

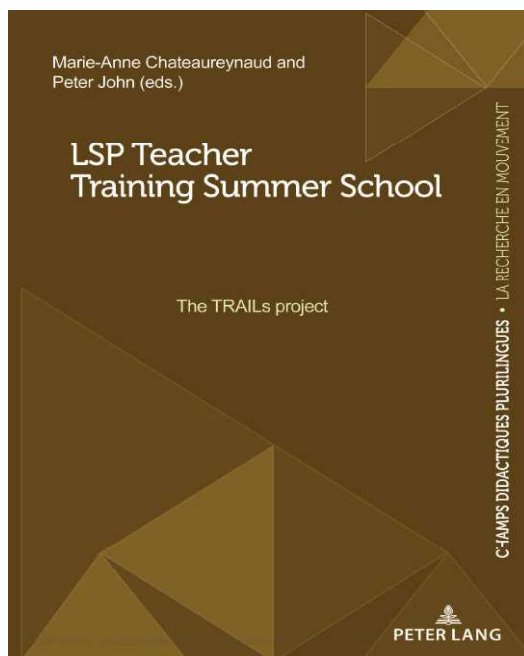
BOOK REVIEW

MARIE-ANNE CHÂTEAUREYNAUD / PETER JOHN (Editors): LSP TEACHER TRAINING SUMMER SCHOOL. THE TRAILS PROJECT

Andrea Hamburg

Department of International Business, Faculty of Economic Sciences, University of Oradea, Romania

ahamburg@uoradea.ro



Reviewed work:

LSP Teacher Training Summer School. The TRAILS Project

Marie-Anne Châteaureynaud / Peter John (editors)

P.I.E. PETER LANG s.a.
Éditions scientifiques
internationales, Bruxelles, 2023

ISBN 978-2-8076-1864-0
ePDF 978-2-8076-1865-7

LSP Teacher Training Summer School. The TRAILS Project, edited by Marie-Anne Châteaureynaud and Peter John – Peter Lang, Bruxelles, 2023, 280 pages – is a gap-filling publication, born as a result of an Erasmus project partnered by eight European universities from countries like: France, Croatia, Germany, Spain, Poland, Slovenia, UK and Italy, intending to highlight the special and complex – sometimes even queried – needs, difficulties experienced by the educational segment of teaching foreign languages for specific purposes (LSP) and the challenges it is exposed to. Lack of special training for this field, the necessity of overtaking curriculum and material design for the own teaching, limited or no recognition in and of research, are only some of the aspects mentioned before. Having in mind the mismatches between the demand for specifically and even digitally trained LSP teachers and the reality in the European higher education context, the target of the TRAILS project was to decrease this gap by creating an

LSP teacher education programme and organising a training summer school for these educators in 2020, in Zagreb, Croatia. The project followed a well-designed, step-by-step structure presented in the four parts of the volume. After an overview upon and analysis of existing LSP teacher training programmes in 25 European countries (first part of the volume), the authors identified LSP teachers' needs (part 2), highlighted training results through the prism of LSP provision versus LSP teacher needs (part 3) and last but not least, worked on the development of an innovational LSP teacher training curriculum (part 4).

The analysis of LSP teacher training programmes was run including both quantitative data revealed through online surveys, web-based research (Google Advanced Search) and qualitative ones leading to the conclusion that these programmes "are diverse both in their form and scope in the EHEA (European Higher Education Area – author's remark)" (p. 42). Scrutinising them, Marie-Anne Châteaureynaud and Marie-Christine Deyrich were interested in the professional development of LSP teachers in general, Marcelo Tano analysed this issue with specific respect to teachers of Spanish for specific purposes (SSP), while Pascaline Faure dedicated her study to English for medical purposes (EMP). In line with the idea of lifelong learning and for the sake of raising performance, Châteaureynaud and Deyrich advocate for in-service teacher training, as:

Continuous training can represent a key element in the development of the structure: it raises the level of qualification of the staff, improves a form of productivity, and makes it possible to update knowledge, to adapt to technological transformations and by offering career development prospects, to keep its staff competent. (p. 44).

In case of LSP teachers this should cover two main fields: specialisation [gain of specialised vocabulary linked to a certain professional and even (inter)cultural context] and didactics. The challenges they face are related to resources, course design and lack of collaborative work.

In his analysis of the training of Spanish teachers having SSP courses in French higher education, Marcelo Tano formulates in addition to Sabater (2000: 189) a key statement regarding the task of LSP teachers. This does not consist in rendering professional knowledge to the students but showing them how to use the respective foreign language in their specialty field. "In other words, the ESP teacher is not an expert on the students' speciality but an expert on how this specialised knowledge can be used to learn PSL. (purpose specific language – author's remark)." (p. 61). The second part of his study is dedicated to confronting the theoretical framework developed and the concerns, attitudes of practitioners by means of two surveys – one conducted in 2015 among teachers of SSP in France and another one in 2020 targeting teachers of ESP internationally – concluding that: "the deficit or lack of adequate training to teach SSP is palpable in universities and, in general, in all countries". (p. 69)

The next article, that of Pascaline Faure, deals with linguistic and didactic aspects of English for Medical Purposes, summing up her contribution with some proposals for a study programme for English teachers activating in this field, adaptable to

other specialised languages, too. This study programme would include introductory courses into the specialisation the professional language of which the respective foreign language teacher would teach, as well as an internship period in the respective professional unit (e.g. hospital in case of teaching EMP).

The studies included in the second part of the volume focussing upon the identification of LSP teacher needs – by means of semi-structured interviews and an online questionnaire – deal with different aspects of the topic, like: making general considerations (Marie-Christine Deyrich), presenting challenges related to the multiple identities of LSP teachers, the negotiation of them and new paradigms (Patrizia Anesa and Marie-Christine Deyrich) and offering both a quantitative analysis of these needs in the EHEA – run with the contribution of over 600 respondents – (Ana Bocanegra-Valle, M. Dolores Perea-Barberá) and a qualitative one – by means of 29 interviews – (Paloma López-Zurita, María Vázquez-Amador). This is a completely novel approach, as before, when speaking about LSP, only students' needs were analysed, while this paradigmatic shift enables a multidimensional perspective including all the participants in the act of teaching/learning. Due to the questionnaire and interviews, light was shed upon another crucial issue, although verbalised that clearly only by one of the respondents, but possibly representing the perception of many other LSP teachers, that of not being recognised: “LSP teachers' knowledge, competences and efforts are not appreciated enough at our higher and secondary institutions. Our colleagues know almost nothing about LSP. For them you just teach English/Italian/ German...” (p. 95) The inventory of the knowledge- and training-related needs and those for professional development, respectively created a solid base in contouring objectives, modules, methodologies for the design of an innovative curriculum for LSP teacher training.

After presenting the state of affairs of qualification in LSP in Europe in the first part of the project and analysing the needs of LSP teachers in the second one, the third part of the volume deals with outlining learning outcomes based on the gap between provision and needs in this field (Joanna Kic-Drgas and Joanna Woźniak), expected to create the fundamentals for future syllabi, curricula for LSP teacher training and professional development in the last part of the volume. Additionally, the methodology of teaching language skills in LSP is reflected upon (Snježana Kereković, Brankica Bošnjak Terzić, Olinka Breka) concluding that this methodology presents two special aspects as related to general language teaching, namely the reflection upon LSP learners' needs, the specific purpose of learning that respective language for, and genre-specific features.

The three studies included in the last part of the volume concentrate – as already mentioned – upon the development of an innovative LSP teacher training curriculum covering issues like: material adaptation LSP teachers often have to resort to (Anesa et al.), teaching vocabulary (Bošnjak Terzić et al.) and different types of learning and teaching – task-, problem-, project-based – in LSP (Breka et al.), all addressed in the TRAILS teacher training summer school. According to the authors, in material adaptation LSP instructors have to choose the right ‘carrier content’ – informative content, specialty knowledge – to the ‘real content’ – linguistic issues – they want to render. Teaching/learning vocabulary is an essential

part of foreign language acquisition and thus of LSP, too, with the subsequent steps on the teacher's side of identifying specialty vocabulary learners might need and applying vocabulary learning strategies through different types of activities in the classroom. Learners might use direct strategies (memory, cognitive, compensation) and indirect ones (metacognitive, social, affective) for vocabulary acquisition. In developing the different competencies and skills 21st-century learners need to acquire, starting from critical thinking, communication and collaboration over creativity and productivity to personalisation and metacognition, task-, problem-, project-based learning can be of great help. However, adopting these methods implies some role changes both on learners' and teachers' side:

Learners, as stated above, need to take an active role in their own learning. LSP teachers, who already have to take on a multitude of roles such as course designers, materials providers, collaborators, researchers and evaluators (apud Dudley- Evans & St John, 1998), should, in addition, adopt some new roles, such as those of motivators, facilitators and organisers, or those of intercultural mediators and mentors for lifelong learning (apud Basturkmen, 2014). (p. 244)

In spite of a few shortcomings – too many acronyms used in some chapters, most of them not even deciphered in the list of abbreviations, some typing and stylistic issues, inconsistencies both in the text body and the reference list, replication of ideas in different chapters, parts of the book, or of passages within a study –, the volume has a lot of merits besides its gap-filling character and it should be considered a fundamental work in further LSP research.