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***LSP TEACHING TRAINING SUMMER SCHOOL–***  
***THE TRAILS PROJECT***  
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**Abstract**

This volume provides a valuable assessment of the current professional development needs of LSP educators in the European Higher Education Area (EHEA). It presents the outcomes of the *LSP Teacher Training Summer School (TRAILS)* project, co-funded by the European Commission and Erasmus+. The TRAILS project aims to design and develop appropriate curriculum for quality LSP professional development and ultimately better prepared LSP teachers. The volume includes a Foreword by the editors, and is divided into four main parts. Part I highlights historical and current work in the field of LSP as it relates to professional development. Part II provides the results from the TRAILS quantitative and qualitative surveys implemented to identify LSP training needs. Part III synthesizes the survey results and shares some pilot LSP curricula already integrated into the TRAILS trainings. The volume closes with a fourth section featuring unique models of innovative LSP activities that can serve as models to enhance future courses to meet the demands of the rapidly changing multilingual workplace. While this collection of papers examines one regional context, it serves as a foundational contribution to fill the gaps of research in the field of LSP around the globe.

**Keywords:** LSP professional development; LSP curriculum; TRAILS project; needs analysis; languages

In Part I, the first chapter by John, Greenwood, *Jurkovič*, Kereković, and Kic-Drgas, provides a brief summary of the goals and expected outcomes of the TRAILS project. Authors detail the approach used to gather data on existing LSP training programs through online searches and responses to a survey that was sent to EHEA institutions. Results indicate that 14 of the European states provide LSP training that offers programs in diverse formats and scope, but these lack any type of standardization. There are quite a few helpful diagrams throughout the volume, but there is not one outlining the overall TRAILS project and its progression. TRAILS has so many different activities that, in addition to the narrative, this introductory chapter could have benefitted by a timeline or graphic as a visual to promote understanding of the entire program and its sequencing. This would prepare the reader for what is coming and guide others who might want to implement a similar project in the future.

Chateaufort and Deyrich's chapter 1.2 focuses on the dearth of LSP training, with a discussion of the more pressing need for training in-service teachers within the scope of lifelong learning. They provide specific examples for the French context, but authors also share some results of the TRAILS research. A high 75.9% of respondents currently working in LSP stated they had received no training. There is more detail in qualitative responses provided, but the primary needs expressed for in-service training fell in the areas of LSP course design, materials design, and vocabulary teaching. Respondents also emphasized a desire to collaborate with colleagues by sharing classroom practices and pedagogical strategies.

Tano's Chapter 1.3 focuses on the training needs of Spanish for Specific Purposes (SSP). There is an increased interest in learning other languages beyond English for professional use across borders, and the demand for Spanish for employment is growing. In addition to an overview of SSP, the chapter examines the situation of SSP in France, while also broadening the analysis to SSP needs globally. Tano describes two surveys he administered in 2015 and 2020. The first study gathered instructor responses from the French engineering context, and the 2020 survey expanded to include SSP instructors from 26 countries. Both studies suggest a need for pre-service SSP training across regions and proposals are made about how to proceed to advance SSP preparation in higher education. This chapter provides a unique perspective to compare with the ESP context and trainings. The author confirms training for SSP is also lacking and could be improved. Here, or at the end of the volume, there could have been a mention of the value and possibility of examining other languages and their standing in terms of training and materials currently available. How might the TRAILS research and prior SSP studies inform the analysis of other languages and LSP training?

Faure's Chapter 1.4 examines English for Medical Purposes (EMP) courses through a discussion of EMP needs. The author outlines topics to consider when designing an "optimal course". Faure stresses the importance of context in terms of the place the course is delivered, the types of communication, and the skills needed. The chapter includes some model programs and emphasizes the need for EMP training early on in language training. The best prepared EMP teacher must merge didactics, content, and professional connections in the medical field for course development. Faure also suggests providing opportunities for student internships or other forms of direct engagement with the field so that students can acquire all the language and cultural subtleties needed for work in healthcare. There is a brief mention of attempts to expand Medical Purposes courses to other languages beyond English that would also include a broader range of health-related subject areas. As the demand for

Spanish for Healthcare grows in the United States, there could potentially be mutually beneficial exchanges of information on EMP practices and approaches.

Part II brings us to the discussion of results of the TRAILS surveys administered throughout the EHEA. Chapter 2.1 by Deyrich opens with an overview of the steps TRAILS project members have taken to research LSP instructor training needs. The overarching goal of the TRAILS project is to develop skills and competencies for LSP teachers in higher education, with a priority on the actual needs of those who participated in the data collection as respondents. Additionally, the project aims to intentionally include the LSP teachers' perspectives in terms of their unique needs in the profession.

Before going into the detailed quantitative and qualitative analyses, Anesa and Deyrich's Chapter 2.2 encourages the reader to reflect on the unusual teacher identity issues faced by LSP instructors. The primary teacher identities include: the language taught and its culture, the discipline, the language teacher's institution, and teacher beliefs about SLA theories and preferred teaching approaches. The authors claim it is important to keep these identities in mind and recognize that LSP teachers can feel well-connected by belonging to multiple learning communities of diverse disciplines, but this arrangement can also potentially "lead to a sense of detachment from a clear disciplinary belonging" (p. 101).

In Chapter 2.3, Bocanegra-Valle and Perea-Barberá focus on the importance of researching LSP teacher needs. They describe the methodology and results from the quantitative survey administered for the TRAILS project. The survey results are grouped into sections where 1-16 indicate respondent profile and demographics, 17-23 determine any pre- or in-service training received, and 24-29 explore the definition and ranking of teacher needs. The final three questions 30-32 attempt to ascertain respondent awareness of LSP resources in their region, rank teacher needs, request general comments, and identify respondents interested in participating in a follow-up qualitative interview.

Last, but not least, in Chapter 2.4, López-Zurita and Vázquez Amador mention past research on LSP needs, and then describe the design and parameters of the methodology chosen for the 29 semi-structured qualitative interviews conducted. Analysis and results from the eight interview questions were summarized.

Based on data collected from the surveys discussed in previous chapters, Part III, consisting of two chapters, synthesizes the results to identify gaps between current LSP training in the EHEA and possible future LSP training curricula to meet instructor needs. These findings apply at both the national and European levels, and are paramount to a systematic development of the TRAILS training courses and the work planned to enhance LSP professional development at EHEA institutions. Chapter 3.1 by Kic-Drgas and Wozniak lists knowledge and training-related needs determined from surveys, and narrows the list to those categorized as "absolute priority" based on LSP teacher response. In chapter 3.2, Kereković, Bošnjak, and Breka elaborate on the ways the four language skills (reading, writing, listening, speaking) are best integrated into LSP courses and provide examples of such. They also highlight some of the learning activities that were piloted in the TRAILS trainings to date.

Section IV examines the development and use of LSP materials to support the needs of teachers so that they can provide the learner with the necessary skills to succeed in the 21<sup>st</sup> century

workplace. Anesa, Sherwood, and Dooge describe a framework to assess and determine the process through which materials can be adapted to the LSP classroom. Terzić, Breka, and Kereković discuss best practices for teaching vocabulary, one of the priority needs identified by LSP teachers from the TRAILS surveys. They also describe how innovative ways of teaching vocabulary were piloted in the TRAILS training courses. The authors further discuss pedagogical approaches that can enhance LSP training, featuring those with a focus on task-based, problem-based, and project-based learning. The analysis and examples included in the chapter extol the benefits of these types of learner-centered approaches within authentic contexts so that students build the skills needed in a rapidly changing world. Authors suggest that the success of these approaches represents additional evidence to proclaim the need for strategically designed and innovative LSP teacher training and course curriculum design.

The authors provide a good narrative description of some activities in the TRAILS training, but a concise summary chart or graphic providing an outline of the intervals at which these types of LSP materials and innovative approaches were infused into the TRAILS trainings delivered to date might be useful for others developing LSP training materials.

## **Concluding Remarks**

This volume is complete in its research-based articles along with practical examples for the field of LSP. The rigorous effort put into compiling this information across Europe from so many different countries and institutions is exemplary and can be used as a replicable model for LSP research in other world regions. A separate concluding chapter tying all the TRAILS project elements together and describing next steps would have been useful for the reader. Researchers and practitioners in other regions could benefit from recommendations of future research needs discovered through the TRAILS work. Finally, there could have been more emphasis on the TRAILS web materials and other available resources featuring the outcomes of this project. Strategic planning for dissemination of the TRAILS work would allow others to possibly use it as a model for LSP training research in different world regions. I would encourage anyone working in the field of LSP to acquire this volume and reflect on the current situation in their region and the ways they might use these results. As LSP grows in importance globally, the more important it is to share LSP research, materials, and initiatives to collaborate across world regions.