

## Languages for Specific Purposes in Higher Education 2019

Thursday 12th and Friday 13th September 2019  
 Imperial College London, Centre for Languages, Culture & Communication  
 Level 3, Sherfield Building, South Kensington Campus  
 London, SW7 2AZ, UK

### DAY 1: THURSDAY 12TH SEPTEMBER

<b>10:30 - 11:15</b>	<b>Arrival and registrations, tea &amp; coffee</b>		
<b>11:15 - 11:30</b>	<b>Welcome and introduction</b>		
<b>11:30 - 12:30</b>	<b>Keynote plenary address</b> Dr. Mary Risner, Associate Director of Outreach and Business Programs at the Center for Latin American Studies at the University of Florida, USA		
	<b>Paper session 1A</b>	<b>Paper session 1B</b>	<b>Paper session 1C</b>
<b>12:30 - 13:00</b>	<i>E-portfolios on bioethical questions in a French for medics blended learning context: a tool for developing students' reflexivity and autonomy</i>  Hélène Butz, Lecturer in French, King's College London, UK	<i>LSP academic reading courses at Oxford University Language Centre: a case study</i>  Tania Batelli-Kneale and Geraldine Gruchet, Oxford University, UK	<i>Applicability of student-generated content to enhance professional language teaching and learning</i>  Reda Vegeleviciute-Patiomkiniene, Tatjana Vezyte, Kaunas University of Technology, Lithuania
<b>13:00 - 14:15</b>	<b>Lunch</b>		
	<b>Paper session 2A</b>	<b>Paper session 2B</b>	<b>Paper session 2C</b>
<b>14:15 - 14:45</b>	<i>LSP teachers' needs seen through qualitative data</i>  Dr Saša Podgoršek, Dr Violeta Jurkovič, University of Ljubljana, Slovenia	<i>The role of art in Italian society: integrating LSP in a language degree programme.</i>  Cinzia Bacilieri, University of York, UK	<i>Case study in course design - adapting a content-based curriculum for non-specialist teachers</i>  Dr Eljee Javier, University of Sussex, UK
<b>14:45 - 15:15</b>	<i>Reassessing main stakeholders in LSP – focusing on the lecturer</i>  Prof. Nadežda Stojković, University of Niš, Serbia, and Dr Somali Gupta, V.Y.T.P.G. Autonomous College Durg, Chhattisgarh, India	<i>Metaphor in music - Language-teaching aspects of a cognitive-linguistic phenomenon</i>  Dr Martin G Kantus, Goethe-Institut e.V., Germany	<i>Business English reading materials as a source of content knowledge - undergraduate students' perspective</i>  Dr Jolanta Łacka-Badura, University of Economics in Katowice, Poland

**DAY 1: THURSDAY 12TH SEPTEMBER (CONTINUED)**

<b>15:15 - 15:45</b>	<b>Tea &amp; coffee</b>
<b>15:45 - 16:30</b>	<b>Plenary session</b> <i>Applying needs analysis principles to LSP teachers: the first step towards the provision of adequate LSP Teacher Education programmes?</i> Dr Cédric Sarré, Sorbonne Université, France
<b>19:00</b>	<b>Conference dinner</b>

**DAY 2: FRIDAY 13TH SEPTEMBER**

<b>09:30 - 10:00</b>	<b>Arrival and registrations, tea &amp; coffee</b>		
<b>10:00 - 11:00</b>	<b>Plenary session</b> <i>The global Scale of English Learning Objectives for Professional English</i> Mike Mayor, Pearson Education		
	<b>Paper session 3A</b>	<b>Paper session 3B</b>	<b>Paper session 3C</b>
<b>11:00 - 11:30</b>	<i>ICT-enhanced business language courses – a case study</i>  Magdalena Łęska, University of Economics in Katowice, Poland	<i>Formative ESP assessment techniques and methods in engineering degree programmes</i>  Dr Jolita Šliogerienė, Robert Leščinskij, Vilnius Gediminas Technical University, Lithuania	<i>Simulations and role-playing in project-oriented teaching</i>  Agnieszka Suchomelová-Polomska and Daniela Dlabolová, Masaryk University, Brno, Czech Republic
<b>11:30 - 12:00</b>	<i>One project, three perspectives: Online language learning development in Finnish Higher Education</i>  Gabriela Barco, Jinhua Cheng, David Erent, Aalto University, Finland	<i>CercleS LSP Focus Group meeting</i>  (All welcome)	<i>Teaching French for science in Higher Education: Presentation of a project-based learning</i>  Dr Marion Dufour, Imperial College London, UK
<b>12:00 - 13:15</b>	<b>Lunch</b>		
<b>13:15 - 14:30</b>	<b>Parallel workshops: “Curriculum clinic”</b> Arts and Humanities, Business, Healthcare, STEM		
<b>14:30 - 15:00</b>	<b>Closing remarks</b>		

## ADDITIONAL INFORMATION AND ABSTRACTS

### LSPHE 2019 organisation committee

Felicitas M. Starr-Egger, Imperial College London  
David Tual, University of Cambridge  
Alexander Bleistein, University of Cambridge  
Benoît Guilbaud, University of Sussex

### Keynote address

*Dr. Mary Risner, Associate Director of Outreach and Business Programs at the Center for Latin American Studies at the University of Florida*

Dr. Risner is responsible for developing and managing initiatives that integrate world languages and area studies into secondary and post-secondary education. Throughout her 25 year career, she has taught language in a variety of educational and corporate environments. Her work focuses on the acquisition of global competence and language skills through the integration of emerging technologies and innovative pedagogies that provide students with authentic and experiential learning opportunities.

Dr. Risner is very active in the LSP community through publications, workshops, and conference presentations. In 2018 she organized the fourth biennial LSP symposium at the University of Florida and is currently co-editing a volume featuring select papers.

### Plenary sessions

#### Plenary session 1

#### **Applying needs analysis principles to LSP teachers: the first step towards the provision of adequate LSP Teacher Education programmes?**

*Dr Cédric Sarré, Sorbonne Université / ESPE de Paris – CeLiSo (Centre de Linguistique en Sorbonne), EA 7332*

European trends towards increasing academic and professional mobility and expanding markets have led to the need for European citizens and workers with increasingly specialised language skills. Concomitantly to the multiplication of language for specific purpose (LSP) courses, both in tertiary and adult education, the increasing need for LSP teachers should have fostered an increased need for LSP pre-service and in-service teacher education programmes (Howard & Brown 1997). Unfortunately, this is far from being the case as shown in published research in which authors consistently highlight the lack of specific training offered to both trainee and practising language teachers (Howard 1997, Master 1997, Basturkmen 2014, Braud et al. 2015, Brudermann et al. 2016) who often have to learn “on the job” (Howard & Brown 1997 : 9). It therefore seems that policymakers’ assumption is that “general” language teacher education is enough to equip language teachers with the skills necessary to teach LSP classes in spite of researchers noting that “a general language teaching course is a necessary, if not a sufficient, preliminary to teaching LSP” (Howard & Brown 1997 : 9), that the approaches and methodologies are quite different (Dudley-Evans 1997), as well as the more “demanding nature of LSP teaching” (Basturkmen 2014 : 20). Still, with the notable exception of Howard & Brown’s 1997 collective volume, LSP teacher education has so far received very little attention in published research in Europe and beyond (Master 2005, Basturkmen 2014), as well as in previous European projects. This is precisely what the CATAPULT project aims to address in both tertiary and adult education in several European countries. In this presentation, we will apply the principles of needs analysis to LSP teachers and present the results of the situational survey carried out by the CATAPULT consortium; based on this first step, we will then outline a set of core skills that LSP teacher education programmes should ideally help trainee LSP teachers develop, in an attempt to adequately specialise LSP teacher education.

## **Plenary session 2**

### **The global Scale of English Learning Objectives for Professional English**

*Mike Mayor, Pearson Education*

## **Parallel workshops**

We are planning to offer up to four “curriculum clinic” workshops on topics including Arts and Humanities, Business, Healthcare and STEM. Delegates are invited to bring an example of curriculum they use or are planning to use for discussion and analysis with a group of peers. Delegates are also welcome if they simply wish to partake in the discussions, provide feedback and gather ideas from colleagues.

## **Parallel sessions**

### **Paper session 1A**

#### **E-portfolios on bioethical questions in a French for medics blended learning context: a tool for developing students’ reflexivity and autonomy**

*Hélène Butz, Lecturer in French, Modern Language Centre, King's College London*

This presentation focuses on the use of E-portfolios in a blended learning context. French for medics Stage 5 (B2) is a module divided into weekly 3-hour classes and an additional one-hour online component. During this hour of independent work students complete a succession of tasks towards writing an E-portfolio. The choice of a bioethical angle for this portfolio and its insertion into the module’s Virtual Learning Environment has produced several pedagogical opportunities which will be discussed today, such as enhanced interaction, confrontation to specialist documents and collaborative design of key course elements. The E-portfolio writing guidance and the use of students’ work in progress as a tool for developing reflexivity and autonomy will be analysed, and further potential developments will be outlined.

### **Paper session 1B**

#### **LSP academic reading courses at Oxford University Language Centre: a case study**

*Tania Batelli-Kneale, Language Coordinator, Tutor in Italian, and Geraldine Gruchet, Tutor in French Language Centre, Oxford University*

The paper will start by looking at which Academic LSP courses are offered by the Oxford University Language Centre. Such courses are commissioned by the Faculties within the Humanities Division and address the research needs of Postgraduate students, by mainly focusing on developing reading skills in the target language.

Having established this framework, the second part of the paper will look more specifically at a French course for History and Humanities students, that has taken place during the academic year 2018-19. The paper will focus on the diversity of the class and the importance of the needs analysis process; it will investigate both how the outcome of the needs analysis has influenced the content of the syllabus and also how the LOs can be adjusted in a mixed ability class.

This presentation attempts to answer the question “How to organise an LSP reading course?”. It seeks to inform new teachers in the field and encourages more experienced teachers to reflect on their class practice.

## **Paper session 1C**

### **Applicability of student-generated content to enhance professional language teaching and learning**

*Reda Vegeleviciute-Patiomkiniene, Tatjana Vezyte, Kaunas University of Technology, Lithuania*

This article discusses the value and applicability of student generated content, its potential incorporation into syllabus and facilitation of education process overall regarding both students and lecturers. Foreign language teaching at high levels (C1 and above) with a focus on professional language often evokes challenges for educators. With the rapidly developing world of science and technology and new disciplines emerging, teaching learners of diverse study programs requires following up the latest trends and innovations in particular scientific areas, let alone the newly coined terminology. In this respect student generated content can greatly benefit in updating subject's syllabus, materials and assignments. Educators can then focus on polishing language assignments based on the most valuable captivating pieces suggested by students knowledgeable within their own study fields. The article looks into Kaunas University of Technology students' approach to collaboration in developing language learning content related to their professional field.

## **Paper session 2A**

### **LSP teachers' needs seen through qualitative data**

*Dr Saša Podgoršek, Dr Violeta Jurkovič, University of Ljubljana, Slovenia*

This paper presents some preliminary findings of the Erasmus+ project "LSP Teacher Training Summer School" (TRAILS), which aims to develop an innovative LSP teacher training curriculum.

The TRAILS project consists of the following phases: review of existing HE LSP teacher training programmes in different European countries and identification of good educational practices; identification of teachers' needs based on quantitative and qualitative data; identification of gaps between the provision of LSP teacher training and teachers' needs; definition of training objectives, topic areas, and outcomes of the LSP Teacher Training Summer School; design of a programme for LSP teacher training; implementation, organisation, and evaluation of a pilot summer school for pre-service and in-service LSP teachers.

The data presented in this paper will be drawn from interviews conducted with in-service LSP teachers to explore their training needs.

### **Reassessing main stakeholders in LSP - focusing on the lecturer**

*Prof. Nadežda Stojković, University of Niš, Serbia, Dr Somali Gupta, V.Y.T.P.G. Autonomous College Durg, Chhattisgarh, India*

Positive outcome of LSP teaching/learning process is viable if equal attention in research and practice is not solely on the learner, but equally so on the teacher. We explore two underresearched aspects of LSP lecturers' professional and personal profile. First, we delve on the perception of ESP within academia, lack of dedicated LSP training opportunities, and specificities of LSP lecturers' position. Then we focus on the lecturer as an individual whose personhood remains largely unrecognized suggesting that in an LSP classroom dynamics three interpersonal needs must be recognized, namely affection/openness, power/control, and inclusion. In this way, we advocate a new, complex approach to LSP that includes consideration of professional needs of the lecturers, as well as their socio-biographical profiles, in order to make the whole teaching/learning process more balanced and ultimately more successful.

## **Paper session 2B**

### **The role of art in Italian society: integrating LSP in a language degree programme.**

*Cinzia Bacilieri, University of York, Department of Language and Linguistic Science*

The paper will describe the challenges of creating and delivering The Role of Art in Italian Society, one of the second-year optional modules in the Italian Degree Programme at the University of York.

The Role of Art in Italian Society is the result of the establishment in 2010 of LSP teaching in York through the media of Art with Italian for Art Historians. This LSP course is targeted at ab-initio Italian language students (the majority of whom are first-time language learners) as part of the BA History of Art. The Role of Art in Italian society has been successfully running since 2014 with a very high percentage of students (between 85-100% of the cohort) selecting it as one of their options each year. The module aims to consolidate students' existing language skills and improve proficiency in the target language through LSP teaching. Through the course, students are able to acquire knowledge of Italian Art while reflecting on the centrality of its role in the Italian culture, gain a better understanding of recent government policies in heritage protection, and learn how centuries of intricate relations between the Vatican and the Italian State shaped modern day conservation studies in Italy.

The first part of the presentation will illustrate the challenges faced by the language teacher when planning and delivering an interdisciplinary content-based language module that has to be fully integrated into an undergraduate language degree programme. The talk will present a direct comparison between LSP teaching techniques applied to proficiency language learners with no Art specialist subject knowledge (Languages and Linguistic Science - Italian degree students) versus non-specialist language learners who are Art specialists (History of Art students in the Italian for Art Historians). Particular focus will be given to the interaction between specialist and general language teaching in the classroom, and how this plays a pivotal role in the planning and delivery of the module.

Key to the paper will be the illustration of experimental initiatives aimed to facilitate the acquisition of bespoke specialist language skills essential to understand History of Art topics and the use of LSP as a tool to develop critical thinking skills in a much broader language-learning context. In particular, how the integration between the module syllabus and current affairs related to Heritage Protection in Italy has led students to experience a deeper engagement in the learning process. For this, a number of case-studies will be presented to illustrate the impact that the interdisciplinary nature of the content and the applied teaching practice has on students' engagement and classroom activities. In particular, case-studies on the conservation and management of historical cities and archaeological sites in Italy will be presented to show how LSP material is used to develop students' critical thinking on different aspects of the modern Italian society.

### **Metaphor in music - Language-teaching aspects of a cognitive-linguistic phenomenon**

*Dr Martin G Kantus, Language Test Developer at Goethe-Institut e.V.*

Metaphors are an important feature of LSP – but depending on the subject area, they are used in a variety of different ways. In Economics, for instance, a conspicuously great portion of the terminology is made up of metaphorical nouns and verbs.

In the field of music, metaphors are equally frequently used. There, however, for the most part, they do not form part of the terminology. The reason is that reference to subject-external contexts is often made to describe the general character of a composition, or to illustrate the manner a specific section of a piece needs to be played.

In my presentation, I will address the question of how we can make use of this insight when teaching LSP for musicians.

## **Paper session 2C**

### **Case study in course design - adapting a content-based curriculum for non-specialist teachers**

*Dr Eljee Javier, Teaching Fellow ELT, University of Sussex*

Course design in UK higher education often assumes that the creator of the materials will also be the user. As such, materials are organised in a way that makes sense to the original creator and the content is largely based on their knowledge / experiential base. However, challenges arise when designing course material for other educational practitioners with limited knowledge / experience in the topic area. This paper presents a case study example from the presenter's experience of adapting a postgraduate, content-based, intercultural business communication course into a form that is usable for a group of 16 English language teachers with varying backgrounds in the topic area.

### **Business English reading materials as a source of content knowledge - undergraduate students' perspective**

*Jolanta Łqcka-Badura, Ph.D., Head of Foreign Language Center, University of Economics in Katowice*

The paper seeks to investigate how the type of business content found in the reading materials offered by a popular Business English course book, as well as the degree of the content's relevance and usefulness, are perceived by pre-service students learning Business English as part of their university curriculum. Twelve groups of first year undergraduate students at the University of Economics in Katowice, with no prior experience of learning either Business English or the principles of business, were asked to compare pairs of texts related to three business topics: international marketing, management styles, and stock market investment. One of the texts in each pair was selected from the Student Book of the third edition of Pearson's "Market Leader" (upper-intermediate level), and the other, on the same topic, extracted from online repositories of business-related articles. The findings may provide an interesting insight into learners' needs and expectations; they may also serve as a starting point for a more extensive study on the relevance of Business English course books' reading comprehension sections.

## **Paper session 3A**

### **ICT-enhanced business language courses - a case study**

*Magdalena Łęska, MA, Foreign Language Center, University of Economics in Katowice, Poland*

Online learning management systems, mobile applications for language study, and cloud-based communication tools have opened up myriad opportunities on how to enhance and enrich everyday classroom work. The variety of modern ICT tools means that teachers have gained access to new effective teaching resources. This, however, comes at a price of time and effort it takes to incorporate them into our daily teaching practice.

In this practically-oriented presentation, we would like to share our experiences in the use of online study tools and class management platforms for designing and delivering business language courses to students at a large economics university in Poland. Over the recent years, the framework has emerged that combines real and virtual teaching with the aim to expedite student learning. In the presentation we will analyse the model that has been developed at our university and discuss its teaching/learning solutions and outcomes. We will also examine its strengths and limitations as seen through the eyes of students and teachers.

### **One project, three perspectives: Online language learning development in Finnish Higher Education**

*Gabriela Barco, Jinhua Cheng, David Erent, Aalto University, Finland*

Keeping up with the times, and because their students' needs have been changing in recent years, many Language Centres in Finland have been developing new online solutions for language learning in higher education. The state-funded project Kielivarannon vahvistaminen korkeakouluissa ('Reinforcing language availability in higher education institutions'), or KiVAKO, launched in September 2018, aims to create new learning pathways for less widely studied languages in Finland by developing cooperation both at a national and a regional level. This oral presentation is a description of such study paths, in Chinese, French and Portuguese, with a focus on the necessary professional developments this project implies for the teachers involved. Those include video production and editing, H5P content creation and gamification.

### **Paper session 3B**

#### **Formative ESP assessment techniques and methods in engineering degree programmes**

*Dr. Jolita Šliogerienė, Robert Leščinskij, Vilnius Gediminas Technical University, Lithuania*

Higher education policymakers are faced with new challenges that require different approaches to the problems of assessment in the field of English for specific purposes. A question of whether summative or formative assessment should prevail at higher education institutions has attracted the attention of higher education researchers for many years. Before choosing a method or technique to assess students' performance, it is necessary to decide whether we are dealing with the concepts: Assessment of Learning (AoL), Assessment for Learning (AfL) or Assessment as Learning (AaL). It is also expedient to determine what assessment techniques shall be used for the selected teaching/learning methods, which may vary in the contemporary student-oriented paradigm from traditional classroom learning to flipped classroom techniques or other approaches (such as crowdsourcing, design thinking, etc.), or inclusion of such innovative approaches as Design Thinking. The paper focuses on the formative assessment policy and practice through an assessment for learning (AfL) strategies. The extent of the applicability of alternative techniques and methods of formative assessment is explored in the current investigation. The data for analysis has been collected applying the expert survey method.

#### **CercleS Focus Group: Languages for Specific Purposes, Annual meeting**

*David Tual, Cambridge University and Benoît Guilbaud, University of Sussex*

Following the launch of a Languages for Specific Purposes Focus Group under the European Confederation of Language Centres in Higher Education (CercleS) in September 2018 in Poznan (Poland), this session will provide an opportunity to all interested delegates to discuss and contribute to the future of the Focus Group and its possible actions to bolster LSP in Europe. CercleS membership is not required to attend this session - all welcome!

### **Paper session 3C**

#### **Simulations and role-playing in project-oriented teaching**

*Agnieszka Suchomelová-Polomska and Daniela Dlabolová, Masaryk University Language Center, Brno, Czech Republic*

Even though drama activities are mostly associated with elementary and secondary school teaching and learning, they cover such a broad range of activities that they can be very effectively incorporated into tertiary education. Especially simulations and role-playing that require more extensive preparation might be a successful tool in creating logical connection between various points of a syllabus taught throughout a language course, facilitating the instructor in showing the students how various language structures are interconnected in a real-life situation.

In our presentation, we would like to share our experience with project-oriented approach to teaching selected soft skills in graduate courses at the Faculty of Science, Masaryk University, Brno, Czech



Republic. It will focus on chosen soft skills in the courses' syllabi, whose mastering culminates in job interview simulations.

### **Teaching French for science in Higher Education: Presentation of a project-based learning**

*Dr Marion Dufour, Lecturer in French, Imperial College London*

This paper will present a French project-based learning programme designed for science students at B2 level and implemented at Imperial College London from 2018 to 2019. This 18-hour pilot course aimed at developing French language skills in a scientific context, fostering an appreciation of the value of interdisciplinary learning, team work and reflexive practice. It involved 24 students from different scientific disciplines (mathematics, physics, biology, aeronautics, civil engineering, biochemistry, chemistry and chemical engineering) who were split into interdisciplinary workgroups with the mission to investigate, reflect, discuss and bring answers to current challenges such as: Climate Change, Resource Depletion, Energy Saving, Protein Folding, Plastic Pollution, The Origins of Life and the Universe. Each group used a WIKI to interface with their members and French teacher as well as class group discussions in order to elaborate their work. The fruits of their labours have been crystallised in seven scientific posters which will be shown during the presentation.