

Training outcomes based on identified gaps between LSP provision in Europe and LSP teachers' needs

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1. Summary

This report presents a synthesis of the results of Output 3 of the European “LSP Teacher Training Summer School” project (TRAILS), which comprises two years of research, co-funded by the Erasmus+ programme of the European Union (Re: 2018-1-FR01-KA203-048085). TRAILS aims to develop an innovative LSP teacher training curriculum based on gaps identified between existing and required LSP teacher training. Output 3 aims at formulating training outcomes based on gaps identified between LSP provision in Europe and LSP teachers' needs in Europe, specifically the European Higher Education Area (EHEA). The report introduces a methodological approach to conducting the analysis of the results received in the earlier stages of the project and analyse them in order to define learning outcomes. The results of the analysis conducted enabled the identification of seven pillars of LSP teaching within which the particular outcomes are developed.

2. Introduction

In the European Higher Education Area (EHEA) the quality of foreign language teaching is becoming a priority. In the Communication from 30 May 2017 on the revamped EU agenda for higher education, the European Commission stated the following:

Designing, building and delivering good study programmes is not easy. Good teachers are crucial. Too many higher education teachers have received little or no pedagogical training and systematic investment in teachers' continuous professional development remains the exception. National and institutional strategies to improve career opportunities and rewards for good teachers are becoming more common but are far from standard (European Commission, 2017).

This statement also applies to LSP didactics. The growing interest in LSP has increased the number of LSP courses at universities and colleges. As a result, teachers often begin to teach LSP without any special professional preparation. The mentioned gap in teachers preparation is partly filled by the research results of Project TRAILS (co-funded by the Erasmus+ programme of the European Union (Re: 2018-1-FR01-KA203-048085)). The main goal of the project is to prepare a complete and innovative LSP teacher professional development curriculum curriculum for the TRAILS Summer School in Zagreb 2020 which could be

implemented (following positive evaluation) in all EHEA countries. A total of 5 research outputs are planned for the project, of which the first two have already been completed and positively evaluated. During the first project outcome, eight project partners analysed LSP teacher training programmes provided in the EHEA in order to determine the provision of LSP teacher professional development programmes in higher education institutions in EHEA. The second task explored the needs of in-service LSP teachers. The results of both tasks within the first project outcome thus provide a basis for the third step of TRAILS, namely the identification of gaps between LSP teacher training provision and LSP teachers' needs. These gaps contribute further to the definition of LSP learning outcomes, modules and methodologies that are realistic within the EHEA context (O3), and to the development of the Curriculum for the Summer School (O4). The final step of the project will be the Summer School and its evaluation, which is planned to take place in September 2020 in Zagreb.

This report presents the methodological approach to the definition of learning objectives. It starts with the main definition of what a learning outcome is. Then, it presents the main assumptions and goals of task 3. Since the task was based on the earlier results of the first and second outcomes, the key results of the provision of LSP teacher training programmes (O1) and of the needs analysis (O2) will be recapped. The following part of the report will present a model of Bloom's taxonomy on which the outcome -setting scheme was based. Thereafter, the scheme and the methodology used to create the objectives will be provided. In the last part of the report, some statistical results concerning Outcome 3 will be presented

3. Learning outcomes – definition and role in the language teaching and learning process

Since a recommendation on the European Qualifications Framework was established by the Council of Europe and the European Parliament in 2008, **learning outcomes** as a term is inseparably connected with education and training policies in Europe. It is defined by the European Centre for the Development of Vocational Training (Cedefop) as:

(a) statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence (Cedefop, 2014, p. 74);

(b) learning outcomes are defined as 'sets of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal (Cedefop, 2014, p. 73).

The learning statements about the intended knowledge, skills and competences of a learner

play an increasingly important role in efforts to improve the quality and relevance of education and training in Europe. [They] help to clarify programme and qualifications intentions and make it easier for those involved – learners, parents, teachers or assessors – to work towards these expectations. The increased transparency offered by learning outcomes also provides an important reference point for policy-makers, making it easier to judge the match between society's needs and the programmes and qualifications offered within education and training. Learning outcomes, however, can be written in many different ways and it is not a given that they will add value as expected (Cedefop, 2017, p. 5).

Learning outcomes statements form an important part of curricula, which set the framework for planning learning experiences. They help teachers in the teaching process, providing them with a range of methods. They also play an informative role for learners, by showing them what they are expected to know/do and understand after a given learning activity. Learning outcomes can be general and complete when they refer to an entire programme, or detailed but limited when they focus on specific module or its part. The learning outcomes are used for different purposes, such as (Cedefop, 2017, p. 22) :

1. Qualifications frameworks and their level descriptors
2. Qualification standards
3. Curriculum development
4. Assessment and validation
5. Quality assurance
6. Teaching and training

For all these purposes, the learning outcomes are described in terms of the knowledge, skills and social competences which an individual learner can achieve.

4. Definition of learning outcomes for LSP teacher training – general assumptions

The definition of training outcomes should be based on the gaps identified between the results of the analysis of LSP teacher training programmes in Europe (O1) and the identification of LSP teacher needs (Outcome 2). The questions that should be answered during identification of the gaps in Outcome 3 are:

1. What are the gaps in the provision of practical training in LSP teaching and learning?
2. What are the gaps in the provision of conducting needs analysis in LSP teaching and learning?
3. What are the gaps in the provision of training in teaching methodology in LSP teaching and learning?
4. What are the gaps in the provision of training in materials design in LSP teaching and learning?

5. What are the gaps in the provision of training in the use of ICT in LSP teaching and learning?
6. What are the gaps in the provision of training in testing and assessment in LSP teaching and learning?
7. What are the gaps in the provision of training in research methodology in LSP teaching and learning?

The realization of the third outcome of TRAILS is expected to contribute to the development of LSP teacher professional development in European higher education institutions. The added value and impact of the definition of training outcomes is its **transnationality** and **innovation**. The transnationality of the task means that the gaps identified in LSP teacher training provision concern firstly the national level of each project partner, and secondly the international European level. The fact that to date no research has identified the gaps between LSP teacher training provision in Europe and LSP teacher needs on which training outcomes are desired proves the innovation of Outcome 3 of the project. The identification of the gaps is also a fundamental value for the curriculum of the TRAILS Summer School.

The adopted methodology is qualitative (textual analysis). It is transferable to any discipline in which the provision of training and actual needs of practitioners need to be juxtaposed in order to identify the gaps that provide the basis for the training outcomes. Specifically, the definition of training outcomes will serve as a foundation upon which curricula, syllabi and programmes for LSP teachers professional development should be prepared, designed, and supported.

A three-stage approach was adopted to preparing the definition of training outcomes based on the gaps identified between LSP provision in Europe and LSP teacher needs:

1. Adam Mickiewicz University in Poznań identified the main gaps between the provision of LSP teacher training and LSP teacher needs. These gaps were grouped thematically and divided into seven pillars.
2. Each pillar (see Figure 5) with the main gaps collected was assigned to a single partner. The partners were asked to formulate in their opinion the five most crucial learning objectives concerning the pillar they were in charge of. Based on the proposals sent in, the partners from Adam Mickiewicz University in Poznań, in cooperation with the partners from the University of Ljubljana who are responsible for Outcome 4 (developing an innovative LSP teacher training curriculum), have compiled the detailed training outcomes of the TRAILS summer school and presented them to all project partners.

3. All project partners have provided feedback on the learning outcomes formulated, and Adam Mickiewicz University in Poznań has compiled the final inventory of training outcomes for the TRAILS Summer School.

The gaps identified were based on the results of Outcome 1 and Outcome 2. In the next two subchapters the most important findings of LSP teacher training provision and LSP in-service teacher needs analysis will be recapped.

4.1. Main results of Outcome 1 – LSP teacher training provision – as a basis for identification of gaps

Within the first task, a total of 1,024 university institutions from 25 EHEA countries were analysed. The survey shows 68 university institutions from 14 different EHEA countries, in which students are offered LSP teacher training in various forms. In some higher education institutions not one, but several LSP teacher training courses are provided, so the total number of LSP teacher training courses in the EHEA is 88. Considering the above results, it can be concluded that LSP teacher training is treated quite marginally within the EHEA. Only 8% of all academic institutions examined with philological fields of study have LSP teacher training in their educational offer.

Apart from a few similarities, such as the use of certain ICT tools, the LSP teacher training programmes identified demonstrate fundamental differences relating to both the formal and content-related aspects. In particular, the formal differences concern the manner in which LSP teacher training is provided, the number of teaching hours, the number of ECTS points awarded, or the qualifications provided. The differences determined at the content-related level refer to the prerequisites that allow a student to take part in the course, the learning outcomes, methods, techniques and instruments used and taught during the course, as well as the evaluation system. Considering the total number of courses, and the lack of uniformity in the courses offered, it can be also concluded that the current status of teaching of specialized languages at European universities is relatively marginalized and insufficient, considering the current changes in, and needs of both teachers and students.

4.2. Main results of Outcome 2 – LSP teachers' needs analysis – as a basis for identification of gaps

The second project task combined quantitative and qualitative methods to analyse LSP teachers' needs. The results of a survey carried out among 621 LSP teachers with different levels of professional experience from 33 EHEA countries revealed significant educational and

training gaps, and suggested 62 different LSP teacher needs. Moreover, the study confirmed that most teachers had not received any LSP teacher training before or during their teaching careers, and most of them were not even aware of the existence of LSP teacher training courses in their countries. Furthermore, the understanding of LSP teacher training, as confirmed in the report to Outcome 2, is often misleading.

The study showed that all 43 knowledge and training related needs indicated in the questionnaire played an important role for LSP teachers. Moreover, the respondents also gave two further knowledge and training related needs. 17 additional needs were identified as different from knowledge and training. Although the differences between the most frequently mentioned needs and those slightly less frequently mentioned are small, it is necessary to indicate those areas of needs which are an absolute priority for the majority of LSP teachers, namely:

1. Analysis of target and learner needs,
2. LSP vocabulary teaching,
3. Materials design and development,
4. Disciplinary context awareness,
5. Course design and development,
6. Lesson planning,
7. General principles of LSP,
8. Disciplinary genres,
9. Task-based teaching, and
10. Materials evaluation.

Among additional needs, the most relevant were:

1. Content and language teacher collaboration,
2. Critical reflection on own practice,
3. Formal professional development opportunities,
4. LSP peer collaboration and
5. Participation in international groups.

**Knowledge-
and
training-
related
needs.**

- Analysis of target and learner needs
- LSP vocabulary teaching
- Materials design and development
- Disciplinary context awareness
- Course design and development
- Lesson planning
- General principles about LSP
- Disciplinary genres
- Task-based teaching
- Materials evaluation
- Teacher and student motivation
- Skills teaching
- Assessment methods
- LSP challenges, opportunities and constraints
- Syllabus design and development
- Learning strategies
- Teaching methodologies
- Disciplinary knowledge and training
- Content-based training (CBT)
- Information & Communication Technologies (ICTs)
- Autonomous and self-directed learning
- Self-study, critical thinking and student autonomy
- Testing practices
- LSP communities of practice
- Classroom management and practice
- Content & Language Integrated Learning (CLIL)
- LSP research opportunities
- Academic discourse
- Group work and group management
- Adult teaching
- Pronunciation teaching
- Negotiation skills and time management
- General pedagogy
- Disciplinary pedagogies
- Research methods
- Teacher talk of LSP teachers
- Corpus-based teaching
- English as a Medium of Instruction (EMI)
- Quality management
- Learners with specific cognitive disabilities
- Learners with specific physical disabilities
- Form-based teaching
- EHEA/EU educational policies
- Interculturality/internationalisation
- English as a lingua franca

**The most
relevant
need**

Figure 1 List of knowledge and training related teachers' needs in accordance to their priority

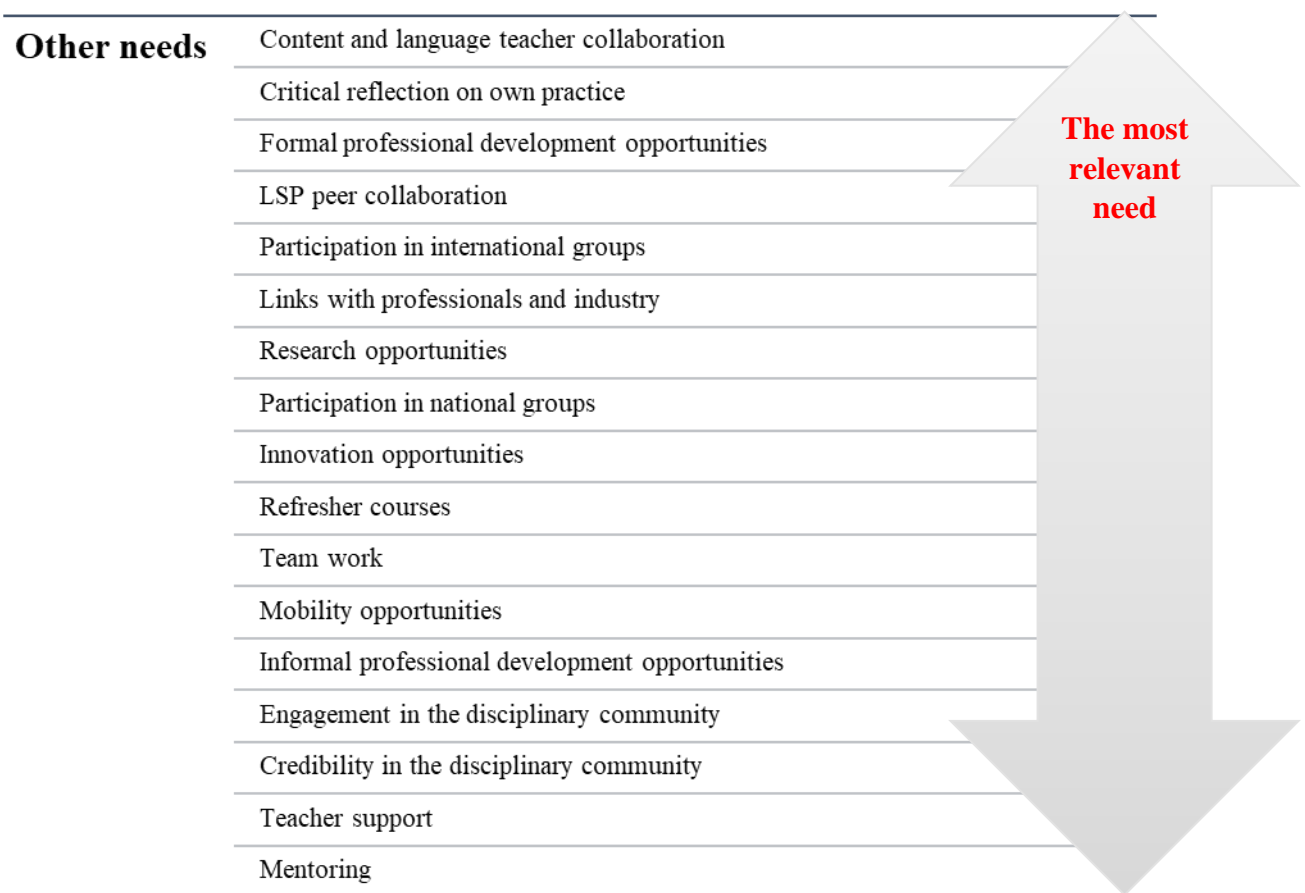


Figure 2 List of other teachers' needs in accordance to their priority

The findings from O1 and O2 have proven that LSP teacher training programmes in the EHEA have not been established in higher education institutions and they are not standardized enough regarding formats, duration, certification, content, methods, and assessment.

4.3. Identified gaps

Compiling the results of O 1 and O 2 the following gaps between LSP teacher training provision in Europe and LSP teachers' needs can be identified:

1. The provision of practical training in LSP teaching and learning in European higher education institutions is insufficient in relation to the identified needs of LSP teachers.
2. The provision of conducting needs analysis in LSP teaching and learning in European higher education institutions is insufficient in relation to the identified needs of LSP teachers. Teachers lack the knowledge and practice of conducting needs analysis among students.

3. The provision of teaching methodology in LSP teaching and learning in European higher education institutions is insufficient in relation to the identified needs of LSP teachers. The provided methodology in the identified few LSP teacher training courses is too diverse.
4. The provision of training in materials design in LSP teaching and learning in European higher education institutions is insufficient in relation to the identified needs of LSP teachers. The materials available on the market often do not correspond to the group level or subject matter. Teachers have to prepare the materials on their own. They do not always know how to this.
5. The provision of training in the use of ICT in LSP teaching and learning in European higher education institutions is insufficient in relation to the identified needs of LSP teachers. The analysis of LSP teacher training provided has shown that ICT applications are often used by LSP teachers, in particular, basic applications for communication or e-learning. It is worth extending this database to include new applications that can be used in LSP didactics.
6. The provision of training in testing and assessment in LSP teaching and learning in European higher education institutions is insufficient in relation to the identified needs of LSP teachers. The provided training in testing and assessment is too varied.
7. The provision of training in research methodology in LSP teaching and learning in European higher education institutions is insufficient in relation to the identified needs of LSP teachers.

5. Bloom's taxonomy of learning objectives

Bloom suggested introducing the hierarchical learning system into educational psychology. The system aimed at structuring the expression of qualitatively different kinds of thinking, which is why it has been adapted for classroom use as a broadly adapted planning tool. It is applied to describe the degree to which students are expected to understand and use certain concepts, to demonstrate particular skills, and to have their values, attitudes, and interests affected. (Poh, 2000, 7-8) The main result of the Bloom study was the formulation of a division of educational objectives into three domains:

- cognitive (referring to knowing)

- affective (referring to attitudes, feelings)
- psychomotor (referring to physical performance)¹

The cognitive domain contains learning skills related to mental (thinking) processes that include a hierarchy of skills involving processing information, constructing understanding, applying knowledge, solving problems, and conducting research. Within the cognitive domain there are six levels of complexity: knowledge, comprehension, application, analysis, synthesis, evaluation.

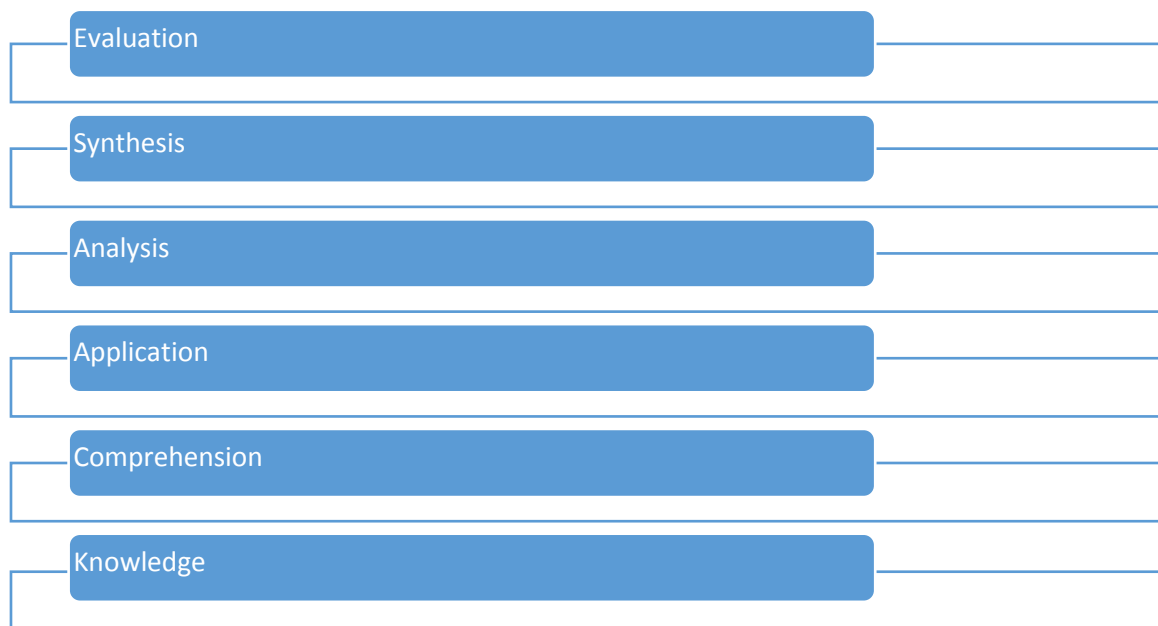


Figure 3 Bloom's taxonomy of outcomes (on the basis of Bloom, 1956)

The higher the level, presumably, more complex mental operation is required (higher thinking skills). However, this is not automatically related to the superiority of higher thinking skills, because the development of higher thinking skills cannot be activated without the basic level of some lower thinking skills. For example, in order to evaluate a process, it must be first analysed. (Hoque, 2016, p. 46)

Table 1 below presents a description of the certain levels of Bloom's taxonomy with “verb tables” to identify which action verbs align with each level.

Tab.1. Bloom's taxonomy (based on Anderson, 2001, pp. 67-69)

¹ For the needs of the formulation of the outcomes described, only the cognitive level was taken into consideration.

taxonomy level	description	verbs
Evaluation	Critical synthesis of the work, applicability to the life context	Judge, assess, compare, evaluate, conclude, measure, deduce, argue, decide, choose, rate, select, estimate, validate, consider, appraise, value, criticize, infer
Synthesis	Ability to put parts together to form a coherent or unique new whole.	compose, produce, design, assemble, create, prepare, predict, modify, tell, plan invent, formulate, collect, set up, generalize, document, combine, relate, propose, develop, arrange, construct, organize, originate, derive, write, propose
Analysis	Analysis of the constituent parts of the material and determination how the parts relate to one another and to an overall structure or purpose.	analyse, ascertain, attribute, connect, deconstruct, determine, differentiate, discriminate, dissect, distinguish, divide, examine, experiment, focus, infer, inspect, integrate, investigate, organize, outline, reduce, solve (a problem), test for
Application	Introducing the procedure of carry on	apply, carry out, construct, develop, display, execute, illustrate, implement, model, solve, use

taxonomy level	description	verbs
Comprehension	Construction of meaning from instructional messages, including oral, written, and graphic communication.	categorize, clarify, classify, compare, conclude, construct, contrast, demonstrate, distinguish, explain, illustrate, interpret, match, paraphrase, predict, represent, reorganize, summarize, translate, understand
Knowledge	Retrieve relevant knowledge from long-term memory.	choose, define, describe, find, identify, label, list, locate, match, name, recall, recite, recognize, record, relate, retrieve, say, select, show, sort, tell

The table was applied to define the outcomes based on the gaps identified in the project.

6. Outcomes formulation

Battersby (1999, p.2) formulates the following definition of outcomes: "Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them." At this point it is worth mentioning the difference between learning objectives and outcomes that consists in the generality of the approach to the content being taught. Learning objectives refer to the material the instructor intends to cover. By contrast, learning outcomes refer to what the student should know and realistically be able to do by the end of an assignment, activity, class, or course (Harden, 2002, p.152)²

² The goal of the part of the project is to develop the learning outcomes.

The process of outcomes formulation relates to “unwrapping” the expected aim through establishing cognitive requirements (with choice of the correct verb) and refer to the content and concepts defined (using appropriate nouns). This step enables locating the formulated objective in the relevant level of the taxonomy and simultaneously designing the procedure of its assessment. Placement is important, because different types of objectives require different approaches to the assessment. The second step includes the definition of the conditions that are necessary for the tasks to be performed. This step contains, for example, reference to variables (with/without supervision, in small/large groups, in homogenous /heterogeneous groups, by checking a chart/ looking at a photo, referring to a manual, etc.). The third step relates to defining the standard to which the task must be performed.

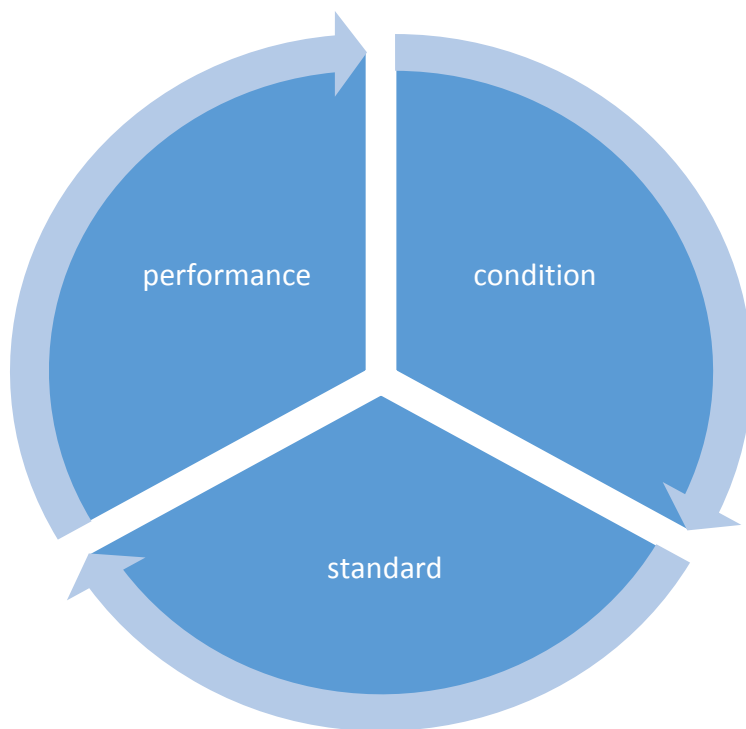


Figure 4 Structure of the outcome

The outcomes developed were based on the seven pillars devised from the identification of gaps (see Figure 5)



Figure 5 Seven pillars of LSP teacher training

The pillars formulated based on the identified gaps between LSP teacher professional development provision in Europe and LSP teachers' needs were divided among the members participating in the project.

Table.2. Division of pillars between participating project members

Name of partner organisation/country	Pillar
Universidad de Cadiz (Spain)	Needs analysis
Jade Hochschule Wilhelmshaven/ Oldenburg/ Elsfleth (Germany)	Testing and assessment
Universita' degli Studi Di Bergamo (Italy)	LSP materials
Univerza v Ljubljani (Slovenia)	LSP in general
Sveuciliste u Zagrebu (Croatia)	LSP teaching and learning methodology
Universite de Bordeaux (France)	Collaboration and development

Uniwersytet im. Adama Mickiewicza (Poland)	Transversal skills
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The suggestions delivered formed the starting point for developing the final version of the outcomes. The performance and standard sections developed within the formulated outcomes is shown in figure 6.

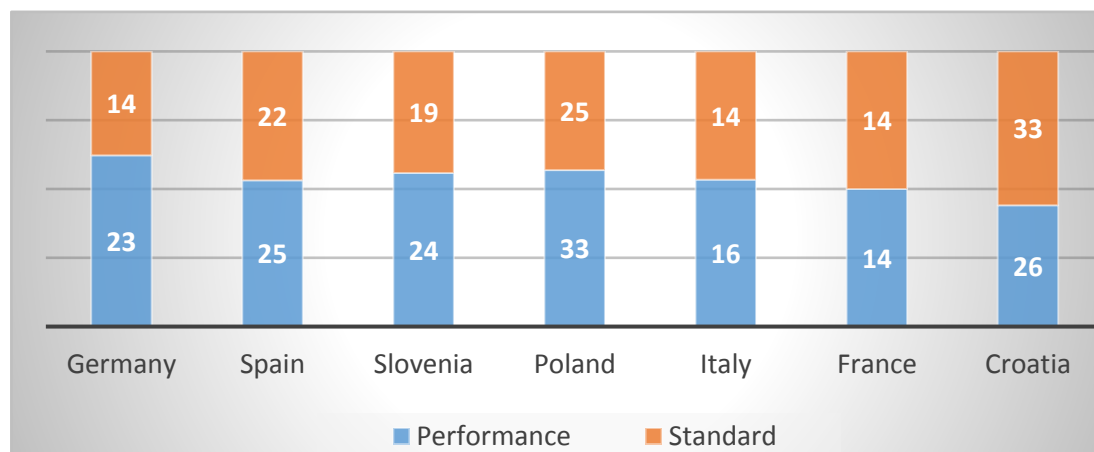


Figure 6 Number of performance and standard sections within developed outcomes.

6.1. Performance section

The performance section in the formulated outcomes contain refers to the lower levels of Bloom's taxonomy (application, comprehension, knowledge).

Table.3. Example of performance section

LSP academic discourse At the end of the session the trainees (PERFORMANCE) will be able to:	
Description	Taxonomy level
understand the linguistic means that are typical of academic discourse	COMPREHENSION
distinguish the differences between spoken and written academic discourse,	KNOWLEDGE

LSP academic discourse At the end of the session the trainees (PERFORMANCE) will be able to:	
Description	Taxonomy level
identify the academic discourse that their learners will need in their professions or careers (e.g., presentations),	APPLICATION

6.2. Condition section

The elements included in the condition section referred to the internal and external conditions (see Table 3) because they both affect the learning results. Internal conditions relate to the learning-teaching process by itself, whereas external ones are dependent on the external conditions.

Tab.4. Examples of internal and external conditions from the formulated outcomes

internal conditions	external conditions
characteristics of the target group and learning setting	institutional policies
various disciplinary genres specifics and constraints	different theoretical aspects of needs analysis
different stakeholders' groups	specifics and constraints of various disciplines
different LSP teaching/learning goals and LSP teaching/learning outcomes	
different delivery and target languages	

6.3. Standard section

The standard section refers to the higher levels from Bloom's taxonomy (evaluation, analysis).

Tab. 5 . Example of standard section

Methodology of needs analysis	
Description	Taxonomy level
choose an appropriate design/method and conduct a needs analysis	ANALYSIS
evaluate the collected data	EVALUATION
assess LSP teaching/learning goals and LSP teaching/learning outcomes based on the results of needs analysis	ANALYSIS AND EVALUATION

7. Conclusions and synopsis

The preparation of learning outcomes is an important stage of the TRAILS project which combines the previous stages by analysing the results of a compilation of LSP teacher training programmes in the EHEA (realised within intellectual Output 1) and the results of interviews and surveys conducted among LSP teachers employed at universities (realised within O2). The developed outcomes give an in-depth insight into the learning-teaching process and establish realistic expectations concerning the state of knowledge and skills acquired on completing the course. The formulated outcomes will also form the starting point for the preparation of the TRAILS summer school curriculum and the related lesson plans.

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