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LSP TEACHERS' EDUCATION AND PROFESSIONAL DEVELOPMENT – WHERE TO FROM NOW?

Abstract: This paper provides a comprehensive overview of the professional development needs of LSP teachers in the European Higher Education Area and the valuable resources produced by three Erasmus+ projects: Trails, LSP-TEOC.Pro, and Catapult. These resources offer guidance for planning future LSP teacher development initiatives. By examining these contributions, we can outline potential content and formats for future LSP teacher education. The next crucial step for the LSP teaching community is to implement the accumulated knowledge through diverse educational formats to reach the widest possible audience. Achieving this requires forms and possibilities of international cooperation, which must be identified, explored, and implemented.

Keywords: LSP teacher professional development needs, Trails, LSP-Teoc.Pro, Catapult, Blended Intensive Programmes.

1. INTRODUCTION

Only a decade ago, we could strongly agree with Belcher (2013) who claimed that LSP (languages for specific purposes) teachers knew least about their own professional community. However, the situation has considerably changed in the past ten years. First of all, political support for the professional development of LSP teachers was shown by the EU through the endorsement of three Erasmus+ projects that addressed the professional development needs of LSP teachers: Trails[1], Catapult[2], and LSP-TEOC.Pro[3]. Participation in these projects, alongside activities by other researchers, has resulted in a series of publications

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(e.g., Bocanegra-Valle and Basturkmen 2019; Vega Umaña 2020; Podgoršek, Jurkovič, Dostal and Mertelj 2021; Sarré, Skarli and Turula 2021; Kic-Drgas and Jurkovič 2024) that provide a holistic picture of the professional development needs of LSP teachers and, importantly, prototypical models for their pre-service education and in-service professional development.

As a result, it seems that the next step that the community of LSP teachers needs to make is the implementation of the accumulated knowledge in different educational formats to benefit and extend to the largest possible group of interested LSP teachers at different levels of education and in different geographical contexts. Importantly, this cannot be achieved in isolation but instead within a context of possible international forms of cooperation, which need to be identified, explored, and finally implemented. Importantly, the three Erasmus+ projects have provided LSP teachers with opportunities to engage in online and self-regulated LSP teacher professional development programmes (Bošnjak Terzić, Kereković and Breka 2021; John, Greenwood, Jurkovič, Kereković and Kic-Drgas 2024). However, the missing element is the opportunity to participate in in-person or at least blended programmes that would facilitate the development of LSP professional networks and communities.

Therefore, the two main points that this paper will cover in an integrated manner will be:

1) LSP teacher professional development needs, and relevant and useful resources for LSP teacher professional development generated by the Trails, LSP-Teoc.Pro, and Catapult Erasmus+ projects from the perspective of content as well as adopted methodologies, and
2) possibilities for the implementation of the accumulated knowledge in LSP teacher professional development formats.

2. LSP TEACHER PROFESSIONAL DEVELOPMENT PROJECTS

2.1. LSP Teacher Training Summer School (Trails)

The Trails project started in 2018 and finished in 2021 after an extension of 6 months because of the Covid-19 pandemic. Coordinated by the University of Bordeaux, it saw the cooperation of seven other partners from Croatia, Germany, Italy, Poland, Slovenia, Spain, and the UK. The main objective of this project was to address the issue of teacher educational skills development to promote high quality and innovative LSP teaching. In other words, the main objective of the Trails project was to design a research-based curriculum for LSP teacher education that was based on the identification and definition of their professional development needs.

The Trails project adopted a curriculum design procedure (Figure 1). The process began with a needs analysis to identify the professional development needs of the surveyed LSP teachers. Based on the identified needs, the

curriculum divided into modules was designed, and the learning outcomes were defined. In the next step, the teaching and learning materials were developed, and teaching methods were defined and selected. Finally, the Trails curriculum was implemented and evaluated. Initially, the Trails curriculum was planned to be implemented in an in-person format in September 2020. However, due to the previously mentioned pandemic, it became an online event delivered in February 2021. The transition from an in-person to an online format also required significant adjustments, particularly at the materials and methods stage.
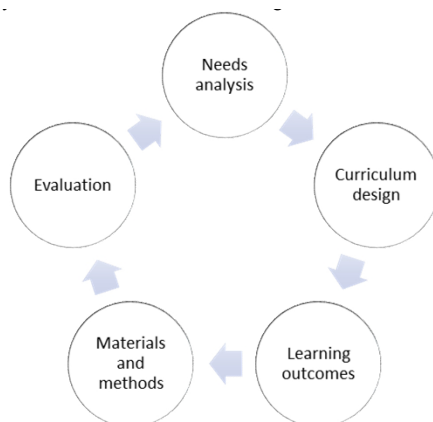

Figure 1. Trails project approach (based on Anthony 2018; Basturkmen 2010; Jurkovič, Dostal, Podgoršek and Mertelj 2023)

Importantly for this paper, the Trails project identified the professional development needs of LSP teachers explored through an online survey[4] (624 respondents) and semi-structured follow-up interviews. In this paper, we will only report on the data collected by means of the online survey (see Bocanegra-Valle and Perea-Barbera 2023; Jurkovič, Mertelj and Podgoršek 2024).

The results of the Trails needs analysis corroborated that LSP teacher professional development needs fall into the five main categories previously proposed by Bocanegra-Valle and Basturkmen (2019):
- course development needs,
- knowledge of the target discipline/profession/industry,
- knowledge of language use in the target discipline/profession/industry,
- peer collaboration, and
- professional development opportunities.

Furthermore, the results also indicated differences in professional development needs based on the respondents' experience and qualifications. Less

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4   These data precede the widespread integration of generative AI in education, so any instrument used to identify LSP teacher professional development needs today would need to include an indicator related to generative AI.

experienced LSP teachers require more structured guidance in LSP methodology and disciplinary knowledge, whereas more experienced LSP teachers value self-directed learning and autonomy. Teachers with PhDs show a higher interest in ICT skills and research opportunities compared to those with master's degrees. Furthermore, the study found significant differences between ESP (English for Specific Purposes) teachers and those teaching other LSPs. ESP teachers tend to have more available and ready-made resources and professional networking opportunities, while LSP teachers of other languages often face institutional challenges, such as smaller class sizes, limited access to specialized materials, and fewer professional development opportunities. Nevertheless, the results also indicate that the differences engendered by LSP teaching experience in higher education, qualification level, and LSP taught are not sufficient to prevent the implementation of common courses for all LSP teachers, irrespective of their experience, LSP taught, and qualifications if sufficient opportunities for the personalisation and individualisation of learning are also provided (Jurkovič, Mertelj and Podgoršek 2024).

Therefore, based on the results of the needs analysis, the Trails curriculum was developed, divided into five days and the following modules:

- Needs Analysis
- Course/Syllabus Design
- Disciplinary Context
- LSP Teaching Skills
- LSP Materials
- Task/Project/Problem-based Learning in LSP
- LSP Assessment
- Transversal Skills in LSP
- Language Corpora in LSP
- Lesson Planning

The Trails school ran from Monday to Friday in February 2021, with both morning and afternoon sessions. Each day began with a 2-hour interactive plenary session for all participants, followed by three 2-hour sessions where participants were divided into small groups that allowed personalisation (i.e., work on specific teaching situations) and individualisation of learning under the guidance and with counselling of experienced tutors.

The evaluation of the Trails school[5] showed an overall increase in the reported competences addressed by the curriculum among both groups of participants, i.e., students and in-service LSP teachers. Suggestions for improvement indicated the need for LSP-specific teaching methodologies (and consequently less focus on methodologies that are common to any foreign language teaching context), for human interaction that can only be engendered by in-person sessions, for

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5   https://www.youtube.com/watch?v=ELOHZKx0yN8&list=PLOocqDV7Y9GOs1EW7vcP2hgQ2IwKr6S6 U&index=6

receiving teaching and learning materials in advance, for additional consultation opportunities to discuss open issues with tutors, and for more time to be dedicated to the discussion of issues and exchange of experience that are specific to the world of LSP but are not necessarily related to LSP teacher competences.

The Trails project has generated several valuable resources for anyone interested in designing curricula for various formats of LSP teacher professional development. One key resource is a detailed presentation of the content and adopted teaching and learning methods in each of the Trails modules available on the Trails final conference page in a Zoom recording format[6]. The same page features recordings of the project results, Trails evaluation, and a roundtable discussion, where participants explored the challenges, lessons learned, and future directions for LSP teacher professional development. Perhaps most importantly, the Trails website also offers a comprehensive document with the complete innovative LSP teacher professional development curriculum, detailed lesson plans for all modules, interactive plenary sessions, and group work activities implemented in the Trails event. The same document contains several useful templates in the appendix. These include, e.g., the interactive plenary lesson plan template, the group session lesson plan template, all the lesson plans, a CV and motivation letter template for potential participants, among others. Each lesson plan outlines the learning outcomes for the respective module, specifies the time required for each activity, and details the tutor and participant activities involved. Therefore, these resources provide comprehensive guidance for educators aiming to design effective and engaging LSP teacher professional development programmes.

2.2. LSP Teacher Education Online Course for Professional Development (LSP-Teoc.Pro)

The second Erasmus+ project approved by the European Commission that addresses the needs of LSP teachers is the LSP-Teoc.Pro project. This project started in 2020 and was completed in 2023 with a single primary objective, which was to provide students and teachers of languages for specific purposes with a multilingual online course that would address their professional development needs. Therefore, the LSP-Teoc.Pro course aims to help them acquire the competencies needed for the successful implementation of LSP teaching in specific contexts, following the principles of self-regulated learning.

The lead partner in this project was Jade University of Applied Sciences in Germany, supported by partners from seven countries (Croatia, Italy, Poland, Slovenia, Spain, Turkey, and the UK). The LSP-Teoc.Pro course can be considered as an upgrade and continuation of the Trails project, as it builds on insights gained from the Trails project's needs analysis, implementation, and evaluation.

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6   https://trails.hypotheses.org/final-conference

In the first phase of the LSP-Teoc.Pro project, the online course structure was defined, resulting in eight distinct modules. These are:
- Introduction to LSP
- Needs Analysis
- Course and Syllabus Design
- LSP Communities, Genres, and Corpora
- LSP Teaching Skills
- LSP Materials Evaluation and Design
- Task, Project, and Problem-based Learning in LSP
- LSP Assessment

While most modules align with those found in the Trails project, certain adjustments had to be made. These changes were largely based on the understanding that some modules would not easily adapt to an online, self-regulated learning format, for instance, transversal skills or lesson planning.

Next, we will examine the intra-unit structure of the LSP-Teoc.Pro course modules (see Jurkovič, Dostal, Podgoršek and Mertelj 2023). Each module in the LSP-Teoc.Pro course begins with a module introduction, where the learning outcomes are outlined, the module structure is explained, and the estimated participant dedication time is stated.

Section 1 of each module provides the theoretical input, designed to take approximately 25% of the participant's dedication time. This section primarily delivers theoretical content through video lectures, where an experienced LSP teacher or researcher explains the theoretical foundations underlying a particular topic necessary for its understanding. This is followed by several self-assessment quizzes to help participants evaluate their understanding of the presented content. The first section concludes with an experienced LSP teacher insight, typically presented as a video, in which an experienced LSP teacher shares practical examples of how they implement the given topic in their own authentic LSP teaching practice.

Section 2 is dedicated to the LSP learner's perspective, also designed to take about 25% of the participant's time. The objective of this section is to immerse participants in the process of LSP learning as learners themselves. This experience is intended to help them better understand the learner's perspective and the learning process. At the end of this section, participants are asked to complete a teacher cognition task, where they are encouraged to reflect on their learning experience, drawing insights from the process undertaken in this section that can inform their teaching practice from the learner's perspective.

Section 3 focuses on the role of LSP teachers and requires approximately 50% of the participant dedication time. If in the previous sections the participants were encouraged to use resources previously prepared by the course designers, in this section they are required to generate their own content. This section starts with an introduction outlining the section objectives, and then provides

clear instructions as well as templates for tasks such as designing a needs analysis questionnaire, analysing needs analysis results, examining genres, or creating an LSP assessment test. This is followed by another teacher cognition task, prompting participants to reflect on the content and materials they have designed and created, and the relevance of the process and products to their teaching practice. Each module concludes with a learning outcomes checklist, enabling participants to self-assess their progress, evaluate the knowledge they have gained, and reflect on the skills and competencies they have developed throughout the module.

The user experience with LSP-Teoc.Pro content and methodologies at the intra-module level was examined by Jurkovič and Podgoršek (2025). Their insights are based on two research instruments used within the project. The first instrument is diaries kept by 30 LSP-Teoc.Pro participants as they engaged with the course content. The second instrument consists of responses to open-ended questions in a post-participation survey completed by 183 users upon finishing the LSP-Teoc.Pro course, meaning that the following results are drawn from qualitative data.

The evaluation drawn from these data highlighted several key suggestions for improvement of the LSP-Teoc.Pro course, which also need to be taken into consideration by anybody designing LSP teacher professional development courses.

First, there is discipline-specific content. Many participants expressed a desire for professional development events to be tailored to specific disciplines. In fact, the current LSP-Teoc.Pro course is not discipline-specific, and its materials designed to provide the carrier content are drawn from various fields such as engineering, tourism, humanities, and social sciences. The second comment refers to tutor-led support as some users found it challenging to navigate the course independently and suggested that a tutor-led format would improve their learning experience by providing more structured guidance. An important segment of users expressed their need for structured and individualised feedback on their tasks because in their opinion personalised feedback would significantly enhance the usefulness of the LSP-Teoc.Pro course activities. Last but not least, several users stressed the importance of community building, even within self-regulated courses. They felt that incorporating more community-building tasks would improve engagement and collaboration.

The LSP-Teoc.Pro project has also generated valuable resources for anyone who would like to embark on designing LSP teacher professional development events. The first one certainly is the curriculum, which includes eight individual modules. An important element is the internal structure of the eight LSP-Teoc.Pro modules and their division into three main sections, the theoretical input provided in each module, quizzes for self-assessment of acquired knowledge, skills, and competencies, various activities designed for both pre- and in-service LSP teachers and finally, all the templates used throughout this online course.

2.3. Computer Assisted Training and Platforms to Upskill LSP Teachers (Catapult)

The third project supported and recognised by the European Commission through Erasmus+ funding is Catapult. The project began in 2018 and concluded in 2021 under the leadership of Sorbonne University in France, with the participation of partners from five other countries (Greece, Finland, Germany, the Netherlands, and Poland). The primary objective of the Catapult project was to provide training and tools for language teachers who teach LSP in adult and higher education, thus ensuring that these educators are equipped with the professional skills and competencies needed to teach effectively in the digital era. Like the previous two projects, also the Catapult course is structured into modules based on the results of a needs analysis conducted in the first phases of the project. There are six of them:

- What are LSPs
- LSPs and Corpora
- Skills for Successful Communication in LSP
- Student Engagement and Participation in LSP Classes
- Collaboration in LSP
- Portfolios in LSP

While there is some overlap between the Catapult and the Trails and LSP-Teoc.Pro projects, there are also notable differences. A distinctive outcome of the Catapult project — one that neither the Trails nor the LSP-Teoc.Pro projects have developed — is the LSP Teacher Common Competence Framework[7]. This framework outlines the core competences that LSP teachers should possess, organized into five main categories, each further divided into subcategories:

- general teaching competences (e.g., "can design a task, a task sequence, a long-term project."),
- collaboration and intercultural mediation competences (e.g., "can use virtual exchange in the LSP classroom."),
- analytical competences (e.g., "can do action research to solve a problem in the classroom."),
- course and material design competences (e.g., "can adapt authentic materials for in-class use."), and
- evaluation competences (e.g., "can engage in reflective teaching.").

By applying the LSP Teacher Common Competence Framework, educators can access a series of can-do statements that describe the key competencies that LSP teachers should develop for efficient teaching. The other useful resources that can be derived from the Catapult website include its curriculum, theoretical input, quizzes, activities, etc.

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7 https://catapult-project.eu/wp-content/uploads/2019/11/CATAPULT_LSP_Teacher_CCF_v12.pdf

3. COMPARISON OF LSP TEACHER PROFESSIONAL DEVELOPMENT NEEDS ACROSS CONTEXTS

The Trails survey, designed to identify the professional development needs of LSP teachers, was replicated in the United States among higher education LSP teachers (see Risner, Jurkovič and Gossett 2024). An independent samples t-test was conducted to compare the results between LSP teachers from the European Higher Education Area and those from the United States. The primary objective was to determine whether significant differences exist in LSP teacher development needs across these two distinct geographical contexts.

The results indicated that all variables related to the five LSP teacher professional development needs categories identified by Basturkmen and Bocanegra-Valle (2019) and discussed above in this paper showed higher mean values among teachers in the European Higher Education Area. However, these variables also displayed higher standard deviation values in the United States, suggesting that European teachers generally show a higher degree of agreement regarding their professional development needs compared to their US counterparts.

Although most differences were statistically significant, there were a few exceptions where no significant differences were recorded between the two groups of LSP teachers. These exceptions highlight the core professional development needs or competencies that appear to be universally applicable across both contexts. They include:
- materials design and development,
- analysis of target and learner needs,
- course design and development, and
- disciplinary genres.

In other words, teachers in the European Higher Education Area and the United States agree on the importance of these key areas in LSP teacher professional development. While this interpretation is purely descriptive, one possible factor that determines these similarities and differences lies in the most frequently taught LSPs in each geographical context. In the European Higher Education Area, English dominates LSP teaching, accounting for 80% of all LSP instruction (Bocanegra-Valle and Perea-Barbera 2023; Jurkovič, Mertelj and Podgoršek 2024). In contrast, in the United States, Spanish is the predominant LSP taught, followed by French, German, and English, which ranks only fourth (Risner at el. 2024). Thus, this variation in language focus may contribute to the observed differences in LSP teacher development needs.

4. FUTURE DIRECTIONS

Over the past decade, significant progress has been made in understanding LSP teacher development, identifying LSP teacher needs, and exploring effective

educational formats for LSP teacher professional development. The final question we need to examine is which future directions the LSP community should or could take. Several options are possible.

The first is engagement in more research and educational projects. Some ideas that might be worth exploring include the use of generative AI for building a sense of community and for providing feedback, which appeared as two lacks of online self-regulated courses. Therefore, community building and personalised feedback could be enhanced through the integration of generative AI into online self-regulated courses. Another avenue worth exploring is the implementation of courses in disciplinary knowledge for LSP teachers that could then provide efficient support to disciplinary teachers in English as a Medium of Instruction contexts. A third project idea is developing an international or regional database of LSP teachers, searchable through the application of different filters so each LSP teacher could more easily find colleagues with whom they would like to collaborate, which would facilitate collaboration and resource sharing among LSP teachers.

Another viable and practical option, however, is the implementation of the accumulated resources in projects based on the practical professional development of LSP teachers. However, several key decisions would need to be made before launching such initiatives. These concern the following aspects of professional development programmes for LSP teachers (see also Bošnjak Terzić 2023; Podgoršek 2024):

- scope: the scope of these programmes can be national, regional, or international.
- format: the format may be designed as in-person, blended, or fully online.
- facilitation: facilitation could be peer-led by other LSP teachers or developed commercially.
- target group context: the target group context might include higher education teachers, a combination of higher education and secondary school education teachers, or higher education and adult education teachers.
- target group experience: the target group experience could encompass future LSP teachers, novice LSP teachers, experienced LSP teachers, or a mix of these.
- specificity: the specificity of the programs might be discipline-general, discipline-specific, or focused on academic domains such as the humanities, social sciences, technical fields, or natural sciences.
- language: the language aspect could be language-general, designed for all LSP teachers regardless of the language they teach, or language-specific, tailored for LSP teachers teaching the same foreign language.
- financing: financing for these programs may come from participants' institutions, self-financing, or funding through mobility programmes.

Careful consideration of these factors is crucial in shaping effective, targeted, and sustainable LSP teacher professional development initiatives.

5. BLENDED INTENSIVE PROGRAMMES

A possible answer to the last question posed above is financing through mobility programmes, such as the Blended Intensive Programmes financed by the European Commission. In 2024, the Blended Intensive Programmes call was published under KA1 actions titled "Learning Mobility of Individuals" (European Commission 2024). Blended Intensive Programmes are described as short, intensive programmes that utilise innovative methods of learning and teaching. They consist of two mandatory components: a compulsory virtual component, for which the duration is not specified in the call, and an in-person activity. The in-person activity must last at least five days (excluding travel time) and involve a minimum of three higher education institutions from EU member states or countries associated with the programme, including Serbia. The applicant for a Blended Intensive Programme must be a higher education institution established in an EU member state or a third country associated with the programme, and it must hold an Erasmus Charter for Higher Education.

Participants in these programmes can include staff working at higher education institutions in EU member states, third countries associated with the program, or even third countries not associated with the program. Therefore, in Blended Intensive Programmes, staff – in this case LSP teachers – become learners and are thus eligible for financing. The applicant and partner higher education institutions have 26 months to implement both the virtual and in-person mobility components. The usual application deadline occurs in February, with activities typically beginning in June of the year the call is published. Different higher education institutions can apply for funding in consecutive years, upgrading previous programmes and reapplying for support. In terms of financing, the organiser of the in-person mobility receives €400 in organisational support per participant. To be eligible for funding, the in-person activity must have at least 10 participants, with support granted for a maximum of 20, thus totalling €8,000. For participants, funding can come from their Erasmus+ resources, or they may participate at their own expense or be supported by their institutions.

6. CONCLUSION

In this paper, we have examined two main points. First, we explored the LSP teacher professional development needs. A wide body of research has been produced on this topic, demonstrating that Belcher's (2013) claim that the LSP teaching community knows the least about itself is no longer true, as evidenced by this paper.

The examination of LSP teacher professional development needs was integrated with a discussion of the valuable resources generated by three

Erasmus+ projects: Trails, LSP-Teoc.Pro, and Catapult. These valuable resources, which include curricula, lesson plans, theoretical input, quizzes, and the Teacher Common Competence Framework, can be utilised by future designers of LSP teacher professional development programmes. Additionally, the resources that can be derived from these projects encompass methodological approaches adopted by the project partnerships. For example, the Trails project employed a curriculum design methodology, starting with a needs analysis and progressing through the entire curriculum design process, concluding with an evaluation.

Finally, the last section of this paper focused on the questions that must be considered if the accumulated knowledge presented in this paper is to be implemented in practical initiatives. Focus was placed on Blended Intensive Programmes as a viable option for financing a combination of virtual and in-person mobility for LSP teacher professional development programmes across various contexts. One example is the Blended Intensive Programme on LSP teacher professional development applied for in March 2025 by the University of Juraj Strossmayer in Osijek (Croatia) as the applicant organisation, accompanied by the University of Novi Sad (Serbia), and the University of Ljubljana (Slovenia) as partners. The main objective of this programme, if funding is granted, will be to support the lifelong professional development of LSP teachers as reflective practitioners.

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EDUKACIJA I PROFESIONALNI RAZVOJ LSP NASTAVNIKA – KUDA DALJE?

Rezime

Pre samo jednu deceniju mogli smo se u potpunosti složiti sa Belcher (2013), koja je tvrdila da nastavnici jezika za specifične namene (LSP) najmanje znaju o sopstvenoj profesionalnoj zajednici. Međutim, situacija se značajno promenila u poslednjih deset godina. Pre svega, političku podršku razvoju nastavnika jezika struke pružila je

Evropska unija kroz tri Erasmus+ projekta koja su se bavila njihovim profesionalnim razvojem: Trails, Catapult i LSP-TEOC.Pro. Učešće u ovim projektima, uz aktivnosti drugih istraživača, iznedrilo je niz publikacija (npr. Bocanegra-Valle i Basturkmen 2019; Vega Umaña 2020; Podgoršek, Jurkovič, Dostal i Mertelj 2021; Kic-Drgas i Jurkovič 2024). Ovi radovi pružaju holistički uvid u potrebe za profesionalnim razvojem nastavnika jezika struke i, što je posebno važno, predstavljaju prototipske modele za njihovo obrazovanje pre zapošljavanja, kao i za njihov profesionalni razvoj u toku karijere.

Na osnovu ovih postavki, rad najpre daje uporedni pregled nalaza dosadašnjih istraživanja koja su ispitivala potrebe za profesionalnim razvojem nastavnika jezika struke. Ovakav pristup omogućava sagledavanje ključnih sličnosti i razlika i, shodno tome, ukazuje na potrebu za zajedničkim, ali istovremeno raznovrsnim i fleksibilnim modelom obrazovanja i profesionalnog razvoja nastavnika ovog profila. Stoga se može tvrditi da obrazovanje nastavnika jezika struke više nije ni nedovoljno istraženo ni politički zanemareno.

Drugo, ovde su predstavljena tri Erasmus+ projekta, prvenstveno iz perspektive korisnih i relevantnih resursa koje su generisali za buduće kreatore kurseva profesionalnog razvoja nastavnika jezika struke. Ovi resursi obuhvataju inicijative za profesionalni razvoj, kao i metodologije koje se mogu primeniti u osmišljavanju kurseva.

Ipak, mogućnosti za učešće nastavnika jezika struke u relevantnim programima profesionalnog razvoja i dalje su ograničene kako na nacionalnom, tako i na međunarodnom nivou. Shodno tome, čini se da sledeći korak koji zajednica nastavnika jezika struke treba da preduzme jeste primena stečenog znanja u različitim obrazovnim formatima kako bi se ta znanja koristila i proširila na što veći broj zainteresovanih nastavnika na različitim nivoima obrazovanja i u različitim geografskim kontekstima. Ključno je naglasiti da se ovo ne može postići izolovano, već kroz međunarodne oblike saradnje, koje je neophodno identifikovati, istražiti i implementirati.

Ključne reči: potrebe za profesionalnim razvojem nastavnika jezika struke, Trails, LSP-Teoc.Pro, Catapult, kombinovani intenzivni programi.