).

As the CATAPULT project team had anticipated when writing the project bid that the timespan available during the project would not be sufficient to develop a fully dynamic community of practice nor to have more than a limited number of registered teachers at LinguaClick it dedicated budget specifically for the development of a sustainability plan of this project result (Output 4.5, the present document).

Method

To arrive at a transparent plan for the sustainability of the platforms we have adopted the methodology and tools developed by Alexander Osterwalder, generally known as The Business Model Canvas (Osterwalder and Pigneur, 2010) .
For the underpinning of (some of) the proposals in the current sustainability plan we used relevant parts of Output 1 (Zourou and Torresin, 2019), insights from desk research on community development targeting (language) teachers, studies on freelance language teachers (e.g. Stickler and Emke, 2015), results from content analysis of participants communications and reflections in the three editions of the CATAPULT MOOC and finally a small scale survey 'Designing LinguaClick & LinguaCoP's future' in which feedback from LSP teachers was collected on the underpinning ideas for the CATAPULT platform and

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motivations for specific additional features and functions and related development strategies (for more details see Endnote 2. Introduction).

Market and Competition

Target audience

As this also helps us to develop concrete value propositions and related communication strategies we first defined who our primary target audience is and what the profiles of potential users, and sub-groups and customer segments are that we can generate value for. We distinguish two main categories: (LSP) Language Teachers and teacher trainers and (adult) language learners with a need for specific language training, HE students, and the institutions/companies they are part of, individuals that we refer to here as Language Students.
The students segment is related to the matching tool Linguaclick. The teachers segment is relevant for both the matching tool Linguaclick (a) and the Community of Practise LinguaCoP (b).

Customer Profiles

1 Language Teachers

1.1.a All language teachers who want to offer their services (in whole or in part) independently, online and / or on location

1.1.b All language teachers who are (potentially) interested in joining a community of colleagues to exchange experiences and best practices and those that would like to retrain and / or offer further training to their colleagues, in particular with regard to LSP.

1.2.a Experienced LSP teachers who want to offer their services (in whole or in part) independently to professionals and (small and medium-sized) companies.

1.2.b Language teachers with & without experience who want to specialize as LSP teachers.

2 Language Students

2.1 Anyone who, for whatever reason, is looking for a suitable independent language teacher, for affordable language tuition, online and / or on location.

2.2 Professionals and (small and medium-sized) companies looking for competent and affordable teachers for language training in a professional context (LSP).

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2.3 Companies that are unable or unwilling to develop a language education program for their employees themselves and hand it over to the Premium division of Linguaclick. At a reasonable fee as the costs are reduced by an internal tender system (more details below under the Financial Concept in the LinguagClick Premium paragraph.)

Competition

In order to be able to position the Catapult platforms and come up with an attractive proposal we analysed the current related market.

Linguaclick

In our review of tutor marketplaces, in particular for language teaching, we discuss the business model of these platforms, and to what extent we should follow this or approach it differently. These platforms have a few hundred (Myngle) to nearly 50,000 teachers (Preply). In between are Verbalplanet (1200), Italki (5000), Verbling (10,000), Apprentus and Varsity (18,000 each). They all collect a percentage of the turnover from the teachers: between 10% and 60%. There is not one major player among these platforms, comparable to Airbnb and Uber in their respective sectors. Why not? First and foremost because of the nature of the relationship between the supplier and the customer in the case of education. Students are not looking for a teacher for 1 or 2 hours. They hope to find a teacher with whom they can build a stable and enduring professional relationship in order to achieve their learning goals. At the end of the day, these platforms mainly do marketing in exchange for the percentage they withhold from their teachers. As a result, they have a relatively large marketing budget. We don't have that. We must therefore present ourselves with targeted promotional campaigns as a fair alternative to the commercial matching tools, and hope that this will be picked up by the collective of freelance language trainers.

In what respects are we different from (most) other platforms?

Matching tool

- Our matching tool is completely without charge for teachers and students. We will only charge if companies prefer us to perform the selection of language teachers in Linguaclick Premium (more details under 'Revenue streams' further down).
- We will offer both digital as physically co-present language training, and the combination of these (blended training). Practically all language training marketplaces choose for only online classes, because that way they can control the teachers.
- We will place a strong emphasis on the importance of Language for Specific Purposes. In this we are unique, and it will be one of our strongest selling points
- We will combine the common search engine techniques for language training platforms with the techniques of dating sites. Most sites don't have clear ranking

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criteria. Our ranking must and will be based always objectively on the demand of the students.

- We will 'force' the teachers to provide a clear and well defined profile of themselves using a mandatory online information form (similar to those of dating sites), in which they will have to choose first options with regard to specialty, methodology, etc.
- We will not ask money in exchange for a higher position in the search results. Instead of charging commissions, some portals offer higher positions in the search results in exchange for money. We think the search results should be based on objective criteria and not on fees.

Community of Practice (CoP)

Some platforms have communities of teachers and/or students, but there is no platform that aims to actively assist the teachers in the exercise of their profession:

- Teacher training: the CATAPULT MOOC, mentor programs, exchange of best practices, forums.
- Certification/Qualification: the CATAPULT MOOC certificate and other forms of (in)formal certification and recognition of talent and skills (e.g. badges) (also see Note 2.1, related quote from Stickler & Emke (2015).

There is no LSP teacher marketplace that combines all these features

LinguaCoP

There are numerous national and international organisations for general language teaching practitioners (to get an idea only see those that are listed here Members | fiplv).)
A smaller number of associations (< 10) are dedicated to the use of technology in language teaching (e.g. JALTCALL, CALICO or EUROCALL).
Both types of organisations can also run SIGs (Special Interest Groups) that focus on a specific domain, such as language for Academic or Business purposes.
Finally there also are independent associations specifically for LSP teachers in a specific country (e.g. The Slovene network of LSP teachers or GERAS) or with a focus on a specific language (ESP, GERES) or discipline (EALTHY) (<10).
They are all fee based offering some or a range of services to registered members such as ((bi)annual) conferences / symposia, news bulletins, free and discounted professional development events, journal etc.

Both CATAPULT surveys show that the majority of LSP teachers that are members of the type of organisations described works in Higher Education.

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Value proposition

Analysis of the communications and reflections of the MOOC participants shows that for several of them the concept of community of practice is new but its potential recognised and valued:

> *'This is the first time I've heard about "Communities of practice";-) Never late to learn smth new!Can we, for example, say that for LSP teachers in France (or maybe even beyond France), the Community of practice is GERAS? I'll see what LinguaCoP can offer and will use it if the resources are relevant to my work.'*

> *'My experience with communities of practice is about as limited as yours unfortunately. Apart from collaborating with my colleagues, I check a few websites or social networks but I'm not clearly a member. Thanks to this training I have the feeling I'm part of a CoP and I experience a sense of belonging. It's great to be able to share so much. [...] In some places though, I feel I'm just a freelancer on my own and I miss the feeling of community working together towards a bigger goal to achieve.*

Positive comments about LinguaCoP in this respect include:

> *'I do not have idea about Communities of Practice and social learning systems. This is my first experience in a place like this. And that it is the reason becacuse I feel so lost now. My English level helps as well to that :(*

> *'After see the video, I think this project (LinguaCop) is a great idea to have a place where to keep in touch with other professional teachers around the world. With this platform it is easy to share experiences, materials, learn about online courses, improve teaching or create a network of LSP teachers with people from different parts of the world, that enrichs our community.'*

> *'I have been delighted to learn about the CATAPULT CoP Platform (LinguaCop), of course I will use it, I think it is a great idea, and I would like to keep in touch with you dear course fellows and exchange ideas and see how our practice has been evolving thanks to the course and the tips we exchanged and debated in our posts!*

A number of participants, apparently with more experience with CoPs, also included caveats and suggestions for improvement in their comments about LinguaCoP:

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'I look forward to seeing the CATAPULT CoP platform develop, which I'm sure it will, with the participation of more teachers. On the other hand, it's yet another platform and another group. It's challenging sometimes to keep up. But in the end, I think we frequent those places and groups that are currently of relevance to us, which will very likely change throughout our careers. So, if someone's main role is teaching or developing courses for ESP, CATAPULT CoP, I'm sure, will be a great place to find support and find collaboration partners or work (via CATAPULT Link). In 3.2 in this module, networking was mentioned. I have a wide network with people with all kinds of career backgrounds and current jobs. I think if I needed someone to collaborate with on an ESP course, this is where I'd look for subject content specialists.'

'The LinguaCoP has great potential to be the main hub of communication between LSP teachers around the world. It is clearly run by experts in the field, the design is very attractive and user-friendly, and there's a wealth of resources and materials to support teachers.
My suggestions for the project to really take off, if I may, are:

- More interactivity; this could be achieved by weekly polls and surveys, for example.
- A summary of the new resources, new materials, new blog articles, new forum contributions sent to the members' emails once a week; in this digital age, attention span is limited, and we have to be reminded again and again to visit points of interest.
- Instructional videos on exactly what the platform can offer with links below to the specific page; e.g. a video about what one can find in the resources area and the clickable link below to quickly access the page.
- Instructional videos on how to use the forum (step-by-step ideally)
- An initial thread where we should introduce ourselves.
- The possibility to contact each other privately

Thank you for creating this community for all of us!

Typical comments triggered by the MOOC tutor's question what appealed most about LinguaCoP included: "it is the visibility of the value of LSP teaching in the market, and a hub for this specific sector to be able to gain updated training and networking, and keep up with the available tools", "I like the opportunity it gives to connect teachers who can share their experience and ideas"
For more, related comments see Notes 3.2 and 3.3 respectively.

LinguaCoP related views from survey respondents included:

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LSP online training is a great idea. The fear is that in the long run LSP teachers all become freelance online and underpaid teachers.
I like the opportunity it gives to connect teachers who can share their experience and ideas.
It greatly improves visibility as opposed to the current 'under the radar' presence.

Some of the responses also showed that only few of the respondents had actually explored the LinguaCoP platform e.g.: *'I'm not sure yet' and 'I don't really know what to expect'*
For more comments see Note 4.5.

As to the further development of LinguaCoP respondents indicated a preference for the knowledge exchange on the platform to be both research led and practice driven but largely practice oriented (75%). Respondents reacted most positively on the proposed ideas related to the Catapult MOOC including involvement of LinguaCoP (expert) members in the updating (88%) and running (87%) of future editions based on member's needs and interests, including a self-paced version (87%).

Respondents indicated which of the following activities LinguaCoP could (help) organise best match with respondents' interests and needs.

- General language teacher training
- Specific LSP language teacher training
- Teacher training on computer assisted language teaching & learning specifically for LSP contexts
- Flexible (self-paced) language teacher training
- Group language teacher training with peers
- Events (competitions, networking sessions, webinars etc)

Invited to share what they would most like to improve respondents' reactions included: 'Maybe more interaction with and feedback from the organisers'; 'The course availability. A contract could be signed with French Higher Education officials so that all LSP teachers could benefit from such both high level and practice- based training resources. That could and should logically contribute to the course and course teachers'funding!'; 'navigation'
For more, related comments see Note 4.4.

64% of the respondents expected to continue to be or become a member if the proposed features of the CoP were available today. 80% of the freelance LSP teachers committed to the 'highly likely option' For details see 4.6.

Based on further research on employment service provision and strategies for successful CoP development including Bates (2014), Bostancioglu (2014) and Kommers (2017), views & feedback from the Catapult team, the Catapult advisory board and LSP professionals the

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following additional features and developments for the CATAPULT platforms are proposed.

Maintenance & further development of platforms & apps

There are a number of things we would like to improve or add to the two platforms:

Linguaclick

1. A more complete teacher file, which can serve as a (mini) website for the language trainers, possibly integrating the content of the CATAPULT MOOC participants portfolio's that now are in CourseNetworking.
2. A refinement of the search process that makes it easier for the student to find the ideal language trainer.
3. An extension of Linguaclick's languages: Spanish and Italian to start with, then the rest of the EU languages.
4. A link between Linguaclick & LinguaCoP, in the sense that an active role in the CoP is rewarded with a higher position in the search results in Click
5. Implement features that help to support both push and pull mechanisms (e.g. Mailchimp)

LinguaCoP

- Adjustments of the platform to support efforts to enliven it, in particular by focusing on events.
- Setting up a (practice-oriented) marketplace, where experienced language trainers (possibly for a fee) can share their knowledge with language trainers who need further training and specialization in LSP and use of technology (also see these quotes (2.2 and 2.3 from Stickler & Emke (2015). We could add a course generator to this, with which language trainers and experts can compile courses.
- The repository's search functions need to be much more refined.
- Observatory and 'Union' for freelance language teachers, especially LSP

Unique Selling Points

Below we highlight what differentiates the (planned) services from the competition (Unique Selling Points, UPSs) and which services we plan to offer each customer segment.

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Language Teachers

Teachers want to teach. They can do so at a school. But some teachers can't get a permanent contract, or they prefer to be their own boss. In that case, their problem is: how to get clients? Basically, they have the following possibilities:

- Hearsay. This is a good method, but normally it's limited and cannot provide enough students.
- Freelancer for Language Training companies. This combines disadvantages of working for a school, i.e. not being your own boss, not being able to choose how to work, when and for whom, with the disadvantages of a freelancer (no insurance, no holiday, etc), without a decent pay.
- Marketplaces like *italki* and *verbling*. This is a (potentially) effective way to find clients. But these marketplaces have some major disadvantages:
  - They charge a commission. So for finding 1 client, they charge a commission of 15% to 60% for every class this student books with this teacher.
  - They normally forbid their teachers to work 'around' their marketplace.
  - They don't offer 1 to 1 classes on location.

Furthermore, a major disadvantage of working independently as a language trainer is that there is no contact with colleagues (also see Stickler and Emke (2015) and the Output 1 summary, Note 1)).

Language Students

There are of course many ways to learn a language, but for people who want to achieve success in language acquisition in a relatively short time, tailor-made training is ideal. There are many very good language schools in Europe that offer fantastic 1 on 1 training programs. They have one drawback: they are relatively expensive, too expensive for many language learners. Students can of course contract language teachers themselves, in order to save money. But how to find a highly qualified language teacher who exactly meets the specific requirements of a language student?

Linguaclick combines the advantages of a language institute, namely a wide range of qualified language teachers to choose from, with the advantages of directly contracting a language teacher without overheads or profit margin. In this way, highly qualified tailor-made language training becomes affordable for many more people.

In addition, Linguaclick is the first matching tool that focuses specifically on language training for vocational and professional purposes. We encourage our language trainers to specialize as LSP trainers in our Community of Practice, LinguaCoP, which currently provides a MOOC to this end and will provide many other training opportunities, both formal and informal, in the near future.

Companies wishing to outsource the development of language training programs for their employees can use Linguaclick Premium in the future, in which we will invite language

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teachers to participate in a tender procedure for long-term and / or voluminous training projects, and in which Linguaclick will select the most suitable teachers for the premium users. Aiming for high volumes, we plan to keep the price of the premium services at a competitive level, while the income generated from these services will help maintain and allow further development of the Linguaclick and LinguaCoP platforms (also see https://linguacop.eu/blog/linguaclick/)

Marketing concept

Phase 1
To ensure that the CoP remains interesting for the members, a team of volunteers will:

1. Constantly upload new content related to language learning and in particular LSP
2. Organize events around themes related to language learning and in particular LSP
3. Encourage members and invite experts to provide new relevant content

Linguaclick and LinguaCoP are the channels through which we will communicate with language teachers and language learners who are already using our platforms. We will use social media to interest new users in our services, primarily teachers at first, and later, when our platforms are sufficiently known in the language trainer circuit, the emphasis will shift to language learners.

Phase 2
When we manage to find new financing, we will follow two marketing strategies:

1. For language teachers: targeted advertisements in job sites: Careerjet, Indeed, Linkedin, Flexjobs, Teachaway ... And on Facebook, in groups related to language learning (Learn Spanish, Russian Language Lovers ...)
2. For language teachers: Google and Facebook ads with search terms related to language acquisition.

Financial concept

Revenue Streams

As far as the revenue model of our platforms is concerned, we will have to distinguish between commercial and social activities on the one hand, and between the matching tool Linguaclick and the Community of Practice LinguaCoP on the other. Below we list the most important and commercially interesting options to guarantee income through Linguaclick respectively LinguaCoP and report the prospect end user's views of the proposed

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developments mainly taken from our survey 'Designing LinguaClick & LinguaCoP's future'. For more details see Note 4.1

Linguaclick Premium

As soon as there are enough teachers enrolled in Linguaclick, we can start offering Premium Services, at least in those areas where we actually have a large number of teachers available. We are thinking of a minimum of 100 teachers in a city and its surroundings, or in a province/state/autonomous region, etc. We can best demonstrate how Linguaclick Premium could work with an example.

A medium-sized company in Sabadell, Spain, wants to offer language training to a number of employees and chooses to work with Linguaclick Premium. Linguaclick has an online form on which the customer can indicate exactly what he needs: which language(s), 1 on 1 / number of students per group, learning objectives, starting level (Linguaclick could possibly offer a placement test if necessary), total number of hours, time slots, etc.

In this example we assume that an hourly rate of a freelance language trainer of 25 euros is common in Catalonia. A traditional language institute, with its overhead costs and margin, would in that case charge between 40 and 60 euros per hour. We assume that the teachers in Linguaclick are willing to give a 10% discount for large volumes and that Linguaclick can charge 10% above the average hourly price of 25 euros for the premium services provided (with 27.5 euros, Linguaclick Premium would still be much cheaper than traditional language schools). Then Linguaclick Premium could earn 5 euros per hour in this case, i.e the difference between the price per hour the teacher receives (25 - 10% = 22,5) and the price the client pays (25 + 10% = 27,5).

In this example we have assumed 100% training will be delivered on location. But the customer may want a part or even the whole training program online. This makes selection even easier, because the range of trainers in this case is much larger, and the prices can even be lower.

Another example of a unique service that Linguaclick Premium will be able to offer. Suppose a client wants language training for highly specific purposes, and there are no trainers available in his / her region who can meet this demand. In that case, Linguaclick can place a call in the tender system for such a trainer, who can assist a trainer from the region. With the training facilities of LinguaCoP plus the online guidance of a LSP trainer who is competent in this domain, Linguaclick Premium can still meet the demand.
Of the (marketplace like) services LinguaClick could potentially offer the respondents in our survey (of whom more than three quarters reported not to be familiar with this platform) appreciated the option of CPD and training being offered by experienced teachers most (like / like very much, 80%).

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Representative reactions to the questionwhich things respondents liked most about Linguaclick include:

- It enables freelancers to work without expensive intermediaries.
- It would perhaps not be fair of me to say anything as I don't know the platform, but opening up a wider market to teachers is very interesting indeed
- The chance to connect with possible clients. I already use a similar platform in Brazil, but I'd like to have international students.
- I like the sharing and the free training aspect, but I am feeling quite reluctant with the advertising aspect, or private certifications.

For more reactions see 4.2.

Also popular (especially with LSP teachers in HE) were the features related to facilitating trading learning materials. A majority of both independent and HE LSP teacher respondents indicated not to have a problem with the use of Google Ads as a source of income, 63% of whom qualified this by opting for *'but only if Linguaclick is free of costs for language trainers and learners'*. For additional suggestions made see 4.2.1.

A small majority (51.58%) of mainly HE LSP teachers is not willing to pay for a Linguaclick registration in contrast to freelance LSP teachers, 80% of whom are ok with paying 6 Euros per month to participate in the matching tool, if that results in at least one monthly customer as also illustrated by this comment:

> *'If I were a freelancer I would definitely pay. But I am employed by a university and am not really seeking new students. I was a freelancer for almost 10 years and I would have loved to have something like this. I will be sure to tell my former employers (private language schools, business schools, etc.) about this.*

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LinguaCoP Train the Trainer Marketplace

In our survey on the future of the Catapult platforms it became clear that there was a need to exchange knowledge related to language acquisition, especially practical knowledge, and to give and follow 'training modules': concise, concrete, practical training related to language teaching, in particular LSP teaching, and with certificates of successful participation. The majority of both the LSP teachers in HE and those who work independently report to spend 11-20 hrs on average per annum on training and professional development (Question 7 and 8) and that the time dedicated to these activities had increased by 10% because of reasons including Covid 19 and more opportunities for online input (Question 7 and 8). For more details see Note 4.3. and 4.3.1

Once the free version of the CATAPULT MOOC is no longer offered It is our intention to set up a marketplace for this purpose, following the example of https://training.proz.com/, on which these training modules are offered, free or for a fee.

How does the marketplace get the training material?

1. The LinguaCoP team will place calls within the CoP to participate in our "training modules", as a trainer or as a student trainer, especially around the themes that the team proposes around the events.
2. The LinguaCoP team will actively seek out experts in language learning and especially LSP and invite them to manufacture and upload training modules in the LinguaCoP Train the Trainer Marketplace.
3. One of the training modules will be a short course teaching how to make a training trajectory.

If the trainers ask money for their training programmes, LinguaCoP collects a commission that will be used to fund the CoP. LinguaCoP will issue training certificates upon successful participation, with which we hope to contribute to the certification of non-formal training.

Other sources of income

Paid CPD training

Sorbonne University is planning to offer the free CATAPULT MOOC for another 2 years. As from the second half of 2024 online, fee-based blended and distant forms of professional development (ErasmusPlus) courses will be planned to be run by members of the LinguaCoP community's teacher trainers team (also see Note 2.4 quoting Stickler and Emke (2015))

The answer data of Question 5 and 6 show that Associations for general language teachers, their LSP special interest groups (SIGs) and dedicated academic Journals and associations for LSP are equally important for the professional development activities of LSP teachers in HE and those who work independently and/or in other educational sectors. The latter group

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however appears to make more use of other forms of CPD such as f2f and online events organised by LSP virtual networks & communities and personal learning networks developed with the help of social media.

Support and Sponsoring

Linguaclick and LinguaCoP are committed to the promotion of language skills, especially job or profession related, and to job creation among language trainers, especially LSP trainers. We will invite institutions that are positive about the goals of our platforms to support us financially as sponsors. This includes:

- educational institutions
- employment offices
-

Commercial parties related to the language training sector might also be interested to be a sponsor in Linguaclick and LinguaCoP, for example:

- language travel organizations
- publishers of study material relating to language acquisition

Sale of teaching materials

We can invite the teachers in Linguaclick to sell the teaching materials they use to their students in their teacher file, splitting the commission between the teacher and Linguaclick. For instance, if a teacher advises his students to read certain novels, he can upload the cover of them, and if the students click on it, they will go to a site where those novels are sold. The committee is shared by the teacher and Linguaclick.

Google ads on Linguaclick and / or LinguaCoP

We can have Google ads through Adsense in the search results and teacher files in Linguaclick and in the forums in LinguaCoP. It is not our intention to tap all sources of income at the same time. For example, if we implement Google ads, it makes sense not to charge a fixed fee, and vice versa.
For an explanation of how Adsense works, see: https://www.quicksprout.com/how-to-add-adsense-to-your-website/

Donations

Instead of Google ads, in case future actual platform users consider them annoying, we could ask Linguaclick and LinguaCoP users, language teachers and language learners, for a voluntary monetary contribution towards the maintenance and improvement of our platforms.

Fixed fee / Premium membership

If the other sources do not generate sufficient income, we may have to ask a (small) fixed fee from the teachers who use the Linguaclick matching tool (e.g. 6 euros per month, 60

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euros per year). We also consider a membership fee for LinguaCoP, in exchange for which we could offer various services (access to specific content (e.g. Observatory, discounts, consultancy...).

For more detailed survey responses re the various features and cost-related aspects of platform membership see Note 3.3.

Erasmus+ and other grant programs

In our survey 'Designing LinguaClick & LinguaCoP's future', the respondents indicated that they were interested in an Observatory on Freelance Language Training and Language for Specific Purposes. This Observatory would aim to:

- Curate relevant policy developments at EU and national level (e.g qualification requirements, tax regulations, developments related to language requirements in relevant educational sectors (e.g. VET), grant and employment opportunities)
- Promote the recognition of formally and informally acquired cpd activities of freelance language trainers in relevant policy making circles and organisations (also see Note 2.5 quoting Stickler and Emke (2015))

The observatory function was well received. 58% of answers were positive to very positive about its potential to improve practice and the LSP status of practitioners.

The observatory could be a good starting point for a new Erasmus + project, where the emphasis could be on a comparative study in a number of European countries of the practice and status of and policies related to freelancers, freelance language trainers and in particular LSP trainers.

The proposed activities for the observatory (curation of relevant policy developments at EU and national level, development of recommendations for the improvement of the professional status and practice of freelance language trainers and the promotion the recognition of formal and informal acquired cpd activities of freelance language trainers in relevant policy making circles and organisation) appealed to respondents as convincing survey majorities varying from 55 to 62% show.

The best liked LinguaCoP features contributing to its "union" function included: 'Offering dedicated and strategic consultations and organising CPD activities related to aspects of the freelance teacher's profession (e.g. organizing public relations, marketing and acquisition of work, invoicing, accounting etc)' and 'Making deals with suppliers of key services for freelance LSP teachers (e.g. financial admin support or collective use of a state of the art Learning Management Platform)'.

Finally when asked what respondents perceived as the biggest challenges they were likely to face professionally in the next 12 months recurrent themes in their reactions were:

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- Mastery of technological tools and online teaching
- Uncertainty about and lack of work
- Students' retention and client prospection.

Find more details and other concerns under 4.7.

Related activities (exchange of ideas, opportunities exploration) undertaken by TELLConsult so far:

- re the educational sectors VET and further education:
  sector needs and CATAPUT's platforms potential added value discussed with David Richardson and Christopher Allen (Department of Language, Linnaeus University, Sweden) and Miriam Korstanje (We are Katapult team, We are Katapult) about our potential contribution to the realisation of the inclusion dimension in Centres of Vocational Excellence (CoVE)-partnerships in particular.
- re Erasmus+ and the observatory (see above)
  we discussed the need and added value of related activities for the LSP professional community (LinguaCoP) and the feasibility of a contribution by the University with Gisela Ametller and Josep Lladós (UOC, Open University of Catalonia)
  re paid (cpd) training:
  Joined the NL CoP related to orientation of Joint Programmes https://jointprogrammes.tribe.so/ About FaBoTo+ | Erasmus+ (erasmusplus.nl)
- re other grant programs

We have started talks with Maura Claramunt of the Catalan Agency ACCIÓ (ACCIÓ: http://www.accio.gencat.cat/en/inici/index.html), that coordinates the Enterprise Europe Network in Catalonia, to assess the financing options for our platforms.

Key Resources

Below we list the resources that are essential to exploit the platforms, deliver the envisaged value for and communicate with the prospect users.

- LinguacCoP platform with events, knowledge exchange and train the trainer activities
- Linguaclick matching tool
- Team: management, finance, technological development, content / events, marketing / social media
- Experienced language trainers for teacher training and Linguaclick Premium

It should be clear that our main resources are the two platforms: LinguaCoP, with its events, knowledge exchange, Train the Trainer Marketplace and Observatory on Freelance Language Training and Language for Specific Purposes, and the Linguaclick matching tool. Maintenance and continuous improvement of these platforms are essential to keep those resources up to date.

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Phase 1
Maintenance & Hosting
Technical Development
Marketing (personal contacts, ambassadors)
Staff
Project Acquisition

As long as we do not have new financing sources, we will be forced to keep costs as low as possible. It is possible to host the two platforms for around 125 euros per year. This is the most minimal hosting, with a limited number of visitors. Depending on the growth, this amount will increase to 700 to 1,500 euros per year. As far as maintenance is concerned, we hope this will be carried out by the technological partner in our team. One of the main tasks of the technology partners will be to significantly increase the traffic to our platforms to make them attractive enough for potential investors. Like the other members of the team, he or she will have to work pro bono until new sources of funding are tapped, and we can start paying the team.

Phase 2
Maintenance & Hosting
Further Technical Development of platforms & apps
Online Marketing (ads in Google, Facebook ...)
Staff

Apart from the team's wages costs, the future investments will mainly go to two cost items:
1 Further development of the platforms
2 Online marketing

ad 1) During the tender procedure for the construction of Linguaclick and LinguaCoP, we received four serious offers, which amounted to between 65 and 93k, excluding VAT. For more information see the Tender Document including the original specs (Appendix 1). Since our budget was 34k, ex VAT, we had to forgo quite a few features. However, we believe that Linguaclick and LinguaCoP in their current form are a very good basis, which can be further developed as soon as we have the financial means to do so. Based on the offers already received, we will need between 15 and 30k to realize all the features we have in mind.

ad 2) We are already busy trying to reach freelance language trainers on social media and job sites in order to persuade them to register in Linguaclick & LinguaCoP. We will continue with this, although this method is relatively time consuming and not very effective. We would like to combine these activities with an online marketing campaign with Google and Facebook ads and advertisements in the main job sites. It is difficult to say exactly how much money is needed to give our platforms the exposure necessary for a prolonged existence, but we think we can make a start with 5K per year for 2 - 3 years.

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Budget / Overview of costs and income

Phase 1, 2021 - 2022

	Costs	Target Income
Websites hosting & maintenance	300	
Website development	500	
Marketing	500	
General management	1.300	
Volunteers staff activities	-	
LinguaClick Premium	100	
Train the Trainer Marketplace		500
Paid CPD training		1.500
Support and Sponsoring		200
Sale of teaching materials		100
Google Ads		100
Donations		100
Premium membership		-
Totals	**2.600**	**2.600**

Phase 2, 2023 - 2024

	Costs	Target Income
Websites hosting & maintenance	1000	
Website development	15.000	
Marketing	15.000	
General management	3.000	
Staff team leaders (n=4)	6.000	
Volunteer Staff members	-	
LinguaClick Premium		600
Train the Trainer Marketplace		500
Paid CPD training		2.000
Support and Sponsoring		500
Sale of teaching materials		300
Google Ads		300
Donations		500
Premium membership		2.000
Project participation / External funding		33.300
Totals	**40.000**	**40.000**

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Key Activities

- Recruit users
- Maintenance & further development of platforms & apps
- Professionalise communication channels & activities
- Add new content
- Organizing events
- Additional funding acquisition

We will use social media to interest new users in our services, primarily teachers at first, and later, when our platforms are sufficiently known in the language trainer circuit, the emphasis will shift to language learners.

When we have managed to acquire new financing, we will follow two marketing strategies:
1 For language teachers: targeted advertisements in job sites: Careerjet, Indeed, Linkedin, Flexjobs, Teachaway ... And on Facebook, in groups related to language learning (Learn Spanish, Russian Language Lovers ...)
2 For language teachers: Google and Facebook ads with search terms related to language acquisition.

Key Partners

- Catapult project and MOOC tutors
- ELICE group technical staff
- LSP professionals (provision of webinars, LSP training & materials)
- Finance sources (e.g Erasmus +, Public & private investors (business angels)
- Sponsors (e.g. Employment Offices, NGO's)

Organization & management

As the results of Output 4 are different from the usual educational ErasmusPlus project results (multimedia content such as (video) reports, tools and teaching materials) and also contain components that need curation and management, the responsibility for the implementation of the value proposition described above will be formally transferred to LinguaSteps, a purposely started organisation, run by Frans Oosterholt. Find more info on this start-up, including its mission statement and a profile of its general manager in Annex 2.

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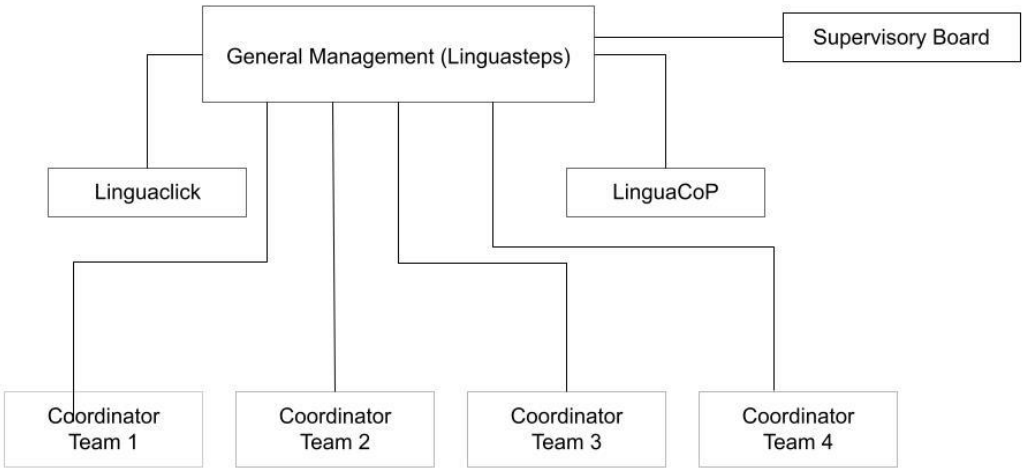

The CATAPULT project has made an agreement with the organisation described above (see Annex 3) documenting the transfer of the sustainability responsibilities specifically for Output 4 and the support activities for the realisation of the objectives of the transition period during the first two years beyond the project's lifetime. The measures taken to guarantee the sustainability of the other Catapult project results have been described in CATAPULT's final report.

Overview of risks and chances (SWOT)

Strengths

- The non-commercial basis of our project creates a lot of goodwill and a positive image.
- Our platforms form an integral project for freelance (LSP) language trainers: LinguaCoP for didactic and practical support, Linguaclick for acquisition.
- Our platforms offer opportunities for long-term financial sustainability, without exploiting the teachers (who form the core of the entire project), as other platforms tend to do.

Weaknesses

- Lack of professional management, partly due to lack of financial resources.
- No financial reserve.
- No budget for marketing.

Opportunities

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- Growing aversion to the disadvantages of the platform economy, which our platforms aim to avoid.
- Positive attitude of the EU towards multilingualism as a basic skill for mobility in Europe.
- Various MOOC participants indicated to be unfamiliar with the CoP concept and reported to have appreciated the experience of collaborative learning and their intention to join LinguaCoP and/or similar platforms (3.2)
- Increasing normalization of online education and interest among teachers in knowledge exchange due to Covid-related emergency online teaching experiences

Threats

- Commercial platforms with a lot of financial resources could push our platforms out of the market.
- Reaching the vocational and general language teacher and the 'under the radar' freelance LSP teacher is difficult without advertising. (also see Note 2.6 quoting Stickler and Emke (2015))
- We run the risk that it will take too long before we have enough registrations and visitors, and that teachers and students drop out prematurely as a result.

Notes

1) *From CATAPULT Output 1 (Zourou and Torresin, 2019*):
[...] 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").

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.

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

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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.

2) *Quotes from Stickler & Emke (2015)*

2.1 [...] Acknowledging the specific work situations of freelance language teachers, employers can support them by recognizing their CPD also if acquired non-formally and informally.

2.2 [...] Peers can be an invaluable form of support and an important source of information.
[...] Just-in-time, to-the-point training is the ideal CPD format for part-time teachers.
[...] In the course of our data analysis two recurring themes emerged: time and money. [...] Working at multiple institutions increases travel time not only to the teaching venues but also to the institution where the training is offered, and some training courses 'do not allow flexible learning'
[...] 'there are not enough workshops and conferences (at least to my knowledge) for ESP teachers.'
[...] cost of CPD. Several participants support Lucy's claim that the courses may be 'too expensive'

2.3 [...] freelance language teachers for a variety of reasons: they want to keep up to date with the latest developments in the target language, the teaching field and in technology; [...] 'language usage and technological devices keep changing'. [...] courses offered to them seldom meet their needs. [...] 'specific training can be difficult to locate and/or not provided in a suitable timeframe.' [...] ICT training needs cover a range of issues, from technical assistance for 'connecting all the devices for a presentation, learning how to use some software and formatting the text' (Lucy) to practical teaching ideas on 'how to use some technologies [...] His wish is to be offered courses that 'address specific issues of applying language learning pedagogy to online environments'. [...] In order to be able to use ICT proficiently in teaching, solid training is required (Blurton, 1999)

2.4 [...] Another area of conflict exists between forms of CPD currently offered and recognized by institutions and those that would be most beneficial for freelance or part-time language teachers. Following Kennedy's (2005) suggestions, we would expect reflective and interactive models to be high on the scale of recognized CPD formats. However, most recognized CPD courses follow a cognitive approach and reflection only plays a minor role in these courses. A way forward is shown by our participants who state that CPD activities make them realise that they are professionals (Heather) and appreciate the space to reflect and report on their own CPD needs and tasks (Hawk).

2.5 [...] Acknowledging the specific work situations of freelance language teachers, employers can support them by recognizing their CPD also if acquired non-formally and informally.

2.6 [...] It is difficult to find exact figures for part-time language teachers in European countries as their numbers are hidden in employment statistics, and often they might not even be recognized as part of the teaching force.

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3 Selected data from the Content Analysis of the MOOC participant communication exchanges

3.2 Familiarity with the concept of community of practice

Contrary to our expectations the Community of Practice concept appeared to be still relatively new among participants

'After watching the introductory video and reading the module objectives, I am eager to discover how to develop and increase work with content experts as well as discover what the concept of Community of Practice really is.'

My experience of a CoP is quite limited. Although, in the past years, I have had the pleasure of working closely with a teacher who has created communities of practice. The results achieved are quite outstanding, students have participated in the creation of conversation guides, games and other forms of content. The interesting thing is that I until now never realized that this way of learning is called a community of practice.

I'll see what LinguaCoP can offer and will use it if the resources are relevant to my work...

So far, my experience of CoP has been extremely limited. Except for this MOOC which has given me an opportunity to interact with other LSP (mostly ESP) teachers, I have mostly developed a COP within my university, mostly with other ESP teachers but also with a few volunteer teachers of other subjects.

I wish I knew of more CoP and that's why I am thrilled about LinguaCop. I won't be interested in it to find more work, but I'd love to keep in touch with those I have interacted with in this MOOC and expand this CoP in the future. We will see if I can devote the time and attention it requires though... But it does look promising.

Unfortunately, my experience as regards CoP is limited but as this course has been so enlightening, I would like to join the CATAPULT CoP. I am looking forward to that!

Thanks for sharing the names of other communities!

My experience with communities of practice is not extensive unfortunately. The only community I'm part of is composed of teachers working in the same school franchise as the one where I teach. We come from all over the world and we mostly discuss the courses we teach and share ideas and resources. This has been extremely helpful since the pandemic began, when in one week we had to move online and needed to understand how to adapt all our material to the new situation quickly and effectively.

I've also recently joined a Facebook group of teachers who among the other things recommend webinars and share ideas and resources (lesson plans, online tools, other teacher's blogs and websites) aimed at teaching adults in different areas (general English, ESP, exam preparation etc). So far I haven't actively contributed with material or recommendations but I have gotten a lot of help regarding online teaching in particular.

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I'm very curious to check LinguaCoP and see how it's structured and how it could help me in the future.

My experience with communities of practice is about as limited as yours unfortunately. Apart from collaborating with my colleagues, I check a few websites or social networks but I'm not clearly a member. Thanks to this training I have the feeling I'm part of a CoP and I experience a sense of belonging. It's great to be able to share so much.

I work in different schools and sometimes I get the feeling I'm really sharing something with my colleagues and learners. In some places though, I feel I'm just a freelancer on my own and I miss the feeling of community working together towards a bigger goal to achieve. I guess it has to do with the atmosphere in the language school, some people try hard to bring teachers together, others are much better at isolating and causing division among teachers!

I will be glad to use LinguaCoP in future.

3.3 LinguaCoP: User experiences, expectations and evaluative comments

The LinguaCoP has great potential to be the main hub of communication between LSP teachers around the world. It is clearly run by experts in the field, the design is very attractive and user-friendly, and there's a wealth of resources and materials to support teachers.

Yes I agree with you. LinguaCoP has a lot of potential. I think with more interactivity built into it, they will get more visitors, more contributions from members and the community can only grow from there. I would like to see the possibility to opt for a weekly summary of new posts. I would also like to see a new thread asking simple questions like 'As a member, what would you like to get out of LinguaCop? '

My practical experience with CoPs is a positive one. I have learned a lot and felt encouraged and supported by my CoPs. One that I mentioned earlier is the Webheads in Action, which had a great influence in my career path. When I changed directions in my career a few years ago, and went more into digital course design, materials writing and editing, I joined groups of writers and editors. These days it's relatively easy to start or join a group for professionals with common interests. There is, however, a difference between the first one, which I would define as a CoP, and the latter ones, which I'd define as professional support groups. The Webheads of Action is not just a group where one can ask questions or for help, but there were regular meetings to discuss and try out new technology tools, and members would share knowledge, teach each other, and collaborate on different projects. So really a learning community.

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There is no connection between my CoPs and my students specific fields, as they are for teachers, so about pedagogy and and EdTech. However, the technology used for EdTech is often the same that our learners need to use in their work, so we can integrate learning about these and using them for work into our LSP courses to make the language activities more real-life and authentic.

I look forward to seeing the CATAPULT CoP platform develop, which I'm sure it will, with the participation of more teachers. On the other hand, it's yet another platform and another group. It's challenging sometimes to keep up. But in the end, I think we frequent those places and groups that are currently of relevance to us, which will very likely change throughout our careers. So, if someone's main role is teaching or developing courses for ESP, CATAPULT CoP, I'm sure, will be a great place place to find support and find collaboration partners or work (via CATAPULT Link). In 3.2 in this module, networking was mentioned. I have a wide network with people with all kinds of career backgrounds and current jobs. I think if I needed someone to collaborate with on an ESP course, this is where I'd look for subject content specialists.

I'm looking forward to exploring the LinguaCoP platform. I've signed in because I think it's a great way to keep in touch with people with similar interests. Also, as my experience is pretty limited, and my vision of where life is going to bring me pretty blurred, I'm happy to know there is a place I can start from when I have my eyes on a SPN class. So it's reassuring. We've seen through the posts and their replies tips being shared. They might seem irrelevant to us now but they might make the difference when our situation evolves. So if I forgot something but remember it was mentioned in this class, I can ask questions through the forum. (Well, for now, it's pretty quiet and it's one of the difficulties about having too many accounts / platforms. We don't sign in regularly.) Also, the resources seem promising... I"m already looking forward to exploring the ESP World Journal. I'm not quite sure I understand the difference between the blog and the resources sections. It's be nice to have different sections to organize the resources.

I have benefitted a lot from joining and being part of a community of practice; this has fundamentally changed my career and is impacting it to this day. In fact, I have even co-created a CoP myself. So I fully subscribe to the idea of CoPs for professional development. Therefore, I would like to encourage my learners more to do so as well, but perhaps not just by mentioning this at the end of a course, but integrating it into the final stage (Gilly Salmon's stage 5).

I have been delighted to learn about the CATAPULT CoP Platform (LinguaCop), of course I will use it, I think it is a great idea, and I would like to keep in touch with you dear course fellows and exchange ideas and see how our practice has been evolving thanks to the course and the tips we exchanged and debated in our posts!

I am very excited about Linguacop. It looks very well organized. I believe having communities in contact where the members have similar experiences and challenges can be very helpful. Very often I felt lonely in my department since the focus is more about literature. I really appreciated the experience at the 5th International Symposium on Language for Specific Purposes (ISLSP) last March. People were very generous and helpful which is not always the case in academy (I have encountered

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some big egos only interested in their own career).

Concerning the CATAPULT CoP Platform, I really like it when people share resources, because it is always good to confront your practice with others, and they also provide you with first hand experience, so you know that basically if they post something, it is because 1. They tried it in class and 2. It worked/had rather positive outcomes. I also like how you can find posts from colleagues from New Zealand or Australia. It is another way of broadening one's horizons in today's times, and more selfishly, since I am researching Pacific literature, I am naturally drawn to that part of the world…I also like how there are surveys or workshops: it is important to keep such a plateform alive: resources inventories are greeeeeat but you don't really want such a platform to become an archive or a library (eventhough I love libraries!): it should be lively. This is the reason why I also think the forum and blog are great additions. Considering how much I have learnt doing this MOOC (I'm not done yet!), I might use this platform, yes! I think that I would need to use for a bit to say what may be missing though!

I have registered with the CATAPULT Community of Practice, but it doesn't seem very active. I hope it will allow me to get/keep in touch with other teachers.

My only experience of Community of Practice is a congress we have once a year (APLIUT : association for language teachers from University Institutes of Technology). We share experiences with researchers, teachers and we also have swap shops (where we share lessons, activities) and a mailing list. It's great, but I would really love to allow my students to share experience with foreign students. I used to do it with "pen friends" a long time ago with young students, but I wonder how I could do it in a more modern way.

I have just registered with the CATAPULT Community of Practice. This has been such an interesting course and really would like to stay in contact with other LSP teachers. I look forward to sharing and contributing to this platform.

Communities of Practice: I regularly attend the annual conferences of 3 French associations of LSP teachers (GERAS, APLIUT, RANACLES) and receive/send emails from/to these communities + the SAES. I would definitely recommend these communities of practice; they are very useful to hear information related to LSP teaching (that's how I heard about this course), feel less isolated and exchange practices.

I just registered to LinguaCop; I have the impression it is not very active yet but I suppose it's just getting started.

I agree about LinguaCop. It seems to have great potential but doesn't look very active yet. I was thinking that it could be a good place to start an international network of LSP teachers willing to put virtual exchange programs in place. It would be great to put our students in contact and have them communicate in English about similar professional interests/concerns/challenges/projects… Anybody out there wants to give it a try with me?'

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'I didn't realise it at first, but we can actually post to the main blog of the LinguaCoP site. I've just put a post there to try it out https://linguacop.eu/blog/lsp-teachers-as-bridging-nodes/ and I look forward to continuing our collaboration over there when the course is over!

'Very cool - I saw your post on "six degrees of separation" :) I too look forward to exploring the different functionalities of the site!

Awareness of the challenges involved in bringing and keeping a community alive. I'm especially interested in the possibilities for creating online communities of LSP teachers. So I'm looking forward to having a look at https://linguacop.eu/ I'm very aware of how difficult it is to make this kind of project into a success. I've been following the progress of moodlenet which is aimed at all teachers https://moodle.net/user/01E9XDYA1W1E5F614CAEWRJFSC and I also once tried setting up a wiki site for teachers of Legal English: (only the ruins of it remain now...) http://www.feeldothink.org/lt/legalenglishtiddlywiki.html

I'm completely with you on this! I created an online network for LSP teachers in my field 10 years ago, and nothing ever came out if it... unfortunately. Maybe we'll have more luck (and tools, and know-how) this time :)

In my opinion there haven't been any great successes in this area. The goal seems very important and useful but it is hugely difficult. In the case of Legal English there were influential organisations who didn't like the idea of sharing materials and collaboration because they saw it as unfair competition with their commercial business model.

I look forward to seeing the CATAPULT CoP platform develop, which I'm sure it will, with the participation of more teachers. On the other hand, it's yet another platform and another group. It's challenging sometimes to keep up. But in the end, I think we frequent those places and groups that are currently of relevance to us, which will very likely change throughout our careers.

I am part of the Facebook group for the TESOL France organization (chapters of this organization exist in most countries). I've only used a couple of times to ask for tips, but I do follow discussions and I believe it can be a great resource. I hope to get more involved once the health context allows it.

It seems like a very well-constructed website that's fairly easy to navigate. Maybe once it has more materials, I will consult it more. Having a version of this on an existing social media group, like LinkedIn, would be a good idea too, so it's easier to access.

So I think, that teachers must learn first to share before they learn to collaborate. I'm trying a new deal with a group for Kahoots, let's see, if I would be the only one how shares .... or if the "I dit a great one, students loved it" without sharing will continue... I think most of the teachers think, that they lose something, if they share, but don't understand that "nothing is great in our drawer". I think even here this openmindet group, they are surprised that I share my german hotelery lessons, but in fact, I don't use it any more, I spendet over a month developping it and it does'nt serve any more....

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so it's geat, if it is usefull for somebody and I know, that my substitute at these lessons in the university used my work. This is a great recognition, I think.

Today there is no connection between real work life (appart from links, videos or articles) and my students. But perhaps it will come one day.... first my teachers, than the students.... it takes and needs time ...

The Catapult CoP Platform would be certainly useful, but it needs also a lot of time to be realy usefull and this is my biggest problem today as I started my new work as manager and want to creat first a real language team!

'My practical experience with CoPs is a positive one. I have learned a lot and felt encouraged and supported by my CoPs. One that I mentioned earlier is the Webheads in Action, which had a great influence in my career path. When I changed directions in my career a few years ago, and went more into digital course design, materials writing and editing, I joined groups of writers and editors. These days it's relatively easy to start or join a group for professionals with common interests. There is, however, a difference between the first one, which I would define as a CoP, and the latter ones, which I'd define as professional support groups. The Webheads of Action is not just a group where one can ask questions or for help, but there were regular meetings to discuss and try out new technology tools, and members would share knowledge, teach each other, and collaborate on different projects. So really a learning community.

There can, of course, be problems too, after all a community is a social construct and between humans there can always be power (as mentioned in Wenger, 2010) or other issues. I think it's important to make sure both established and newer members feel welcome and can take on different roles.'

Here my Pearltrees connected with the german, spanish and UPLEGESS groups:

https://www.pearltrees.com/beatemuzard
https://www.pearltrees.com/uplegess
Pearltrees works, because each teacher works for himself on his own Pearls, but thanks of the link "reseau" you always be informed what is happening in the Pearltrees of your interest, you partner teachers and you feel less isolated. It's just "you mustn't not collaborate but you can or do it without effort".

4) *Additional Survey (Output 4 initiative) 'Designing LinguaClick & LinguaCoP's future'*
4.1 Introduction
To collect feedback from LSP teachers on a number of ideas for the future function(s) and development of the platforms we used a SurveyMonkey questionnaire with a mix of 29 closed and open questions. Disadvised by the coordinator to make use of the mailing list that the project has developed as it was not fully GDP-proof, we instead ran an intensive campaign - while also

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announcing the third and final run of the MOOC - to reach out to potential respondents. Messages and reminders were sent out to social media groups (Facebook, LinkedIn) and professional organisations (n > 100) (also via their newsletters, if available, e.g (NUT, Mercator, Cercle) listed in the Catapult database for dissemination activities. Despite reminders and keeping the survey open for an extended period (Feb. 14 – May 3), we managed to involve an experienced (64. 29% more than 11 years), albeit relatively small audience of respondents (n=28) from 9 different countries, with our main target groups with teaching experience in (one or more of) these three largest educational contexts (HE & LSP (53,57%); Adult Ed. (32,14%) and independent freelance LSP practice (17,86%)). Very few respondents had registered (n=1) or explored the platforms (Linguclick #1 and LinguaCop #7) before or when they participated in this survey.
Although we realise that this result can hardly be seen as a representative sample we still think it adds to the information available in survey 1 (Zourou and Torresin, 2019) and has helped us to differentiate between views & needs of LSP teachers in relation to their work contexts such as VET, freelance and private language school teachers and LSP teachers working exclusively in Higher Education respectively.
Find an overview of all data collected from the LSP professionals here

4.2. *Things respondents indicated to like most about LinguaClick:*

- It's comprehensive.
- This product focuses on creating awareness of the LSP teachers and their opportunities to add to the market, and allowing the market to see their value
- Improving skills, resources, training
- The opportunity for freelance teachers to show what they have to offer to potential students, without other parties being involved
- unsure yet
- it's interactive and user friendly
- Content sharing, dynamic platform, specific webinars, workshops, etc, and connection with
- professional training programs
- The advantage is the B2B solution that it can provide
- I only know about it from the questionnaire, it seems a good idea. Some of the questions make me wonder about how much of a community for teachers it would build or if it would rather be a competitive space
- Community of freelancers exchanging insights

Other reactions were:

- I don't think I'm interested
- I don't really know what the product is so I can't really answer
- I am at this moment rather neutral.

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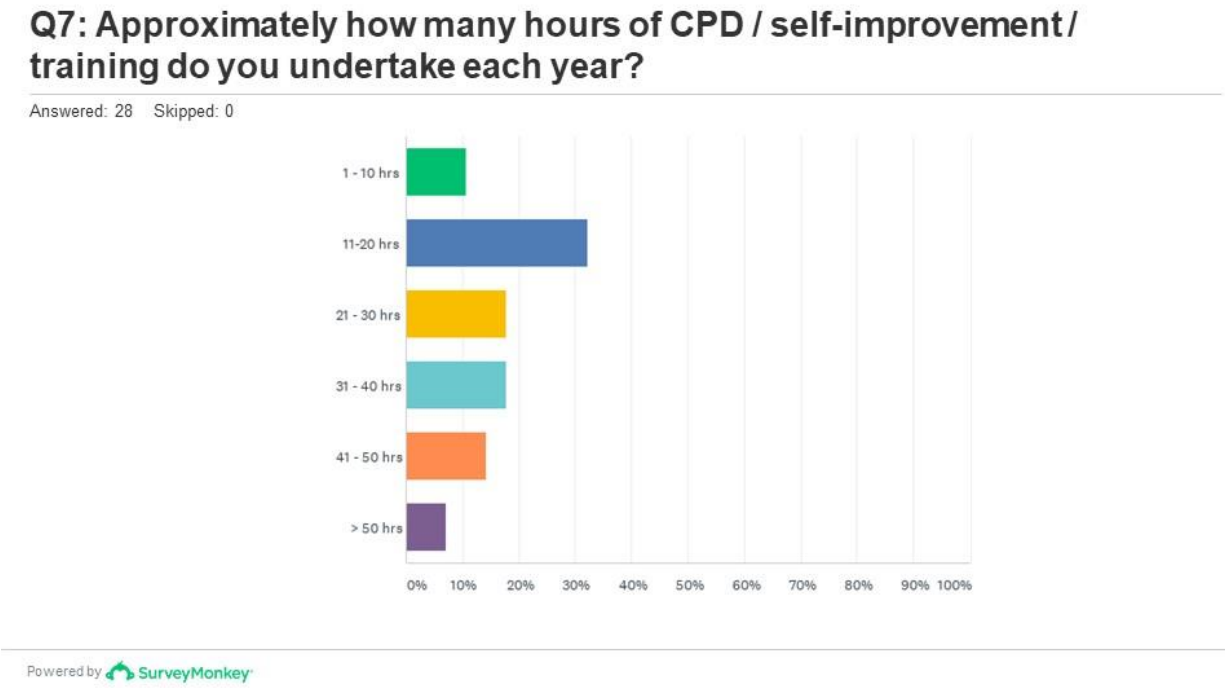
4.2.1 *Respondent suggestions for LinguaClick development*

- Content should be made freely available to students (under commons creative licence). Content sharing should be free, but on-line teaching / webinars, etc can include fees so that the lecturers get paid.
- My specific interest is in creating interactive products to bridge the gap between reading and listening skills. such that words of Latin origin (emerge, pioneer, unprecedented, virtually, acquire, fatal, licensed, suffer to name just those found yesterday) present no problems for students when reading but are unintelligible to them when listening.
- A loyalty scheme- collect points for interacting variously- Amazon gift voucher

4.3 *Time investment in CPD / self-improvement / training*



4.3.1 *Reasons for CPD time increase since 2020*

- New needs because of lockdown
- As this is only my second year with LSP teaching, I am much more exposed to the CPD tools available for myself, thus I have been able to take more one.
- Starting from 2020 I have actively searched for other opportunities to improve my skills apart from the internal trainings my school provide.
- My main interests are to improve my onlineteaching abilities and connect with bigger communities of teachers (on social media so far).
- Due to the pandemic, I felt I really needed to develop some skills and change the way I was working sometimes.

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- Thanks to the post-covid now general use of Visio conferencing software I have been able to attend conferences or workshops more easily, either with my university, or with universities even worldwide, could also attend various live webinars and tutorials about various ICT tools and remote-working approaches.
- more webinars available
- I focused on events and resources related to online teaching
- I participated in the Catapult MOOC! :)

4.4 *Suggested improvements for LinguaCoP*

- Updating teacher methods to actual tasks and needs among professionals
- None
- More interaction between freelance teachers and academic researchers
- I don't know
- Focus on existing expertise of freelance trainers
- unsure
- More interaction with peers and tutors

4.5 *Respondents' comments about what appealed to them most about LinguaCoP*

- Again, it is the visibility of the value of LSP teaching in the market, and a hub for this specific sector to be able to gain updated training and networking, and keep up with the available tools
- unsure yet if I really like it
- It's really close to our work issues
- LSP online training is a great idea. The fear is that in the long run LSP teachers all become freelance online and underpaid teachers.
- online training and a forum for Language teachers and researchers
- Actual practice and development with training
- Practice driven
- Practice sharing
- here's the community
- The self-paced feature

4.6 *Potential LinguaCoP membership*

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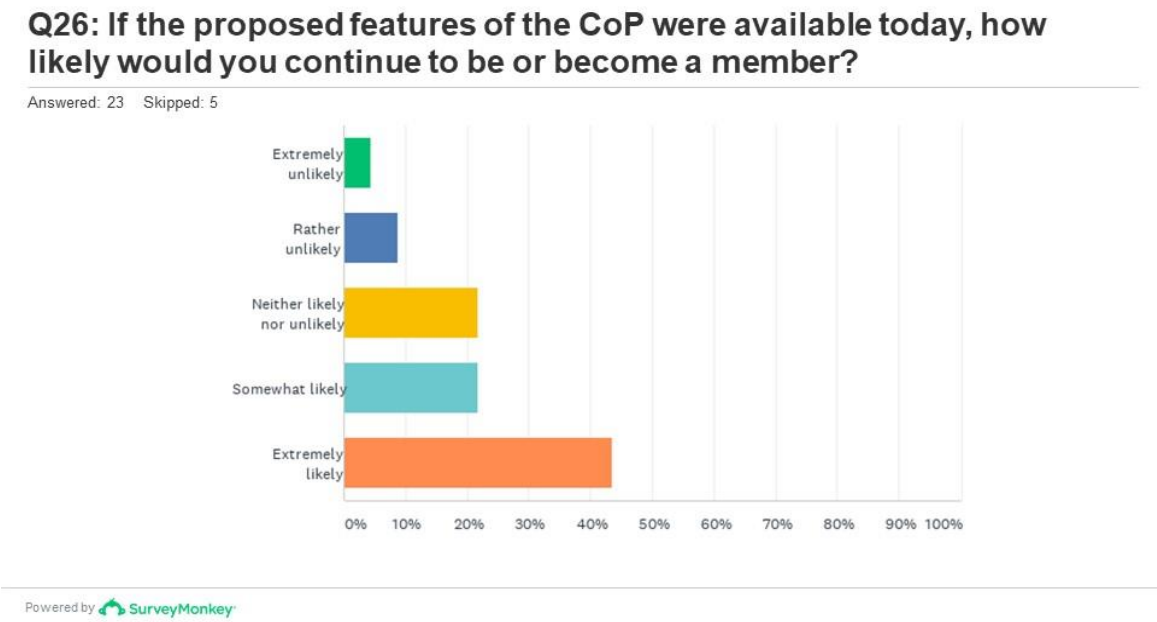

4.7 *Future challenges expected by LSP teachers*

- Students/teachers demotivation
- self training of all the tools available in the field
- encouraging the company/institution to recognise the needed change in the SLP sector and the application of all the new tools/ideas
- Pandemic I live in a remote island
- I dont know
- Students' retention and client prospection.
- One challenge could be the decrease of clients (and working hours) in the private school where I teach, due to the economic crisis caused by the pandemic.
- cope with on-line classes
- having to work mostly with videoconferencing tools instead of face to face classes...
- The online assessment of listening, speaking skills and interactions, and as a whole, LSP online teaching
- hopefully getting to teach on campus to students who had their education disturbed by COVID19
- using digital technologies in our lessons
- overwork
- universities might be tempted to replace f2f lessons with online content, which would mean less teaching hours for us and less contact with students
- Being able to stay updated with new communicative approaches that LSP contexts demand in all areas, especially technological ones
- To find the right students for my expertise

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- Lack of work and uncertainty
- finding work
- Increase my visibility
- Surviving among the sea of freelancers

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Appendices

Appendix 1. Tender document describing the Catapult platform specifications

Appendix 2. **Profile Linguasteps**

Owner-Manager: Frans Oosterholt
NIE: X2013716C
C/ Sant Grau, 17
17162 Bescanó (Girona)
SPAIN

Linguasteps

Linguasteps is a recently started company, based in Spain, that will take care of the platforms that have been developed as an Output in the context of the Erasmus+ project CATAPULT: the Community of Practice for Language Teachers LinguaCoP and its matching tool Linguaclick.

Mission statement

Linguasteps is committed to assisting independent language teachers with professionalization, educational and didactic enhancement and acquisition, both on and off line, with a strong focus on LSP (Languages for Specific Purposes). Linguasteps will do so with the help of two online platforms:

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1. Linguaclick is a fair platform in which language trainers can offer their services, with maximum respect for their independence, and in which language students will find an objective overview of the available language trainers.

2. LinguaCoP is a Community of Practice for Language Teachers, in which language teachers meet, discuss best practices and receive and/or deliver further training and participate in events, with a special view to Languages for Specific Purposes.

Organogram

Within Linguasteps, the following activities will be developed by the partners and employees:
1 General management
2 Technological development
3 Community management
4 Marketing
5 Financial and investment management (including project / funding acquisition)

Ad 1 Responsible for 1 will be Frans Oosterholt, owner of the platforms Linguaclick and LinguaCoP.
Ad 2 In principle, the CTO (plus possibly employees) will be sought among the team that was responsible for the technological development of Linguaclick and LinguaCoP. Talks about this are still ongoing.
Ad 3 The community manager and the event organizing team will probably be sought after among the most active students of the CATAPULT MOOC. Talks about this are still ongoing.
Ad 4 Marketing could be done by the same person as community management or by someone else. We are still looking for potential candidates.
Ad 5 The main work under 5 will be investment search and management. Linguasteps is still looking for suitable candidates for this position.

Appendix 3. Agreement between the CATAPULT PROJECT and LINGUASTEPS

AGREEMENT
for
CATAPULT – Computer Assisted Training And Platforms to Upskill LSP Teachers

A strategic Sustainability Partnership for Higher Education

under the Erasmus+ Programme
(Regulation N°1288/2013 of the European Parliament and of the Council of 11/12/13 establishing 'Erasmus+': the Union programme for education, training, youth and sport.)

PROJECT NUMBER – 2018-1-FR01-KA204-048053

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AGREEMENT between the CATAPULT Project AND LINGUASTEPS

This agreement shall govern relations between:

The CATAPULT Project

represented by Cédric Sarré, Project coordinator on behalf of

Sorbonne Université, beneficiary of the 2018-1-FR01-KA204-048053 grant,

21 Rue de l'école de Médecine

75006 Paris

France

Hereinafter referred to as "The CATAPULT project",

on the one part,

and

LINGUASTEPS

C/ Sant Grau 17,

17162 Bescanó,

Spain

Hereinafter referred to as "the Sustainability Partner",

represented by Franciscus Oscar Johannes Oosterholt, owner.

on the other part,

Which have agreed as follows:

Article 1 – Purpose of the agreement

1. Realising that the Catapult platforms (Output 4 results) are essentially different from the usual educational ErasmusPlus project results (accessible / downloadable resources on a website) in that they – being process-oriented - need curation and prolonged support so that their planned functions (in casu: employment facilitation & professional community development) can be realised in a sustainable way, the Catapult project consortium agreed that additional measures were needed in addition to the project's general sustainability strategy.

Based on experiences in other projects and with expected future lack of time and resources partners opted to outsource the responsibility for the sustainability of the Output 4 results in particular to their auctor intellectualis

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(Frans Oosterholt, LinguaSteps), assuming that this arrangement has more potential to successfully guarantee public access to and actual use of this component of the project's results, thus also enhancing the project's general impact.

2. This agreement shall regulate relations between the project, and the respective obligations, commitments and ambitions with regard to the sustainability of Output 4 of the project "Computer Assisted Training And Platforms to Upskill LSP Teachers – CATAPULT" under the Agreement n°2018-1-FR01-KA204-048053 passed between the National Agency and Sorbonne University.

3. The sustainability plan (Output 4.5) developed by TELLConsult, the partner with the lead responsibility to realise the Output 4 results, and the subject matter and details of this agreement form an integral part of this agreement.

Article 2 – Duration

1. The project referred to in Article 1 had a duration of 36 months. It started on 01/09/2018 and ended on 31/08/2021.

2. This agreement enters into force on 1/09/2021 and terminates on 31/08/2024.

Article 3 – Obligation of the Sustainability Partner

The Sustainability Partner shall undertake:

1. to take all the steps necessary to prepare for, perform and correctly manage activities set out in the Sustainability plan for Output 4 and in this agreement in line with the Dissemination and Exploitation objectives as set out in the project's Application bid upon which the Agreement concluded between the National Agency and Sorbonne University is based.

2. to accept responsibility for all information communicated annually to the Supervisory Board the CATAPULT project will establish (see article 5 below)

Article 4 – Obligation of the CATAPULT Project

The CATAPULT Project shall undertake:

1. The CATAPULT Project's contribution to the sustainability of the CATAPULT project as far as Output 4 is concerned will consist of supporting the development of the CATAPULT platforms as ambassador (inter)nationally for 2 years till 31/08/2023 (which covers Phase 1 - as described in the Sustainability Plan, assumed to be a realistic transition period for the platforms to function independently and for LINGUASTEPS to acquire adequate funding for further developments)

2. The CATAPULT Project will be represented in the Supervisory Board by Cédric Sarré (chair) and Ton Koenraad (partner TELLConsult) and can be joined by all ex project partners.

3. CATAPULT Project Consortium partners involved in the running of the Catapult MOOC in 2022 and 2023, led by the former project coordinator, Cédric Sarré, will a) support and coach the selected MOOC ex-participants in their role of teaching assistant and b) integrate actual use of LinguaCoP

4. Partner TELLConsult will support LinguaCoP by providing opportunities to qualified (assistant) tutors in the LinguaCoP development teams to run Erasmusplus courses.

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5. The CATAPULT Project will contribute to prolonged dissemination of Output 4 results and support member acquisition by performing activities in line with relevant opportunities that their professional contexts and activities may provide such as:

- contributing LinguaCoP content such as Forum & Repository items, Notifications, CPD events and re enforcing selected available items by sharing customised references with relevant national cops, forums and social media

- contributing to LinguaClick by providing (manageable amounts of) translations of content items needed for potential Interface expansion

- stimulating related language departments and (lsp) language teacher organisations to be formally registered as promoter or possibly sponsor of the CATAPULT platforms

Article 5 – Monitoring, checks and audits

1. The Sustainability Partner and the CATAPULT Project agreed to establish a Supervisory Board to monitor how the sustainability / exploitation plan is being carried out, as covered by this contract. Cédric Sarré (chair) will convene the Board's annual (virtual) meeting.

Article 6 – Exploitation of ownership and outcomes

1. The following arrangements re ownership as specified in the grant agreement are reconfirmed for the period beyond the project's lifetime.

2. Any Background Intellectual Property Rights owned by the CATAPULT Project partners or the Sustainability Partner prior to the commencement of the project shall remain the property of the party introducing it to the project.

3. After the end of the project, the CATAPULT project grants to Mr. Frans Oosterholt (owner of LinguaSteps) with royalty free licence to the Arising Intellectual Property Rights of Project Output 4 (exploitation of the CATAPULT Platforms) and the related intellectual property rights exploitation.

Article 7 – Termination of the agreement

1. The CATAPULT Project may decide to terminate the agreement if the Sustainability Partner has inadequately discharged or failed to discharge any of the contractual obligations, insofar as this is not due to *force majeure*, after notification of the Sustainability Partner by registered letter has remained without effect for one month.

2. The Sustainability Partner shall immediately notify the CATAPULT Project, supplying all relevant information, of any event likely to prejudice the performance of this contract**.**

Article 8 – Conflict resolution

1. The CATAPULT Project and the Sustainability Partner shall use good faith efforts to resolve any dispute, claim or proceeding arising out of or relating to this agreement. In the event that any dispute cannot be resolved at this level, the senior executives of the parties who have authority to settle the same shall use good faith efforts to resolve the same. If the matter is not resolved through negotiation within 30 days the Advisory Board will be asked to come up with a solution. Its decision is agreed by both parties to be binding.

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2. Failing amicable settlement, the Courts of France shall have sole competence to rule on any dispute between the contracting parties in respect of this contract.

3. The law applicable to this agreement shall be the law of the France.

Article 9 – Amendments

1. Amendments to this agreement shall be made only by a supplementary Agreement signed on behalf of each of the parties by the signatories to this contract.

Done, in duplicate.

For the CATAPULT Project ,

The legal representative

Cédric Sarré

Catapult Coordinator

Date: ugust, 26th, 2021

For the Sustainability Partner,

The legal representative

Mr. Frans Oosterholt

Director LinguaSteps

Date: August, 26th, 2021

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CRÉATEURS DE FUTURS DEPUIS 1257

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