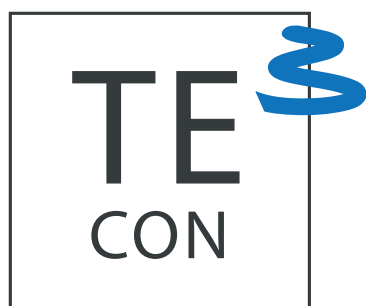




TEACHING ENGLISH AS A CONTENT SUBJECT AT THE TERTIARY LEVEL

A REPORT ON THE APPROACHES
TO EHE (ENGLISH FOR HIGHER
EDUCATION) IN EUROPE



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Synthesis of the national reports

Teaching English as Content Subject at Tertiary Level – A Modular Approach (TE-Con3) is a European project funded by the Erasmus+ programme of the European Commission, and it involves seven partner multinational higher education institutions from Europe. The partners are the University of Warsaw from Poland (project coordinator), Tallinn University from Estonia, Humboldt-Universität zu Berlin from Germany, Lukasiewicz Research Network, at the Institute for Sustainable Technologies from Poland, Warsaw University of Technology also from Poland, the University of Algarve from Portugal, the University of Pitesti from Romania.

The project aims to design an innovative methodology for teaching and learning English in European Higher Education (HE), providing modules based on content from different disciplines (architecture, art and media, automotive engineering, biomedical sciences and health communication, and geography). It promotes active European citizenship in HE while students simultaneously develop their English language and academic know-how. A teaching and learning academic environment where the English language is seen not only as a tool/vehicle for learning but above all, as a key competence. An academic environment in a multilingual, multicultural Europe where our differences (linguistic and cultural) are respected and included in academia, so that all may contribute on an equal basis.

Throughout the project, several outputs will be produced and reviewed by the partners, as well as teaching units, training sessions for in-service teachers and an online manual for teachers. The project seeks to contribute to the field of the teaching and learning of the English language across Europe by creating high-quality materials, which will respond to teachers' needs and the reality of the present times.

During the first phase of the TE-Con3 project, the first output of the TE-Con3 multinational project required extensive desk research by the partners to develop a better understanding of the current situation of the state of English across European Higher Education institutions, specifically those of the partner countries. This initial step permitted partners to comprehend the existing, if any, language policies at the national and/or local levels. Afterwards, partners developed a survey to be distributed online to in-service English Higher Education teachers which sought to do the following: describe the demographics of respondents, outline the attested teaching and learning practices, identify needs and wishes of staff members within the academic domain, and explore perspectives of online tuition and teaching materials. The transnational desk research and the data collected through the teacher survey resulted in a thorough, comprehensive overview of the present-day situation of the HE professionals teaching English (General English, ESP, EAP, CLIL) in faculties or language centres in the participating countries.

1. Status of EFL in Higher Education

1.1. System overview

Higher education has specific missions in our societies, mainly to produce and transfer knowledge and provide new generations with the appropriate skills and competencies to face present and future challenges; attaining such goals requires knowledge of the past and being innovative, creating solutions for old and new problems.

1.1.1 The outline of the general organisation of the education system

All over Europe, HE changed significantly with the Bologna process and with the adoption of the European Credit Transfer System (**ECTS**) for Student Mobility. Internationalisation became one of the more frequent aims in all strategies, counting different approaches beyond specific and local contextual features, including languages.

In all partner countries of this project, HE is organised differently to reflect national, regional and/or local cultures, as well as the preferred legal basis (public, private, religious, military, national, regional, local, technical, etc.) and may belong to distinct ministries (education, research, defence, economy and tourism, health, etc.). The degree of autonomy is also different from country to country (and even from ministry to ministry, and region to region).

All these aspects have consequences in HE organization; even the system 3+2+3 (or similar 4+1+3) is present in every country. Not all institutions are allowed to deliver doctoral studies. In some institutions, students may enrol in short technical courses (typically 2 years) with a component of the curriculum in a real work context. In Portugal, for instance, such courses, delivered by Higher Education Institutions (HEI) are not considered higher education diplomas, just postsecondary.

Having more or less autonomy, HEIs need the approval of official agencies/bodies to create new courses, except for micro-credentials, and must follow specific quality criteria. For example, in Poland, curricula (governing the course design) must be prepared and developed according to the National Qualifications Framework.

Few HE institutional documents make explicit references to languages. Some reports (Estonia and Portugal) include information on a lack of articulation between secondary education and higher education in the field of languages. Moreover, due to the challenging trade-off between local/national languages and English, languages may be barriers in the system. In different countries, specific information about English in HE was found at a macro level (state or region).

English as a Medium of Instruction (EMI) is quite popular.

1.1.2 Numerical Data - nº of students/programmes/ international students, how the system is structured

Numerical data about the national systems (institutions, courses, students) is present in each report. As a general synthesis, we may retain:

- lack of students in Sciences and Technologies (e.g. Portugal);
- the concept of “international student” needs some clarification; according to different contexts,

to clarify the distinction between students from abroad and international students. Without this clarification, data cannot be properly compared.

- in some countries, specific programmes are delivered exclusively or predominantly for international students, the majority in English, which contradicts the relevance of multilingualism as a key competence. The Portuguese case shows a different perspective, as more than 70% of international students are from Portuguese speaking countries, using English may be a serious challenge.
- data about the presence of English as a content subject in HE was very difficult to collect because most of the available information is about EMI or outputs in English, not about English teaching.
- in all countries, EMI is a recurring practice, and problems were reported (for example, no verification/accreditation of professors, staff, and students' competence in the English language to be sure that the teaching/learning process can be successful).
- a decrease of students in HE in some countries (e.g., Poland and Romania) and an increase in others (e.g., Portugal)

1.2. Policy Issues Regarding English as a Foreign Language (EFL) in Higher Education (including EU regulations)

1.2.1 Structural, curricular, pedagogical considerations

As HEIs are autonomous (as mentioned above), a national framework for HE exists, but it does not include language regulations. Some national policy issues regarding languages (including English) are available in Romania in specific ministry decisions. In Estonia, there is one act on languages.

Internationalisation is acknowledged as a goal everywhere but, in most cases, there is a lack of clear specification regarding languages to achieve it. For this reason, structural, curricular, and pedagogical information about English in HE must be seen case by case and it may differ from department to department and from programme to programme.

As previous studies have shown¹, the dominant position of English in HE curricula and research practices are seldomly supported by English language learning courses. Language issues are commonly bypassed in HE curricula, assuming students and staff have an appropriate level of language proficiency. Moreover, HEIs expect entry-level students to hold at least a B1 level, or equivalent, in the English language acquired during secondary school. In practice, however, this representation does not match reality. Consequently, in some countries (e.g., Portugal) there are few English courses in HE and the majority is offered as an option and/or as free courses.

¹ Pinto, S. (2016). *Políticas linguísticas nas universidades públicas portuguesas: discursos e práticas institucionais de formação e de investigação. Cadernos Do Lale - Laboratório Aberto Para a Aprendizagem de Línguas Estrangeiras*, (September). <https://doi.org/10.13140/RG.2.2.24451.50726>

1.2.2 Implementing Institutional Language Policy: Existing Measures

As explained above, languages are barely mentioned in many of the institutions' plans. Very few have explicit and available language policies or specific measures in this area. In some cases, like in Germany and Estonia, the parallel use of languages (German and English or Estonian and English) is a noteworthy development. In Poland, some programmes request a specific level of English competence for enrolment purposes, and some HEIs have specific plans to improve the competence in English of the personnel. In Germany and Portugal, there are discussions about the dichotomy of English/multilingualism and, a concern has been voiced that too much English may hinder the enhancement of multilingual competencies. In Romania, all HE programmes have language units (English being often the preferred language).

In some contexts, as mentioned earlier, teachers' inadequate command of English can be an obstacle to the quality of teaching/learning. Commonly, the national language plays second fiddle as a medium of instruction (mostly in MA and PhD dissertations/thesis) due to the deceptive attractiveness of English. By the same token, at some faculties or study programmes in Poland and Portugal, pressure is brought to bear to use English instead of the national language either in class or in the dissertation/thesis. In all contexts, a need for English-language provision is recognized and the Conference of Rectors of German Universities (AKD) has a specific plan to further develop language tuition at HEI.

The Bologna process limited the duration of 1st cycle degrees and imposed several time restrictions, resulting in fewer English classes (non-EMI type) as content in HE curricula. Students are exposed to English as a working language in different courses during their degrees; however, English learning must be the students' option and responsibility.

1.3. Conclusions

The national reports of some partners suggested that there are not specific orientations at the national level for languages in HE, others mention specific measures taken, but their efficiency remains an open question. Institutions have the autonomy to shape curriculum (respecting quality criteria and qualifications framework like in Poland). Students' English language competence is expected at the entrance of HE, regardless of the type of course or institution. Internationalisation is a strategic aim for all institutions. However, language (including the English language) may not be a relevant factor.

The study of languages as a compulsory subject in all programmes in HE is mandatory in Romania and Poland. English is referred to almost everywhere not as content but as a means of internationalisation and international recognition. It is also presented as a threat to national/regional/local languages and multilingualism. This argument supports the need for language policies at the institutional level.

2. Teaching English at the Tertiary Level (country-specific)

2.1. English Language Provisions at the Tertiary Level

Three strands prevail in most partner HEIs: general language tuition (CEFR guidelines), English for Academic Purposes (EAP) and English for Specific Purposes (ESP).

2.1.1 General English

General English in partner countries is present in most tertiary education institutions in two different ways: firstly, the study of English in itself; secondly, to meet labour market needs and requirements (tuition may range from full school year to one semester). Due to English being the most representative foreign language, HEIs may require the B2 level for all students in any given degree (e.g., Estonia). General English tuition includes traditional skill training (speaking, listening, reading, writing, grammar, and vocabulary development). Different study cycles (bachelors, masters, and doctoral programmes) aim at internationalisation by appealing to foreign teaching staff, researchers, and students.

2.1.2 English for Academic Purposes (EAP)

English for Academic Purposes (EAP) is a student-focused subject offering a set of tools (science and academic reading, speaking, and writing) required for academic success in philological and non-philological specialisations. However, institutional lack of focus translates into linguistic (from B1 to C1) and curricula (included in or replaced by General English and English for Specific Purposes) indeterminacy. Partner countries present similar findings regarding EAP.

2.1.3 English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is a student-centred approach focused on communicative competence specific disciplines; it is one of the most important English language trends in partner countries. ESP is present in bachelors (occasionally coupled with EAP, e.g., Estonia and Germany), master's degrees and doctoral programmes (Germany); it is labour-market oriented and addresses employers' requirements and communicative needs in a professional context. ESP in partner countries includes but is not limited to the following fields of specialisation: business, technical (a general and common denomination for ESP), medical (healthcare and nursing included), tourism, IT, architecture, and aerospace engineering.

2.1.4 English as a Medium of Instruction (EMI) (i.e., regular study programs)

English as a Medium of Instruction (EMI) is the use of the English language to teach subjects in national and legal contexts in which the first language(s) of the population are not English. Internationalisation determines English as a Medium of Instruction in partner countries – universities include compulsory courses taught in English, and the exponential growth in English mediated programmes aims at international students and researchers (e.g., Estonia and Portugal). English as a medium of instruction may offer tailored English tuition, i.e., addressing faculties and departments particular demands, needs and communicative purposes. German university language centres accommodate most duties in English language provisions: course designs vary according to faculties needs, and language support includes both students (writing workshops) and teaching staff (development of materials in English).

2.1.5 Content and Language Integrated Learning

Content and Language Integrated Learning (CLIL) plays divergent roles in all partner countries. Some HE institutions take pride in their CLIL programmes and highlight them in promotional activities;

others may develop such courses in more internal contexts

Desk research reveals CLIL-type and specific skills-oriented courses in business, management, and law. CLIL also represents a potential trade-off between language acquisition and academic content; yet, institutions are reluctant of the additional time, staff and financial resources required to motivate teachers in creating and adjusting course materials. National reports point out the existence of CLIL at the secondary level setting promising premises to the introduction of CLIL in HE. Additional desk research points out that English as a Medium of Instruction and CLIL are often mistaken.

2.2. Assessment and Certification

Assessment and certification in partner countries rely on universities and corresponding language centres. Despite following the guidelines of the Common European Framework of Reference for Languages (CEFR), assessment and certification at the university level vary significantly. Unlike Tallinn University of Technology (Estonia), Polish and Portuguese HEIs have considerable limitations. Polish universities certification uses little recognition despite being appropriate for recruitment and graduation purposes. The Portuguese legal framework does not allow Portuguese HEIs to issue language certification. Thus, it is common in Portugal and Poland, for example, for HEIs to sign protocols with external institutions (e.g., British Council, Cambridge University or ETS) to conduct language exams (e.g., CAE, CPE, FCE, GMAT, GRE, IELTS, SAT or TOEFL).

Despite the lack of language policies, most institutions follow course requirements, pre-established methods, and institutional and legal regulations to conduct English language assessment in philology programmes (C1) and non-philology programmes (B2).

University language centres play a significant role in language assessment and certification. Regardless of different modalities (cf., German National Report – section 2.2.1 Content-driven English Tuition at Language Centres of Universities), partner HEIs language centres are responsible for language certification (e.g., Poland, Portugal, and Romania). Due to legal restrictions, Portuguese HEIs may provide English Knowledge certificates (non-official certification) through languages centres. In addition, teacher training is crucial for developing and promoting, multilingualism, and multiculturalism. Romanian HEIs provide English certification at Foreign Language Centres operating within universities and following specific regulations (Board of Administration, Senate and National Education Law).

2.3. Perspectives and Needs

2.3.1 Teachers (including our survey results)

Teachers' perspectives and needs in partner countries reveal an aged teaching staff and varying levels of belief in the social relevance of the profession including the necessity for more recognition of the role of the English teaching and EHE teachers in educating students for active European citizenship. Needs include continued professional development (technological literacy, implementing CLIL and ESP, up to date teaching methodologies and teacher training in mediation, multilingualism, and multiculturalism); transparent learning objectives and assessment criteria; continued development of didactic materials (overcome the lack of specific material to teach English to teachers in HE, language training and balancing content and knowledge when using L2 in the classes); sensitizing teaching staff

and students for the linguistic, cultural and professional advantages in promoting multilingual teaching and learning environments; improvement in teaching staff working conditions (heavy workload, excessive paperwork, lack of technical support, insufficient salary, and unrealistic teaching goals); finally, the need for language policies and the conceptual revision of English in order to overcome its status of Lingua Franca, the commodified status as a marketing tool to attract international researchers, teaching staff and student and resuming teaching language through content.

2.3.2 Students

National reports state that students are labour-market motivated and find foreign languages training and certification a necessary asset being that ESP is more relevant than EAP due to its communicative focus. Students play a major role providing continued feedback on ways to improve the quality of education; the COVID-19 pandemic highlighted teachers' and students' need to improve online teaching methodologies (e.g., Romania) and monitor online teaching activities. Students show an interest in code-switching and solicit more time to work on tasks (e.g., Germany), require the consistent use of teaching/learning materials in English and stress the need for clarification regarding the purpose of English in the classrooms.

2.4. Conclusion

The most important findings regarding English provisions at the tertiary level translate into three categories: 1) language policies, 2) pedagogy and labour market, and 3) linguistic status. Firstly, partner countries' findings prove that the variety of options in English-language tuition calls for establishing national Language Policies within the corresponding national frameworks. Secondly, the 21st-century student is employment-focused with expectations and career goals on the national and international levels.

The instrumentalization of knowledge proves ESP, emerging as a reliable tool, being an established and growing strand in English language teaching and learning (closely followed by and more vital than EAP).

ESP may coexist with General English, commonly included in linguistic, philological and communication courses (e.g., Portugal and Romania) and English as a Medium of Instruction. There is an investment in CLIL aiming at an effective articulation between secondary and HE curricula and syllabus (e.g., Estonia and Romania). Finally, there is an overall need for pedagogical modifications due to the COVID-19 pandemic (e.g., Romania) – English in HE must have clear objectives, methodologies, appropriate didactic materials, and transparent assessment criteria.

3. Existing Training Opportunities and Educational Resources for English Teachers at the Tertiary Level (country-specific)

3.1. Training Opportunities

Today's European Union is extremely diversified not only due to the numerous languages we speak and hence are shaped by but also due to our vast cultural backgrounds. Such diversity, rich in plurilingualism and multiculturalism, is thus, reflected in a wide range of our teaching and learning options, our HEIs and the way they are governed.

Findings indicate that to enter the profession, HE English language teachers in Estonia, Germany, Portugal, Poland, and Romania are not all compelled to meet the same requirements. The laws that regulate the profession of language teaching in HEIs, in the above-mentioned European countries, are diverse and certainly not centralized at a European level. In some cases, a specific English language level is required, for instance, in Poland where a graduate must have a command of that language at CEFR level C1 and a command of another foreign language as specified in the National Framework of Qualifications for Higher Education. In other cases, there is no specific language level, but a specific degree is mandated. For instance, in Portugal, one is required to have at least an MSc to teach at the HE level.

When it comes to training opportunities for HE English language teachers, diversity is a constant reality, for it seems that no two countries follow the same pattern of providing professional development for in-service staff. In some cases, professional opportunities are available at and provided by the institutions, according to the needs of their own staff and those of the institution.

In addition, occasionally some of these professional development and training opportunities are opened to professionals outside of the institution as a source of additional income. In other cases, the existing professional opportunities are available from private, external providers such as the British Council, Cambridge, and Oxford.

3.2. Educational Resources

Findings show a diversity of guidelines regarding programmes to enhance teachers' competence and skills. Sometimes (Germany, Poland), this is done by professional associations and social media collaborations. From this collaborative work, teachers can have access to online platforms, offering tutorials and resources, such as online glossaries and other pedagogical materials (Romania), in many occasions aiming to help with online teaching. As most of the time, these initiatives are run by the private sector, it comes with a cost which, as some partners indicate, has an impact on teachers' income (Poland). Most HEIs grant access to licenced resources, mostly to research materials, scientific libraries, and online publications. As mentioned by the Estonian partner, research articles are often used as domain-specific authentic materials in ESP.

Amid the COVID pandemic, another trend manifested itself. Most of the teacher-training courses available at the HE level addressed digital and/or online competencies, as teachers and students faced each other, many for the first time, through screens rather than in person. Thus, online resources and platforms gained new importance for teachers' training (e.g., Romania).

Conclusion

Overall, within Europe, professionals desire and see a growing need for training programmes and resources that are specifically designed with HE English teachers in mind. The research conducted for this report reveals a significant disparity between in-service training opportunities for HE English language teaching staff and a distinct lack of such opportunities across the board of all country contexts investigated.

Much like other educators in tertiary education, HE English language teachers need to professionally respond to the changing times of globalization and digitalization. The continuing need to provide meaningful and effective language teaching to a continuously changing student body will necessitate curricular and methodological innovation going far beyond the changing of labels and adopting “appealing” 21st-century slogans. All of this will bring opportunities for high-quality professional development for HE language teachers of English into a position of high demand.

4. Online teaching at the tertiary level

Before March/April 2020, online teaching in HE was not a relevant issue. Several digital and computational resources were used (Moodle was one of the most popular, so were MOOCs) very often for a specific activity or experience. Since the first lockdown, everything has been different and online teaching is nowadays a common routine even if, in some cases, teachers simply transfer their classes to ZOOM or Teams, for example. During 2020 and 2021, considerable research and training have been conducted to adapt the teaching/learning process to online methodologies and resources. There is no lack of online resources, for individual students and collaborative work, but some of them are not really “localized” (adapted to the specific context) to be used. The German report presents an important list.

After the pandemic situation, some of the new approaches will be kept and online (synchronous or asynchronous) teaching will remain part of our routines, at least for some subjects. More research is needed, for example, to better understand digital relationships between professors and students, to understand their attitudes, perspectives and needs (including IT aspects). Interaction and assessment are aspects that need particular attention. Some research has been done in Computer Assisted Language Learning (CALL), but results are not implemented in HE.

5. Teacher survey

1. Study Context, Aim & Instruments

The present survey was created and then distributed during the first few months of 2021 within the framework of the TE-Con3 project, funded by the Erasmus+ Programme of the European Union. The survey was specifically designed to provide much-needed insight into the present-day practices of teachers of EHE, while simultaneously allowing them to voice their needs and expectations so that they could be taken into consideration in the process of designing a content-based model of foreign language teaching for higher education across Europe.

In doing so, European TE-Con3 members (Estonia, Germany, Poland, Portugal, Romania) carefully considered the goals of the study, as well as the questions guiding the study, thus contributing to the creation of a questionnaire that was adequate for distribution via e-mail to EHE in the participating countries. The result was a questionnaire containing 20 open-ended and 24 closed-ended questions, including a 5-point Likert scale, yes/no and multiple-choice options.

2. Participant Description

The participants of the study were all teachers of English in Higher Education institutions in the participating countries, more specifically in Estonia, Germany, Poland, Portugal and Romania. Overall, there were a total of 327 participants (Please, see Figure 1), an overwhelming majority of whom were female.

Estonia	32
Germa- ny	51
Poland	128
Portugal	73
R o m a - nia	43
TOTAL	327

Figure 1. Total Number of Participants per Country

According to the data collected, the majority of the respondents were between the age of 41 and 60, with other age groups are represented. When it comes to participants' first language(s) (L1), the data also revealed a wide range of languages spoken. For instance, in Germany, ten L1s were accounted for, while in Romania only Romanian was reported as a L1. Not surprisingly, English was not the dominant L1 of the participants, for the languages reported included but were not limited to Bulgarian, Estonian, Farsi, Finnish, French, Galician, German, Polish, Portuguese, Russian, Spanish, Turkish and Ukrainian.

The educational background of participants is yet another aspect that differentiates participants of a given country, a difference which is clearly evident from country to country due to national laws of employment in HE. The majority of participants hold academic degrees, although these may vary from a BA to a PhD. In Estonia, for instance, most participants hold a MA degree, since a PhD only became a requirement for lecturers in 2020. Nevertheless, many of the MA degree holders are currently enrolled in PhD programs. In Portugal, the scenario is slightly different, the data show that 43 respondents hold a PhD, in a vast variety of academic areas, including languages, linguistics, English studies, literature, translation, social psychology and multimedia. In addition, 23 respondents hold an MA degree in diverse areas of study.

Based on the data collected by the European members of the TE-Con3 project, an overwhelming number of respondents hold a permanent, full-time position at a public HEI, a specific Faculty, such as the Faculty of Humanities, the Faculty of Economics, the Faculty of Law, and/or at an affiliated Language Center. The data also show that faculty members that hold part-time positions in public and/or private institutions are not the norm throughout the European countries involved in the study. In addition, respondents claim to have on average about 20 years of experience teaching at an HEI, although the subjects taught do differ based on professional experience and background. For instance, in Germany, as many as 47.1% of the respondents have taught subjects other than English, while in Portugal 61.6% held other jobs, and in Poland, 24% worked outside the field of education. In Estonia, the professional experience of the respondents including a variety of areas including but not limited to, export business, art, film and media, translation, and IT.

Additional data which seems to be common within the five countries involved in the study is the fact that CLIL is the least common type of English language course available to students at HEIs. On the contrary, the most common are GE, ESP and EAP, which are most often offered at a B2 and a C1 CEFR level.

3.Results

The first set of issues addressed in the survey were the teaching and learning practices and techniques of respondents. To that end, respondents were asked eight closed-ended questions – one yes/no, one multiple-choice, and six five-point Likert scale, ranging from one [*never*] to five [*always*] – regarding chosen language aspects (e.g., reading, writing, culture), specialized content, chosen teaching resources (e.g., authentic materials), and Internet tools. In addition, to allow respondents to further voice their opinion, additional ten open-ended questions were asked regarding this matter.

1.Classroom Practice & Techniques

The majority of the EHE teachers who responded to the survey prioritize speaking in their classroom activities, especially when teaching specialized content. Although the teaching of reading is also considered relevant, data show that it is not considered to be as important as speaking. Other aspects that teachers tend to include in their teaching include lexis, collocations, grammar, pragmatics, pronunciation and culture/intercultural activities, although these are clearly included in the daily activities.

When it comes to the teaching approaches used, an overwhelming majority of the teachers surveyed claim to use more student-centred approaches, such as the Communicative Approach and Task-Based Learning; besides this, some teachers do use a variety of methods/approaches depending on the needs of the students. Additionally, the teaching techniques which respondents claim to use more often include project work, role plays, note-taking, pair and/or group work, presentations and discussions. Surprisingly, many of the respondents claim that it is the teachers' voices that are most often heard in the classroom, which is rather surprising given the student-centred nature of the approaches advocated by the respondents. The assessment techniques used by the teachers who responded to the survey also vary greatly. The data indicates that teachers use both close-ended and open-ended tests, as well as the less traditional oral presentations and discussions, essays and portfolios. For in-

stance, in Portugal EHE teachers assert that choices are made according to students' needs with the intention to create learner or student-centred classrooms, where assignments such as presentations, expositions and individual research are used to create a more autonomous learning environment.

When it comes to resources, the data collected by the European partners clearly indicate that teachers prefer to create and design authentic materials and/or adapt ready-made ones. Materials used by teachers include but are not limited to TED videos, audio-visual materials found online, research and newspaper articles. Coursebooks are rarely used or the least used, possibly because there is a shortage of high-quality, ready-made content-based materials, such as coursebooks.

2. Needs and Perceptions of Participating Teachers

The needs and perspectives section of the survey provides relevant data regarding participating teachers' degree of satisfaction with key factors in their daily activities including a variety of resources, tools, training opportunities/staff development which may or may not be readily available to them.

In the post-pandemic world, the use of the Internet and online tools, platforms and APPS (ZOOM, Teams, Skype) seems apparent. Such tools have been welcomed into HEIs classrooms in TE-Con3 member countries, out of necessity but also because they have proven themselves useful. Such use is most likely here to stay, as many teachers are eager to continue using new technologies and try new, non-standard methods in their classrooms. However, teachers do state that there is a need for further support from the institutions to ensure the best possible use of these tools. This support can be made available to professionals in the form of financial and/or educational incentives. There are additional aspects of the teaching in which responding teachers wish they could have further teacher training. These include but are not limited to, specific training for online teaching, classroom management, motivational techniques. In addition, many of the teachers would appreciate certain changes including higher salaries, improved resources, a reduction in the amount of paperwork required, and smaller class sizes. On a positive note, EHE teachers do seem to enjoy their profession, especially working and interacting with students, the continuous learning opportunities, and the creativity which the profession not only allows but also requires.

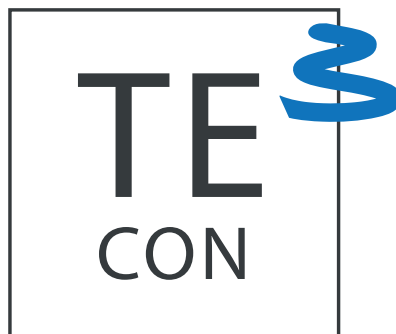
3. Conclusions

The different EHE teaching and learning contexts examined, more specifically in Estonia, Germany, Poland, Portugal and Romania, have revealed both similarities and crucial differences in the European HEIs, and in the way the English language is being taught. All decisions serving that purpose and within the English context are established at a local level. Consequently, autonomy to solve language policy issues in classes and syllabi is allocated to teaching staff. This, in turn, seems to leave faculty with a heavier workload, which on one hand can be seen as a disadvantage, for there is a constant need to create materials and there is a surplus of paperwork involved. On the other hand, creativity is one of the aspects of the teaching profession which HEI teachers most enjoy. In sum, there is a clear need for the work that the TE-Con3 members have set out to do, in an attempt to significantly contribute to the pool of high-quality resources available to teachers at the tertiary level.



REPORT ON THE APPROACHES TO ENGLISH FOR HIGHER EDUCATION IN GERMANY

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List of Abbreviation and Acronyms

- AKS: **A**rbeitskreis der **S**prachenzentren, Sprachlehr- und Fremdspracheninstitute
(Association of Language Centres at Institutions of Higher Education)
- CLIL: **C**ontent and **L**anguage **I**ntegrated **L**earning
- DAAD: **D**eutscher **A**kademischer **A**ustauschdienst (German Academic Exchange Service)
- EAP: **E**nglish for **A**cademic **P**urposes
- EHE: **E**nglish in **H**igher **E**ducation
- EFL: **E**nglish as a **F**oreign **L**anguage
- EMI: **E**nglish **M**edium **I**nstruction
- ESP: **E**nglish for **S**pecific **P**urposes
- FZHB: **F**remdsprachenzentrum der **H**ochschulen im Land **B**remen (joint language centre of the four public universities in the federal state of Bremen)
- HE: **H**igher **E**ducation
- HRK: **H**ochschulrektoren**k**onferenz (German Rectors' Conference)
- TU: **T**echnical **U**niversity
- UAS: **U**niversity of **A**pplied **S**ciences

Report on the approaches to English for higher education in Germany

This report is the first out of five intellectual outputs accompanying the TE-Con3 project. While the overall aim of the project is to develop a sequence of content modules adapted to language complexity and grammatical complexity in different academic areas, this report offers an overview of the state of EHE instruction in Germany.

An examination of English in German higher education has proven General English, EAP, EMI, and ESP to be the dominant strands in the field. Due to organisational specifics at German institutions of higher education, EHE tuition is divided between faculties and language centres. While EMI usually lays within the scope of the faculties, language centres tend to be responsible for language-related support, General English courses, as well as content integrated language teaching such as EAP and ESP. Following the rationale to underscore current practices, their shortcomings, as well as suggestions and needs for improvement in EHE tuition, this report provides not only an overview of the academic discourse and current research revolving around EHE but also includes the teachers' perspectives and needs associated with the matter. This paper hence follows a threefold structure with an initial part drawing on literature-based findings, a second part analysing the data from the empirical teacher survey, and a concluding discussion linking the two previous sections. At the structural level, the cumulative findings point in particular to the need for institutional implementation of language policy, enhanced cross-institutional collaboration, as well as broader recognition and integration of EHE into curricula. In terms of concrete teaching practices, the majority of the surveyed teachers indicated that they would particularly appreciate more didactic materials and resources for content-centred English tuition.

1. Status of EFL in German Higher Education

The objectives of this first chapter are twofold as it aims to provide an overview of both the German system of higher education and the role of English within this system. Therefore, standards of higher-education qualifications and overarching national guidelines for tertiary language education are outlined and thus lay the groundwork for subsequent chapters which elaborate in more detail on the different strands of EHE.

1.1 System Overview

As of 2017, Germany is home to 399 state-maintained and state-recognised institutions of higher education, which are subject to higher education legislation and include the following three types (KMK 2019):

- **Universities** generally cover the entire spectrum of academic disciplines. Traditionally, the focus lies on basic research as advanced studies show an increased orientation towards theory and research. Specialised institutions, such as technical universities, theological colleges, and Pädagogische Hochschulen, only offer a limited range of courses but hold equivalent status to universities.¹
- **Universities of Applied Sciences (UAS)** (Fachhochschulen, Hochschulen für angewandte Wissenschaften/Technische Hochschulen in Bayern) are leaned towards engineering, technical fields, economy, social work, and design. As this type of institution aims for the practical application of sciences and development, the approach is practice-oriented and closely intertwined with the occupational sphere. Internships are an integral part of UAS, where both integrated and accompanying internships in businesses, industry or other relevant domains are provided.
- **Colleges of Arts and Music** (Kunst- und Musikhochschulen) offer study programmes in the visual, design, film, and performing arts. Some of these institutions also teach theoretical disciplines such as fine arts, art history and art pedagogy, musicology, history, and teaching of music, as well as the more recent field of media and communication studies.

The totality of 399 institutions of higher education in Germany is composed of 110 Universities, 231 Universities of Applied Sciences, and 58 Schools of Art and Music. 2,897,300 students were enrolled in German institutions of higher education during the winter term of 2019/2020. While 61.4 % of students attended state universities (including pedagogical and theological universities) and 35.5 % were enrolled at UAS, 1.3 % of the student body was

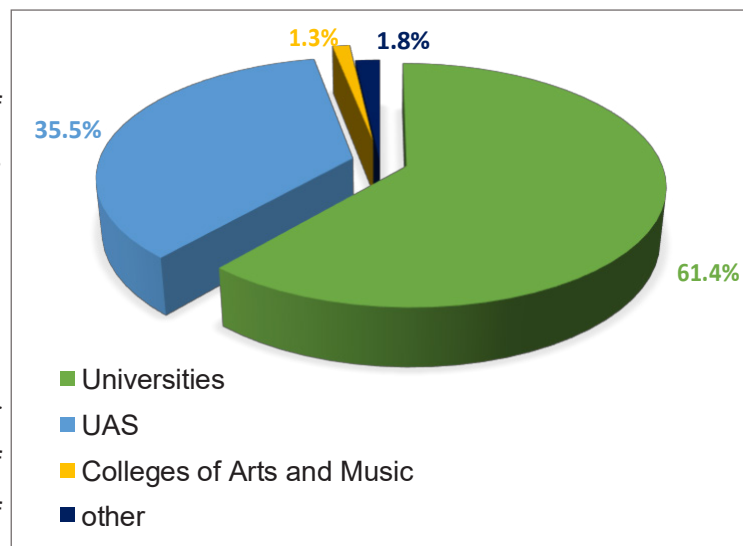


Figure 1: Student Enrollment according to Types of Higher Education Institutions (cf. Federal Statistic Office 2020)

¹ *Pädagogische Hochschulen*, which still exist only in Baden-Württemberg, have been incorporated into universities in the other Bundesländer/federal states or expanded into institutions offering a wider range of courses (KMK 2019, 156).

enrolled at Colleges of Arts and Music (Federal Statistic Office 2020; see **Figure 1**). Thus, universities are fewer in number, but they generally hold the larger proportion of the overall student body.

1.1.1 The Structure of Higher Education in Germany

As a result of the Bologna process in 1999, the German system of higher education has been committed to efforts of better inner-European comparability with regard to standards and quality of higher-education qualifications. Key developments have been the adoption of the European Credit Transfer System, ECTS, and the replacement of the default four-year *Diplom*- and *Magister* degrees with a consecutive structure of three-year bachelor and two-year master programmes (see **Figure 2**).

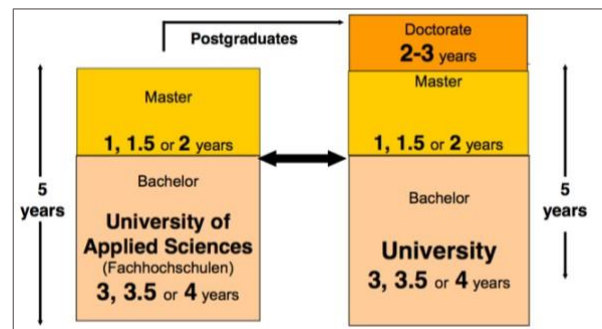


Figure 2: Current Degree Structure (HRK 2015)

However, in some domains, non-consecutive degree programmes (*Staatsexamen*) have remained intact. The *Staatsexamen* degree applies to medicine, dental medicine, veterinary medicine, law studies, pharmacy and, depending on the federal state, to teacher education. MA and *Staatsexamen* degrees are valid entry qualifications for doctoral degree studies, while a doctorate allows for post-doctoral studies leading to *Habilitation*, the required proof of capacity for full professorship (Deutscher Bildungsserver 2019; KMK 2020).

Following from constitutional law, higher education falls within the responsibility of each of the sixteen federal states (*Bundesländer*). Through the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung*), the federal government (*Bundesregierung*) does not provide centralised higher education policy for the *Bundesländer* and their HE institutions. Instead, the *Bundesländer* provide individual higher education policy in accordance with the KMK (Standing Committee of Ministers of Education). To represent cumulative interests at the federal and state level, HE institutions have the opportunity to join the HRK (German Rectors' Conference) as stakeholders. The HRK is an association of public and government-recognised universities in Germany, the central forum for opinion-forming in the higher education sector and thus to be closely considered when elaborating on the status of English in German tertiary education. As the 268 member institutions of higher education are represented by their executive boards and rectorates in the HRK (HRK n.d.), the association functions as a voice of German universities in dialogue with politicians and the public, which is why demands, needs, and plans to restructure tertiary education are issued at its symposiums.

1.1.2 Numerical Data on EHE

At German universities, English is the dominant language with respect to bachelor's programmes that are conducted in a language other than German. There are both national and international degree programmes which are entirely taught in English. The relative proportion of English programmes increases even more when it comes to programmes at the master's level (Wagener 2012, 57; Bradbeer 2013, 110). For the academic year 2020/2021, the German Academic Exchange Service (DAAD) counted 2048 International Study Programmes in 160 German cities at 215 institutions, with a total of 68 subjects offered (DAAD 2020).

In a report on the situation of *international students* in Germany, Apolinarski and Brandt (2018) in the name of the Federal Ministry of Education and Research state that more than every second international student is provided at least with partial tuition in English (language of instruction: 38 % exclusively in English; 17 % mixture of both English and German). Doctorates and master's programmes in particular are those degree programmes that involve English as language of instruction the most (71 %-72 %), while only 33 % of the international bachelor's students receive English tuition. Furthermore, 63 % of the *international exchange students* surveyed by the ministry indicated that they have the opportunity to take classes in the English language (Apolinarski & Brandt 2018, 7). Moreover, the amount of English tuition in regular degree programmes highly depends on the course of studies as Mathematics and Science (71 %), Law and Economics/Business (66 %), and Engineering (58 %) are taught in the English language above-average frequency. In the following fields, less than half of the international students' tuition is provided in English: Medicine and Health (22 %), Linguistics and Literature (39 %), or social science, psychology and pedagogics (47 %). Apolinarski & Brandt (2018, 28) report that international students at public universities indicate English as language of instruction inconsiderably more often than their fellow students at universities of applied sciences (56 % vs 54 %).

Another survey asked HE teachers about the circumstance under which students of German study programmes have to make use of the English language. The HE teachers report that students are usually required to read research literature in English. Courses that are completely conducted in English are listed as the second most frequent type of exposure to the English language, followed by interacting in class in English and producing English texts (Gnutzmann, Jakisch & Rabe 2015, 28).

1.2 2 Policy Issues Regarding EHE

In the wake of efforts to internationalise German HE institutions, EHE has gained prominence in the discussion about higher education policies. Accordingly, claims for use of comprehensive implementation of instruction through English have been made and, in turn,

given rise to debates about appropriate approaches for effective and efficient L2 English tuition. The following section is meant to first disclose problematic issues of the status quo of EHE before elaborating on demands and suggestions that are meant to enhance the current state of EFL at multiple levels of German higher education.

In a policy paper from 2008, the HRK outlines a strategy to reach the overarching goal to internationalise German universities (HRK 2008). The strategy at the time was grounded on the premise of **global citizenship education**. In the course of the internationalisation process of the subsequent three years, it was almost exclusively the English language that had gained currency in German HE. Therefore, the HRK suggests that the objective of **internationalisation** needs to comprise linguistic diversity through multilingualism rather than promoting only English. The HRK (2011) considers the exclusive use of English in research and teaching to be detrimental to the use of other languages and, therefore, to compromise the national and European ambitions to increase linguistic diversity in education. While German scholars already cautioned against the possibility of English assuming a hegemonic role in the academic world around the beginning of this century, the critical narrative of scholarly monolingualism has regained popularity in the course of the more current discourse on the internationalisation of the tertiary level and the closely associated goal of **multilingualism** (Ammon 2001; Ehlich 1999, 42; Wagener 2012, 62). At a European level, the approach has been a similar one as the European Commission stresses on its website that “[t]he EU’s motto ‘united in diversity’ symbolises the essential contribution that linguistic diversity and language learning make to the European project” (European Commission n.d.). Critical voices oppositely allude to the point that European collaboration rather promotes the status of English than enrich the linguistic diversity (Phillipson 2008, 255):

Language policy is acquiring increasing importance in an age of intensive political and cultural change in Europe. Among the key educational language policy issues in contemporary Europe are ensuring the continued vitality of national languages, rights for minority languages, diversification in foreign language learning, and the formation of a European Higher Education Area (the Bologna process). English, due to its role in globalisation and European integration processes, impacts on each of these four issues in each European state. The role of the European Union (EU) is a second cross-cutting factor, because of its declared commitment to maintaining linguistic diversity and to promoting multilingualism in education. On the other hand, it is arguable that the dominance of English in many forms of international activity, the erosion of national borders by changes in communication technology, and the hierarchy of languages that exists de facto in EU institutions and EU-funded activities (such as student mobility) may be serving to strengthen English at the expense of other languages.

Similar arguments have been made on the German national level as the increasingly widespread adoption of English in higher education is criticised for undermining the status of German as an academic language (Ammon & McConnell 2002, 5 as cited in Wagener 2012, 55; Brandl 2005, 231; HRK 2017). In response to such concerns, the HRK (2019) highlighted

that the goal of internationalisation should not result in the rejection or marginalisation of German as a medium of instruction. The HRK (2019) furthermore advocates German as administrative language, while emphasising the need to further diversify, enhance and promote foreign language expertise at the tertiary level in general. The association further suggests promoting **curricular integration** of foreign languages, increasing in-house **language support** and **training opportunities**, and enhancing **synergetic collaboration** among German universities, all of which will be elaborated on in the upcoming sections of this report. Despite the given obstacles, such as insufficient **language expertise** among students and teachers, proponents of diversifying language in tertiary education point out that internationalising German universities will lower barriers with regards to accessibility of study abroad programmes and **occupational mobility** (Flessner 2017, 231). Bode (2016, 14) explains that Germany is becoming an increasingly attractive host country for international students:

As a result of global university expansion and increased marketing efforts, the number of international students enrolled at German universities has grown substantially, especially over the past 20 years. Today, Germany is one of the five most important countries hosting international students. Of the international students studying in Germany, more than one in four are so-called “Bildungsinländer”, that is, resident foreigners holding a university entrance qualification acquired in Germany. The percentage of international students varies from one university to another, ranging from 5 % to 35 %, with a mean of approximately 12 %.

Not only did the decision to enrich linguistic diversity at the tertiary level aim for the **acquisition of incoming international students**, who are potential future workforce for Germany, but it was also meant to incentivise international **academic personnel** to consider working in the country (HRK 2011). Further objectives associated with internationalisation of HE institutions refer to increasing international collaboration in research and technology transfer, and perceived need to create international strategic alliances and partnerships (HRK 2015).

1.2.1 Structural, Curricular, and Pedagogical Considerations

The HRK (2019) report shows that among the members of the HRK and surveyed members of many universities (including provosts, international offices, and language centres) there is consensus that insufficient language competences are pervasive at all levels of many institutions of higher education. More specifically, the surveyed subjects have located the highest demand for adjustment on the overall institutional level, followed by the areas of study programmes, tuition, administration, and lastly research (HRK 2019, 73). Hence, the HRK calls for a more holistic approach towards internationalisation of German universities by proclaiming that each institution has to be more amenable to questions of language in reference to both the overall institution and each of its individual study and course programmes (HRK 2019).

In their latest publication, the HRK points to the lack of consistent **language policies** in universities while stressing their significance for successful internationalisation of the tertiary education sector. The HRK counts a relatively small number of tertiary institutions having developed a specific language policy (see **Figure 3**²). In order to account for this situation, the HRK refers to a number of



Figure 3: Existence of Institutional Language Policy or Language Guidelines (HRK 2019, 72)

potentially limiting factors keeping HE institutions from developing and adopting custom-made language policies: the organisational structure, the size of the institution, the diversity of courses of study, lacking financial and staff facilities, and lacking awareness of potential benefits of a language policy within the organisation (HRK 2019, 20; 73-74). The HRK (2019, 76) thus holds universities accountable to be more sensitive to questions of foreign language policy. At the same time, **politicians** are called into account to come up with a consistent and “clear socio-political mandate” that reflects on the purpose of foreign languages in the realm of universities (HRK 2019), which could in turn serve as orientation for all actors of the same institutions.

Brandl (2005, 231), in her publication on English and/or German in international study programmes, stresses that the major obstacles on a university’s path towards effective internationalisation are those of **organisational effort** and **financial expenditure** along with the teachers’ **command of English**. Research findings suggest that under the current circumstances English as medium of instruction, as opposed to German, could even have a negative impact on the **quality of academic teaching and learning processes** (HRK 2011, Bradbeer 2013). Several scholars argue that the quality of teaching, learning, and content-related academic work processes are on the line if no further steps are taken to enhance the situation at hand. This is due to the fact that neither the student body nor the teachers seem to consistently meet the **language requirements** necessary to successfully internationalise institutions of higher education (Knapp & Aguado 2015, 8; Fandrych & Sedlaczek 2012; Gnutzmann, Jakisch & Rabe 2015, 22; Studer 2009, 20). To receive data on the status quo of English teaching at every HE institution, the HRK advocates the need for English tuition to become a part of **quality management**. For this intention, they propose a purpose-made evaluation system of EHE that addresses teachers’ and the students’ perspectives alike (HRK 2019, 12).

² Translations in reference to the chart: ja = yes; nein = no; k.A. = N/A

In cases of degree programmes with a relatively small proportion of courses taught in English in comparison to courses taught in German in particular, there is a motivational need both for teachers and students to feel at ease with the (foreign) language of instruction (Gnutzmann, Jakisch & Rabe 2015, 22). The HRK assumes that if neither domestic nor international students meet the language requirements in the language of instruction (e.g. English), the quality of classes may significantly drop below that of comparable classes in German (HRK 2019, 12). Students may need support to be able to fully engage in classes that are conducted in English as they will be required to process information, read, write, and speak in English. Gnutzmann et al. (2015, 37) thus claim that a supplementary step-by-step approach is needed to scaffold the overall learning process, which in their opinion should include **supportive measures** offered by teachers/coaches, especially to overcome lexical gaps. Studer et al. (2009, 20-22) further argue in favour of supportive measures in the form of accompanying English classes that take place in addition to the content-driven seminar. This way, students would regularly receive the opportunity to interact with their fellow students and teachers just like they would benefit from direct feedback and corrections. To foster a more structured approach towards foreign language tuition, the HRK demands for higher **curricular recognition and integration** of foreign language learning (HRK 2019). When incorporating foreign languages into regular study programmes more comprehensively, however, it is crucial to recognize that communicative requirements may vary considerably between subjects, which is why it has been suggested to make foreign language learning compulsory for some courses of study (HRK 2011). By the same token, existing study guidelines need to be reviewed against the background of the additional study workload that comes along with language learning (e.g. adjustment of the standard period of study) (HRK 2019, 76).

To ensure that language requirements are not only met by the students' but also at the teachers' end, the HRK furthermore suggests foreign language classes for teachers, which is why **training programmes** should be advanced and opened up for all status groups (HRK 2019, 50; 74). Fandrych and Sedlaczek (2012, 39) argue that it is unjust to expect of lecturers that they inherently possess sufficient competences that would allow them to teach classes in English without compromising on the academic quality. Moreover, Aguado and Knapp (2015, 8) infer that even if teachers are acquainted with academic presentations, literature, and research in the English language, there is a possibility that they will not teach with the same degree of sophistication, flexibility, and interactivity as they would in their L1-teaching. In sum, structured language support is needed at various levels to successfully translate internationalising of tertiary education into practice. In order to be able to provide adequate services, the HRK calls for political support of language development programmes through financial funding. This would allow HE institutions to support for researchers and tutors by providing translations and interpreters, to hire qualified staff such as teachers with domain-

specific and language-related expertise and to fund language research and language centres (HRK 2008). In order for organisations to also make better use of resources, the HRK advises institutions of higher education to **develop** (further) **collaborations** with external providers: establishing **cross-university services** and coordination facilities, pooling courses and language support resources. Such measures could reduce expenditure of time and costs while being particularly helpful for smaller institutions. Additionally, existing course catalogues and measures that foster foreign language learning (e.g. language cafés, e-learning, educational leave) should be evaluated to maintain the status quo or develop quality if necessary (HRK 2019, 12; 76). Moreover, the HRK (2019, 76) calls for the development of **didactic concepts** that are specifically designed for foreign language teaching at the tertiary level, which could be realised through cross-university collaboration in research. This way, teachers could be supported in their endeavour to conduct well sophisticated and thorough content-driven classes in a foreign language without inefficiently straining on monetary and staff resources. Due to the additional effort associated with teaching a language different from one's own L1 through content, it has also been suggested to create **incentives for teachers** to offer classes in English (Schäfer 2016, 506). While the HRK (2019, 12) recommend a better recognition of classes offered in English for the teaching load, they also point to alternatives such as language courses as a teambuilding measure.

1.2.2 Implementing Institutional Language Policy: Existing Measures

The following summative list provides an overview of measures conducive for the consolidation and implementation of comprehensive institutional language policy (HRK 2019, 74):

- language classes for administrative staff and teachers
- translation facilities that are, among other tasks, concerned with working on bilingual internet websites while also being responsible to provide style guides or glossaries³
- development and expansion of existing classes that are already being taught in English
- specific committees dealing with language-related questions
- enhanced involvement of relevant third parties to support the existing bodies
- consideration and representation of language policy in class objectives
- conduction of surveys and demand analyses to either determine the effectiveness of existing measures or evaluate those already in place
- curricular integration of foreign language modules
- establishment of new language centres/ funding of existing facilities.

³ The University of Bonn provides an English-German glossary concerned with higher education under the following link: https://www.uni-bonn.de/the-university/glossar/english-german-glossary?set_language=en/ (date of access 2020, October 16).

1.2.3 Planning for Comprehensive Foreign Language Tuition: The AKS' Five-Point Plan

The AKS, in full Association of Language Centres at Institutions of Higher Education⁴ (previously named Association of Language Centres, Language Teaching Institutes and Institutes of Foreign Languages), is a non-profit association devoted to developing further foreign language tuition at institutions of higher education. For this intention, the society has developed the following five-point plan (AKS n.d.):

1. **Design provisions specifically for institutions of higher education** and their associated status groups alluding to academic, subject-specific, and general language. Classes should be within the UNlcert[®] framework, which is a system of certification and accreditation for foreign language competences relevant for academics. UNlcert[®] operates under the umbrella of the AKS and its main purpose is to provide comparability for language education in higher education through certification. There are more than 50 accredited institutions throughout Europe. To preserve quality, all institutions must meet the required standards to be accredited. Accreditation is valid for only three years and will be re-evaluated before renewed. Through systematic comparability, UNlcert[®] allows students to continue their language education at any other institution of higher education that is accredited for the desired language and language level. The UNlcert[®] system comprises five language levels that correspond to those of the Common European Framework of Reference for Languages:
 - UNlcert[®] Basis corresponds to the European Level A2;
 - UNlcert[®] I corresponds to the European Level B1;
 - UNlcert[®] II corresponds to the European Level B2;
 - UNlcert[®] III corresponds to the European Level C1;
 - UNlcert[®] IV corresponds to the European Level C2.
2. **Institutional anchoring:** language learning as an integral part of tuition; language teachers with long-term employment; language centres as facilities open to all status groups
3. **Specific qualification profiles for language teachers:** professionalising trainings for HE language teaching, establishment of basic and subsequent study programmes, training certificate FOBlcert⁵
4. **Academic language tuition:** consecutive research on language teaching and learning in tertiary education; publications and symposia

⁴ translated from the German name *Arbeitskreis der Sprachenzentren an Hochschulen*

⁵ The AKS-FOBlcert[®] is a standardised training programme for language teachers at the tertiary level.

5. HE institution **policy-driven networking**: cooperating with education policy actors at the national level; international communication through the European umbrella association of language centres in higher education CerleS.⁶

1.3 Conclusions

English tuition in German tertiary education is generally held in high esteem, especially in comparison to other foreign languages (Ammon 1998, Dalton-Puffer 2012). On the one hand, a broad use of English throughout the German system of higher education has been seen as a promising way to enhance international recognition of German universities and it has already incentivised both foreign students and academic staff to become a part of German institutions of higher education. On the other hand, the advancing status of English as the lingua franca in academia, research, and science has been critically observed by scholars and university representatives as they fear that English could pose a threat to the European and national aspirations to broadly implement multilingualism in higher education. In response, the German Rectors' conference has been eager to provide guidelines and point out desiderata relating to language policy for the tertiary level of education. However, the absence of binding systemic language policy in German higher education leaves individual institutions to the decision whether to implement overarching regulations for their facilities or to refrain from manufacturing and applying said policy. As a result, the discrepancies between individual institutions are clear-cut when it comes to language policy since only a few institutions of higher education have implemented corresponding guidelines, while the majority has not.

2. Teaching English through Content at the Tertiary Level

The following chapter will examine EHE in content-related contexts. The field divides into two main approaches and organisational models respectively. In English as a medium of instruction and immersion contexts, English serves as the – predominant or even only – instructional language in courses teaching disciplinary content. These approaches use English without being language courses as such. The other domain refers to language courses teaching English through content such as English for specific purposes and English for academic purposes. Such courses are usually connected with language provision offered by HE language centres. Later in this chapter, the perspectives and needs of teachers and students in EHE classrooms will be discussed.

⁶ European Confederation of Language Centres in Higher Education

2.1 English in Regular Study Programmes

The decision whether English/bilingual teaching will be implemented in a certain study programme depends on multiple factors, such as the length and intensity of the programme, the role of English in the academic discipline, or the associated vocational environment (Brandl 2005, 233). In the case of content-related courses that are taught in English and are at the same time part of a degree programme organised by the departments, the principle of English Medium Instruction (EMI) applies. English primarily serves the purpose of a communication medium, making **language acquisition incidental** (Hellekjaer & Westergaard, 2003, 66). Such courses usually offer little if any specific language support for students. Schäfer, therefore, suggests that most of the current approaches de facto amount to linguistic **immersion**.

2.2 English Language Provision through Language Centres

Content-driven English tuition, which directly strives for linguistic gain, usually takes place in the realm of the universities' language centres. As language centres cater for all faculties, course design may vary considerably between faculties of the same university as well as between individual universities. Under the umbrella of language centres, various foreign language-related tasks are bundled since this type of facility often offers its services to more than one status group (students, teachers, administrative and academic staff, researchers, etc.) at different language levels. Language centres either organise classes themselves or provide various kinds of support such as English writing workshops for students. Usually, they offer both ad hoc language support services and language courses. Furthermore, they support teachers by providing materials in English. The mode of collaboration between faculties, departments, and language centres varies considerably among HE institutions and does not follow regional or national regulations.

Access to language support facilities for staff is a key issue in this respect. As suggested by the Arbeitskreis der Sprachenzentren an Hochschulen (AKS) and the HRK (AKS n.d.; HRK 2019,12), access should be available to all members of HE institutions including teaching and administration staff, since language support regardless of status groups is instrumental for the organisational development of HE institutions (HRK 2019, 12).

While some universities offer skill-related foreign language support in the scope of their **language centres**, other HE institutions such as the Technische Universität Darmstadt run specific centres, e.g. for academic writing. At the TU Darmstadt, the **writing centre** supports students in their foreign/second language writing through extra-curricular **consultation** and **online labs**. Additional **courses** and **workshops** focus academic stylistics in English, for example (Arcudi et al. 2014, 163-168). University language centres tend to take a wider and a more general approach catering for multiple languages and addressing a wider spectrum of

language modalities and competences. In response to the diverging needs of a diversity **target groups**, it is very common for language centres to pursue two or more strands of foreign language teaching in addition to language support provisions. One strand usually focuses on skill-oriented **general language courses**, which are deeply intertwined with the Common European Framework of Reference for Languages and involve everyday topics but lack a specific academic angle. The two most common facets however are **English for Academic Purposes** (EAP) and **English for Specific Purposes** (ESP). The EAP strand is genre-specific without a domain focus, which is why it is independent of specific academic fields but rather provides students with the tools necessary to handle foreign language requirements associated with higher education, i.e. academic language functions which are discourse functions typical for the realization of speech acts in the academic context (Gnutzmann, Jakisch & Rabe 2015, 23). More specifically, the EAP strand aims to enable all actors to read scientific literature, give and understand academic presentations, and engage in in-class oral communication in the English language.

By contrast, **ESP** courses centre around field-related learning objectives that are specifically tailored for certain courses of study. These classes may not focus on one particular language competence, but they are often adapted for the particular communicative needs in a given professional context.

To gain an insight into the nature of content-driven English tuition at the tertiary level, the following two sections elaborate on the work of language centres of public universities and those of Universities of Applied Sciences (UAS).

2.2.1 Content-driven English Tuition at Language Centres of Universities

Content-driven language courses offered at HE language centres are usually designed to fit the **UNlcert® I-IV framework**. At the Humboldt University of Berlin, for instance, course participants of the UNlcert®Basis, I and II levels earn the corresponding certificate when completing the courses. To obtain a certificate for UNlcert® III and IV in English, however, one must take an additional exam (Humboldt University of Berlin n.d.). If the language requirements of a given class are beyond the beginner level, previous language assessments in the form of **placements tests** are the norm. Numerous language centres schedule their classes in two ways, offering both **weekly classes** alongside the regular term time, and **intensive courses** which mostly take place in between terms.

Courses provided at language centres have a general orientation towards English for Academic Purposes (EAP). Within this orientation, one type of courses usually focuses on communicative competence (listening, speaking, writing, and/or reading), while another strand of courses addresses field- or discipline-specific language requirements. As the following list of courses offered at the Humboldt University of Berlin shows, EAP courses are often skill-

oriented: “English for Academic Purposes: Listening and Speaking”; “Strategies for Presenting and Writing”; “Writing Essays and Critical Reviews”⁷. Access to these classes is usually open to all students but can also be recommended to certain degree programmes (bachelor, master, PhD candidates). The second type of courses which deals with field- or discipline-specific language and content is usually only available to students of specific subjects. The field of ESP generally shows in the course title: “English for Natural Sciences”, “English for Economics and Business Studies”, “English for Arts and Humanities”⁸, “English for Medicine”, “English for Social and Political Sciences”⁹, “Current Business Topics”, “English for Architecture”, “English for Automotive Engineering”, “English for Computer Science”, “English for Natural Sciences”¹⁰, “English for Students of Law”¹¹. A third strand of courses unites the previous two as it aims towards selective language modalities within the frame of field-specific contents (e.g. “Writing Skills for Students of Economics”, “Reading and Writing for Students of Social Sciences”¹², “For Economics & International Finance - Speaking and Writing”¹³).

The following course description provides a more nuanced insight into the course objectives of one exemplary content-driven seminar named “Writing Skills for Students of Economics (B2)”, which is a 3 ECTS-work course offered at the University of Marburg. The course is designed on the basis of one single communicative skill and its agenda reads as follows (University of Marburg n.d.):

- Plan and structure writing assignments that are typical in economics courses;
- Explain and apply economic concepts clearly and precisely in writing;
- Summarize and comment on economic viewpoints and arguments succinctly;
- Write in appropriate academic style;
- Use relevant grammatical structures and vocabulary with good control.¹⁴

By comparison, a course at C1 level designed for students of Economics and Business at the Humboldt University of Berlin has multiple foci:

English for Economics and Business Studies (Digital Semester)

This course aims to provide students of Economics and Business Studies with the opportunity to **improve speaking, listening and reading skills** in particular, with

⁷ language levels ranging from B2 to C1

⁸ All of these courses are offered at Humboldt-University of Berlin. For additional information on L2 English tuition offered at the language centre of Humboldt-University of Berlin see <https://www.sprachenzentrum.hu-berlin.de/de/kursangebot-und-anmeldung/sprachen/englisch>.

⁹ All of these courses are at the B2 level (CER) and are conducted at Humboldt-University of Berlin.

¹⁰ All of these courses are at the C1 level (CER) and are conducted at University of Stuttgart. For additional information see [https://campus.uni-stuttgart.de/cusonline/pl/ui/\\$ctx/wbstpcs.showSpoTree?pStStudiumNr=&p\\$JNr=1657&pStpStpNr=1090&pStartSemester=](https://campus.uni-stuttgart.de/cusonline/pl/ui/$ctx/wbstpcs.showSpoTree?pStStudiumNr=&p$JNr=1657&pStpStpNr=1090&pStartSemester=).

¹¹ This course is offered at University of Marburg. For additional information see https://sz-kursbuchung.online.uni-marburg.de/angebote/Wintersemester_2020_21/Englisch_Fachsprache_Jura.html.

¹² Both of these courses are taught at University of Marburg and range from B1 to B2 (CER).

¹³ Both of these courses are taught at the C2 level at Humboldt-University of Berlin.

¹⁴ For additional information see https://sz-kursbuchung.online.uni-marburg.de/angebote/Wintersemester_2020_21/Englisch_Fachsprache_Wirtschaftswissenschaften.html.

regard to their field of study. To this end, a range of **topics** will be covered, depending on the needs and interests of the students, and could include, for example, future **economic trends, women in business, start-ups in Berlin** as well as other **economic current events**. In week 1, we will discuss potential topics and appropriate sources for authentic materials. Students will be asked to prepare **subject-specific presentations** and chair the ensuing **discussion**. Language feedback will allow students to see how they are progressing throughout the course. **Grammar practice** will be remedial. As well as the assessed presentation, there will be final tests in reading and listening comprehension.¹⁵

A third example of an ESP class, named “English for Architecture”, also highlights the often many course aims. This class is taught at the University of Stuttgart and it is designed to practice technical presentations, provide vocabulary training aiming for descriptions of buildings, and broaden the technical vocabulary in the architectural field (more specifically related to design, planning, structural design, sustainability, time management, and construction sites). These goals are intended to be achieved through authentic films and texts.¹⁶ “English for Computer Science” is another class offered at the same language centre of the University of Stuttgart. While it aims to improve general English language competences, it also provides students with the ability to systemically and efficiently describe aspects of computer technology in English.

All in all, content-based language classes that are taught at language centres of German public universities tend to revolve around **context-related and technical communication**. These classes frequently include analyses of subject-related videos and audio materials, reading authentic subject-specific texts, writing texts in technical academic language about field-related topics, practising monological speaking in presentations, and engaging in dialogical discussions that involve domain-specific issues. The selection of communicative skills which find themselves represented in course agendas are normally closely related to discipline-specific challenges and requirements. Along with the oral and the written proficiency, technical vocabulary and expressions are to be found in the centre of attention. Content-driven English classes may also specifically aim to address typical morphological and syntactical structures which allow participants to describe procedures, structures, set-ups, charts, graphs, objects, and effect-cause relations that are commonly used in a given subject area.

2.2.2 Content-driven English Tuition at Language Centres of Universities of Applied Sciences

At German Universities of Applied Sciences (UAS), language centres commonly show an orientation towards **ESP** as opposed to general EAP. This may be owing to the fact that the major objective is to “use knowledge of language and culture to operate in an international

¹⁵ Bold print letters were inserted afterwards and do not show in the original text.

<https://www.sprachenzentrum.hu-berlin.de/de/kursangebot-und-anmeldung/semesterkurse>.

¹⁶ <https://campus.uni-stuttgart.de/cusonline/wblvangebot.wbshowlvoffer?porgnr=615>.

context” (Studer 2013, 12). Since practical applicability of learning outcomes has priority, English tuition mostly involves ESP as it is specifically adjusted to the socio-cultural phenomena typical of the respective vocational contexts (Studer 2013, 13).

As numerous Universities of Applied Sciences have specialised in different facets of business or technology, their language centres also tend to offer the corresponding **field-related English tuition**, namely Technical English and Business English. At the UAS Aachen, some courses aim to promote certain skills regardless of the subject (e.g. “English conversation skills”), while ESP courses are generally designed specifically for the subject at hand (e.g. “English for Electrical Engineering” and “English for Information Technology”).¹⁷ Despite the narrowed focus on Science, technology, engineering, and mathematics (STEM) at the UAS Aachen, the English language demands between study programmes ranging from architecture to aerospace engineering remain diverse. Thus, the majority of language courses is principally open to students of a given study programme to allow for specialised and explicitly structured course designs suiting the academic discipline at hand. However, some courses are designed for more than one course of studies if they intersect considerably. Collaboration in the design of course provisions may occur if the subjects of the composite target group show content-related overlap. E.g. the website of the language centre of the UAS Aachen shows that only two departments, namely those of *chemistry and biotechnology* and *energy technology*, act jointly regarding their ESP courses provisions (UAS Aachen n.d.).¹⁸ English courses with more general orientation, such as courses aiming to promote English conversation skills, may also have limited access since the aforementioned course is only available to two out of ten fields of study at the UAS Aachen.

In sum, all study programmes have access to English classes at the UAS Aachen, but the quantity and specificity of courses offered varies significantly between the study programmes. According to the HRK (2019, 74) institutional language policy should also include **curricular integration** of foreign language modules. For instance, the University of Applied Sciences Bochum meets this demand as it has partially incorporated ESP courses into their regular study programmes. Thus, Mechatronics (Bachelor of Engineering) stipulates the module „Technical English for Students of Mechatronics” as an integral part of the regular module guide.¹⁹ The learning objectives of the module include discipline-specific vocabulary and the means necessary to express oneself adequately in vocational situations both orally and in writing. The course materials, among others, involve textbooks such as “Technical English 3”, “Supply Chain Management”, and “English Grammar Use”, which show that field-specific

¹⁷ For additional information see <https://www.fh-aachen.de/hochschule/sprachenzentrum/lehveranstaltungen/>.

¹⁸ For additional information see <https://www.fh-aachen.de/hochschule/sprachenzentrum/lehveranstaltungen/>.

¹⁹ For additional information on the module guide of Mechatronics (B. Eng.) see https://www.hochschule-bochum.de/fileadmin/public/Die_BO_Fachbereiche/fb_m/gemeinsameDateien/aktuelleModulhandbuecher/Modulhandbuch_Bachelor_Mechatronik_abWS_01.pdf.

content-centred materials as well as mere language learning texts are used to underpin the module's agenda. There is only a recommendation for English language competences at the level of B1/B2, but no placement test is to be shown for permission, denoting a major difference to most public universities where placement tests are the norm.

To conclude, courses at German Universities of Applied Sciences are partially integrated into the regular study programme, making the corresponding ESP classes of particular study programmes an integral part of the students' studies. The major difference between content-driven English course provisions at public universities and UAS concerns the predominance of ESP in the realm of the latter. At both public universities and UAS, modules and course agendas diverge in terms of language skills in focus as they intend to mirror discipline-specific and/or vocational challenges and specifics.

2.2.3 Case Study: The Collaborative Paradigm of Bremen

The following sequence will provide an insight into a language centre that incorporates the constituents of the five-point plan demanded by the AKS.²⁰ As the presented institution is a partner of the AKS, the two players host joint symposiums about language learning and teaching.²¹

“The ‘Fremdsprachenzentrum der Hochschulen im Land Bremen (FZHB)’ is a **joint institution of the four public universities** in the federal state of Bremen: the University of Bremen, the Hochschule Bremen, the Hochschule für Künste and the Hochschule Bremerhaven” (FZHB n.d.). The institution's services comprise language learning advisory, language courses, and autonomous language learning, with the latter scope including advice on autonomous language learning, a language tutoring programme, an independent learning centre for languages (ILC), and language tandems.²² The latter involve an organised language exchange where two people regularly meet so that both can enhance their language skills. The native language of one tandem partner is the target language of the other partner and the FZHB helps individuals to find a suitable partner (FZHB n.d.).

The centre lists the Goethe-Institut (German), Institut Français (French), Instituto Cervantes (Spanish), and Konfuzius-Institut (Chinese) as partners. Further partners are the British Council, Arbeitskreis der Sprachenzentren, European Confederation of Language Centres in Higher Education (CercleS), University of Oldenburg/ Language Centre, and European Language Council, making up a **diverse conglomeration of partnerships**, ranging from local to European institutions and associations.

The FZHB is generally open to **diverse status groups**, i.e. students, academics and

²⁰ For an overview of the five-point plan see section 1.2.3.

²¹ For additional information on the symposiums see <https://www.fremdsprachenzentrum-bremen.de/2091.0.html>.

²² For additional information on the aims and objectives of the FZHB see <https://www.fremdsprachenzentrum-bremen.de/5.0.html?&L=1>.

researchers, staff members, school pupils, guest students, and external professionals are eligible to sign up. While some services and classes are open to all status groups, there are some courses with limited access. In the latter case, applicants request courses specifically tailored for their respective group needs. The FZHB organises **regular courses** to accompany the teaching term and **intensive courses** during the term breaks. Courses comprise 30 or 60 hours over 15 weeks (regular courses) or between one and three weeks (intensive courses).²³ Intensive courses during the semester for specific target groups are also possible, but they are limited to the respective applicant group (e.g. request from one specific department for a specific purpose). Costs for course participation vary considerably depending on the status group and institutional affiliation. Moreover, a placement test is mandatory for participation in all courses with the exception of those classes designed for beginners.

Some courses at the FZHB pursue language-centred approaches towards English tuition, while another strand of tuition specifically focusses on ESP and/or EAP. At the FZHB, EAP courses normally address at least one specific communicative skill: “English for Academic Purposes”; “Advanced Academic English: Listening and Speaking Skills”; “Advanced Academic English: Reading and Writing Skills”. By contrast, course titles of the ESP type refer to the relevant domain as in the case of “Legal English”, which is designed for law students at the CEF B2 level and aims to cater for domain-specific linguistic needs. While some ESP classes are optional, others are ingrained in the curriculum of the respective study programmes, such as in the case of “English for Shipbuilding and Marine Technology”, which is a compulsory part of the “Shipbuilding and Marine Technology” programme. For that matter, the FZHB does not only collaborate with partners outside the immediately affiliated institutions of higher education, but it also offers ESP-classes that are compulsory to successfully complete certain degree programmes, which is why **in-house collaboration** with the respective departments is also necessary. Further examples of content-driven English classes can be found in the realm of international degree programmes of the Bremen University of Applied Sciences, such as in the case of “Shipping and Chartering B.A.”, which is mostly taught in English. “Maritime English” and “Shipping English” are two exemplary mandatory classes that are integrated into the curriculum of the aforementioned degree programme. “Shipping English” involves a basic review of English grammar in use and exercises to enhance general English proficiency, maritime and technical vocabulary, commercial correspondence, shipping documents and current maritime issues in specialised literature, a sea story writing competition which aims for the applied use of grammar and maritime vocabulary, the application of acquired knowledge of shipping vocabulary, maritime expressions and basic business skills in role plays, meetings, negotiations and presentations, and lastly the analysis and use of the

²³ For information on all courses offered at the FZHB see <https://www.fremdsprachenzentrum-bremen.de/312.0.html?&L=1>.

English language in excerpts from contracts, shipping documents, insurance policies, and maritime law texts.²⁴

All in all, the FZHB shows strong ties of collaboration not only between and within the associated public universities of the state of Bremen but also with national and international partners. Its services are partially ingrained in official study programmes and they are open to various target groups, which is why the course provisions show an orientation towards teaching general and/or content-driven English.

2.3 Perspectives and Needs

This section will elaborate on EHE-related **perspectives and needs** of both teachers and students. While the subsequent two subsections named “Students’ Perspective” and “Teachers’ Perspective” revolve around students’ and teachers’ general attitudes towards English in German higher education, the scope narrows down on content-centred English tuition in “Teacher’s Needs”. The latter section, because of largely missing empirical data, builds mainly on proposals from practitioners engaged in the field. However, in order to compensate for lacking empirical data on EHE teachers’ demands and needs, a teacher survey has been conducted along with this report (see chapter 5).

2.3.1 Students’ Perspective

Despite the relevance of English language competences for future occupations, researchers report students to be largely sceptical of classes and modules that are being taught in English (Gnutzmann, Jakisch & Rabe 2015, 38; HRK 2019; Schäfer 2016, 505). Schäfer (2016, 505) argues that classes are often perceived as **artificial**, especially if teachers and students do not fully rely on the English language but rather have the opportunity to communicate in a common L1 such as German. She argues that students are hence less accepting of the integration of English into their study programmes. In contrast, other surveys suggest that students are fairly welcoming of English as a medium of instruction (Bradbeer 2013, 112), which is why the findings concerning student acceptance of English are ambiguous. To increase the acceptance of English among students, Gnutzmann et al. (2015, 38) suggest making reasons for the use of English and the associated goals transparent in all classrooms. The purpose of choosing English as a medium of instruction could be specified in course outlines, syllabuses, and the introductory class of each course (e.g. enhancing general communicative competence in English, advancing presentation skills in English, enhancing communicative competence specifically in work-related contexts, or enriching the lexicon in the vocational field). When defining course objectives, teachers may want to consider the

²⁴ For additional information about the individual module “Shipping English” see https://www.hs-bremen.de/mam/hsb/staff/module_1-2.pdf.

discrepancy between students at public universities and those at universities of applied sciences since the latter tend to be more welcoming of the incorporation of English into their study programmes when English is more practically oriented. Thus, English for specialised content is perceived as more relevant than EAP (Studer 2013, 11–13, as cited in Schäfer 2016, 506). Regardless of the type of university, students tend to be accepting of using English when they are allowed to **code-switch** and granted **more time to work** on tasks in exam situations (Wilkinson 2003, 5 as cited in Schäfer 2016, 605). Moreover, Schäfer (2016, 505) argues that students' acceptance for English in otherwise German-centred study programmes increases under the following circumstances:

- (guest) lecturers who are non-native speakers of German;
- student groups of different L1s;
- consistent use of teaching/learning materials in English;
- content that relates to anglophone countries/topics;
- content that aims for specific communicative situations (“English for Specific Purposes”);
- language certificates as course aim.

2.3.2 Teachers' Perspective

Gnutzmann et al. (2015) asked university teachers about their perception of the advantages and disadvantages of English as medium of instruction (EMI). They found that teachers' attitudes towards the use of L2 English in their classrooms are diverse. The teachers indicated that English tuition provides their students with the opportunity to change perspectives, approach their academic discipline from another angle, and get to know multiple academic cultures. Other perceived benefits of teaching English were access to English research literature, the opportunity to communicate with researchers from all over the world, and preparation for linguistic challenges in professional life. The strongest perceived benefit referred to better access to the **current state of research**, which is predominantly encoded in the English language. While some teachers stated that they do not believe that the choice of the course language has an impact on the quality of the students' learning processes, the large majority of the surveyed teachers indicated that they have reservations about teaching in a language different from their L1. Major concerns relate to the increased **expenditure of time**, assumed impairment of the students' **understanding of academic contents**, and especially to the teachers' own **difficulties with the English language** (Gnutzmann, Jakisch & Rabe 2015, 32).

Fandrych and Sedlaczek (2012) conducted a study on English tuition at the tertiary level among tutors, students and administrators. Data was collected through questionnaires, semi-structured interviews, and language assessment tests. The authors report that language

requirements and the corresponding **proofs of language competences** differ between HE institutions and among study programmes within the same institution. Also, many institutions of higher education are lacking an overarching policy or concept targeting for language development and even institutions which make language learning an integral part of their study programmes seem to insufficiently target their provisions to meet students' needs. In the same study, the majority of the tutors stated that they mostly feel comfortable with academic communication in English, however, a considerable proportion of them also indicated that they do not. These tutors clearly addressed their need for specialised **language training and support** in the area of **Academic English**. Fandrych and Sedlaczek (2012) conclude that German HE institutions do not fully meet their students' and teachers' English language needs, in particular in terms of Academic English provisions. Therefore, the authors suggest the promotion of foreign language support and training. Other surveys call for immediate multi-layered action with regard to English provisions, including the areas of studies, research, administration, policy, and the overall institution (HRK 2019, 73-74).

2.3.3 Teachers' Needs

As opposed to approaches that exclusively focus on content and thus abstain from foreign language-tailored didactics and methods, educators teaching English through content will inevitably have to consider the weighting of content and language. Bradbeer states that there are “issues of **balance between language and content knowledge**” and hence raises the following fundamental question: “[H]ow much of an expert should the teacher be in language and indeed, vice versa, what qualifications, skills and knowledge English language experts need to be able to teach academic courses?” (Bradbeer 2013, 110). Wilkinson (2005, 5 as cited in Schäfer 2016, 506) argues that language teachers who are also qualified in the content-related realm of academia would be the ideal fit for institutions who consider hiring new staff since those teachers could better assess, support, and correct their students. A scenario of such kind is, however, highly unlikely as teachers having this sort of **ideal-typical double qualification** are difficult to recruit (Schäfer 2016, 506). Hence, Studer, Pelli-Ehrensperger, and Kelly (2009, 19) suggest fostering collaborations between subject-specialised teachers and language experts to increase the coherence of content and language tuition. This way, “communities of practice” consisting of equal and complementary partners can be established, which may in turn help to develop further content-centred language tuition collaboratively. Yet, Studer et al. (2009, 19) point out that the development of such innovative partnerships requires the willingness of all parties involved as they draw special attention to institutional readiness to innovate as a prerequisite for integrated content and language tuition. Teachers who are non-native speakers of the course language in particular show negative attitudes when it comes to the variability of their language register, the ability to involve humour,

be spontaneous, detailed and nuanced in their classrooms. Digressions of an anecdotal kind are also less frequent (Tatzl 2011, 261 as cited in Schäfer 2016). Therefore, **language training** to enhance the teachers' L2 language competences is a key aspect to ensure a mutually successful content and language integrated learning (CLIL) experience for students and teachers (Schäfer 2016, 507).

As scholars, students, and teachers address the issue of lacking English foreign language competences, Brandl (2005) points to the unequivocal need to minimise linguistic weaknesses of various status groups. She contends that to enhance teachers' foreign language competences, they should be supported in various areas, such as Academic English, English for Specific Purposes, English for Presentations, and Written English. Sing et al. (2014, 3-4) emphasise that a special focus of the teachers' language training should lay upon the academic field they are working in. They furthermore accentuate the importance of **corpus-based approaches** as they could grant teachers access to word lists bundling terms and phrases frequently used in a given subject area.²⁵ Moreover, Sing et al. (2014, 4) emphasise that teachers are often in need of appropriate **teaching methods** when it comes to teaching a foreign language through content.

Bradbeer (2013) published a report on the provision of English language support to teaching staff in tertiary education. Bradbeer sent a questionnaire to 132 institutions and conducted follow-up interviews with HE staff about the language support their institutions provide to their teachers. The interviews showed that only a **small number of institutions offer dedicated language support** for teaching staff. Reasons stated referred to lack of money, time, or both. Whenever structural language support was offered, there was consistent positive feedback by the teaching staff. Besides, only few of the universities that offer support to their teachers indicated to collaborate with other universities. Bradbeer (2013) concluded that there was little indication of a comprehensive networking system among HE institutions. This could, in turn, mitigate the aforementioned financial and temporal limitations for providing language support to teaching staff. Lastly, the report underlines that there is "very little, if any, **specific material** on the market for teaching English to teachers in higher education" while stressing the need to take action for this matter (Bradbeer 2013, 110). Yet, the current work of the FZHB²⁶ and the recommendations propagated by the AKS (Association of Language Centres at Institutions of

²⁵ Examples of subject-specific word lists can be retrieved from <https://www.eapfoundation.com/vocab/other/lists/>. The lists provided at this website are based on data from WordNet, a software created by the Princeton University (<http://wordnet.princeton.edu>).

An example of a compilation of a general Academic English word list independent from a certain subject can be retrieved from either the website given above or from the following link, which is named *The Academic Word List* (AWL): <https://www.wgtn.ac.nz/lals/resources/academicwordlist/publications/awlsublists1.pdf>.

²⁶ See section 2.2.3 *Case Study: The Collaborative Paradigm of Bremen* of this report for further information on their approach towards teaching English as a content subject.

Higher Education)²⁷ show that, albeit sporadically, universities collaborate in sharing expertise to save resources.

Besides, Schäfer argues that under the current circumstances, CLIL at the tertiary level may lead to a trade-off between language acquisition and academic contents. CLIL-based teaching tends to significantly reduce the intended curriculum in favour of repetitive language elements and linguistic and cultural explanations (Schäfer 2016, 506). According to Schäfer, the loss of quality is particularly significant in the fields of social science and humanities. Hence, sound **didactic concepts** specifically designed for the academic sphere are in demand (HRK 2019, 76) that integrate quality content and domain-specific language in order to alleviate the reservations voiced by critics. In addition, Schäfer stresses that the implementation of CLIL requires additional time, staff, and financial resources to motivate teachers to accept the **additional workload** for preparing CLIL classes (Schäfer 2016, 506-507). The extra effort for CLIL teachers particularly involves the procurement and adjustment of course materials (Schäfer 2016, 506), which could unequivocally be diminished if didactic concepts and domain-specific course materials were at the teachers' free disposal.

Schäfer (2016, 507) provides a list of measures that HE institutions could consider to support CLIL implementation and strengthen teacher motivation:

- appropriate recognition of CLIL classes with regards to the teaching load for permanent staff/ sabbaticals;
- bonus systems;
- promotion of L1 guest lecturers;
- funding of exchange programmes;
- conferences in the target language;
- promotion of collaboration between language and faculty teachers;
- attractive and flexible compensation structure (salary and teaching load);
- bestowal of best practice awards;
- appealing training opportunities (e.g. foreign language didactics, intercultural trainings);
- establishment of support services for CLIL teachers (e.g. proofreading, supervision, academic mentoring during the transformation process);
- comprehensive support by the university administration.

Last but not least, Schäfer argues for a consistent **language policy** to be crucially important to foster sensitivity to questions relating to foreign languages within the whole institution. The clarification of institutional goals associated with the implementation of L2 English tuition can also serve as an important guideline for teachers when designing courses and curricula.

²⁷ See section 1.2.3 *Planning for Comprehensive Foreign Language Tuition: The AKS' Five-Point Plan* of this report for their suggestions on how to develop further foreign language tuition in tertiary education.

Schäfer argues that language policies not only have to lay down language objectives that clarify the relation between content and linguistic goals, but they should also provide a ranking of these goals (Schäfer 2013, 507). Hence, HE institutions should aim for **transparency of learning objectives** in the context of content-driven L2 English tuition. Teachers should also be given guidance regarding the **structural organisation** of CLIL-based courses or lectures, the quantity of content, interactive and repetitive elements as well as the type of assessment (seminar paper, presentation, oral exam, written exam, portfolio, etc.) and assessment criteria (Schäfer 2013, 506).

In sum, institutions and their sub-divisions (faculties and departments) will need to agree on guidelines, standards, and policies that shed light on the formalities of content-driven English to provide teachers with the firm ground that they need to teach in their L2. The threshold for teachers to engage in L2 tuition will presumably be lowered if they a) know what the administration and their affiliated departments expect of them when teaching CLIL, b) benefit from compensations for the additional effort, and c) have support structures they can easily access.

2.4 Conclusions: The Status Quo of EFL in Tertiary Education

This chapter presented the status quo of content-driven English in German tertiary education. On the basis of the measures in place, demands and needs were identified and discussed. The following list summarises the central issues of this chapter:

- lack of uniform language policy at the institutional level
- little curricular integration of content-driven English
- at Universities of Applied Science (UAS), English for Specific Purposes (ESP) is more common and accepted than English for Academic Purposes (EAP)
- at Universities, there seems to be broader acceptance of Academic English as opposed to UAS
- need for pedagogic and methodological transparency (aims and purpose of CLIL-based approaches)
- need for transparent assessment criteria in course work and exams
- need to create incentives for teachers to offer CLIL-related classes/modules (based on the assumption of increased workload)
- demand for training opportunities and support systems for students and teachers that are provided and funded by politics and the respective universities (possible foci: discipline-specific discourse [as opposed to just vocabulary and grammar], English for presentations, teaching methods for CLIL, etc.)
- demand for accessible discipline-specific material pools for teachers (including methodical approaches)
- demand for implementation of cooperative cross-institutional facilities.

3. Existing Training Opportunities and Educational Resources for English Teachers at the Tertiary Level

The existing training provisions for teachers who intend to enhance their foreign language (teaching) competences are oftentimes accessible to affiliated members of the institution offering a given programme. In order to meet the demand for more accessible training opportunities for teachers while minimizing cost and staff expenditures at the same time, the HRK claims that institutions of higher education should aim for synergetic effects resulting from nationwide and regional collaborations. This way, resources could be used more efficiently. Yet, the demand for synergetic collaborations has not been satisfactorily met since, in its latest publication, the HRK still urges German institutions of higher education to create comprehensive and cooperative training programmes for teachers (HRK 2019, 12).

The following two examples will provide insight into the work of two facilities that help teachers with the challenges of teaching classes in a language different from the L1. The joint language centre of the four public universities in the federal state of Bremen (FZHB) (cf. section 4.2.3) offers training opportunities for tertiary teaching staff and researchers, e.g. “English for Lecturers”, “Academic Writing”, “Preparing for Publication, Punctuation Courses”, “CVs and Letters of Application”, “Academic Discussions and Conversations”, “Customised courses for research groups and graduate schools”.²⁸ On its website, the FZHB advertises both in German and in English that “[b]asically, anybody who is interested can take part in the courses offered by the FZHB. Restrictions apply for curricular language courses, special courses for doctoral students, and courses offered for staff at the university and the Hochschulen, for example [...]. The course directory also allows [users] to search for courses according to target group (institution-specific courses)” (FZHB n.d.).

These courses aim for general English, ESP, and EAP and are mostly available to multiple status groups at the same time, namely students, institutional staff, and external parties. While staff members of the public institutions of higher education in Bremen usually have to pay a compensation of 160€, external participants are required to pay 211€ for a class that is worth 3 ECTS²⁹ points, requires 1.5 hours of attendance per week, and lasts throughout the entire teaching term.

The joint language centre furthermore advertises “coaching for academic staff and researchers”. This strand of support includes writing consultations (i.e. “linguistic support and

²⁸ For further information see <https://www.fremdsprachenzentrum-bremen.de/3.0.html?&L=1>.

²⁹ European Credit Transfer and Accumulation System

corrective feedback for papers, dissertations and other publications”), coaching language learning (“achieve your own personal learning objectives with individual coaching sessions, a customised learning schedule and advice from our qualified teaching staff on how best to learn”), and project coaching (“linguistic support with your projects, e.g. publications, lectures and talks”) (FZHB n.d.).³⁰

The UAS Wildau “Centre of Competence for Teaching in English” is a second suitable example to illustrate how English language support for tertiary teachers can be put into practice. The facility was set up in 2010 and the project is being financed by a target agreement between the UAS Wildau and the Brandenburg Ministry of Science, Research and Culture (TH Wildau n.d.). The centre’s business model is to provide language support and courses for all EHE teachers working in the state of Brandenburg. Bradbeer (2013, 109-110) explains that in 2011 “[t]he centre’s main purpose [was] primarily to provide [...] teachers with English language support so that they can teach their modules in English confidently and effectively”. As of 2020, the facility’s self-understanding reads as follows (TH Wildau n.d.):

The main purpose of the project is to support professors, teaching staff and other employees at the UAS Wildau as well as across the other universities in Brandenburg in aspects concerning teaching in English. The project aims to further the internationalization of UAS Wildau and the universities in Brandenburg. An important element of internationalization is to provide lectures and classes in the English language for all subjects.

In order to assist their teachers, the “Centre of Competence for Teaching in English” offers **needs analysis** and support for professors and teaching staff. They do **one-to-one coaching**, **group coaching** and provide support in the **development of material** in English. Additionally, the facility offers **language and pedagogical training** and makes use of **class observations** and **team-teaching** to enhance the quality of teaching in English. Teachers are also offered **support in assessing students’ oral abilities** and receive the chance to partake in workshops and specific trainings (Bradbeer 2013, 110; TH Wildau n.d.). The centre’s approach, which involves the provision of training opportunities, support services, and support for material design in English, considerably accords to the HRK’s suggestions on foreign language provisions at the tertiary level (cf. HRK 2019).

The course catalogue features courses such as “Giving Professional Presentations in English: Conventions and Useful Language”, “English for administrative staff”, and “English for your team” (TH Wildau n.d.). The latter is open exclusively to TH Wildau staff and specialises on personalized topics designed in accordance with the needs of each group of professionals. Furthermore, the centre’s services are open for teachers at universities across the entire federal state of Brandenburg, which is how the facility creates an impact beyond its own

³⁰ For further information on coaching for academic staff see <https://www.fremdsprachenzentrum-bremen.de/1377.0.html?&L=1>.

institution. Due to the target agreement made with the Ministry of Science, Research and Culture of the federal state of Brandenburg which is a pivotal political entity for tertiary education at the federal state level, the UAS Wildau Centre of Competence for Teaching in English receives the political backing that the HRK (2008) has been demanding to structurally support L2 English teachers at the tertiary level. Hence, the UAS Wildau “Centre of Competence for Teaching in English” pools resources within the federal state of Brandenburg as it offers its services to tertiary English teachers employed in the entire federal state. After all, it needs to be stressed that the involvement of politics through backing and funding is crucial for the implementation of language support facilities aiming to act collaboratively. This, again, alludes to the necessity of comprehensive **political action and support** to allow further institutions of higher education to follow suit.

When it comes to supporting CLIL teachers at the tertiary level, a different picture emerges. None of the outlined language centres specifically address the theme of L2 tuition through content as they mainly offer linguistic support. Teacher trainings relating to CLIL-based approaches mostly focus on the target domain of German primary and secondary education. Therefore, current and prospective teachers in primary and secondary education compose the target group of CLIL trainings, which are usually offered at universities. The TU Braunschweig, for instance, offers a CLIL training programme composed of seven individual courses. The training involves seminars, workshops, and an internship, and it is available to both schoolteachers and students of teaching/education. More specifically, the audience of the training programme is mainly BA and MA teacher students majoring in EFL and a second relevant topic-related school subject, such as performing arts, history, or mathematics.³¹ However, in-service teachers are allowed on certain conditions (e.g. payment of tuition fee) (TU Braunschweig n.d.).³² Teachers in higher education are not addressed as a target group, which underpins the notion that CLIL training programmes are generally more available for teachers at the primary or secondary level of education. There is a clear lack of training opportunities for university teachers intending to upskill in the field of content-driven English tuition.

CLIL trainings that are available for teachers at the German tertiary level of education are commonly funded by the “Erasmus+ Programme of the European Union”. These programmes usually take place abroad, as in the case of “Erasmus+ staff mobility” which the HRK (2020) generally recommends to HE teachers. The training involves English language courses

³¹ In Germany, secondary teachers generally teach two subjects. Accordingly, teacher education comprises two subjects as well as a third strand including pedagogical and general educational aspects.

³² Further information about this CLIL training programme is available under the following link: <https://www.tu-braunschweig.de/anglistik/seminar/esud/lehre/bilingual>.

specifically designed for the tertiary level of education, such as “CLIL for Higher Education”, which is available to researchers and teachers.³³

As there are numerous associations and privately organized social media collaborations aiming to support both general English and CLIL teachers, some of the latter have already decided to privately seek support online. This kind of training and support, however, requires personal commitment as it is not usually advertised and especially not incentivised by universities. An example for a platform/community for English language teachers around the world is the International Association of Teachers of English as a Foreign Language (IATEFL) which is composed of 16 interest groups. The association offers **tutorials** (e.g. “How to webinar” and “How to give a presentation at an international conference”) and organizes **panels** with topics such as “moving to teaching online”. Several blog entries elaborating on CLIL at the tertiary level can be found on its associated websites. The association is an example of an organisation that is independent of both the European Union and nation states³⁴ responding to the demand for support, training, and exchange of information concerning teaching L2 English, including CLIL, worldwide.

To sum up, English training programmes for HE teachers are generally accessible to affiliated members of the providing institution. Some institutions open up their provisions to external teachers requiring a tuition fee. National HE training programmes usually involve general English, ESP, or EAP disregarding CLIL. By contrast, the international “Erasmus+ staff mobility” programme comprises several strands of HE tuition, including CLIL.

After all, there is a need for comprehensive and easy to access training programmes specifically designed for HE English teachers. Trainings could, for instance, be offered based on collaborations between universities to make trainings available within the region rather than asking staff to accept time-consuming travel. Alternatively, trainings could be offered online to further increase accessibility. Participation in training programmes should furthermore be incentivised (cf. HRK 2019; Schäfer 2016, 506).

4. Online Teaching at the Tertiary Level

Digital media have been increasingly gaining currency in the sphere of higher education. The development of interactive and collaborative elements of the internet (e.g. Web 2.0) in particular has made the web incrementally useful for HE tuition (Riedel & Börner 2016, 209). A study conducted by Wannemacher, Jungermann, Scholz, Tercanli and Villiez (2016) shows

³³ For information on further CLIL training courses see the following list compiled by the University of Regensburg: https://www.rwu.de/sites/default/files/2019-07/Englischkurse_Wissenschaftler_2019_RWU.pdf.

³⁴ For further information on resources for ELT see <https://www.iatefl.org/free-resources-currently-made-available-elt-professionals> and <https://ttedsig.iatefl.org/best-practices/using-stories-to-empower-clil-content-and-language-integrated-learning-classes/>.

that there was basic organisational infrastructure for online teaching at many HE institutions in 2016, which did, however, not automatically lead to a consistent use of e-learning. A survey conducted by Riedel and Börner (2016) suggests that teachers make use of the available technical infrastructure, supplementing it with individual tools and applications to enhance the quality of tuition. MOOCs (Massive Open Online Courses/ virtual lectures), Flipped or Inverted Classroom and e-portfolios have become increasingly popular just like the use of more simple tools such as *Class* or *Audience Response Systems* (CRS or ARS) for in-classroom settings. Commonly ARS and simple tools are described as an opportunity to individualise learning and to increase student activation and engagement, suiting the general direction of learner autonomy and increasing participation of students in classroom settings (Bremer 2017, 307; Riedel & Börner 2016, 219; Riplinger & Schiefner-Rohs 2017, 26). Based on findings from their survey, Riedel and Börner (2016) point out that digital media is also frequently used to consolidate knowledge in addition to the didactic function of student activation. Also, the shift towards an increased use of digital media in learning settings at the tertiary level is received well by students generally, especially if they perceive added value to their learning (e.g. increased autonomy) (Riplinger & Schiefner-Rohs 2017, 26).

It seems to be common practice at many institutions of higher education to make use of digital media for the purposes of course organisation and supervision (Riedel & Börner 2016, 219). Learning materials and various kinds of support are frequently made accessible via Learning Management Systems (LMS), e-assessments and exams are offered digitally, and lectures are stored on platforms (Riedel & Börner 2016; Riplinger & Schiefner-Rohs 2017; Wannemacher et al. 2016). Prior to the COVID-19 pandemic, over 90 % of Germany's institutions of higher education used digital Learning Management Systems, which were mainly open-source platforms, with Ilias, Moodle and Stud.IP being the most prominent representatives (Ladwig 2019). In 2016, 17 % of German institutions of higher education indicated that they teach parts of their curriculum fully online, 73 % stated that they supplement their teaching by digital media, and 36 % reported to teach through various types of blended learning (Wannemacher & von Villiez 2016). More recently, only 17 % of German HE institutions indicated that they have enough technical support staff (Hochschulforum Digitalisierung 2020) and only 14 % stated that they had implemented a digitisation strategy (Expertenkommission Forschung und Innovation 2019).

Recent findings from the summer term 2020 (with the **COVID-19 pandemic**³⁵ in full swing) show that the dominant form of tuition were video conferences/webinars. 29 % of students indicated that all of their courses were video conferences/webinars and 23 % stated that more than half of their courses used this format (Lörz et al.

³⁵ Access https://hochschulforumdigitalisierung.de/sites/default/files/dateien/kurz_und_kompakt-Das_digitale_Sommersemester_2020.pdf for a detailed conglomeration of empirical data related to the first distance learning summer term of 2020 during the COVID-19 pandemic.

2020, 3; see **Figure 4**). The findings of another study show that 56.4 % of students declared that they wished traditional in-person teaching to be complemented by digital media in the future, while 14.9 % clearly deny such an option. Furthermore, 49 % of learners designated the summer term of 2020 as their first experience with digital tuition (Forschungs- und Innovationslabor Digitale Lehre 2020). The higher education forum for digitisation (Hochschulforum

Digitalisierung 2020) suggests that there is no need in tertiary tuition to transform into complete online learning formats in the future. They stress, however, that blended learning as well as the corresponding support structures ought to be provided on a wide scale and developed further.

4.1 Online Tools suitable for Content-driven EFL Teaching at the Tertiary Level

In the course of the research process of this report, a lot of online tools were found that can be used to supplement content-driven L2 English tuition, but very few are designed specifically for the purpose of teaching CLIL. Examples of the latter are those applications which are co-financed by the **Erasmus+** programme of the European Union. These applications are the “CLILSTORE”, which helps users to „[f]ind language videos at [their] level on various topics, with transcripts where every word is linked to a choice of online dictionaries in [their] own language”, “Wordlink” which „[l]ink[s] (mostly) any webpage automatically word-by-word to online dictionaries in a choice of languages”, and “Multidict” which is used to “[f]ind and switch easily between online dictionaries in many languages”.³⁶

A report submitted by ICF³⁷ on behalf of the European Commission elaborates on the potential of Computer assisted language learning (CALL) in the light of content-driven language learning and provides a compilation of suitable software. The report draws on Golonka et al. (2014), who have previously listed a wide range of specific tools and teaching aids that can be used to implement CALL. Their list categorises relevant software as follows: Learning Management Systems (LMS); interactive white boards; ePortfolio (a digital archive created by a learner);

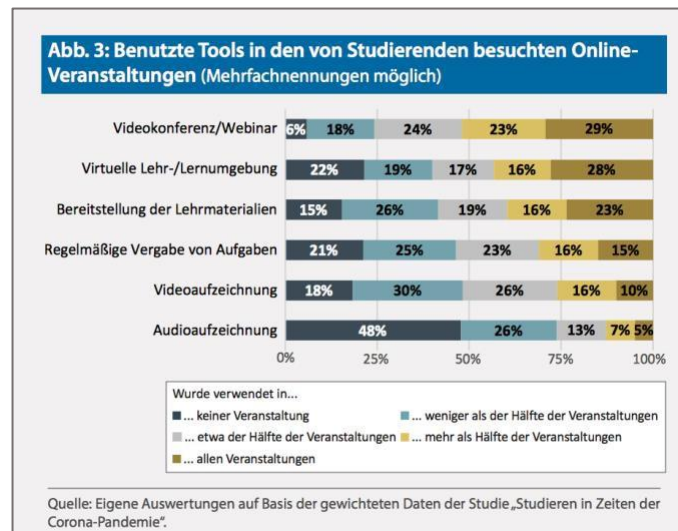


Figure 4: Student Use of Tools in Online Sessions
(Lörz et al. 2020, 3)

³⁶ To access the software, go to <https://multidict.net>.

³⁷ ICF is a global consulting services company with over 5,000 specialised experts. For more information go to <https://www.icf.com/>.

corpus (a collection of authentic language in spoken form, written form, or both); electronic dictionaries; electronic glossary or annotations (word- or sentence-level, context-specific translations, explanatory or background information); intelligent tutoring systems; grammar checkers; automatic speech recognition (ASR) and pronunciation programmes; virtual world or serious games; chat (synchronous computer-mediated communication, either text-based or including audio); social networking; blogs; internet forums or message boards; and Wiki (Golonka et al. 2014; ICF 2014). Particularly in response to the COVID-19 pandemic, which has left many institutions unable to have face-to-face classes with physical attendance, video conferencing software has gained importance, enabling teachers to offer synchronous and distance learning online.

Based on this list and additional research, the following compilation of currently working software³⁸ has been assembled. The compilation aims to provide a selective overview of specific software which can be used to supplement content-driven L2 English teaching and learning. Since most of the following applications originate from commercial providers, data protection may be a potential issue limiting their acceptability within public HE institutions.

As both individual teachers or institutions as such may wish to refrain from using specific software for ethical or judicial reasons, the following list can only systematise the plethora of software according to the purpose of their design. The list is, of course, incomplete, however, the authors state that there are no conflicts of interest and they do not gain personally or commercially.

Educational Blogs:

- *Edublogs* (<https://edublogs.org>): An edublog is a blog created for academic purposes.

Brainstorming & Concept Maps:

- *Creately* (<https://creately.com>): *Creately* visually helps to draw and collaborate on ideas, concepts, and processes as it allows users to create concept maps and visualise relationships.
- *Popplet* (<https://www.popplet.com>): *Popplet* provides visual support for brainstorming through graphic organizers. It is designed to capture, visualize, organize, and share ideas through simple lists, timelines, and complex spiderwebs integrating text, images, and video.

Dictionaries:

- *Visuwords* (<http://visuwords.com>): *Visuwords* is a visual interactive dictionary/thesaurus.
- *Just The Word* (<http://www.just-the-word.com>): This is a website recommending collocations and word combinations.

³⁸ as of August 2020

Documentation of the Learning Progress:

- *Penzu* (<https://penzu.com/>): *Penzu* allows users to customize online journals.

Presentations and Illustrations:

- *Glogster* (<https://edu.glogster.com/>): This software helps to create interactive multimedia posters.
- *WordPress* (<https://wordpress.com/>): This is a website building set.
- *MySimpleShow* (<https://www.mysimpleshow.com/>): *MySimpleShow* allows users to create customised explanatory videos. Teachers and students can type in a text for each slide and let the software read it out loud. The software also includes a variety of cartoons and clipart to visually support written or spoken text.
- *Padlet* (<https://padlet.com/>): *Padlet* provides a web platform allowing users to upload and arrange videos, recordings, pictures, written texts, and documents to real-time collaborative online boards.

Platforms for Multiple Purposes:

- *Moodle* (<https://moodle.com/>): *Moodle* is a customizable Learning Management System “self-described as enabling educators to create their own private website filled with dynamic courses that extend learning, anytime, anywhere. Designed to be responsive and accessible, the Moodle interface is easy to navigate on both desktop and mobile devices. CLIL teachers can work and share activities and materials in forums, wikis, glossaries, database activities, and much more” (Morgado et al. 2016, 38).
- *Edpuzzle* (<https://edpuzzle.com/>): *Edpuzzle* is a video learning platform. Videos can be edited, teachers can check whether and how many times students have watched the uploaded videos, and if students understood the content.

Quizzes:

- *Quizlet* (<https://quizlet.com/de/>): Creates quizzes (asynchronous & synchronous) and flashcards.
- *Kahoot!* (<http://create.kahoot.it>): Creates quizzes and games (synchronous).
- *QuizTree* (<http://www.quiz-tree.com>): Retrieve online quizzes to improve language skills.
- *LearnClick* (<https://www.learnclick.com/?lang=en>): *LearnClick* users can create interactive gap-filling exercises (cloze tests), which can be customised by inserting images, sounds, or videos. Also, teachers are provided with an overview on the students’ quiz results.

Surveys, Feedback & Assessment:

- *Mentimeter* (<https://www.mentimeter.com/>): *Mentimeter* provides real-time input from remote teams and online students with live polls, quizzes, word clouds, and Q&As.

- *Plickers* (<https://get.plickers.com>): This is a formative assessment tool (create multiple-choice quizzes or multiple-choice feedback assessment).

Text to Audio Conversion:

- *NaturalReader* (<https://www.naturalreaders.com>): This is a text-to-speech software which reads PDF-files out aloud; allowing users to upload text and documents, convert them to mp3 and listen to them remotely.

Text Compactor:

- *TextCompactor* (<https://www.textcompactor.com>): This tool summarizes/compresses written texts.

Video-content:

- *Ted* (<https://www.ted.com>): TED talks are videos (including text guides, subtitles, and video transcripts) categorised by topic/discipline. TED claims to be owned by a nonpartisan non-profit.
- *TubeQuizard* (www.tubequizard.com): This is a content-driven video library with a filter option for content fields (e.g. business or people & society) as well as for language levels. There are additional quizzes with a focus on language (e.g. “modal verbs” or “some versus any”).

Vocabulary Learning & Discipline-specific/ Academic Language:

- *Vocabulary Profiler* (<http://www4.caes.hku.hk/vocabulary/profile.htm>): Learners can use the Vocabulary Profiler to analyse English academic texts (Carloni 2012, 39). Therefore, they enter text in a text box and the application will tell them how many word types the text contains from the following frequency levels:

1. the list of the most frequent 1000 words,
2. the list of the most frequent 1001 - 2000 words,
3. the Academic Word List (AWL), (Coxhead 1997),
4. the remaining words in Xue and Nation's (1984) University Word List not included in the AWL, and
5. the words that do not appear in any of the preceding lists, which is why Carloni (2012, 39) labels it as off-list featuring mainly content-specific words.

- *Word and Phrase – Academic*

(<https://www.wordandphrase.info/academic/analyzeText.asp>): “[P]romote learners’ awareness about academic and content-specific language” (Carloni 2012, 39) by analysing phrases and words used in a given text. The website gives a definition for each word and provides examples of how they are used in a coherent sentence. The application also shows how frequently a given word is used in the academic disciplines (history, education, social studies, law, humanities, philosophy, science, medicine, business).

- *EAPFoundation* (<https://www.eapfoundation.com>): *EAPFoundation* compiles a number of supportive measures categorised by language aspects and skills. For instance, the website

provides technical vocabulary lists and general academic word lists. Also, it features the AWL highlighter software by Nottingham University which allows users to detect academic vocabulary in a written text and cluster inserted textual entities into categories like academic, general, or discipline-specific (language arts, science, maths or social studies). The application is also linked to Princeton WordNet which clusters words showing related expressions (<https://www.eapfoundation.com/vocab/academic/highlighter/>).

- *TAALES* (<https://www.linguisticanalysistools.org/taales.html>): *TAALES* (Automatic Analysis of Lexical Sophistication) generates an output of many indices of lexical sophistication including frequency, range, and n-gram frequencies.

WebQuests:

- *Zunal* (<http://zunal.com>): This software allows teachers to access and create WebQuests without writing any HTML codes.

Wiki:

- *Tiddly Wiki* (<https://tiddlywiki.com>): This software enables users to create their own hypertext (computer-displayed text including references linked to other texts).

Working Collaboratively:

- *Oncoo* (<https://oncoo.de/oncoo.php>): *Oncoo* is a German website incorporating the following applications: flashcards, peer-teaching support system, placemat, learning pace duet, simple evaluation in the form of a visualized target.

- *Etherpad* (<https://etherpad.org>)/ *Edupad* (<https://edupad.ch>): These are collaborative text editors allowing multiple users to edit a text document in real-time.

- *CryptPad* (<https://cryptpad.fr>): This is an end-to-end encrypted and open-source collaboration suite (texts, presentations, sheets, polls, etc.).

The FZHB (cf. section 2.2.3) provides its own neatly structured list of links, which is subdivided into general English, Business English, and Technical English. Under the section of general English, the FZHB displays “[l]inks to learning resources and authentic news sources. Plenty of general interest current affairs reading, listening and viewing” (FZHB n.d.). Links to business-related English language sources are segmented into the categories of Learning Resources, Business news publications, and Audio & video business topics. The technical strand is compiled of the subcategories “general science reading”, “wind energy”, and “aviation & aerospace” (FZHB n.d.).³⁹

³⁹ Go to <https://www.fremdsprachenzentrum-bremen.de/192.0.html> to access the FZHB’s compilation of online software.

5. Teacher Survey

5.1 Study Context, Aim & Instruments

The upcoming section aims to supplement the previous literature-based part of this report with empirical survey data specifically gathered for the purpose of the TE-Con3 project. The survey aimed to provide an insight into current EHE practices and listen to teachers' voices in the process of designing a content-based model of foreign language teaching at the tertiary level. Consisting of three parts, the survey started out with demographic information such as the participants' personal and professional background (e.g. employment status, experience, education, professional development, linguistic background). The second part took current classroom practices and techniques into consideration before the final section asked about teachers' professional needs and perspectives on EHE.

5.2 Participant Description

The invitations to participate in the survey were sent out to collective email addresses, to individual staff members of language centres, and to English departments of 29 German universities and universities of applied sciences. Between February and March 2021, a total

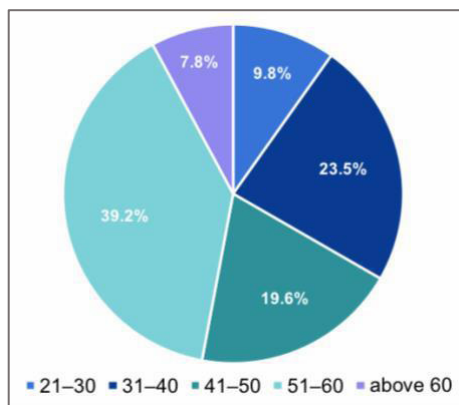


Figure 6: EHE Teaching Experience in Years

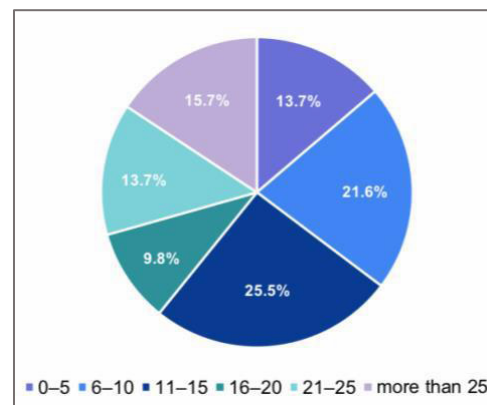


Figure 5: Age Group of Respondents

of 51 EHE teachers speaking ten different native languages took part in the online survey. All participants hold an academic degree, and they taught in EHE in Germany at the time of the survey. All age groups from under 20 up to above 60 years of age are covered in the sample. Most of them (39.2 %) were 51-60 years old (cf. **Figure 5**). Teaching experience in the field of EHE ranged from 0-5 years to more than 25 years, with the biggest group having taught between 11 and 15 years (25.4 %) (see **Figure 6**). While 43.1 % of the teachers have always worked as English teachers, almost half of them (47.1 %) have also worked as teachers of some other subject. Moreover, about a third (31.4 %) had pursued a professional career outside education prior to their teaching career. 80.4 % of the respondents were on permanent employment contracts either full-time or part-time. 94 % of the respondents taught at a

language centre, while only 21.6 % were associated with a specific faculty at the time of the survey.⁴⁰ In terms of the latter, teachers from the following academic branches participated in the survey: (Applied) Linguistics, Business/ Economics/ Management, Computing, Engineering, International Communication, Law, and Mechatronics/ Mechanical Engineering. All of the participants have taught at *public* higher education institutions within the last five years. Within this time frame, the large majority of participants taught classes that align with the strands of General English (60.8 %), EAP (80.4 %), and/or ESP (88.2 %), clearly outnumbering the indications of CLIL (15.7 %), EMI (13.7 %), and English Language Studies (11.8 %) (see **Figure 7** and **Figure 8**).⁴¹

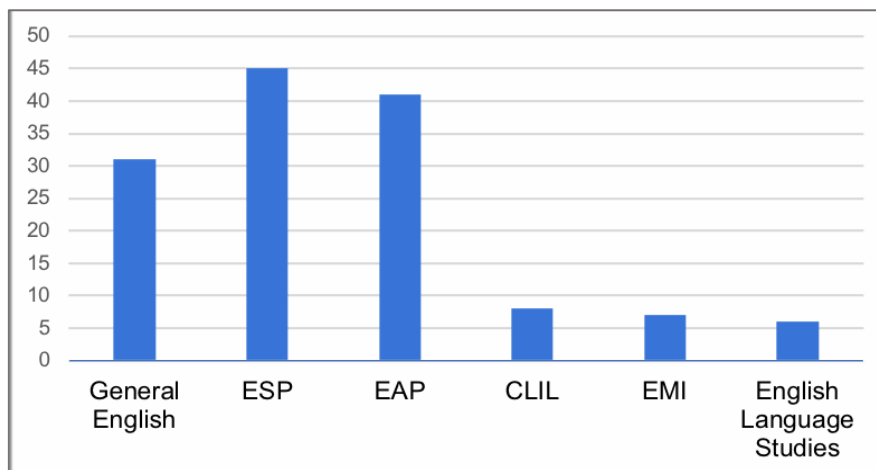


Figure 8 Type of EHE Courses Taught within the Last Five Years (disregarding language levels)

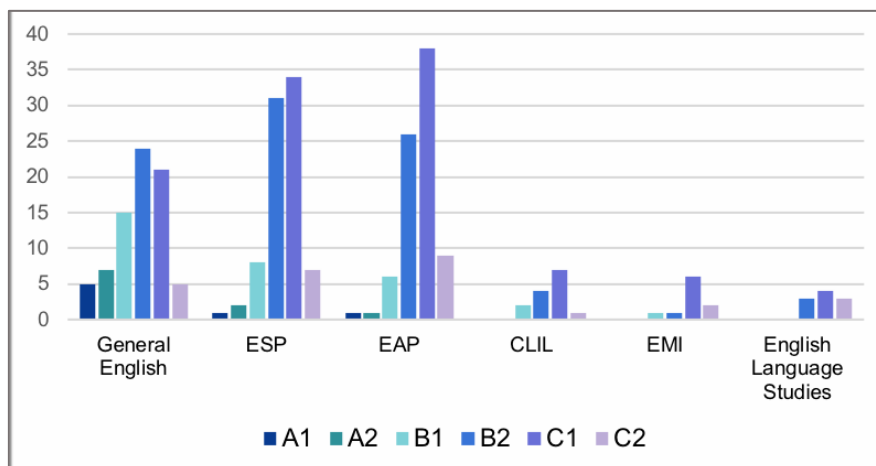


Figure 7: Type of EHE Courses Taught within the Last Five Years (including respective language levels)

⁴⁰ Several indications were possible for this question as some respondents teach at a faculty and a language centre, which is why the overall percentages add up to more than 100 %.

⁴¹ This imbalance is likely to be related to the fact that most of the surveyed teachers were associated with the language centres of their institutions, which is where General English, EAP, and/or ESP are prominently addressed. On the contrary, CLIL, EMI, and English Language Studies rather fall into the realm of the faculties, but only about every fifth participant of the survey was associated with a specific faculty. This could hence be one possible explanation for the underrepresentation of those strands in the survey.

5.3 Results

In the survey, teachers were asked to answer open-ended questions as well as closed-ended questions. The latter allowed for several question types, i.e. yes/no, multiple choice, and five-point Likert scale response options.⁴²

5.3.1 Classroom Practice & Techniques

The Likert scale in this section of the survey includes the following items: “never” [1], “rarely” [2], “sometimes” [3], “often” [4], and “always” [5]. The numerical conversion thus allowed to calculate the mean (M) or mean focus (M_{focus}), standard deviation (SD), and mode (Mode).

Foci in ELT

Participants were asked to estimate how often they focus on a specific language aspect (see Questions 12-14 in Annex 3).

Teachers indicated that they focus on the language aspect of speaking the most in proportion to all other aspects listed in **Figure 9** when teaching English ($M_{\text{speaking}} = 4.67$, $SD = 0.47$, $Mode = 5$). Teachers were also asked to what extent they use *specialised content* (e.g. biology, history, economics) apart from the content available in General English coursebooks. Responses show that both speaking and reading assume dominant roles when specialising content ($M_{\text{speaking}} = 4.39$, $SD = 0.74$, $Mode = 5$; $M_{\text{reading}} = 4.39$, $SD = 0.77$, $Mode = 5$) (see **Figure 10**). 54.9 % of the surveyed teachers indicated to “always” focus on reading in specialised content English tuition, whereby 39.2 % gave the equivalent answer concerning English teaching in general. The situation is reversed, however, when looking at the absolute indications for the option “often”. Statistical analysis of the answers to Question 12 and Question 13 of the questionnaire (see Annex 3) shows that the mean for reading in specialised content and that for language-centred tuition remain comparable (specialised content: $M_{\text{reading}} = 4.39$; no specialised content: $M_{\text{reading}} = 4.31$), while the standard deviation for reading is higher for specialised language teaching (specialised content: $M_{\text{reading}} = 0.77$; no specialised content: $M_{\text{reading}} = 0.61$).

Shifting focus from one specific measurement to global tendencies reveals that the responses to the content-centred question (Question 13) show noticeably higher indications of the category “always” in writing, reading, listening, and pragmatics/culture as opposed to the results generated from the language-centred question (Question 12), where “always” was selected more often in reference to speaking and grammar. At the same time, however, more teachers indicated that they “rarely” focus on reading, writing, speaking, or listening when teaching specialised content as opposed to non-specialised language teaching. The survey data also show that a very small number of teachers even omit certain language aspects (e.g.

⁴² Please find attached the questionnaire in Annex 3.

grammar or pragmatics) in content specialised classrooms ($M_{\text{grammar}} = 3.25$, $SD = 0.99$, $\text{Mode} = 3$; $M_{\text{pronunciation}} = 3.49$, $SD = 1.04$, $\text{Mode} = 4$; $M_{\text{pragmatics}} = 3.88$, $SD = 0.98$, $\text{Mode} = 4$).

In Question 13, which refers to specialised content teaching, the categories “always”, “rarely” and “never” count higher absolute indications in comparison to Question 12, which draws on teaching English in general (specialised content: always [162], rarely [29], never [4]; language-centred: always [145], rarely [20], never [0]). Based on these numbers, there seems to be a tendency to choose certain language aspects over others when specialising content. This aligns with the findings derived from Question 13 (specialised content), where the standard deviation is higher for all respective language aspects except for vocabulary.

The standard deviation for the speaking measurement deviates from this tendency since it is remarkably higher in language-centred classes (specialised content: $SD_{\text{speaking}} = 0.74$; *no* specialised content: $SD_{\text{speaking}} 0.47$). This is due to the fact that all participants indicated that they either “always” or “often” focus on speaking in non-specialised English classes and no respondent stated that they only “sometimes”, “rarely” or “never” focus on speaking in this area.

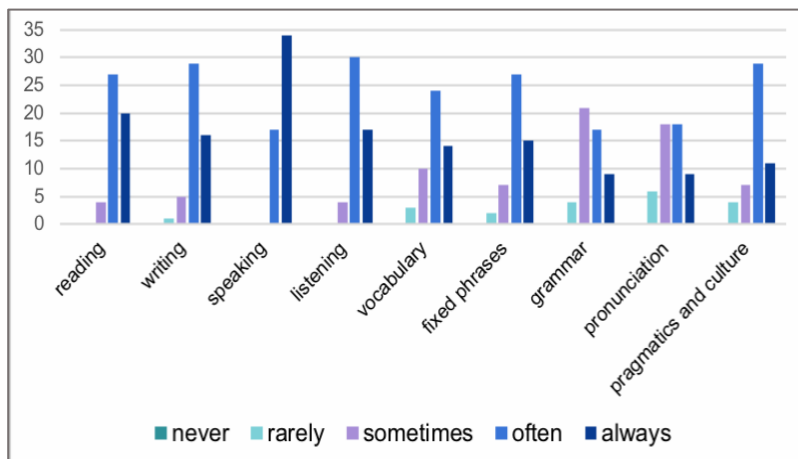


Figure 9: Language Aspect in Focus in Language-centred Teaching

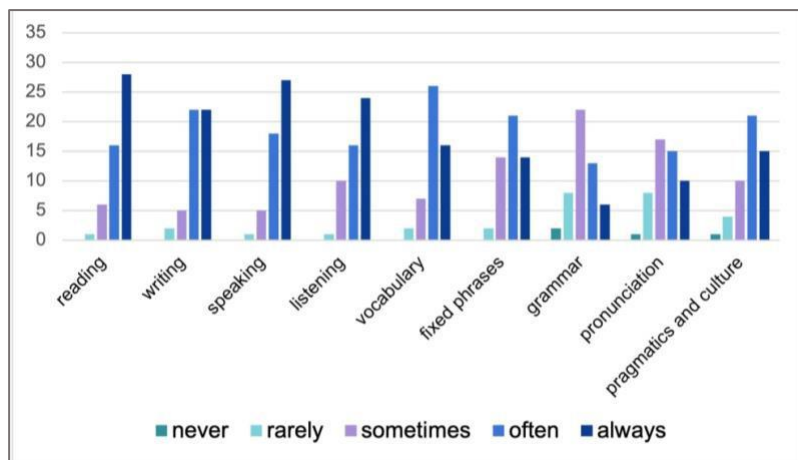
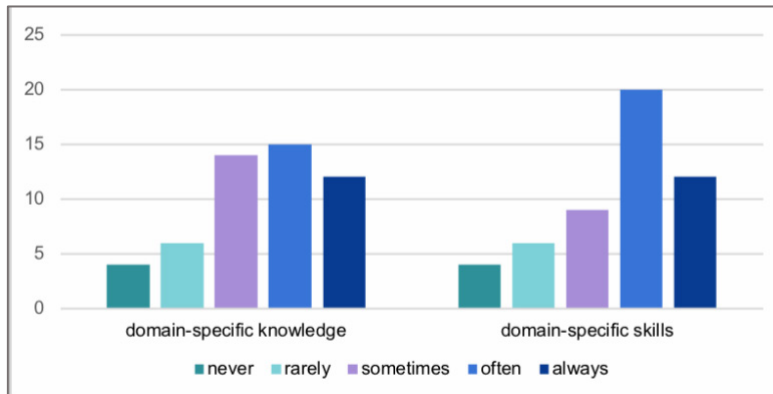


Figure 10: Language Aspect in Focus in Content-centred Teaching

When asked what they teach when focusing on a specific academic subject as part of an English language course, teachers stated that they address domain-specific skills (e.g. those required of a successful geographer) ($M_{\text{domain-specific skills}} = 3.59$, $SD = 1.19$, $\text{Mode} = 4$) more frequently than domain-specific knowledge (e.g. facts and figures pertaining to geography) ($M_{\text{domain-specific knowledge}} = 3.49$, $SD = 1.19$, $\text{Mode} = 4$). Accordingly, 62.7 % stated that they “often”



or “always” teach domain-specific skills. Only 52.9 % indicated that they “often” or “always” teach domain-specific knowledge (see **Figure 11**).

Teaching Resources

In this section, participants were asked to indicate how often they use certain teaching resources in their classrooms on the five-point Likert scale. M_{resource} shows the mean for each resource.

Figure 11: Aspects of Academic Subjects Taught in English Language Courses

49 out of 51 participants answered that they use authentic materials either often or all the time when teaching English at the tertiary level ($M_{\text{authentic material}} = 4.39$, $SD = 0.63$, $\text{Mode} = 4$), with no one stating they “never” use authentic materials and only one person indicating to “rarely” make use of them. Furthermore, about 90 % stated that they often or always design materials themselves or adapt existing materials ($M_{\text{self-designed materials}} = 4.35$, $SD = 0.65$, $\text{Mode} = 4$). The results equally show that none of the participants claimed to “never” or “rarely” design or adapt materials (see **Figure 12**).

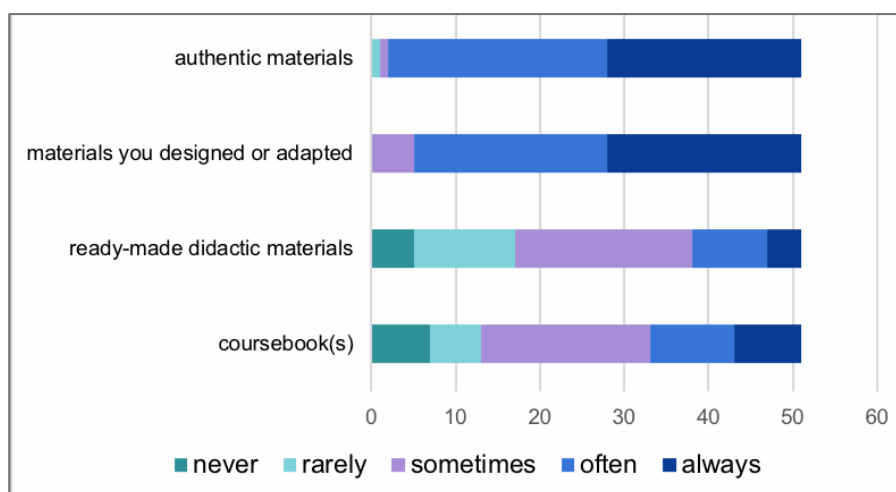


Figure 12: Use of Resources

In terms of the use of coursebooks and ready-made materials, the answers were less uniform with a tendency towards the middle ($M_{\text{coursebooks}} = 3.12$, $SD = 1.22$, $\text{Mode} = 3$;

$M_{\text{didactic materials}} = 2.9$, $SD = 1.05$, $Mode = 3$): 39.2 % indicated that they sometimes use coursebook(s) and/or 41.2 % utilise ready-made didactic materials. 13.7 % reported that they never use coursebooks, while a proportion of 13 % said that they always use them.

Teachers use authentic materials from the internet (e.g. newspaper articles, scientific articles, blog posts, materials from companies, TED talks, speeches, videos, podcast and interviews) and usually adjust them in accordance to their course. One exemplary statement of a teacher reads as follows: "I take authentic materials and didacticize them, i.e. create exercises and question. I also abridge longer texts".

Teaching Approaches/ Methods/ Techniques

The responses relating to those teaching approaches/ methods (e.g. communicative approach, task-based learning, presentation-practice-production) which teachers employ in their classroom practice show that task-based learning is predominantly popular, followed by the communicative approach. More specifically, 89.8 % of the respondents indicated that they use task-based learning the most, which is not to say that this is the only approach they follow when teaching EFL. A proportion of 67.3 % stated that they adhere to the communicative approach. More than 30 % of the teachers indicated that they employ the presentation-practice-production method. The test-teach-test approach was only mentioned in three cases (6.1 %), and the flipped classroom method in two cases (4.1 %). While some teachers seem to clearly adhere to one approach, others mentioned a variety of methods and approaches.

When asked in an open-ended question format about teaching techniques which the participating teacher employ in their practice, most of them listed project work (54.9 %) and role plays (51 %). A third of the teachers (33.3 %) indicated to make use of note taking in their courses. Pair or group work, presentations, and discussions were further popular answers.

Assessment Techniques

As the respondents were allowed to give more than one answer in this section, the results show that a large majority of teachers use multiple types of assessment rather than only one. Most teachers indicated that they employ a variety of assessment techniques in their practice. Most of them shared in open-ended responses that they use presentations or discussions to assess their students orally (90.2 %). Regarding written assessments, teachers seem to favour essays or portfolios (62.7 %).

In terms of testing, both open-ended and close-ended tests were named frequently. According to the collected data, two thirds (66.7 %) of the surveyed teachers use close-ended tests for assessment. The participants specified that these tests may feature various kinds of task/activity forms such as multiple and single choice, putting in the right order, gap-filling, drag and drop (for online testing) etc. 64.7 % use open-ended tests to assess their students.

Use of the Internet

A comparison of the teachers' assessment of their own internet use before and during the COVID-19 pandemic reveals that information and communications technology (ICT) systems have become an integral part of most current teaching arrangements during the pandemic.⁴³ Teachers estimated how often they use various internet tools and gave their indication on the same five-point Likert scale as in the previous sections ("never" = 1, "always" = 5). For each

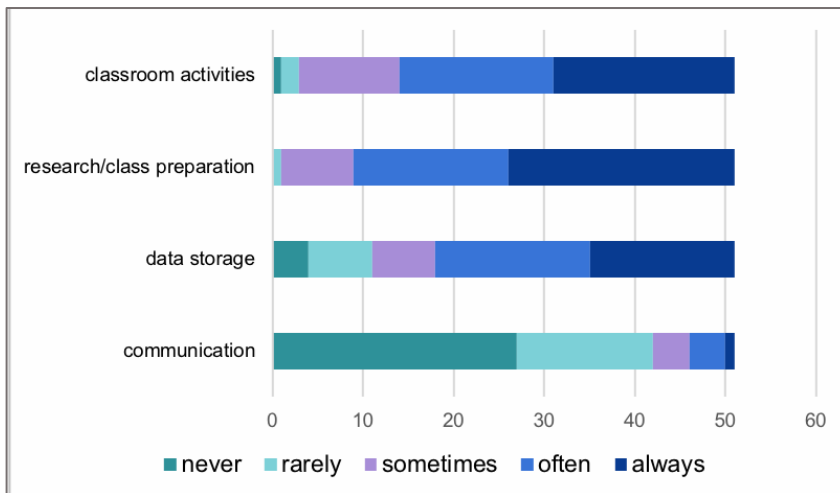


Figure 13: Use of Internet Tools Before the COVID-19 Pandemic

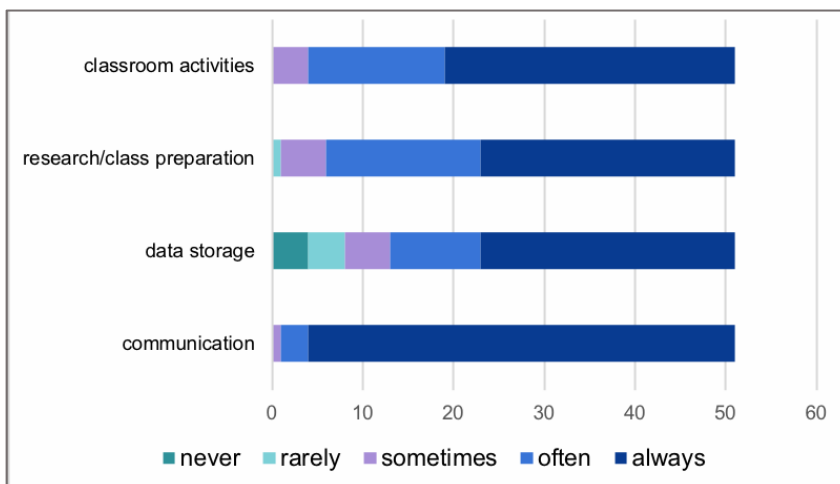


Figure 14: Use of Internet Tools During the COVID-19 Pandemic

internet tool its average usage $[M_{tool}]$ was calculated. While responses quoting "never", "rarely" or "sometimes" for storing and sharing data online before the pandemic add up to 35.2 % ($M_{data storage} = 3.67$, $SD = 1.26$, $Mode = 4$; see Figure 13 and Figure 14).

Furthermore, the use of classroom activities and in-class media (e.g. Moodle, Padlet, Kahoot!, YouTube) has not only increased, but it has also been taken up by the entire spectrum of surveyed teachers (before the pandemic: $M_{activities} = 4.04$, $SD = 0.97$, $Mode = 5$;

during the pandemic: $M_{activities} = 4.55$, $SD = 0.64$, $Mode = 5$). Hence, unlike before, none of the respondents indicated that they "never" or only "rarely" utilize classroom activities during the pandemic. More specifically, 62.7 % of the surveyed individuals stated that they "always" use online-classroom activities during the pandemic, while only 39.2 % had consistently used them

⁴³ A possible explanation for this phenomenon could be the physical distance regulations intending to lower the COVID-19 infection rate. As an alternative to in-class arrangements, synchronous or asynchronous online communication channels are spiking in use (cf. Lörz et al. 2020, 3).

before.⁴⁴ Open-ended statements reveal that teachers also use internet tools for purposes such as vocabulary or grammar learning, assessment, wikis, and tutorials.

When the EHE teachers were asked if they plan to use internet tools with their students after the pandemic, 98 % gave an affirmative statement. 15.7 % of the respondents specified that they believe internet tools bear potential to facilitate collaboration inside and outside the classroom, they increase accessibility of information, and they can help to individualise learning processes. Moreover, some teachers expect greater flexibility when incorporating online features into their teaching. In the light of perceived benefits of online teaching formats, several teachers point to the potential of blended learning opportunities. Besides, learning management systems such as Moodle are seen as providing extensive support for teaching and learning processes.

5.3.2 Needs & Perceptions

The Likert scales in this section include the following items: “strongly disagree” [1], “disagree” [2], “hard to say” [3], “agree” [4], and “strongly agree” [5]. The numerical conversion thus allowed to calculate the mean, standard deviation, and mode.

Resources and Materials

As a first question of the third and last part of the survey, which focuses on EHE teachers' needs, the participants were asked how strongly they would appreciate more didactic resources for different strands of ELT, namely teaching General English, teaching specialised English (ESP, CLIL), teaching content in English and online teaching. The greatest demand was expressed in reference to specialised English, such as ESP or CLIL, since eight out of ten teachers would appreciate or strongly appreciate more didactic resources in this area ($M_{\text{specialised English}} = 4.18$, $SD = 1$, $Mode = 5$). Furthermore, 56.9 % agreed or strongly agreed with a need for more resources in the area of “teaching content in English” (e.g. teaching law in English), while 60.8 % agreed or strongly agreed with a need for more resources in “online teaching”. Thus, the demand for more resources concerning the latter strands is almost similar ($M_{\text{teaching content}} = 3.95$, $SD = 1.07$, $Mode = 5$; $M_{\text{online teaching}} = 3.88$, $SD = 1.06$, $Mode = 5$).

In terms of teaching General English, the results are comparably less conclusive as only 35.3 % agreed or strongly agreed that they would appreciate more resources for this strand of EHE. At the same time, 21.6 % disagreed and 33.3 % indicated that it is hard for them to say ($M_{\text{general English}} = 3.26$, $SD = 1.13$, $Mode = 3$) (cf. **Figure 15**).

⁴⁴ This change should, however, be regarded against the background of increasing synchronous video chat software. Since all participants of synchronous online-courses have to meet basic technical requirements to enter the video conferences (e.g. online-enabled devices with a working internet connection), the threshold to use further online applications is much lower in comparison to in-class teaching arrangements, where web-enabled devices are no pre-requisite for participation.

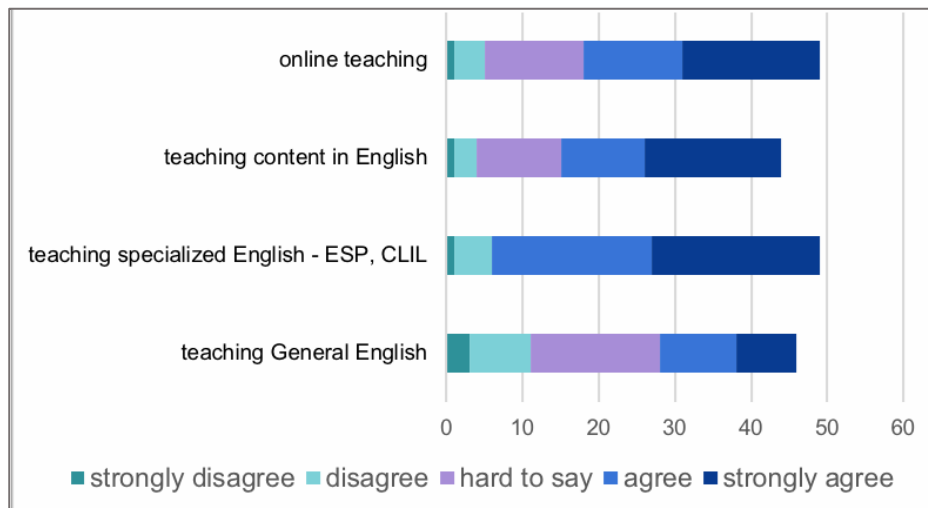


Figure 15: Didactic Resources Teachers Would Appreciate

Teachers were also asked in an open-ended question what kind of didactic resources they would wish for. Responses show that they would appreciate project work sets (case studies for social science students),

higher level ESP textbooks and materials (especially for B2 and above), academic subject-specific materials, examination platforms, assessment design tools for ESP/CLIL/EMI, and textbooks designed for one-semester courses. In terms of the latter, most textbooks are perceived as too extensive to match the university term schedule, which usually has only 14 weeks of tuition in the summer term and 16 weeks in the winter. Textbooks providing more compact units are hence in demand.

Professional Development

Responses relating to questions which aimed to detect needs for professional development (e.g. training opportunities) have generated diverse categories of those needs. Needs seem rather individual than collective, as the described needs pertain to diverse tasks and dimensions of an EHE teacher, such as assessment and feedback methods, CLIL, ESP, and EMI course design, materials design, technicalities of online teaching, as well as tandem teaching.

Job-related Perceptions

In reference to the question whether distance learning is an effective educational approach compared to traditional in-class instruction, more than half of the teachers agreed (strongly) (54.9 %), about a quarter disagreed (25.4 %), nobody disagreed strongly and 19.6 % found it hard to say ($M = 3.47$, $SD = 1.05$, $Mode = 4$).

Participants were also asked to assess if effective English teaching for university students should be based on specialised content (e.g. pertaining to sociology, philosophy, etc.). Almost two-thirds (strongly) agreed (62.7 %). While only 15.7 % disagreed (with no mention of “strongly disagree”), 21.6 % found it hard to say ($M = 3.65$, $SD = 0.95$, $Mode = 4$) (see Figure 16).

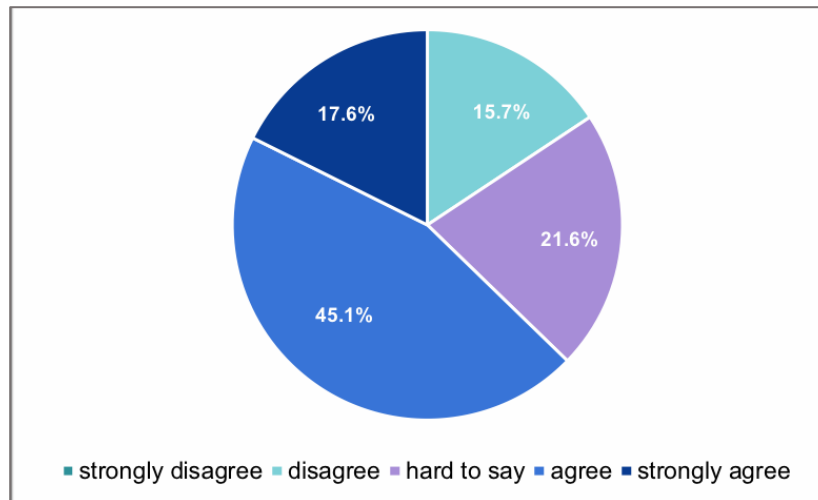


Figure 16: "Effective English teaching for university students should be based on specialised content"

Self-Assessment

An overwhelming majority of the respondents (94.1 %) agreed or strongly agreed that they like trying out novel, non-standard teaching methods ($M = 4.33$, $SD = 0.65$, $Mode = 4$).

Also, 86.3 % indicated that they disagree or strongly disagree to be rather cautious about the use of novel technology in their classes ($M = 1.9$, $SD = 0.82$, $Mode = 2$).

In terms of accuracy, 45.1 % disagreed that "accuracy is very important – it is hard to eradicate language errors", while 35.2 % agreed and 19.6 % were inconclusive ($M = 2.94$, $SD = 0.96$, $Mode = 2$).

Furthermore, 82.3 % agreed or strongly agreed that it is an important aspect of language teaching to develop students' social skills. Only a small proportion of 4 % (strongly) disagreed and 13.7 % were undecided ($M = 4.06$, $SD = 0.83$, $Mode = 4$).

In reference to the statement reading "The best way to learn a foreign language is through interaction with classmates", 72.6 % agreed or strongly agreed, 7.8 % disagreed, and 19.6 % were inconclusive ($M = 3.8$, $SD = 0.79$, $Mode = 4$).

Besides, 43.1 % agreed that online teaching is as effective as classroom teaching, 27.4 % disagreed and 29.4 % considered it hard to say ($M = 3.24$, $SD = 1.21$, $Mode = 3$).

Teachers' Needs

Teachers by a large majority (86.2 % agreed or strongly agreed) stated that the role of English teaching should receive greater recognition in university curricula (e.g. stronger integration of language courses with university curricula). While 7.8 % of the teachers found it hard to find a position, only a small minority of 5.9 % clearly disagreed (see **Figure 17**).

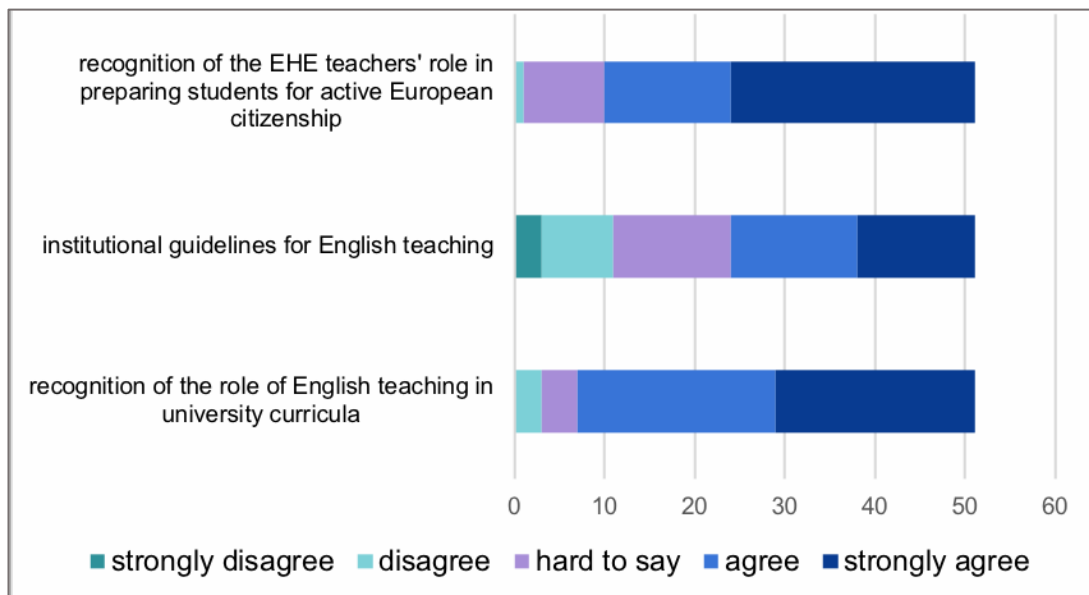


Figure 17: EHE teachers would wish for more...

Another question prompted the participants to state whether they perceive a need for institutional guidelines for English teaching (e.g. pertaining to course requirements, target proficiency levels, assessment criteria etc.). Results for this question show a mixed picture. Roughly half of the teachers agreed or strongly agreed that they wish for more institutional guidelines (52.9 %), while a quarter of the participants found it hard to tell (25.5 %) and 21.6 % disagreed.

A proportion of 80.3 % stated that they wish for more recognition of the EHE teachers' role in preparing students for active European citizenship (e.g. in terms of career opportunities or effective social interaction). An additional proportion of 17.6 % found it hard to say, and only one person disagreed.

Perceived Upsides and Downsides of Being an EHE Teacher

Teachers were asked in an open-ended question with no exemplary answers given about their work-related likes and dislikes. 45.1 % of the teachers stressed that they enjoy EHE teaching as it allows them to get in touch with a great variety of students. As those students sometimes have backgrounds in diverse academic fields, many respondents indicated that in the EHE learning environment students and teachers learn a lot about and from each other.

When asked to share aspects that the participants do not like about their work, teachers mentioned the administrative and bureaucratic dimensions of their profession. Additionally, several of the respondents feel that they receive little acknowledgement by colleagues outside of their own profession, and hence critically point to a perceived lower reputation of their position.

What to Change

Rounding up the survey, the participating teachers were asked in an open-ended question to state what changes they would like to see in their work as EHE teachers. Areas that were addressed frequently refer to more job security, staffing and (institutional) recognition of both foreign language teachers and the language centres they are associated with, less bureaucracy and administrative duties, more flexibility and time, and, last but not least, more cooperation and networking opportunities among teachers inside and outside of their own institution.

5.4 Analysis / Main Findings

According to the results outlined in the previous chapter, the data from teachers' self-reports show that teachers regularly address all **competences and skills** associated with EFL when teaching General English. This balance disperses in settings where specialised content is at the centre of teaching. In specialised EHE settings, domain-specific skills also seem to be addressed more frequently than domain-specific knowledge. This could be due to the circumstance that specific aspects of language learning in focus out others that do not match the specialised course aims.

A large majority of EHE teachers indicated that both language learning through social interaction and the development of the students' social skills are essential to their EHE classrooms. This is consistent with another finding in the survey which shows speaking is the second most important aspect in content-centred EHE teaching settings. In terms of the latter, not only speaking but also reading, writing, and domain-specific vocabulary seem to assume pivotal roles. To create suitable content-centred materials, designers should thus understand and address the nature of the respective domain-specific skills.

98 % of the responding EHE teachers indicated that they plan to use **internet tools** beyond the SARS-CoV-2 pandemic, especially due to broadly perceived benefits with regard to enhanced collaboration, flexibility in teaching, and opportunities for individualisation of learning processes. Hence, the expedient incorporation of internet tools may be one area to consider for EHE didactics for both distance and classroom learning.

With teachers almost unanimously agreeing (94.1 %) that they like trying out non-standard **teaching methods**, course designers of content-centred modules for EHE are left with vast freedom with respect to the nature and choice of teaching methods. Similarly, only 7.8 % (N=4) stated that they are rather cautious about the use of **novel technology** in their classes. As far as technological innovation is concerned, low thresholds should be the aim in order to ensure broad accessibility and availability for both students and teachers.

The strongest need for **resources and materials** that the survey data has revealed relates to the strand of specialised English, such as ESP or CLIL. The demand for didactic materials to

teach content in English and online teaching is slightly less predominant, but still shared by more than half of the participants. The range of support and classroom teaching materials that teachers would appreciate comprises project work sets (case studies for social science students), higher level ESP textbooks and materials (especially for B2 and above), subject-specific materials, examination platforms, assessment design tools for ESP/CLIL/EMI, and textbooks designed for one-semester courses. These findings are particularly interesting since teachers seem open to become more engaged in ESP or CLIL but lack the required resources. This underscores the significance of further efforts in the development of relevant teaching materials and in advancing content-related approaches to English language teaching at the HE level.

At the institutional level, a large majority of the respondents wish for higher recognition of ELT in university **curricula**, which would be associated with a stronger integration of language courses. Declaring the development of domain-specific skills (which are required to operate in a given vocational field) as one of the most important aims of EHE could help to increase the acceptance for a stronger integration of English teaching into study programmes.

In addition to the argument that EHE incorporates pivotal skills to manage the challenges of a given work field, the role of EHE for European citizenship education could be promoted further as a clear majority of the participating teachers consider this political dimension of ELT to be underacknowledged.

When thinking about curricular integration, several options may be up for discussion. EHE courses could be integrated into already existing modules of a given degree programme, which have so far been considering only content. This way, the domain-specific knowledge taught at the faculties would be supplemented with courses provided by language centres which consider both content and domain-specific communicative foreign language skills. Alternatively, content-centred foreign language courses could be grouped and provided in the form of an independent foreign language-related module.

A stronger curricular integration of EHE may in turn have a positive effect on the recognition of both the language centres and the EHE teachers, among whom several have expressed dissatisfaction with the status of their profession within their respective academic institutions. In other words, a stronger representation of EHE in university curricula could lead to a higher **reputation** of EHE and all associated entities. This may also lead to higher job satisfaction among teachers, and to higher engagement.

Institutional guidelines seem to be less clearly in demand as agreement drops to only 52.9 %, while more than one fourth found it hard to tell and a little less than one fourth (strongly) disagreed. This could be related to the fact that several teachers previously indicated that they do not like the administrative and bureaucratic aspects of their profession.

6. Concluding Discussion

This report aimed to provide an overview of EHE in Germany, including good educational practices to be transferred internationally, as well as the areas in need of improvement and further research. The second part of the report (Ch. 5) was based on empirical data derived from an online questionnaire, to which 51 EHE teachers responded.

As the information obtained from the survey complements the outlined needs for development from the academic discourse, the further development of content-based packages for EHE instruction will be grounded in both theoretical and empirical demand analyses.

In Germany, EHE has gained momentum as a result of an attempt to internationalise institutions of higher education. Yet, the academic discourse revolving around EHE in Germany as well as the data from the empirical part of this report show that two of the dominant subtractive factors to the status of EHE are those of political and in-house recognition. Starting at the political level, the German Rectors' Conference (HRK 2019, 76) hence calls for a "clear socio-political mandate" that reflects on the purpose of foreign languages in the domain of HE. A socio-political mandate could, in turn, pave the way for consistent language policies. Such policies are yet missing at the majority of tertiary institutions despite the increasing numbers of study programmes that offer full or partial tuition in English. The HRK (2019) claims further that both political and institutional impetus are needed to secure and provide the financial and organisational means to significantly boost English tuition in higher education. The HRK furthermore argues that questions of language are to be addressed not only in terms of language policies for the overall institution but vows for a reflective stance on the purpose of English in all individual study and course programmes. This stance aligns with findings of the survey associated with this report, in which 86.2 % of the respondents agreed or strongly agreed that as English teachers they would wish for more recognition of the role of EHE in university curricula. 80.3 % of the teachers wish for more recognition of the EHE teacher's role in preparing students to become active European citizens. While teachers feel that EHE is underrepresented not only at the overall institutional level, they also criticise that their colleagues from the faculties do not recognise the importance of EHE for the students' professionalisation. The demand for higher recognition of English tuition in university curricula corroborates the need for curricular implementation of language learning, which has been actively promoted by both the German Rectors' Conference and the Association of Language Centres at Institutions of Higher Education (AKS n.d.; HRK 2019). While several sources report about lacking acceptance towards EHE in students (Gnutzmann, Jakisch & Rabe 2015, 38; HRK 2019; Schäfer 2016, 505), the teachers in this survey rather stressed lacking acknowledgement of EHE in faculty colleagues. From the teachers' standpoint, higher

institutional and political recognition of EHE should however not lead to an increase of bureaucratic and administrative duties.

The increasing acknowledgement of EHE expressed through curricular recognition could in turn boost the reputation of EHE teachers in general and among HE teachers outside language tuition. The reported reputational divide between language teachers and academic tutors may be potentially fostered through the organisational separation of faculties and language centres in German institutions of higher education. Promoting dialogue and mutual cooperation and collaboration between faculties and language centres could be a way to bridge the work of the two institutional entities. The survey responses reveal that the focus of courses provided by language centres is on domain-specific skills rather than knowledge. To structurally corroborate competence orientation in EHE, knowledge-driven tuition should be supplemented with the skill-centred approach pursued at language centres. In open-ended questions of the survey, several language teachers also indicated that they wish for more collaboration. To have recourse to the pertinent literature, closer collaboration and networking within and amongst universities has been demanded at the regional, national, and international levels (AKS n.d.; HRK 2019).

The HRK further urges German institutions of higher education to implement comprehensive and cooperative training programmes for teachers and all other status groups (HRK 2019, 12), which could also increase the accessibility of training programmes concerned with content-integrated or -centred EHE for active teachers and graduates. Training programmes focusing on ELT as well as permanent language services may particularly support tutors working at the faculties and who are lacking a specific background in English teaching. As tutors without a typical English teaching background may need incentives to offer classes in English (Schäfer 2016, 506), the design and provision of pre-prepared materials would likely reduce the preparatory workload for teaching staff. Similarly, the results of the survey have shown that in-service EHE teachers also feel the need for more didactic resources and materials, especially for specialised English such as ESP or CLIL. As the EHE teacher survey has shown that the adaptation or design of materials are to be seen as common practice when preparing for EHE classes, support in said field could reduce the preparatory workload of EHE teachers and thus create further incentives to offer EHE classes. Besides, a large majority of teachers expressed their openness to hybrid teaching and the use of online tools. This is why a modular approach aiming for modern EHE tuition should take online solutions into consideration. Therefore, non-commercial software should be prioritised and developed further in order to ensure that data protection needs are met. Once the newly designed didactic materials, resources, and modules associated with the TE-Con3 project are ready, they could be promoted through the channels of the HRK, the AKS, and the universities to reach university policy makers, the faculties, and the language centres.

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Annex 2: List of Studies

- Bredbeer's survey of university representatives on language support for teaching staff from 2011 (Bradbeer 2013)
- Digital learning in HE (Wannemacher et al., 2016)
- Digital media in German tertiary education (Riedel & Börner 2016)
- Digital tuition in times of the COVID-19 pandemic (Forschungs- und Innovationslabor Digitale Lehre 2020)
- Digital tuition after the COVID-19 pandemic (Lörz et al. 2020)
- "Publish in English or perish in German?" (PEPG) is a research project in which university teachers were asked about perceived advantages and disadvantages of English as medium of instruction (Gnutzmann, Jakisch & Rabe 2015)
- HRK online survey on language policy at German institutions of higher education from 2017 (HRK 2019)
- Study on English tuition at the tertiary level (language usage, linguistic experiences, and types of language support) incorporating data from questionnaires, semi-structured interviews, and language assessment tests with teachers, students and administrators as subjects of analysis (Fandrych & Sedlaczek 2012)
- Survey of foreign students in Germany on behalf of the Federal Ministry of Education and Research from 2016 (Apolinarski & Brandt 2018, 7)

Annex 3: EHE Teacher Questionnaire

A. Demography

1. Which age group describes you? /tick applicable/

- under 20
- 21-30
- 31-40
- 41-50
- 51-60
- above 60
- I prefer not to say

2. Which gender describes you? /tick applicable/

- Male
- Female
- Prefer not to say
- Other...

3. In which country do you teach? /tick applicable/

- Estonia
- Germany
- Poland
- Portugal
- Romania
- Other...

- 4. What is your native language?** /if there is more than one, list them all/
- 5. Does your professional work extend beyond English Language Teaching?** /tick all applicable/
- No, I have always worked as an English teacher
 - I have worked as a teacher of some other subject(s)
 - I have pursued a professional career outside education

If applicable, please specify the subject(s) or field(s) from the previous question:

- 6. How many years have you taught English at the tertiary level?**
- 0-5
 - 6-10
 - 11-15
 - 16-20
 - 21-25
 - more than 25
- 7. What is your employment status?** /tick all applicable/
- Full-time permanent
 - Full-time non-permanent
 - Part-time permanent
 - Part-time non-permanent
 - Other...
- 8. At which type of tertiary level institution have you taught within the last five years?** /tick all applicable/
- Public higher education institution
 - Private higher education institution
- 9. At your tertiary level institution, what is your organizational unit?** /tick all applicable/
- I teach at a Language Centre
 - I teach at a specific Faculty (Department)
 - Other...

If applicable, please specify the faculty (e.g. law) from the previous question:

- 10. Which type of English courses have you taught at the tertiary level within the last five years?** /tick all applicable/

Rows

- General English
- ESP (English for Specific Purposes, e.g. English for automotive engineering)
- EAP (English for Academic Purposes, e.g. English for research publications)
- CLIL (Content and Language Integrated Learning, e.g. teaching biology through English, with a focus both on English and on biology)
- EMI (English Medium Instruction, e.g. teaching geography in English, with no focus on language)
- English Language Studies (e.g. philological studies)

Columns

- A1
- A2
- B1

- B2
- C1
- C2

If other than above, please add a comment about the type and level of the courses you have taught over the last five years.

11. Do you hold an academic degree?

- Yes
- No

If applicable, please, specify the degree(s) you hold and the area(s) they are in (e.g. MA in general education, MSc in architecture)

B. Classroom Practice & Techniques

12. How often do you focus on these language aspects when teaching? /for each, tick the answer which best approximates the relevant frequency/

Rows

- Reading
- Writing
- Speaking
- Listening
- Vocabulary (individual words)
- Fixed phrases (language chunks, collocations)
- Grammar
- Pronunciation
- Pragmatics and culture (appropriate language use depending on context and cultural background)

Columns

- Never
- Rarely
- Sometimes
- Often
- Always

Are there any other language aspects that you focus on? Please, list them:

13. How often do you use specialized content (e.g. biology, history, economics), apart from the content present in General English coursebooks, to teach the following aspects? /for each, tick the answer which best approximates the relevant frequency/

Rows

- Reading
- Writing
- Speaking
- Listening
- Vocabulary (individual words)
- Fixed phrases (language chunks, collocations)
- Grammar
- Pronunciation
- Pragmatics and culture (appropriate language use depending on context and cultural background)

Columns

- Never
- Rarely
- Sometimes
- Often
- Always

Are there any other language aspects that you teach via specialized content? Please, list them:

14. How often do you teach the following aspects of an academic subject as part of your English-language course(s)? /for each, tick the answer which best approximates the relevant frequency/

Rows

- domain-specific knowledge (e.g. facts and figures pertaining to physics, archaeology etc.)
- domain-specific skills (e.g. those required of a successful geographer, historian, architect, etc.)

Columns

- Never
- Rarely
- Sometimes
- Often
- Always

15. How often do you use the following teaching resources? /for each, tick the answer which best approximates the relevant frequency/

Rows

- coursebook(s)
- ready-made didactic materials (e.g. found on the Internet)
- materials you designed or adapted
- authentic materials

Columns

- Never
- Rarely
- Sometimes
- Often
- Always

If applicable, please characterize the materials you adapt or design (from the previous question):

Are there any other teaching resources that you use? Please, list them:

16. Which teaching approach(es)/method(s) (e.g. Communicative Approach, Task-based learning, Presentation-Practice-Production) do you employ in your practice? Please, list it/them:

17. Which teaching techniques (e.g. role-play, project work, note-taking) do you employ in your practice? Please, list them:

18. Which assessment techniques (e.g. close-ended tests, open-ended tests, student presentations) do you employ in your practice? Please, list them:

19. In your EHE classes, who talks more in English? /tick the most appropriate answer/

- definitely the teacher
- rather the teacher
- rather students
- definitely students
- hard to say

20. BEFORE the pandemic, how often did you use Internet tools for the following purposes? /in each tick the answer which best approximates the relevant frequency/

Rows

- communication (e.g. Zoom, MS Teams, Skype)
- data storage and sharing (e.g. Google Drive)
- research/class preparation (e.g. websearch)
- classroom activities (e.g. Moodle, Padlet, Kahoot, YouTube)

Columns

- Never
- Rarely
- Sometimes
- Often
- Always

21. How often do/did you use Internet tools for these purposes DURING the pandemic? /in each tick the answer which best approximates the relevant frequency/

Rows

- communication (e.g. Zoom, MS Teams, Skype)
- data storage and sharing (e.g. Google Drive)
- research/class preparation (e.g. websearch)
- classroom activities (e.g. Moodle, Padlet, Kahoot, YouTube)

Columns

- Never
- Rarely
- Sometimes
- Often
- Always

Are there any other purposes you use Internet tools for? Please, specify:

22. Do you plan to use Internet tools with your students after the pandemic?

- Yes
- No

Please, specify why Yes (if applicable)

Please, specify why No (if applicable)

C. Needs & Perspectives

23. In my teaching, I would appreciate more didactic resources available for... /for each, tick the answer which best approximates your perception, if you do NOT teach a given course type – leave BLANK/

Rows

- teaching General English.
- teaching specialized English - ESP, CLIL (e.g. a course of English for medicine students).
- teaching content in English (e.g. teaching law in English to English-medium students).
- online teaching (e.g. ready-made Moodle activities).

Columns

- strongly disagree
- disagree
- hard to say
- agree
- strongly agree

Are there any other didactic resources you would wish for? Please, list them:

24. To further develop my teaching skills, I would wish for more training in the following areas: /please specify the most important areas/

25. As an EHE teacher, to what extent do you agree with the following /for each, tick the answer which best approximates your perception/

Rows

- Distance learning is an effective educational approach, comparable to traditional in-class instruction.
- Effective English teaching for university students should be based on specialized content (e.g. pertaining to sociology, philosophy, etc.).

Columns

- strongly disagree
- disagree
- hard to say
- agree
- strongly agree

26. As an EHE teacher, I would wish for more... /for each, tick the answer which best approximates your perception/

Rows

- recognition of the role of English teaching in university curricula (e.g. stronger integration of language courses with university curricula).
- institutional guidelines for English teaching (e.g. pertaining to course requirements, target proficiency levels, assessment criteria etc.).
- recognition of the EHE teachers' role in preparing students for active European citizenship (e.g. in terms of career opportunities or effective social interaction).

Columns

- strongly disagree
- disagree
- hard to say
- agree
- strongly agree

27. To what extent do the following apply to you – as an EHE teacher? /for each, tick the answer which best approximates your perception/

Rows

- I like trying out novel, nonstandard teaching methods.

- I am rather cautious about the use of novel technology in my classes.
- Accuracy is very important – it is hard to eradicate language errors.
- An important aspect of language teaching is to develop students' social skills.
- The best way to learn a foreign language is through interaction with classmates.
- Online teaching is as effective as classroom teaching.

Columns

- strongly disagree
- disagree
- hard to say
- agree
- strongly agree

28. What I like about my work as an EHE teacher is:

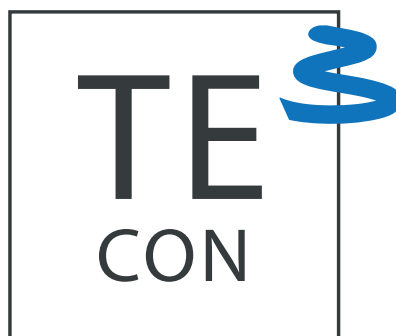
29. What I don't like about my work as an EHE teacher is:

30. What I would like to change about my work as an EHE teacher is:

31. What else comes to your mind in relation to your EHE work?



REPORT ON THE APPROACHES TO ENGLISH FOR HIGHER EDUCATION IN POLAND



Report on the approaches to English for higher education in Poland

1. Status of EFL in Poland Higher Education

It can hardly be debated that the status of English language provision in the educational system of a country is to a large degree shaped by the policies its government implements. In this chapter, we are going to present the key legal determinants of the role and services of higher education (henceforth, HE) institutions in Poland, analysing acts and regulations which directly or indirectly impact their position and, consequently, the status of English-language programs at the tertiary level.

We have assumed the year 2005 as the cut-off point for our retrogressive analyses, because our queries have revealed that many of the documents of HE institutions which are in force now refer to the Law on Higher Education¹ passed in that year. This date coincides also with the Polish accession to the European Union (2004) and it can be reasonably hypothesized that the new law was supposed to align the Polish HE system with the European standards. Furthermore, the Bologna process, which has been exerting a tremendous impact on educational policies, started in 1999 and grew in importance around that time as well (the Bergen Communiqué after the meeting of the ministers responsible for higher education in 2005²; the Recommendation of the European Parliament and of the Council establishing the European Qualifications Framework in 2008³). In addition to the aforementioned Law on Higher Education (which was significantly amended in 2011 and replaced only in 2018), the operation of the Polish HE system is governed by the frameworks for higher education qualifications (introduced first under the influence of the aforesaid documents of the Bologna process in the form of guidelines around 2010; and as a separate act in the Polish system – in 2015, see below). To complete the picture, our analysis will also briefly address a couple of other acts related to the operation of the HE system which mention foreign languages, e.g. in the operation of research centres.

1.1. System Overview

At the time of its introduction in 2005, the Law on Higher Education⁴ was the main document which regulated the activities of HE institutions in Poland. It regulated a number of specific issues, including, among other things, the requirements necessary to open a study programme, such as the competencies of the teaching and research staff, the conferment of academic titles and many others⁵.

¹ Ustawa z dnia 27 lipca 2005 r. Prawo o szkolnictwie wyższym, Dz.U. 2005 nr 164 poz. 1365 [Act of 27 July 2005 Law on Higher Education, Journal of Laws of 2005 no. 164 item 1365].

² Rector Christina Ullenius, Karlstad University, Sweden, EUA Vice President Rapporteur The European Higher Education Area – Achieving the Goals, Bergen, 19–20 May 2005.

³ Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, sign. 2008/C 111/01.

⁴ See Footnote 1 above.

⁵ Please note the following provisions in particular: “Art. 6. Uczelnia ma w szczególności prawo do: 2) ustalania pla-

It also contained the crucial provision that HE institutions should in general be competent to determine the curricula of the study programmes they run (however, the rights of the competent minister and advisory bodies were also reserved, for example in the case of study programmes preparing graduates to pursue a career that is regulated in the EU). The body competent to approve a curriculum was the senate of the given institution. Another crucial provision of this act concerned the establishment of the Polish Accreditation Committee, an institution entrusted with the task of evaluating the performance of HE institutions on the basis of officially determined criteria; one of them concerned internationalization, including classes taught in foreign languages.

As indicated in the introduction above, the Bologna process gained impetus in the years following the passing of the 2005 Law on Higher Education, encouraging the partner countries to develop compatible descriptions of teaching outcomes in order to promote mobility of students and graduates. These goals were reflected in the amendment to the Law on Higher Education passed in 2011⁶, which obligated HE institutions to align their curricula with the National Qualification Framework (introduced already in 2010 in a book of guidelines). The framework suggested requirements for curricula in different academic fields, ranging from humanities and social sciences, through exact or biological sciences, up to medical and veterinary studies, forestry and arts. The guidelines were prepared by different groups of experts and the diversity of ways in which foreign language was included among the teaching outcomes seems to have been shaped to a large extent by the different perspectives they had. However, to venture a generalisation, in less technical disciplines, general knowledge of a foreign language was recommended, while in more technical disciplines, English was often mentioned specifically, and usually with particular career-related aims in mind (e.g. cooperation in international research teams, access to publications and databases). Interestingly, the guidelines for social sciences and arts listed no requirements in respect of foreign languages whatsoever.

In 2015, the Act on Integrated Qualifications System⁷ reinforced the role of the qualifications framework in the shaping of the graduate's profile, further aligning the Polish system with European practices developed as part of the Bologna process, in particular the aforementioned Recommendation from 2008⁸. It introduced the Polish Qualifications Framework, which contains uniform descriptions of equivalent qualifications (details specified in ordinances, see below), and a database with individual qualifications – the Integrated Qualifications System. Qualifications have been split between three ranges of levels: 1–4, 5 and 6–8; the third range corresponding to higher education⁹. It has also been

nów studiów i programów kształcenia, z uwzględnieniem standardów kształcenia określonych w przepisach wydanych na podstawie art. 9 pkt 2 i 3” [Art. 6. In particular, the HE institution has the right to: 2) determine the study plans and curricula, taking into account the teaching standards set forth in the regulations issued on the basis of Art. 9 items 2 and 3] and “Minister właściwy do spraw szkolnictwa wyższego określa, w drodze rozporządzenia: 2) standardy kształcenia dla poszczególnych kierunków oraz poziomów kształcenia, uwzględniające kwalifikacje, jakie powinien posiadać absolwent tych studiów, ramowe treści kształcenia, czas trwania studiów i wymiar praktyk oraz wymagania dla poszczególnych form studiów” [The competent minister in charge of higher education sets forth, by means of an ordinance: 2) the teaching standards for individual study programmes and levels of tuition, taking into account the qualifications which a graduate of the given programme should have, the framework programmes, the programme duration and amount of internship as well as the requirements concerning particular study forms].

6 Ustawa z dnia 18 marca 2011 r. o zmianie ustawy – Prawo o szkolnictwie wyższym, ustawy o stopniach naukowych i tytule naukowym oraz o stopniach i tytule w zakresie sztuki oraz o zmianie niektórych innych ustaw, Dz.U. 2011 nr 84 poz. 455 [Act of 18 March 2011 on the Amendment to the Act – Law on Higher Education, Act on scientific degrees and the scientific title and the degrees and title in respect of art and some other acts, Journal of Laws of 2011 no. 84, item 455].

7 Ustawa z dnia 22 grudnia 2015 r. o Zintegrowanym Systemie Kwalifikacji, Dz.U. 2016 poz. 64 [Act of 22 December 2015 on the Integrated Qualifications System, Journal of Laws of 2016, item 64].

8 See Footnote 3.

9 These levels correspond to Bachelor's study programmes (typically 3 years), Master's programmes (typically 2 years) and

specified that all of the descriptions (including the teaching goals) should make reference to qualifications in respect of language and communication, social functioning and learning. Foreign language is consistently mentioned in the sub-set of competencies related to language and communication at all levels. Furthermore, from Level 5 on, knowledge, skills and social competences at work are also to be addressed. One key competence given in the 2015 Act is communication with particular emphasis on a foreign language (Article 7.2.2)¹⁰.

The Act Law on Higher Education and Science passed in 2018¹¹ marked a revolution in the world of the Polish academia. The self-governance of universities, the career procedures and the evaluation criteria, the organisation of doctoral tuition and many other elements were changed, sparking an intense debate and, among other emotions, discontent. Interestingly, it appears that in respect of foreign languages teaching, the previous policy was very much sustained. In addition to some previously existing administrative procedures which were available in English, a few new ones were added to promote international cooperation and competency (e.g. job openings had to be posted in Polish and English; the evaluation of doctoral schools should be drawn up in Polish and in English). The leading role of the HE institution's senate in approving the curricula was maintained and again the requirement was included for them to refer to the Polish Qualifications Framework, as introduced in the 2015 act. Internationalization was to be taken into account in the evaluation of institutions. Among the most notable changes, the positions and career opportunities of persons employed in HE institutions were defined specifically in such a way as to require all higher-ranked personnel to hold academic degrees (previously, the teaching staff had a career path open with a Master's title only, see sub-section 2.3.1. below).

Somewhat on the side, let us note that a range of acts concerning the operation of Polish research institutions (National Science Centre, National Centre for Research and Development)¹² require that their directors have a command of English; we note this to further support the claim about the intended increasing internationalization of the Polish academia.

1.1.1 Organization of the educational system: an outline

The legal framework for the provision of EFL to students of HE institutions draws upon the current act regulating higher education paired with the Polish Qualifications Framework. The new guidelines stress the autonomy of universities in preparing study curricula, but ensure the appropriateness of the qualifications in the context of the European integration as well as the demands of the labour market (operationalised as teaching outcomes). More recent regulations have explicitly targeted the interna-

doctoral studies (typically 4 years). In some fields of study, the tuition is offered in unified 3+2 Master's programmes.

¹⁰ The full reading of the provisions is as follows: "Art 7.2 2) b) w zakresie komunikowania się – odbieranie i tworzenie wypowiedzi, upowszechnianie wiedzy w środowisku naukowym i posługiwanie się językiem obcym" [Art. 7.2.2) b) in respect of communication – reception and production of texts and speech, promoting knowledge in the academic circles and a command of a foreign language].

¹¹ Ustawa z dnia 20 lipca 2018 r. – Prawo o szkolnictwie wyższym i nauce, Dz. U. 2018, poz 1668 [Act of 20 July 2019 – Law on Higher Education and Science, Journal of Laws of 2019, item 1668].

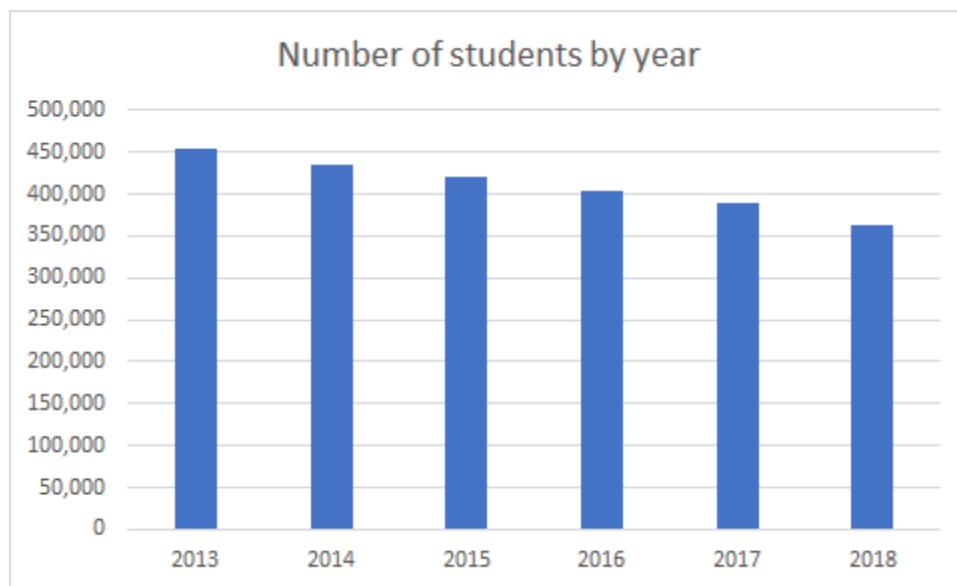
¹² Ustawa z dnia 30 kwietnia 2010 r. o Narodowym Centrum Badań i Rozwoju, Dz.U. 2010 nr 96 poz 616 [Act of 30 April 2010 on the National Centre for Research and Development, Journal of Laws of 2010 no. 96 item 616]; Ustawa z dnia 30 kwietnia 2010 r. o Narodowym Centrum Nauki, Dz. U. 2010 nr 96 poz 617 [Act of 30 April 2010 on the National Science Centre, Journal of Laws of 2010 no. 96 item 617]; Ustawa z dnia 30 kwietnia 2010 r. o instytutach badawczych, Dz.U. 2010 nr 96, poz 618 [Act of 30 April 2010 on research institutions, Journal of Laws of 2010 no. 96 item 618].

tionalization of Polish universities. Specific recommendations or requirements are, in majority, delegated to ordinances, which we shall cover in the next section, as they represent the core of the policy issues regarding EFL in HE.

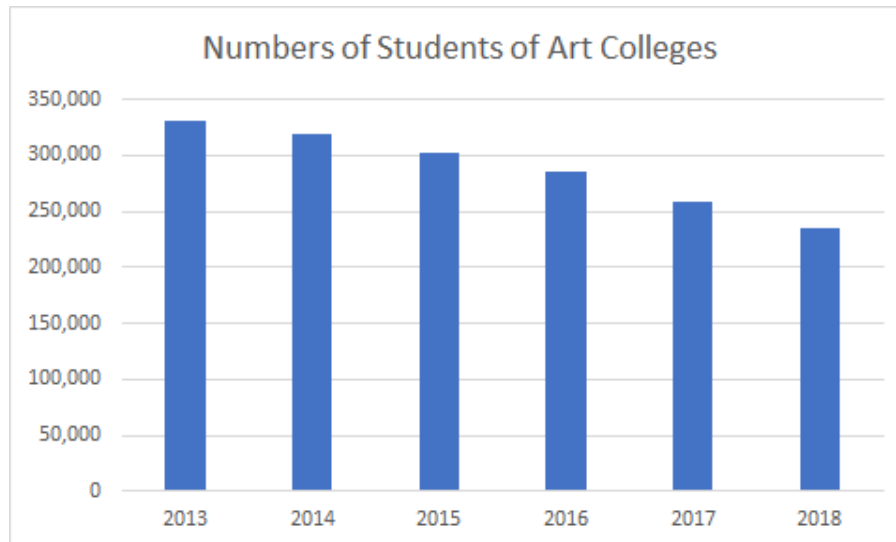
1.1.2 Illustrative numerical data

The numerical data reflecting the status of higher education in Poland can be analysed along several dimensions, including the division of HE institutions according to the supervisory body: the Ministry of Education, the Ministry of Health, the Ministry of Defence, theological institutions, or others. For reasons of brevity, however, it seems reasonable to focus mainly on selected HE institutions running under the guidance of the Ministry of Education, where English instruction generally constitutes a part of the curriculum.

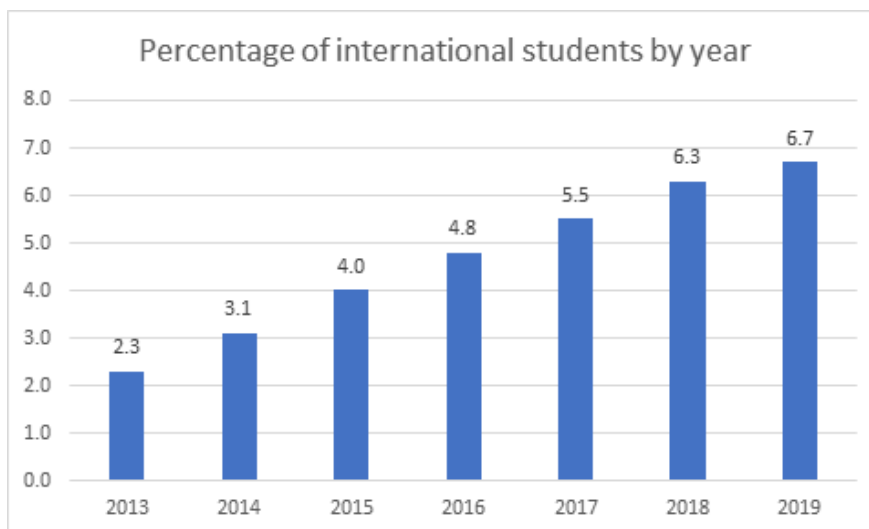
According to the available statistical data spanning years 2013–2018, the overall number of HE institutions dropped from 438 in 2013 to 392 in 2018. While the overall number of HE institutions has decreased, the number of universities has stayed at the same level, i.e. 19; at the same time, there was a slight drop in terms of the number of technical universities – from 25 in 2013 to 24 in 2018. A similar decrease was recorded for art colleges – from 23 in 2013 to 22 in 2018. This suggests that the decrease affected mainly smaller institutions which functioned outside the HE mainstream.



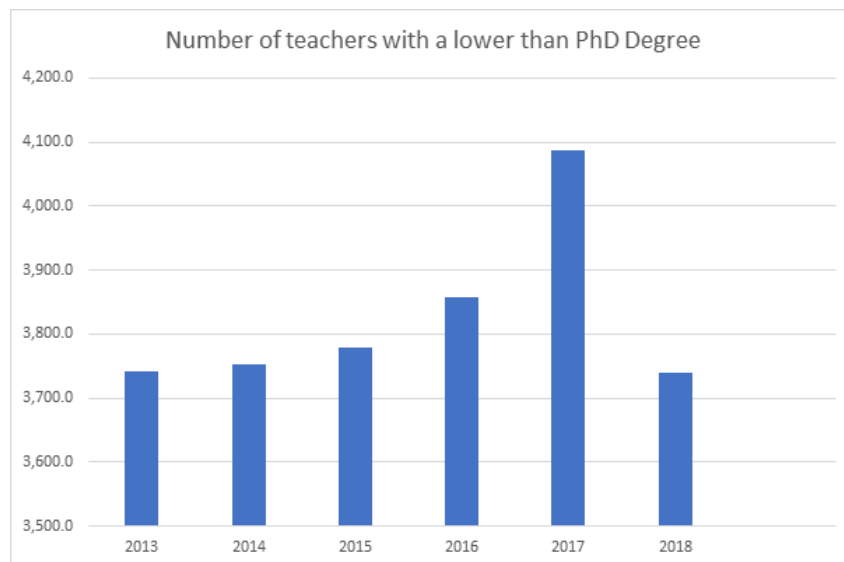
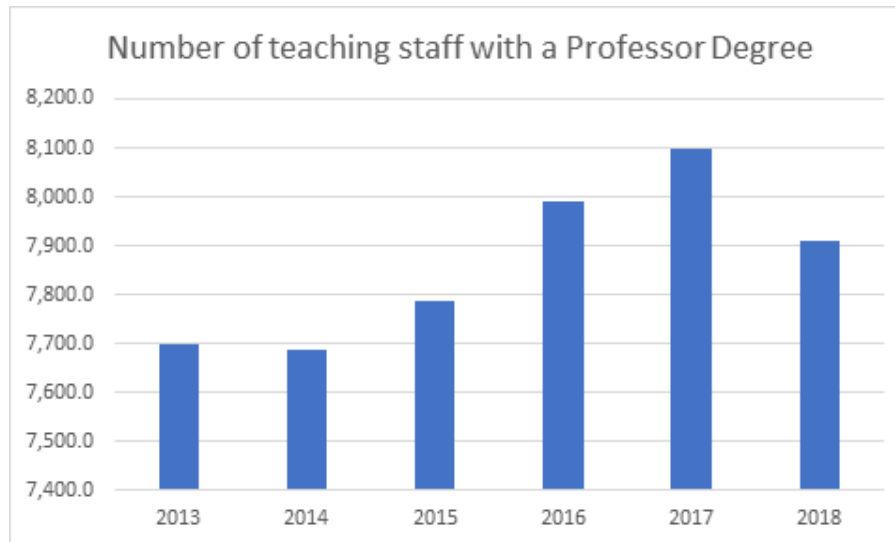
Interestingly, the data pertaining to the number of students of the aforementioned HE institutions also show an almost consistent decrease, from an overall level of almost 1,400,000 in 2015 to slightly above 1,200,000 in 2018, with the exception of students of art colleges, whose numbers fluctuated slightly over the years but recently recovered to the level from 2015.



The only positive trend is reflected in the percentage of international students in Poland, which has been rising steadily from around 4% in 2015 to almost 7% in 2019. This clearly supports the claim that the political efforts to promote internationalization of the Polish HE institutions have produced tangible effects.



Last but not least, the structure of employment at Polish universities may offer an interesting insight. The number of professors almost doubles that of teachers with a Master's diploma; this seems to suggest that emphasis is strongly placed on the quality of the personnel employed (as measured by the academic degrees). At the same time, it has to be noted that the bulk of the teaching is actually done by Master's degree holders; this is also true for English instructors.



Noting this disproportion is important, as there have been reports that while professors mainly focus on research, with a subsequent drop in teaching time, teachers holding Master's degrees are often tasked with additional administrative duties on top of their daily teaching loads. Last but not least, due to the reduced teaching obligations, it is relatively common for teaching staff with higher degrees to become affiliated with several universities, which has obvious consequences for their involvement at any particular position on the one hand, and their financial situation on the other. Based on this observation, we have decided to include a question devoted to the teachers' academic degree in our survey (see Chapter 5 below).

1.2. Policy issues regarding EFL in higher education

As indicated in the previous section, the scaffolding of the national HE system is provided by acts, however their implementation in practice is delegated to ordinances issued by the competent minister. In this section, we present a selection of relevant ordinances issued in the period 2005–2020 on the

basis of the afore-discussed acts. For reasons of space, we limit our aims to: 1) illustrating how the policies are systematically introduced, 2) identifying the particularities of the system as well as potential problems.

1.2.1 Structural, curricular, and pedagogical considerations

The Ordinance on the teaching standards for specific study programmes issued in 2007¹³ listed 118 study programmes (for example, archaeology, canonical law, chemistry, IT studies, navigation, pedagogics and many others) with requirements concerning teaching standards in attachments; almost all of them mention the mastery of a foreign language at the level B2 (CEFR) at the end of the Bachelor's programme. It was further specified that students should be offered 120 hours of foreign language classes (corresponding to 5 ECTS points) during this programme. The document contained approx. 50 mentions (i.e. less than 50% of all programmes) of the recommendation that students should develop a command of English. Interestingly, most Master's programmes did not mention a foreign language, but it was included in unified Master's study programmes.

1.2.2 Implementing institutional language policy

In 2011, the amendment to the Law on Higher Education introduced the requirement to relate teaching outcomes to the Polish Qualifications Framework. A range of ordinances followed in 2011 and 2012¹⁴, specifying the details of specific study programmes (e.g. veterinary studies, architecture), typically mentioning, among other things, the necessary level of competency in a foreign language or English *per se*. Furthermore, an Ordinance issued in 2011¹⁵ (amended in 2012, 2013 and 2016) specified the necessary competencies of graduates, indicating the requirements in respect of foreign languages. A very important Ordinance was passed in 2014¹⁶; it entitled the Polish Accreditation Committee to specifically include the quality of foreign language teaching in the evaluation of the given HE institution. It also maintained the requirement to assess internationalization, further operationalised as (*inter alia*) the implementation of teaching curricula in foreign languages and teaching classes in foreign languages. In our view, this document represents a further step forward towards opening the Polish academia to the international public.

As indicated in the previous section, the drive to align the competencies of the graduates of Polish HE institutions with the European settings led to the passing of the Act on Integrated Qualifications

¹³ *Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dn. 12 lipca 2007 r. w sprawie standardów kształcenia dla poszczególnych kierunków oraz poziomów kształcenia, a także trybu tworzenia i warunków, jakie musi spełniać uczelnia, by prowadzić studia międzykierunkowe oraz makrokierunki, Dz.U. 2007 nr 164 poz. 1166 [Ordinance of the Minister of Science and Higher Education of 12 July 2007 on the teaching standards for individual study programmes and tuition levels as well as the manner of creation and conditions to be met by an HE institution to open interdisciplinary study programmes and macro-field studies, Journal of Laws of 2007 no. 164, item 1166].*

¹⁴ *Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 29 września 2011 r. w sprawie standardów kształcenia dla kierunków studiów weterynarii i architektury, Dz.U. 2011 nr 207 poz. 1233. [The Ordinance of the Minister of Science and Higher Education of 29 October 2011 on the teaching standards for the faculties: veterinary and architecture, Journal of Laws of 2011, item 1233].*

¹⁵ *Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 4 listopada 2011 r. w sprawie wzorcowych efektów kształcenia, Dz. U. 2011 nr 253 poz. 1521 [Ordinance of the Minister of Science and Higher Education of 4 November 2011 on the model teaching effects, Journal of Laws of 2011 no. 253 item 1521].*

¹⁶ *Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 3 października 2014 r. w sprawie podstawowych kryteriów i zakresu oceny programowej oraz oceny instytucjonalnej, Dz.U. 2014 poz. 1356 [Ordinance of the Minister of Science and Higher Education of 3 October 2014 on the basic criteria and range of the programme evaluation and evaluation of institutions, Journal of Laws of 2014 item 1356].*

System¹⁷, which introduced the Polish Qualifications Framework. Importantly, in the Ordinance of 26 September 2016, it is specifically stated that at Level 6 of the Polish Qualifications Framework (corresponding to the Bachelor's degree), the command of a foreign language at the B2 level should be demonstrated; at Level 7 (corresponding to the Master's degree), this should be B2+, while at Level 8 (corresponding to the Doctor's degree), the only indication is that the individual should be able to participate in international academic exchange (i.e. there is no explicit reference to the CEFR).

The new Act – Law on Higher Education and Science passed in 2018 – was met in the academic circles with mixed emotions, but – as indicated above – it sustained the main goals of the foreign language policies. When it comes to technicalities, some interesting problems can be noted, for example the inconsistent instruction given in the Ordinance of 28 November 2018¹⁸, relating ministerial levels to CEFR specifications: Level 6 – B2, Level 7 – B2+, Level 8 – B2 [sic]. The 2018 Act was also widely debated for its focus on increasing the competitiveness of Polish research domains, to be achieved by the greater competitiveness inside Polish academic circles. This direction can be illustrated with the Announcement of the Minister of Science and Higher Education of 4 March 2020, which introduced the criteria for the evaluation of the performance of academicians, promoting publications in international journals. Quite naturally, this placed an even greater emphasis on the institutions to ensure that their research personnel have a command of English necessary to participate in international academic debates.

1.3. Conclusions

To summarise, we would like to identify the key determinants of EFL provision in the Polish HE institutions along two axes. The first refers to legal documents, ranging from acts (inspired by EU-level documents and recommendations) through ordinances up to the regulations by individual HE institutions (see section 2.4. below for examples). It should be noted that the main acts in force are the current version of the law on higher education, which gives the HE institutions the right to shape curricula, subject to control from the Ministry and the requirement that they reflect the current version of the qualifications framework. At the lower level, ordinances are used to implement the general directions outlined in acts. As we have demonstrated, they form a very complex body of documents, with provisions of varying specificity, sometimes bordering on inconsistency. We assess it as very likely that the complexities of this system remain difficult to grasp and retain for an average student or teacher.

The second axis we propose divides the HE institution's policies into outward- and inward-oriented. The former group represents the decisions it takes in respect of its curricula, as they target students. The latter – the requirements it imposes on (and opportunities it provides to) its staff in respect of the command of (and activity in) English. These activities are largely imposed by the government aiming at internationalization of the Polish academia. **Figure 1** below presents a timeline of the key legislative activities which shaped the Polish system of higher education.

¹⁷ See Footnote 7.

¹⁸ *Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 14 listopada 2018 w sprawie charakterystyk drugiego stopnia efektów uczenia się dla kwalifikacji na poziomach 6-8 Polskiej Ramy Kwalifikacji, Dz.U. 2018 poz. 2218 [Ordinance of the Minister of Science and Higher Education of 14 November 2018 on the second level characteristics of the learning outcomes for the qualifications at the levels 6–8 of the Polish Qualification Framework, Journal of Laws of 2018 item 2218].*

Legal timeline

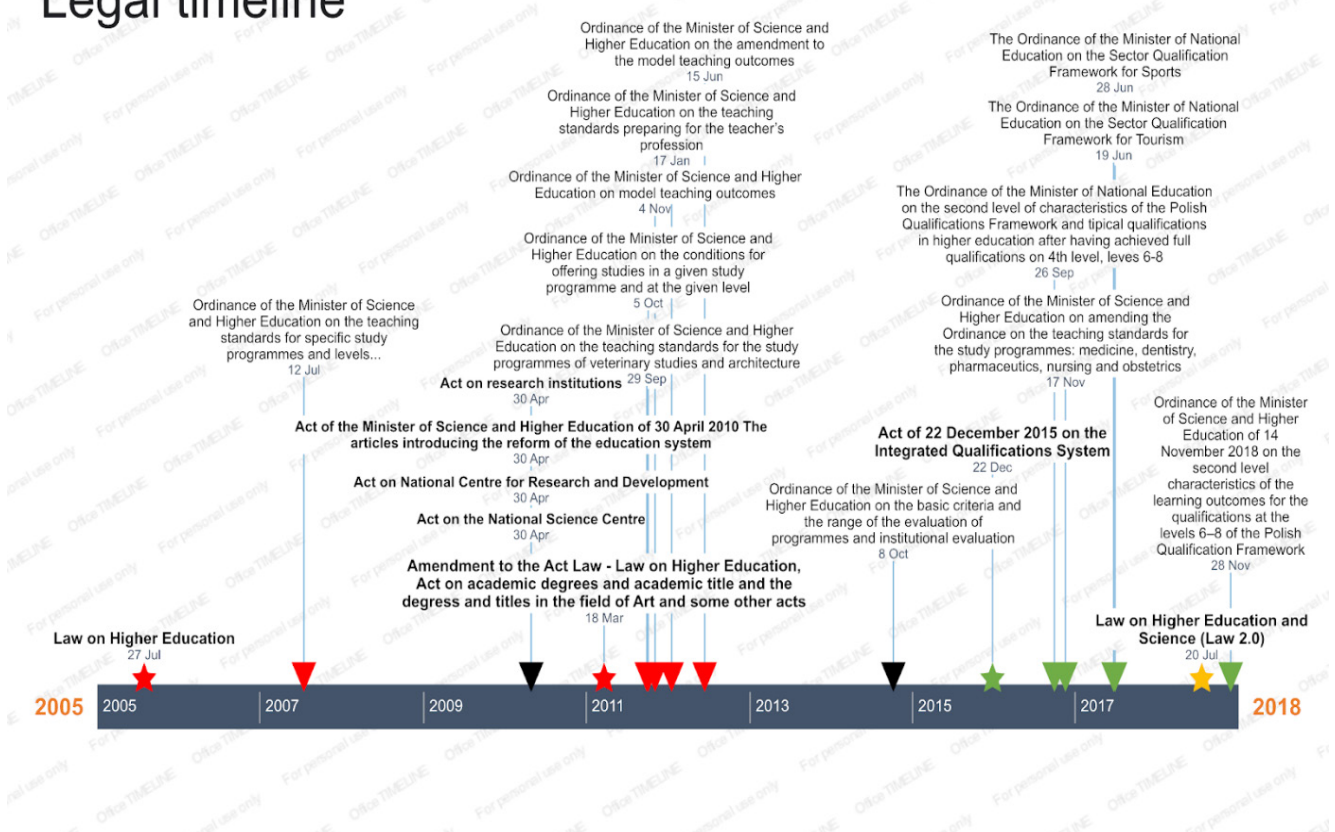


Figure 1.1. Legal timeline of legislative activities which shaped the Polish system of higher education. Source: Authors.

2. Teaching English through Content at the Tertiary Level

As shown in Chapter 1 above, the policymakers in Poland aim at internationalising the HE institutions and providing students with relevant skills and competencies to ensure their success on international job markets. Furthermore, they intend to pursue integration at the European level, which reinforces the need for quality foreign language teaching. In this chapter, we are going to focus specifically on the factors which in our opinion are currently shaping the teaching of English at the tertiary level.

2.1. English language provision at the tertiary level

The language policies, including the approaches and methodologies used in language teaching are set individually by HE institutions. For this reason, a generalised account of methodologies and approaches used is not feasible; instead, we have decided to offer a detailed presentation of four Polish HE institutions, addressing, among other issues, the types of courses they offer to their students and, potentially, outsiders in section 2.4. below. They represent different sizes, profile and locality, therefore they can also provide some relevant data to support the concluding remarks. (see section 2.5. below).

2.2. Assessment and certification

Similarly to point 2.1. above, the overall account is hindered by the HE institutions' legal autonomy. In general, there are two relevant types of certification to consider. The first one concerns university-issued certificates. While they are not particularly renowned among external parties (e.g. future employers), they are used on a general basis in recruitment and graduation procedures; this practice, as indicated in section 1.2. above, is mandated by the legal requirement for graduates to demonstrate at levels 6, 7, and 8 (Bachelor's, Master's and Doctor's degrees, respectively) the command of a foreign language at B2 or B2+ level (according to CEFR). Furthermore, universities determine their own criteria for students to pass specific language courses, which also involves testing.

In addition to these, some universities partnered with external organisations to offer their students an opportunity to acquire another – more commonly recognised – certificate (cf. section 2.4. for some more discussion and examples).

2.3. Perspectives and needs

Our analysis of teachers' needs and perspectives will be centred around two key issues: (1) teachers' perspectives on professional development, relationships with the HE institutions which employ them, and policymakers who shape the educational system; (2) teachers' status, including remuneration, a sense of appreciation (or lack thereof) and position within the HE institution. As for students, the major reference point is employability.

2.3.1 Teachers

When it comes to EHE teachers' perspectives, first we would like to point to the disproportion between English and other foreign languages taught in Poland. This extraordinary demand for English can be seen as partially objective – because English is spoken by a quarter of the world's population (English Effect Report v.2, 2013, p. 3), which warrants its usefulness on job markets – and partially subjective – because the readiness to accept increased English tuition at the expense of other foreign languages (cf. Language Education Policy Profile, p. 20) can also be motivated psychologically and can even go against the EU proclaimed ambitions to achieve effective multilingualism – rather than a 'homogeneous' bilingualism with English as the default foreign language in addition to the native one (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2001, p. 4).

In our view, this particular situation may be impacting the status of EHE teachers in Poland in two contradictory ways: on the one hand, they can expect more job opportunities due to the increased demand; on the other, they can be sometimes seen as the default, standard, or even dispensable type of staff. To further probe the position of EHE teachers in Poland, we formulated a couple of questions in the survey about their employment conditions and other career-related experiences.

In brief, these results suggest that 85% of the respondents were employed on a full-time permanent basis, and as many as 62% claimed that they did not engage in work other than education. The overwhelming majority (80%) were employed by state universities, 99% held an academic degree.

These numbers may indicate a relative loyalty to the profession or job satisfaction, possibly stem-

ming from such prominently pronounced aspects as interaction with students (61% of the responses), or being exposed to constant learning opportunities, as reported by 23% of the respondents. However, the satisfaction of an EHE teacher is often marred by a strong wish for the recognition of their input into university curricula, as reported by over 75% respondents, as well as the need for the recognition of their role in preparing students for active European citizenship – almost 72% responses. To add to this picture, almost 25% of the teachers complained about paperwork unrelated to teaching, insufficient salary and lack of support in preparing courses (almost 12% each), as well as heavy workload and unrealistic teaching goals (almost 11% each).

In most general terms, in Poland a tertiary-level foreign language teacher's job is not considered to be well-paid (LEPP, p. 29). Furthermore, there have been few effective efforts made to amend this situation. Individual examples can be cited to demonstrate that a single institution can decide to make foreign language provision its 'selling point' (e.g., by employing native speakers, or teachers qualified in another field in addition to language teaching).

In Poland, the current law specifies the requirements for being employed as a foreign language teacher in an HE institution, including the available path of professional development (see also section 3.1. below). The new arrangements in this regard have placed teachers in a rather tricky position, as advancing beyond the second rank¹⁹ now requires a scientific degree. This has proven problematic especially to those teachers who devoted the majority of their resources to teaching practice, precisely at the cost of academic achievements.

When it comes to the role of teachers as the ultimate executors of the new policies (see Chapter 1 above), there have been reports (Gajewska-Skrzypczak and Sawicka, 2016, p. 54) that some of them find adapting to new circumstances difficult, for example coping with the increase in the number of sources of information available to students, which requires them to change the role from the traditional one (where teacher controlled knowledge and interactions easily) to one more focussed on guidance and moderation. In particular, in the area of foreign language education, this often obliges teachers to go beyond solely linguistic instruction to include other skills and competences, such as presenting, note-taking, working knowledge of the target culture (Skwarko and Wojtaś, 2015, p. 55). Importantly, teachers have reported being requested to extend their curricula in this direction without being provided with relevant resources by the HE institutions (see section 3.2. below).

Another important question concerns the presence of senior employees in the staff – as role models, helping 'juniors' improve their competencies; but also constituting a necessary condition for the establishment of a lasting recognition of the whole group of foreign language teachers in the HE institutional structures. The problem has generally been recognised in the literature (e.g. Dearden and Macaro, 2016); the results of our survey indicate that the majority of teachers (36.7%) were between 41-50 years of age; the second most numerous (23.4%) represented age group were respondents aged 51-60 and 18.8% were above 60. 14.8% of the teaching staff were between 31-40 years of age, and junior staff aged 21-30 constituted only 3.9% of EHE teachers. Unsurprisingly, 34% of respondents admitted to working in the teaching profession for more than 25 years, 23% between 21-25 years and

¹⁹ At present, the 1st rank is *lektor* = 'foreign language teacher'; 2nd rank is *asystent* = 'assistant teacher'; 3rd rank is *adiunkt*, which can be translated as 'senior assistant' or 'assistant professor'. Previously, EHE teachers started their career path at the lowest level corresponding to 'teacher', which would then be followed by the rank of a 'lecturer' and finally 'senior lecturer'. The path of development is based more on the experience than solely on academic achievements or, for that matter, obtaining a PhD.

16% from 16 to 20 years, which indicates that the percentage of teaching staff with at least 15 years of experience amounts to 73%.

2.3.2 Students

As far as students' perspective is concerned, the key factor that comes to the fore is employability. Language is quoted among the key skills necessary to find employment (Bożykowski et al., p. 58), which has long been recognised by the legislator. As early as in 2005 the Language Education Policy Profile mentioned that students of all disciplines are required to attend a minimum of 120 hours of language classes (LEPP, p. 31). Employability was considered relatively important for students in Poland - evaluated on average at 0,88 (on a scale from 0 to 1), while availability of language courses was graded on average 0,643, as attested by a study of student satisfaction across Central Europe (Poland, Czech, Slovakia, Austria, Germany) The employers expect their future workers to have all the necessary language skills, particularly focusing on their practical application (Schüller et al., 2013, p. 1109). When it comes to writing, they pay attention to correspondence (ca. 16%), reports (11%), and agendas and protocols (7%); however as far as speaking is concerned, the employee has to be able to conduct a phone call (16%), or talks with their business cooperators (nearly 15%) (Skwarko i Wojtaś, 2015). Language skills, English in particular, are recurring topic in job offers across all the branches and fields of work (e.g., as much as 88% tourism, 80% in transport, 74% in finance, 66% in IT and audits, 64% in accounting and robotics, and only 18% in sports and sales (Baran, 2020)). Employers expect various levels of language: from basic communication (A2/B1) to fluency (C1) (Baran, 2020, p.26). This crucial for employability skill seems to be strongly correlated with education: in 2016, in Poland, over 90% of graduates knew at least one foreign language, compared with c.a. 60% of people with upper-secondary education and approx. 25% with less than primary, primary and lower-secondary. The numbers for the EU are: 82,5%, 63,1%, and 41,7%, respectively (Eurostat, 2019, p. 5). The trend is parallel, when it comes to proficiency, as those with tertiary education (levels 5-8) deem themselves proficient seven times as often as those with secondary education (approx. 35% compared to ca 5%)(Eurostat, 2019, pp. 12–13). It all confirms the relative success of the EHE institutions in preparing the students for their future work.

2.4. Profiles of HE institutions

As indicated in the foregoing discussion, generalisations are not easy to draw in the case of the Polish system of tertiary education. For this reason, we have decided to provide an extensive section devoted to the presentation of the profiles of several Polish HE institutions. The analysis in this section will cover four such institutions:

- i. Uniwersytet Przyrodniczo-Humanistyczny w Siedlcach – Siedlce University of Humanities and Natural Sciences [based in Siedlce]
- ii. Uniwersytet Jagielloński – Jagiellonian University [based in Kraków]
- iii. Akademia Górniczo-Hutnicza – AGH University of Science Technology [based in Kraków as well]
- iv. Akademia Leona Koźmińskiego – Kozminski University [based in Warsaw]

This sample was selected taking into consideration different size (ii being the greatest, i – the smallest), different localization (Warsaw – capital city, Kraków – former capital city and a big industrial centre, and Siedlce – a middle-sized town to the east of Warsaw), different profiles (i, ii offer more holistic training; iii, iv – specific future career-oriented).

For reasons of methodological soundness, we have decided to limit ourselves to the analysis of the publicly available promotional materials (websites of their respective language centres). This will testify to the ways in which the given HE institutions see and want to present themselves, and even this type of research will, in our opinion, demonstrate the variety of approaches that HE institutions are taking, using the liberty given to them by the legal provisions.

To ensure that the information is relevant to the issues investigated in this report, we have decided to group the information under three broad headlines:

- I. approach to English against the background of other languages (the choice of methodologies, course types, etc.)
- II. approach to staff (nationality and/or ethnicity of the teachers, their documented language proficiency level, other profile elements, etc.)
- III. approach to students (e.g. the degree of autonomy given to students, the range of choices, amendments intended to help students perform better and gain more from courses, availability to outsiders)

Concluding remarks follow in section 2.5. below.

2.4.1 Siedlce University of Humanities and Natural Sciences

Siedlce is a town with the population of about 78 thousand, located approx. 100 km to the east of Warsaw. Its economy is based largely on commerce, followed by B2B services, industrial processing and construction works²⁰. The university in Siedlce has a specialized unit entrusted with the task of providing foreign language tuition to its students – Centrum Języków Obcych [*Foreign Language Centre*]. The information in this sub-section is based on the official website of the FLC – <https://cjo.uph.edu.pl> (accessed on 15 May 2021).

I. English and other languages

The information provided on the official website is scarce and in the absence of any other evidence we assume the general language classes are offered in four languages: English, German, Russian and Spanish. Classes are offered at the B2 level (CEFR), as required by the National Qualifications Framework (see sections 1.1. and 2.2. above) and the student is expected to start with the command of the chosen language at the level B1.

We also note that the University offers a study programme called 'Filologia' [*philology*; source: <https://www.uph.edu.pl/kandydaci/163-wirtualne-dni-otwarte-oferta-kierunkow/31-kierunek-filologia-studia-pierwszego-stopnia>, accessed on 15 May 2021], but the language of instruction is not specified (though there is a British flag in the image). Additionally, there are 3 study programmes available in English: Management, Mathematics, National Security [sic!].

²⁰ <https://pl.wikipedia.org/wiki/Siedlce#Gospodarka> (accessed on 15 May 2021)

II. Staff

The Foreign Languages Centre employs 19 persons of staff; 12 of them work in the English Language Team; 3 employees hold Doctor's degrees, while the remaining teachers – Master's degrees. Based on the names, all of the employees seem to be Polish.

III. Students

At least 20 students have to volunteer for a new group to be opened (but it is not clear whether they would have classes together or would be split in smaller sub-groups). Sometimes thematic events are organised (the website features an invitation to a meeting devoted to English idioms in business language, held via Zoom). The Foreign Language Centre is an accredited partner for the TOEIC exam. There is a range of options which entitle the student to skip foreign language classes (mainly when a student can present a certificate from another institution documenting the command of the foreign language at the required level).

2.4.2 Jagiellonian University

Jagiellonian University is one of the most prestigious HE institutions in Poland. Located in the former capital city – Kraków – it has a broad academic offering, attracting students from Poland and other countries; in the academic year 2020/2021, the number reached nearly 40 thousand²¹. This university has two units specialised in the provision of foreign language tuition – the Jagiellonian Language Centre (which will be considered in this presentation) and the Language Centre – Collegium Medicum, which most likely offers language courses for future medical professionals. The official website of the former, which served as the source of information for this sub-section, can be found by following the link: <https://jcz.uj.edu.pl/> (accessed on 15 May 2021).

I. English and other languages

The Jagiellonian Language Centre offers classes in 7 foreign languages to students; these include English, French, Spanish, Lithuanian, German, Russian and Italian; furthermore, there are classes available in Latin and Greek. Classes in some other foreign languages (Korean, Esperanto, Norwegian) are also available for outsiders.

In terms of its teaching philosophy, the Jagiellonian Language Centre officially supports the eclectic approach and aims to provide a variety of course options, ranging from general courses to tailor-made (ESP-type, e.g. in chemistry or IT) and hobby-based (e.g. literature or philosophy-oriented). It also acknowledges the diversity of learning motivations and preferences as well as the importance of the 'academic component' in language classes, i.e. the variety of skills and competencies allowing the students/graduates to pursue personal and career development in their selected field of study.

The Jagiellonian Language Centre is responsible for the organisation of certification exams for the internal university needs, as discussed in section 2.2. above; it also recommends that doctoral students should pass a foreign language exam at C1 level.

²¹ 39,545, to be precise. See <https://www.uj.edu.pl/universytet-z-collegium-medicum/statystyki>, accessed on 15 May 2021

II. Staff

There are 5 language teams in the Jagiellonian Language Centre: (1) (2) Romance languages, (3) Latin, (4) Russian, (5) German. The Team heads are all Polish Master's degree holders (except for the head of the Latin unit, who holds the 'dr. hab' title). Over 100 teachers are employed in total.

III. Students

The requirements for students of the Jagiellonian University to take foreign language classes are defined as follows:

- Bachelor's degree programmes – 120 teaching units (1 unit = 45 mins);
- Master's degree programmes – 60 or 120 teaching units;
- Integrated Master's degree programmes – 180 or 240 teaching units ;
- Doctoral programmes – 60 teaching units .

Every academic year, approx. 10 thousand students participate in classes. Students use a dedicated internet platform to register for courses and manage the technicalities and formalities; this is done by means of tokens, which means students are given substantial liberty as to the choice of their path of linguistic development.

Furthermore, there are additional classes organised with funding coming from programmes – Doskonały Uniwersytet, Zintegrowany. The Jagiellonian Language Centres is an accredited partner of EAQUALS; it also publishes 'Zeszyty Glottodydaktyczne' – a scientific journal devoted to the study of foreign language teaching; we take this as an indication of genuine interest in the development of novel methodologies and approaches in the field.

2.4.3 AGH Academy of Science and Technology

This HE institution specialises in technical subjects, the acronym 'AGH' meaning 'Akademia Górniczo-Hutnicza', literally: Academy of Mining and Metallurgy. It is based in Kraków, the former Polish capital city, with the population of approx. 781 thousand²². Its foreign language-specialised unit is called 'Studium Języków Obcych' [*The School of Foreign Languages*] and its official website is available under the address: <http://www.sjo.agh.edu.pl> (accessed on 15 May 2021).

I. English and other languages

The information available on the website appears to be inconsistent, so we note with slight uncertainty that the languages offered seem to be the following: English, German, Russian, French, Spanish, and possibly also Italian.

In the materials available for an outsider's analysis, there is no mention of the course type, so it seems a safe assumption that a significant portion of these are general language classes. However, given the technical profile of the institution, almost certainly there are also classes oriented towards the specific future career (all the more so, because the website boasts about the authorship of specialised course books, such as 'English for Building Materials Engineering'). We have also been able

²² <https://pl.wikipedia.org/wiki/Krak%C3%B3w> (accessed on 15 May 2021).

to identify websites of specific faculties mentioning specialised language classes. In conclusion, there are definitely language courses devoted to specialised registers, however they are not advertised to the outsiders, from which we also conclude that the linguistic development is made dependent on the main study path.

II. Staff

The dedicated unit – Studium Języków Obcych [*Foreign Language School*] – has two main branches: (1) the English Team, and (2) the Team for Germanic, Romance and Slavonic Languages. The English team has approx. 50 employees, and judging by their names, all or almost all of them are Polish; all are Master's degree holders.

III. Students

The guidelines for the study of foreign languages at AGH indicate that by default, students should continue the study of the language which they learnt at high school and chose for their 'matura' [*high school graduation*] exam. This shows clearly that focus is in the first place on meeting the requirement imposed by the National Qualifications Framework; new languages (i.e. beginner courses, at levels A1/A2) are available only to those students who have passed their obligatory B2 (Bachelor's/Engineer's) or B2+ (Master's/Master Engineer's) certification exams. This requirement can be waived upon submission of an appropriate certificate. There is also an indication that the exam in English consists of a reading comprehension part which uses popular science materials and a lexico-grammatical part; the oral part of the exam is based on the students' scientific plans.

The University also offers exams at other levels (C1), which are payable and end with the issuance of an appropriate certificate. The Study also runs a learned society for students [Polish: *koło naukowe*].

2.4.4 Koźminski University

This is a privately-held HE institution based in Warsaw, the present-day capital city of Poland and its main centre of commerce. This university specialises in such fields as business, management and law. The main source of information for this profile is the official website of the centre for foreign languages: <https://www.kozminski.edu.pl/pl/jednostki/centrum-jezykow-obcych> (accessed on 15 May 2021).

I. English and other languages

The website of the Centrum Języków Obcych [*Foreign Languages Centre*] is clearly prepared with marketing purposes in mind; therefore, the information there is not exhaustive. Be that as it may, the Foreign Languages Centre highlights its offering of CLIL-type and specific skills-oriented courses in English which target Koźminski University's main areas of interests: business, management and law. There are also postgraduate study programmes advertised, such as business English, English for medical professions, or Wirtschaftsdeutsch (business German).

II. Staff

In general, there is a focus (also in marketing terms) on showing that the teachers are also subject matter experts in the relevant fields. Specifically, however, the 'Personnel' tab of the Foreign Language Centre lists 6 persons – all of them Polish, with 2 Doctor's degree holders, 3 Master's degree holders and 1 person without a mention of the degree. Surely, however, this list is incomplete, as the tab with summer courses lists options with other teachers; and it can be hardly imagined that approx. 9,000 students a year²³ can be trained by a couple of teachers only.

There are also mentions of two other language-focussed units: (1) Centre for International Communication; (2) Study for English Legal Language, with the staff of these overlapping with that of the Foreign Language Centre.

III. Students

Clearly, Kozminski University aims to attract students with future career-oriented foreign language courses; (at least) sometimes, they are strictly integrated in the study curricula. For example, there is an indication that students of legal study programmes are required to take exams in legal English, which we tentatively assume to represent the general policy to provide students with their career-relevant variety of English as part of their regular study programme. Additionally, there are classes preparing for certificates (university-internal) and external exams, such as Pearson London Test of English, English for Business (by the London Chamber of Commerce and Industry).

To further reinforce their offering, Kozminski University provides summer courses in English (both General and Business English), some of these are available online. Last but not least, Kozminski University advertises 'on-demand' language courses for students and outsiders in the fields of business and law, as well as courses for private companies preparing for industry-specific certificates in English.

2.5. Conclusions

In conclusion, we have to once again restate our initial claim that the EFL provision at the tertiary level in Poland is idiosyncratic and it varies from one institution to another. The institutions differ in terms of their perception of English as either the default foreign language, or one of many available foreign languages; they also differ in terms of the type what types of courses they offer – general language proficiency or domain-specific ones, compatible with students' intended career path. Lastly, there are notable differences in their approach to students: are they free to choose their language courses or is that choice determined by their main field of study. The main similarity that we have noted is the fact that the Polish HE institutions employ mainly Polish teachers (i.e. non-native users of English) with a Master's degree.

The account in this section did not cover English Studies programmes; these will be briefly mentioned in section 3.1. below.

²³ <https://www.kozminski.edu.pl/pl/o-uczelnii> (accessed on 15 May 2021); there is no indication of the year to which this number pertains, so we are assuming it with a degree of tentativeness.

3. Existing Training Opportunities and Educational Resources for English Teachers at the Tertiary Level

In Poland, the requirements to become a teacher are specified by the Ordinance of the Minister of Science and Higher Education on the standards of teaching in preparation for the teacher's profession issued on the basis of Law on Higher Education²⁴. This document specifies that a graduate can gain knowledge and develop professional skills in a foreign language using various sources; when a graduate is to teach a foreign language, he or she has to have a command of that language at CEFR level C1 and a command of another foreign language as specified in the National Framework of Qualifications for Higher Education (B2/B2+)²⁵.

3.1. Training opportunities and educational resources

Teachers typically get their education from English Studies departments at a university. An Internet search on the availability of English Studies returned a webpage²⁶ for secondary school graduates which listed 43 institutions offering studies in this field in Poland. These include state and private universities, higher vocational schools as well as some technical universities. From among these we can single out a group of highly reputable universities with a long-standing tradition of delivering high-quality English training; at these, the teaching of English as a foreign language can be the academic focus or it can be delivered through auxiliary classes to students who wish to obtain teaching qualifications, depending on the specific programme.

In addition to these well-established options, there is a number of other educational entities offering training for future English teachers; their quality is, however, questionable; for example, Zawadzka-Bartnik (2015, pp 141–142) notes that some HE institutions try to attract students by leaving out less 'marketable' curricular components (e.g. methodological issues), instead offering more 'appealing' ones, such as media or international content. Another practice, noted by Komorowska (2015, p. 24), involves adding foreign language classes to otherwise non-linguistic programmes (e.g. geography or physical education) to attract candidates; quite naturally, such offerings are incapable of covering all the material relevant to the teacher's profession, and yet their graduates can sometimes get full teaching qualifications.

In addition to this reservation, there have also been some critical opinions voiced concerning foreign language teacher preparation in general. For example, Michońska-Stadnik (2015) reported students' dissatisfaction with the quality of teaching they received in programmes aimed at training teachers of German as a foreign language; Komorowska (2015) on the other hand, demonstrated how the learning load students are offered in strictly teaching-related subjects has dropped significantly since 2005. At the same time, it seems that the system is perceived to be quite stable; for example, the

²⁴ *Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego w sprawie standardów kształcenia przygotowującego do wykonywania zawodu nauczyciela, Dz.U. 2019 poz. 1450 [Ordinance of the Minister of Science and Higher Education on the teaching standards preparing for the performance of the teacher's profession, Journal of Laws of 2019, item 1450].*

²⁵ *Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego w sprawie Krajowych Ram Kwalifikacji dla Szkolnictwa Wyższego, Dz.U. 2011 nr 253 poz. 1520 [Ordinance of the Minister of Science and Higher Education on the National Framework of Qualifications for Higher Education, Journal of Laws of 2011 no. 23 item 1520].*

²⁶ <https://www.otouczenie.pl/artukul/1573/Anglistyka#:~:text=Studia%20na%20kierunku%20anglistyka%20to%20studia%20licencjackie%20lub,podj%C4%85%C4%87%20w%20trybie%20stacjonarnym%20%28dziennym%29%20lub%20niestacjonarnym%20%28zaocznym%29;> accessed on 30 April 2021.

majority of Michońska-Stadnik's (2015) respondents (2/3) claimed that they felt prepared to start working as teachers and even when voicing critical opinions, they admitted that the programmes were what they had expected.

Another area in which a shortage has been identified is the exchange of best practices in the field of teacher education (Council of Europe, 2005 p. 6; p. 31). We also have to note the concerns that there are no comprehensive internal programmes meant for the improvement of in-service teachers' competences (Language Education Policy Profile, p. 31), although a number of initiatives has been undertaken to assist teachers in their professional development – some of them by their employers, some other by third parties (Szczuka-Dorna, 2020). In general, the willingness to self-develop is significantly related to the perceived attractiveness of the teacher's profession (see sub-section 2.3.1. above). Should it be associated with good career opportunities, more candidates would be willing to engage in the relevant study programmes, thus improving their skills and promoting professional development. (Komorowska, 2015, p. 26). For now, however, this seems a rather vague possibility and the spread of new teaching methodologies is hindered (Language Education in Poland [report], p. 27).

Accepting that the critical opinions cited above are not unfounded, it is imperative to consider auxiliary learning opportunities available for teachers. To begin with, teachers can exchange views and share experiences during conferences, such as IATEFL (International Association of Teachers of English as a Foreign Language, typical audience in Poland – approx. 1000) or PASE (Polish Association for the Study of English) events. Furthermore, there are certification programmes and training courses offered by foreign institutions interested in the promotion of quality English language teaching, e.g. EAQUALS (Evaluation and Accreditation of Quality Language Services), or CELTA (Certificate in English Language Teaching to Adults, awarded by Cambridge Assessment English), as well as reputable publishers – Oxford University Press, Cambridge University Press, Pearson, Macmillan and others; importantly, many of these training options are nowadays available online (e.g. as webinars). While the quality of the aforementioned options does not raise any doubts, we would like to point out that their commercial availability may cause some problems:

- if there is no “return” on teachers' investment in the form of better career opportunities, loss of motivation can be expected with the system being in general left in stagnation, as discussed above;
- depending on the prices and geographical clustering in large cities, this training provision can contribute to inequality between various regions of the country.

Consequently, a richer educational offer should help teachers improve and broaden their competencies, promoting professional growth and reducing marginalisation due to the geographical location of an HE institution.

3.2. Classroom practice

Let us start by noting that the 2018 Law on Higher Education and Science (currently in force) sets the number of teaching hours that a foreign language teacher should work a year at 540 at maximum (Art. 127; 1 teaching hour = 45 minutes). This number is high in comparison to other types of staff (for instance: other teachers – 360; regular members of research and teaching staff – 240; professors – 180 hours) (European Commission, 2018); so, one key question is how this load is used in practice by

the teachers' superiors; unfortunately, such data are difficult to obtain in a formalized research context.

The next crucial question concerns the methods, techniques and tools used by teachers in class. In particular, we are interested in determining how effective, diverse and accurate the instruments teachers have at their disposal are, considering the political requirements and goals outlined in Chapter 1. The available data indicate that teachers not only employ multiple approaches and methodologies in their classroom (e.g. genre-based approach – Aleksandrak, 2018; elicitation techniques – Targońska, 2018; due-ethnography – Werbińska, 2019; to mention just a few), but also take into account students' strategies and individual preferences (Przybył, 2017; cf. also the profile of the Jagiellonian University, sub-section 2.4.2. above). Furthermore, in spite of the need to assess students, they also attempt to implement such alternative approaches as open evaluation (Peć, 2020). These conclusions are in accordance with the results of our survey too, which indicate that as many as 85.1% of teachers rely mostly on adapted and self-designed materials. 36.3% use authentic materials such as videos, series, TED talks, articles and books related to content. 81.5% employ the communicative approach, as well as task-based learning (56.2%) and presentation-practice-production format (54.6%). Project work and all types of interactive work are the most commonly used teaching techniques, as reported by 64.8% of the respondents. When it comes to testing, although close-ended formats and student presentations were the most popular assessment techniques employed (94% and 83.5% respectively), open ended tests also ranked high (68.7%). Other formulas included graded writing, oral tests and homework/self-assessment.

All of these observations seem to support the claim that the teachers' training programmes are effective too, in spite of all the reservations mentioned in section 3.1. above.

Somewhat contrary to the fears voiced above concerning the development of course types other than General English, universities – aiming to meet the political demands as well as the trends on the market (cf. Skwarko and Wojtaś, 2015, p. 56) – have started offering ESP (English for Special Purposes) courses, with varying degrees of success. Reservations pertain mainly to the teachers' ability to work with non-linguistic content and to recognise the specific needs of their students, see Dzieciot-Pędich, 2015). Indeed, given the pressure to go beyond General English, the responsibility of teachers to employ specialist field knowledge has been recognised as a problem by other authors too (for instance, Gajewska-Skrzypczak and Sawicka, 2016). Yet another problem is managing mixed-ability groups, given the relative unavailability of ready ESP resources (Wierciak, 2018). And even when focussing on linguistic content, teachers can feel the pressure to stimulate students' authentic interest and involvement in order to enhance their learning autonomy (Przybył, 2017, p. 100).

A tangential but noteworthy issue is the awareness of the HE institution's innovative policies. There have been reports (e.g. Dearden and Macaro, 2016) that teachers have a rather vague knowledge of the constantly updated goals of their institutions; in which case we can reasonably question the efficacy of the measures they employ in the classroom. The picture gets even more complicated when teachers at the same time strive to meet the requirements of the job market (see Zawadzka-Bartnik, 2015, p. 141) and particular competency tests (Urbanik, 2012; Zabala-Delgado and Sawicka, 2019).

3.3. Conclusions

In summary, the Polish EHE teachers' situation seems to be shaped primarily by the following factors:

- a solid training preparing them for their job, which is however becoming slightly obsolete, as there are no strong stimuli to update it significantly,
 - a range of high-quality auxiliary training programmes (often for commercial use),
 - some negative market practices, leading to the deterioration of the teaching quality, on the other;
- default low income perspectives, which make the profession less attractive to new candidates, amenable only inside individual HE institutions when they prioritize foreign language provision as their selling point
- a unique status, enjoyed by EHE teachers

The privileged position of EHE teachers in Poland has its downsides: increased pressure to implement new teaching methods and to integrate linguistic content with subject-specific knowledge. The changing legal context (such as the modifications of available career paths) further undermines the teachers' sense of security;

Crucially, in spite of all the difficulties listed above, EHE teachers do work hard and show lots of engagement, managing ever-changing classrooms, dealing with increasing workloads and adopting innovative teaching methods. Measures should be taken to support teachers in their efforts; otherwise, the political determination to pursue an European integration and equal-opportunity employment will fall prey to the system inefficacy, leaving behind cohorts of disillusioned and downhearted individuals.

4. Online Teaching at the Tertiary Level

The question we would like to address in this section concerns digital practices of EHE teachers in Poland. By way of introduction, let us note that this question is particularly relevant given the circumstances in which the entire educational sector found itself after the outbreak of the coronavirus pandemic; furthermore, it can serve as a touchstone to measure some of the aspects mentioned above, such as teachers' willingness to stay up-to-day with innovative technologies, or HE institutions' ability to provide relevant technical support.

The distance learning landscape in Poland has changed drastically over time. Not so long ago, in 2014, when the Moodle platform, now widely used by students and teachers, was the subject of a research project comparing Polish and Romanian distance learning at the tertiary level, the paper had to include a separate section to familiarise the reader with the functionalities of the platform, which suggests that it was not well known at that time (Dima et al., 2014). The discrepancy is even more conspicuous between the present moment and the year 2007, when Gladysz and Kula claimed that “[a]ccording to the regulations only institutions that are authorised to confer postdoctoral degree [*doktor habilitowany* and *profesor*] may provide up to 80% of all courses using distance learning. Units that are authorised to confer a doctor's degree may provide up to 60% of all subjects using distance learning. For all other institutions this number is 40%” (Gladysz and Kula, 2009, no pagination, section III). They

also listed e-learning initiatives carried out at 20 Polish universities and underlined that the first internet course in Poland was delivered in 2002. Still, even before the CoViD-19 pandemic, the progression towards distance learning seemed unavoidable, as attested by the report of European experts drafted before the implementation of Ustawa 2.0 (Marklund et al., p. 17). The need to improve the quality of the materials provided (e-learning in particular) has also been stressed in the EU report on the quality of higher education, emphasising the need for international cooperation in the process of materials' elaboration (Urząd Publikacji Unii Europejskiej, 2015, p. 27).

We know that some HE institutions do provide their staff with necessary and appropriate IT tools and equipment; for example, the Centre of Languages and Communication at Poznań University of Technology developed a specialised dictionary and an app (Szczuka-Dorna, 2020, p. 329), and had long before the pandemic implemented distance learning (Szczuka-Dorna, 2020, p. 331). On the other hand, it also has to be admitted that distance learning and ICT tools, despite their verifiable usefulness for developing communicative skills (Bury, 2018), occasionally prove problematic, as they require additional work and open up new opportunities for cheating when it comes to testing and assessment (Karolczuk, 2020). Importantly, it has been established that the increase in the workload related to the use of distance learning affects especially more engaged teachers (Karolczuk, 2020); in our assessment, this can act as a discouraging factor in the long perspective, unless effective measures are taken to prevent it.

Moreover, as expected, the teacher's proficiency in using new technologies is often the decisive factor in the success of any online class (Hwang, 2018); when it comes to such a proficiency, teachers lack not only skills, but also time, as attested by a study conducted at universities of technology among the academic teachers, 46% of whom declared willingness to learn how to use the tools but mentioned lack of time as an obstacle. Interestingly, when asked about the reason why ICT tools may seem problematic, respondents indicated lack of self-discipline (21%) and technical skills (17%) as the main problems (Niksa-Rynkiewicz, 2017).

On the other hand, students' perspectives on distance learning, particularly during CoViD-19 lockdowns, tend to vary depending on their field, e.g. for linguistics, satisfaction at the average level of 7.3 out of 10 was reported, while for arts and sports this level dropped to ca. 6 out of 10, with first year students declaring a slightly lower satisfaction level than the rest (Godonoga y Gruszka, 2020). This has been also confirmed by the report on the situation of students with dyslexia, which suggests that such students experience even more difficulties related to distance learning during the pandemic than students without diagnosed issues (e.g. dyslectics report greater problems with attention span, greater stress, and time pressure; Zawadka et al., 2020).-

Against this background, we would also like to contribute the results of our survey, which suggest that quite predictably, the use of Internet tools among EHE teachers drastically increased during the pandemic, with the most marked shift in the use of using the Internet communication applications such as Skype, Zoom or MS Teams for real-time lesson delivery (98.4% of respondents). 94% of respondents declared their willingness to continue using the Internet tools after the pandemic, providing arguments such as more practical class organisation, better access and sharing of the resources, easier testing/grading, or adding variety to regular teaching. Although only 6% of respondents planned to abandon Internet tools after the pandemic, it may be instructive to mention their reasons here: distant learning means impairing natural communication and Internet tools may be less effective in teaching.

4.1. Tools, resources, and course types

What in 2018 seemed innovative, in the CoViD (and, probably, post-CoViD) reality has become a norm, in particular after the Recommendations on teaching using distance learning issued by the Minister of Science and Higher Education²⁷. Similarly to other policies, despite the clear need to implement some form of distance learning, each university enjoyed a great degree of freedom, e.g., to choose their preferred online meeting and distance learning platform. Some chose Moodle (e.g. Warsaw University of Technology, University of Warmia and Masuria, University of Warsaw), others have opted for dedicated, Moodle-based ones (e.g., PEGAZ at the Jagiellonian University, CeL at AGH, E-EDU at Wrocław University, Adam Mickiewicz University, etc.).²⁸

Still, the process of introducing e-learning at the universities did not start in 2020, even if it has greatly accelerated since then. Universities had long been in the process of introducing all-encompassing systems to digitise students' offices and online registrations (e.g., at Gdańsk University of Technology; Dąbrowicz-Tlałka, 2016) as well as support systems (e.g., e-tutor at PJATK; Banachowski et al., 2016). Similarly, Krajka (2018) compared a number of e-learning platforms to illustrate the emerging trends which have soon enough become our reality; he also listed a number of philology-dedicated, online platforms for teaching: LISTiG, WebClass, ClipFair. He also counted virtual reality software, such as ActiveWorlds and Second Life, as well as social media (Web 2.0), among platforms which offer an opportunity to practice language skills. Other researchers have investigated the usefulness of gamification in education (Rodwald, 2015, 2016, 2017) or e-learning platforms for improving language teaching in particular (Kalamarz, 2017).

Now, turning to the students' perspective, in a survey organised by the Niezależne Zrzeszenie Studentów (Independent Student Association), over 3400 respondents from over 100 universities listed ways in which the classes were conducted (over email - 68%, online conference platforms - 63%, and university-dedicated online platforms - 43%) and evaluated the usefulness of various tools, starting with the most effective ones: videos (60.3% considered them very useful), video conferences (51.5%), slides with audio (58.7%). On the other hand, handouts (24.9%), online tests (33.8%) and chats (37.2%) were deemed the least useful. Two-thirds claimed that during distance learning, their workload increased (UW Inkubator, 2021).

4.2. Conclusions

Teaching has become integrated with online tools during the global pandemic. To investigate this new crucial relation between students' attitudes and the effects of distance learning, universities carried out multiple surveys and statistical analyses. For instance, the University of Economics in Katowice found a strong correlation between the perceived usefulness of IT tools and the willingness to participate in the courses and their perceived ease of use. The need to make both teachers and students, acquainted with the tools proved necessary to alleviate the burden the pandemic has placed on our social interactions (Rizun and Strzelecki, 2020, p. 13). A survey regarding the situation of teachers in

²⁷ *Rekomendacje Ministerstwa Nauki i Szkolnictwa Wyższego w sprawie kształcenia prowadzonego z wykorzystaniem metod i technik kształcenia na odległość issued on 27-March 2020, last updated on 8 June 2020. retrieved from: <https://www.bip.nauka.gov.pl/komunikaty-rzeczniaka-prasowego-mnisw/ksztalcenie-zdalne-na-uczelniach.html>, accessed 10 June 2021.*

²⁸ *Information retrieved from the official websites of the universities, updated on 10 June 2021.*

the pandemic revealed that they assess it as relatively good (88%), cf. Bożykowski et al., 2021, p. 14. Despite the availability of the tools, only 19% of academic teachers had had experience with e-learning before the academic year 2019/2020 (Bożykowski et al., 2021, p. 16); in comparison with the previous years, this report has found teachers better prepared to teach online, in terms of the hardware and software as well as an improved set of skills. In a sense, the outbreak of the pandemic only accelerated a natural trend to employ modern technology in pedagogical activities; this trend should clearly be taken advantage of and further reinforced, insofar as it has proven beneficial.

5. Teacher Survey

5.1. Study Context, Aim & Instruments

The current study took place in Poland in February 2021 and was meant to supplement the theoretical findings of the EHE report with empirical data. The research involved tertiary level English language teachers from Poland and took the form of an online questionnaire (see Appendix A), including 20 open-ended and 24 closed-ended (five-point Likert scale, yes/no, and multiple-choice) questions. The aim of the questionnaire was to shed light on existing EHE practices (including content-based language teaching), training opportunities and educational resources in Poland, as well as to probe EHE teachers' current needs and perspectives. As such, the study aimed to introduce practitioners' voice to the EHE debate, as well as to highlight good practices and areas in need of improvement, as perceived by the EHE teachers.

5.2. Participants

128 tertiary-level English language teachers from Poland took part in the survey. In terms of gender, the overwhelming majority of the respondents (82.9%) were female, with 14.7% male participants and three (2.3%) participants preferring not to say (see **Figure 5.2**).

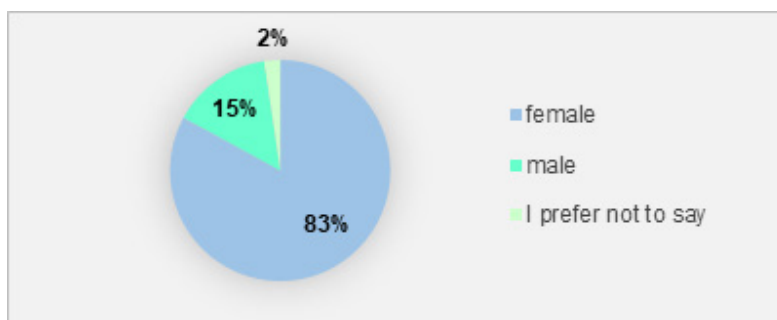


Figure 5.2. Gender of respondents (percentage).

In terms of age, the majority of the respondents (36.7%) were between 41-50 years of age, with 23.4% between 51-60 years of age, 18.8% above 60, 14.8% between 31-40, 3.9% between 21-30, and 2.3% of the respondents preferring not to say (see **Figure 5.3**).

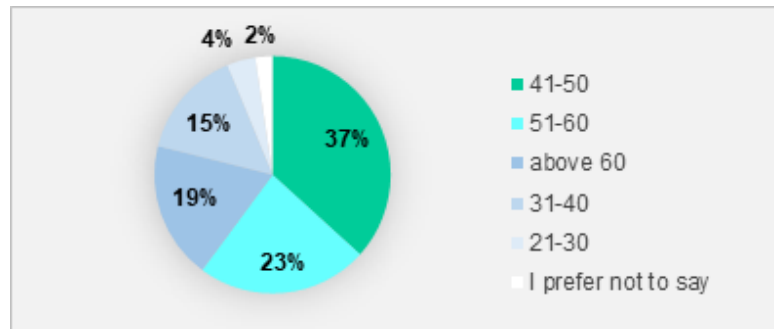


Figure 5.3. Age group of respondents (percentage).

Polish was the native language of the prevailing number of respondents (95%), while 2% of teachers were native speakers of English and 1% was bilingual (Polish and English). Bulgarian and Spanish were the native languages of 1% of teachers respectively (see **Figure 5.4**).

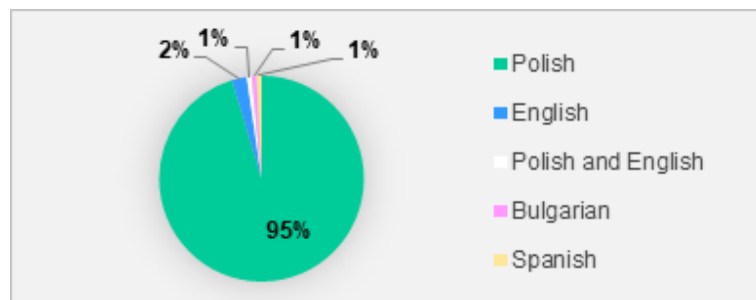


Figure 5.4. Native language of respondents (percentage).

As many as 62% of the respondents claimed they did not engage in work other than education. 24% did work outside education, while 12% taught other subjects and 2% worked both outside education and taught subjects other than English (see **Figure 5.5**).

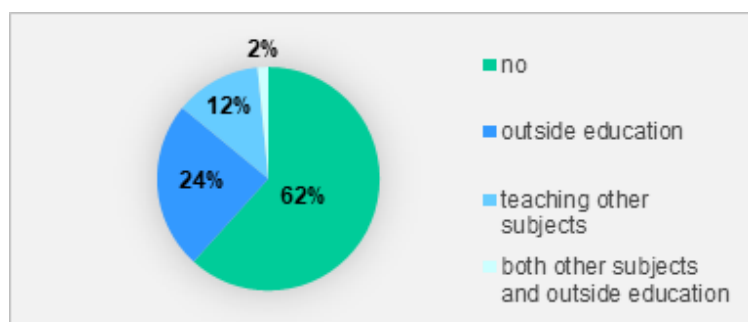


Figure 5.5. Respondents' professional work beyond English Language Teaching (percentage).

In terms of the type or field of respondents' professional work *beyond* education, 42 respondents (response rate: 33%) provided an answer. For expository purposes similar responses were grouped to-

gether. If the respondent mentioned more than one type/field, each mention was counted as a separate response. As the data show, the majority of the respondents (17 people) reported working as translators or interpreters, while nine people taught literature, culture or translation. Six people's professions were in the fields of economics, banking or office management. A much smaller number of respondents reported editorial work or journalism (two people); two people were involved in teaching other subjects. There were singular instances of teachers working in fields such as tour guiding, customer service, international relations and others (see **Figure 5.6**).

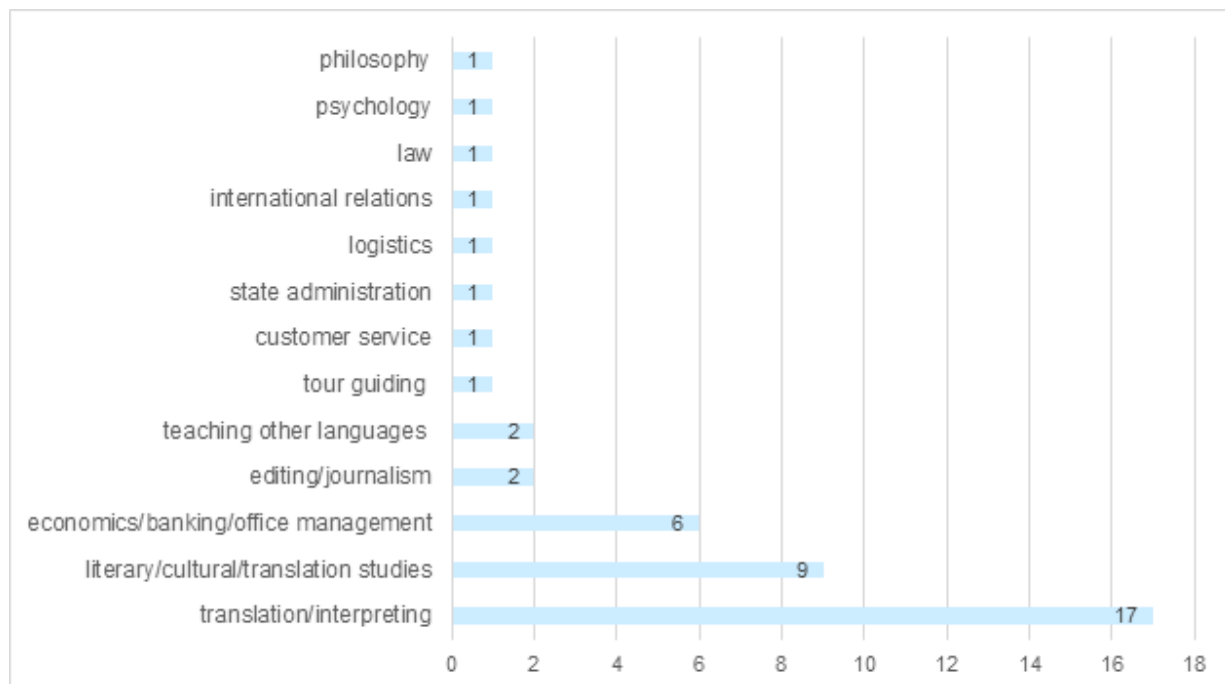


Figure 5.6. Number of respondents who declared a given type of professional work. Response rate 33% (42 respondents).

In terms of the number of years of teaching English at the tertiary level, 34% of the respondents reported working as teachers of higher education for more than 25 years, and 23% between 21 and 25 years. 16% of the respondents worked between 16 and 20 years, 9% 11 to 15 years, 10% 6 to 10 years and 9% below 5 years (see **Figure 5.7**).

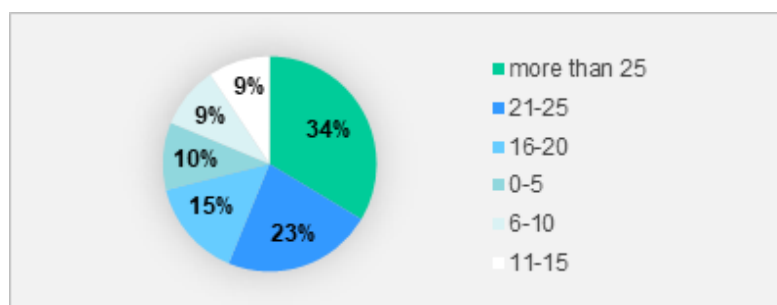


Figure 5.7. Number of years respondents' taught English at the tertiary level (percentage).

The overwhelming majority of teachers (85%) reported being employed on a full-time permanent basis, while 9% of them were employed as full time non-permanent. Reported part-time permanent, part-time non-permanent and other kinds of employment constituted 2% of responses respectively (see **Figure 5.8**).

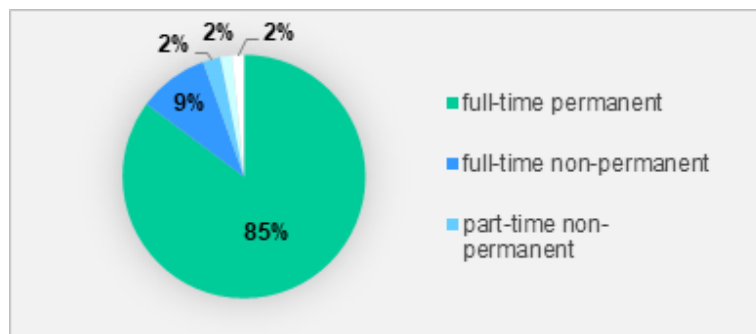


Figure 5.8. Respondents' employment status (percentage).

The majority of teachers (80%) were employed by public institutions of higher education, 16% of the respondents reported working at both public and private ones, while only 4% worked exclusively at private universities (see **Figure 5.9**).

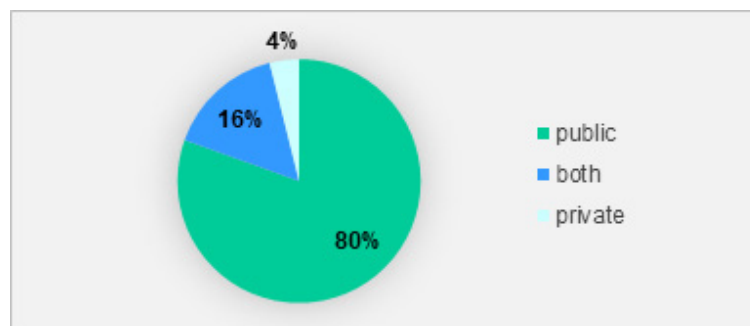


Figure 5.9. Respondents' tertiary level institution for the last five years (percentage).

In terms of affiliation with a specific organisational unit at universities, 68% of the respondents declared to work within a separate Foreign Language Center unit, 28% taught at specific faculties, and 4% were affiliated with both (see **Figure 5.10**).

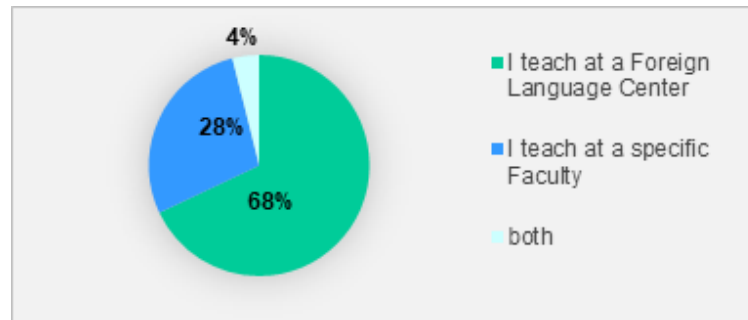


Figure 5.10. Respondents' organizational unit for the last five years (percentage).

As for the specific faculties/departments where teachers worked, 38 respondents (response rate: 30%) provided an answer. For expository purposes similar responses were grouped together. If the respondent mentioned more than one faculty, each mention was counted as a separate response. The available data reveal that the majority of the respondents (21 people) worked at Faculties of English, nine respondents were affiliated with Humanities departments (the kinds were not specified), three people worked at Law Faculties, and two taught at the Faculty of Literary Studies. There were singular instances of teachers working in departments such as European Diplomacy, Education and Communication, Teacher Training and Psychology (see **Figure 5.11**).

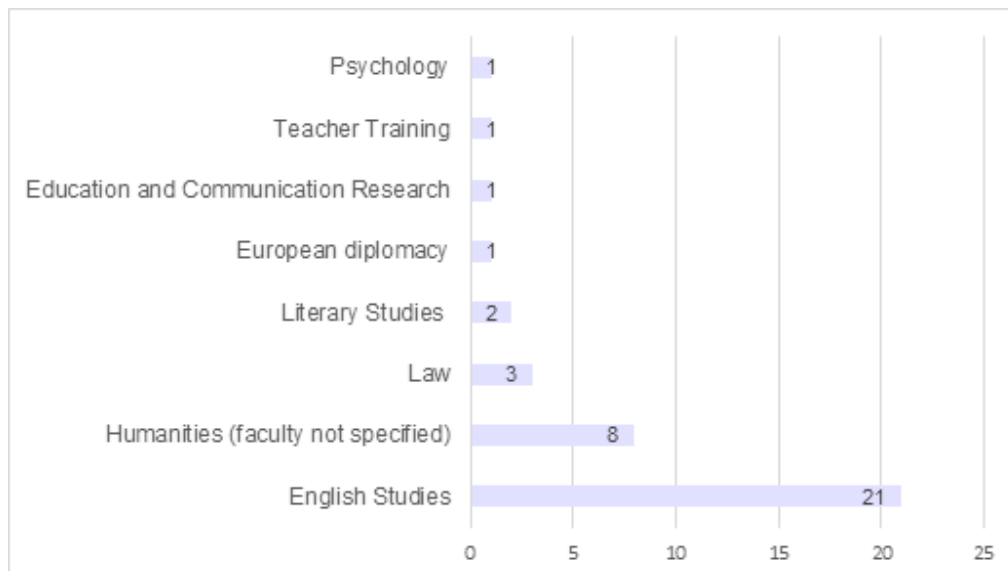


Figure 5.11. Number of respondents who declared a given type of faculty. Response rate: 30% (38 respondents).

When it comes to the kinds of English courses taught at the tertiary level within the last five years, 76% of the respondents taught General English, and ESP ranked second in terms of the frequency of provision (71%). EAP courses were reportedly taught by 53% of the respondents, while 34% of them taught English within the curriculum of English Studies. CLIL and EMI were taught only by 14% and 6% of the respondents, respectively (see **Figure 5.12**).

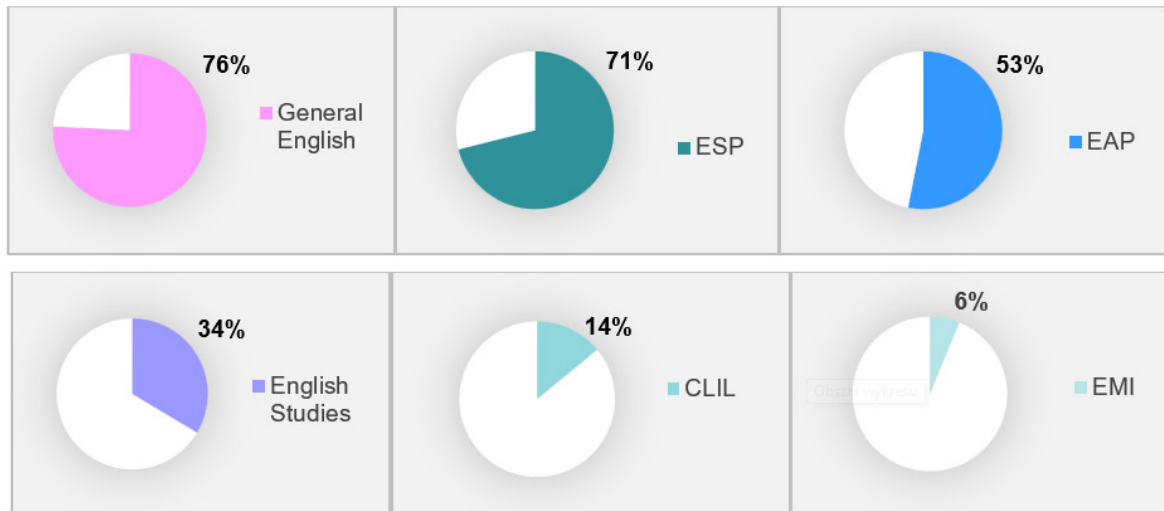


Figure 5.12. English courses taught at the tertiary level within the last five years (percentage).

In the open-ended question 13 (see appendix **A**) regarding the types of courses mentioned, the answers fall within the range specified above, with one person teaching EMI (law, politics), one person teaching CLIL (English and project management, spatial planning and architecture) and two people teaching English Language Studies (linguistics, English literature).

The majority of the respondents (99%, 127 people) reported holding an academic degree (see **Figure 5.13**). In terms of the kinds of academic degrees held, 122 respondents provided answers, which constitutes a 95% response rate. If the respondent mentioned more than one academic degree, each mention was counted as a separate response. The vast majority of teachers (71) have a Master's Degree in English, 22 respondents have a PhD in English and 7 respondents a PhD hab. in English. Other respondents (7) did not specify their PhD field, similarly to one person with a PhD hab. There were singular instances of respondents with an MA and MSc in unspecified subjects, one mention of an MA in Sociology and one of an MA in Management (see **Figure 5.14**).

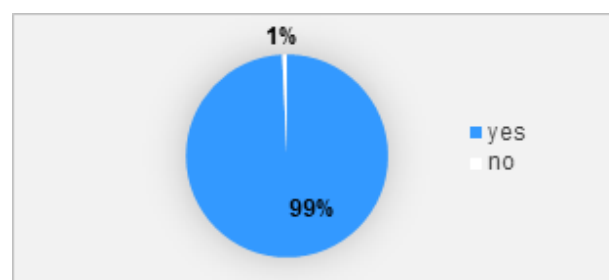


Figure 5.13. Respondents' academic degree (percentage).

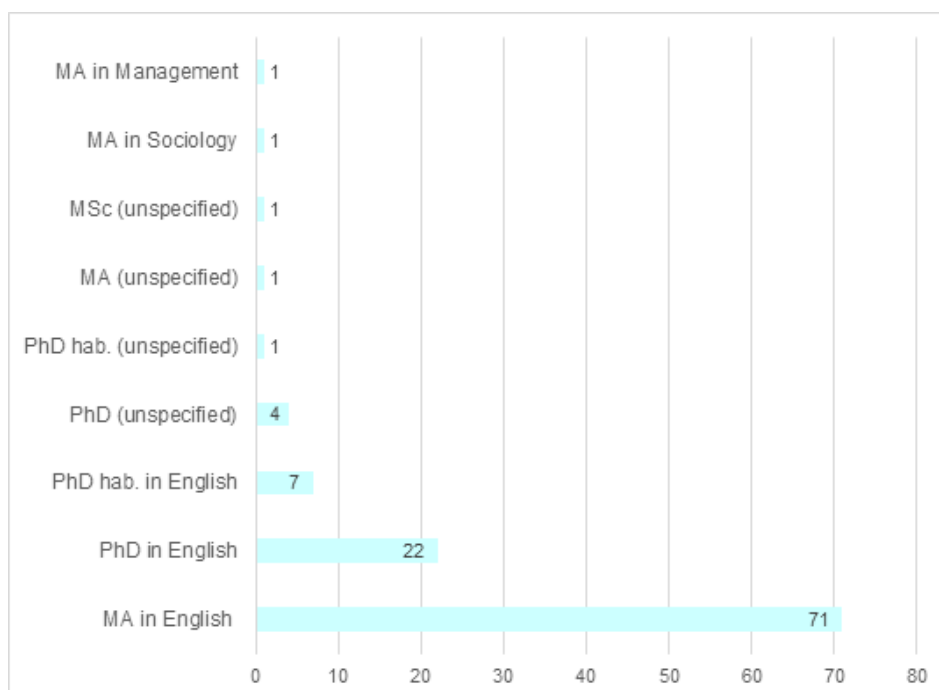


Figure 5.14. Number of respondents who declared a given type of academic degree. Response rate: 95% (122 respondents).

5.3. Results

5.3.1 Classroom Practice & Techniques

The first group of issues probed by the teacher survey were EHE teachers' classroom practices and techniques. To that end, respondents answered eight closed-ended questions – one yes/no, one multiple choice, and six five-point Likert scale, ranging from one [*never*] to five [*always*] – tapping the frequency with which they concentrate on chosen language aspects (e.g. reading, writing, culture), specialized content, chosen teaching resources (e.g. authentic materials), and Internet tools in their practice. To supplement the numerical data with descriptive comments, additional ten open-ended questions were asked.

Question 16 (see Appendix A) probed the frequency with which EHE teachers focus on chosen foreign language aspects. The descriptive statistics and frequencies for the question are provided in Appendix B (Table 5.1 and Table 5.2). Based on the numeric values related to each point of the Likert scale (1-5), we calculated mean teacher focus (M_{focus}) on each of the skills probed in the survey. The values of the M_{focus} together with their 95% confidence intervals are graphed in Figure 5.15 and the frequencies of different response types picked by the participants are graphed in Figure 5.16. The graphs illustrating mean teacher focus and response frequencies were designed in the *ggplot2* package in R (R. Core Team, 2021).

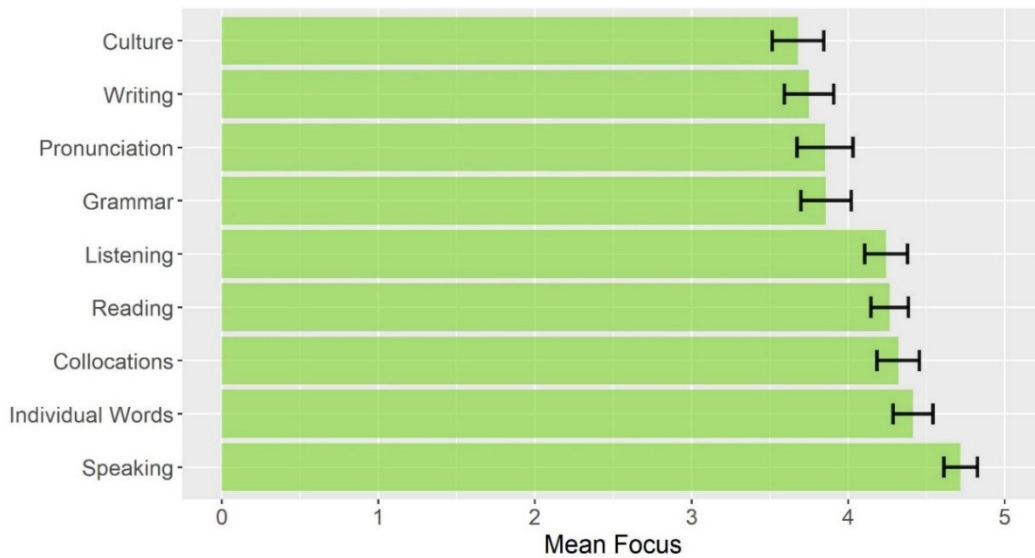


Figure 5.15. Mean teacher focus on the investigated language skills. Based on the answers to question: *How often do you focus on these language aspects when teaching?* Whiskers show 95%CI.

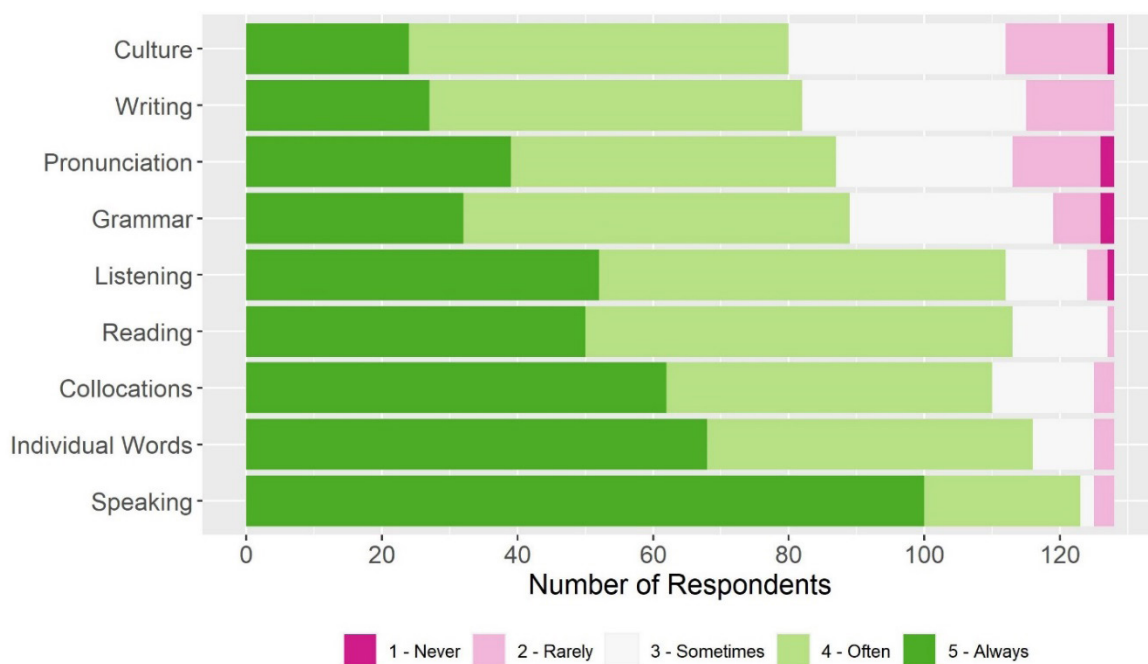


Figure 5.16. Frequencies (no. of respondents) for question: *How often do you focus on these language aspects when teaching?*

As the data show, speaking is most frequently focused on among all the skills investigated in the survey ($M_{focus} = 4.72$, $SD = 0.61$, $Mode = 5$). As many as 100 respondents (78.1% of the whole sample) declared that they *always* focus on speaking skills in their EHE practice and only 5 respondents (about 3.9% of the sample) reported that they *rarely* or *sometimes* focus on speaking skills.

Lexis is also frequently focused on, with 68 respondents (53.1% of the sample) declaring that they

always focus on teaching individual words, and 62 respondents (48.4%) declaring that they *always* focus on collocations ($M_{focus} = 4.41$, $SD = 0.72$, $Mode = 5$; $M_{focus} = 4.32$, $SD = 0.77$, $Mode = 5$; respectively). Reading and listening follow close behind, with 39.1% respondents declaring that they *always*, and 49.2% that they *often*, focus on reading, and 40.6% declaring that they *always*, and 46.9% that they *often*, focus on listening ($M_{focus} = 4.27$, $SD = 0.68$, $Mode = 4$; $M_{focus} = 4.24$, $SD = 0.78$, $Mode = 4$; respectively).

At the other extreme, culture turned out to be the least frequently taught aspect of English as a foreign language ($M_{focus} = 3.68$, $SD = 0.94$, $Mode = 4$), with 16 respondents (15% of the whole sample) declaring that they *never* or *rarely* focus on culture during their EHE classes. A similar pattern – in an increasing order of frequency – was observed for writing ($M_{focus} = 3.75$, $SD = 0.9$, $Mode = 4$), pronunciation ($M_{focus} = 3.85$, $SD = 1.02$, $Mode = 4$), and grammar ($M_{focus} = 3.86$, $SD = 0.91$, $Mode = 4$), with 12.5%, 11.6%, and 7.1% of the respondents, respectively, declaring that they *never* and/or *rarely* focus on it. Still, for all these aspects, a substantial number of respondents reported that they *often* or *always* focus on them in their teaching (62% reporting a focus on culture, 64.1% on writing, 68% on pronunciation, and 69.5% on grammar).

Question 17 (*Are there any other language aspects that you focus on?*) was used to gather qualitative data pertaining to the issue probed by question 16. The response rate was 11% (14 respondents). The frequencies for question 17 are graphed in **Figure 5.17**. For expository purposes similar responses were grouped together. If the respondent mentioned more than one aspect, each mention was counted as a separate response.

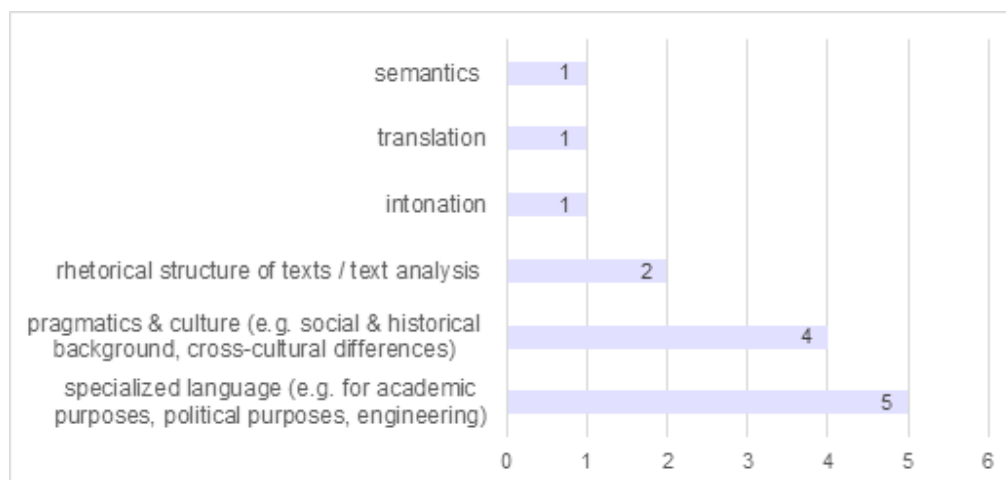


Figure 5.17. Frequencies (no. of respondents who declared a given aspect) for question 17: *Are there any other language aspects that you focus on?* Response rate: 11% (14 respondents).

As the data show, the majority of those EHE teachers who decided to answer the question (five people, 35.7%), declared that it is specialized language that they focus on in their teaching, with four respondents focusing on pragmatics & culture, two on the rhetorical structure of texts and text analysis, and the remaining three respondents being equally divided into those who focus on intonation, translation, and semantics.

Question 18 (see Appendix **A**) probed the frequency with which EHE teachers use specialized

content to teach specific language aspects. The descriptive statistics and frequencies for the question are provided in Appendix B (Table 5.3 and Table 5.4). Based on the numeric values, we calculated mean through content focus ($M_{th-content}$) for each of the skills probed in the survey. The values of the $M_{th-content}$ together with their 95% confidence intervals are graphed in Figure 5.18 and the frequencies of different response types picked by the participants are graphed in Figure 5.19.

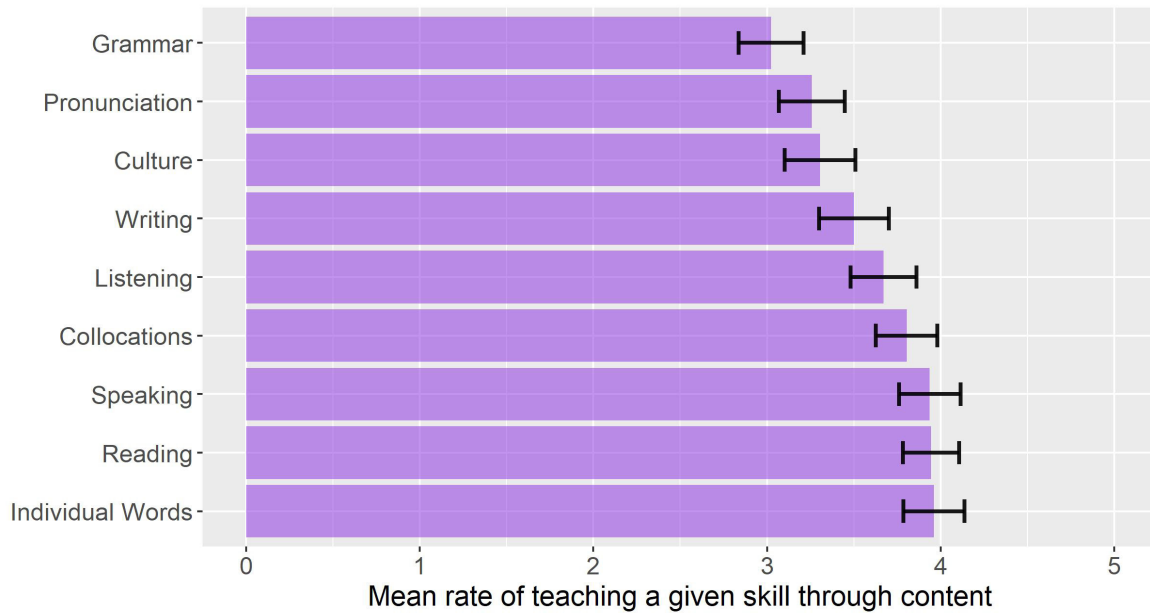


Figure 5.18. Mean through content focus. Based on the answers to question: *How often do you use specialized content to teach the following aspects?* Whiskers show 95%CI.

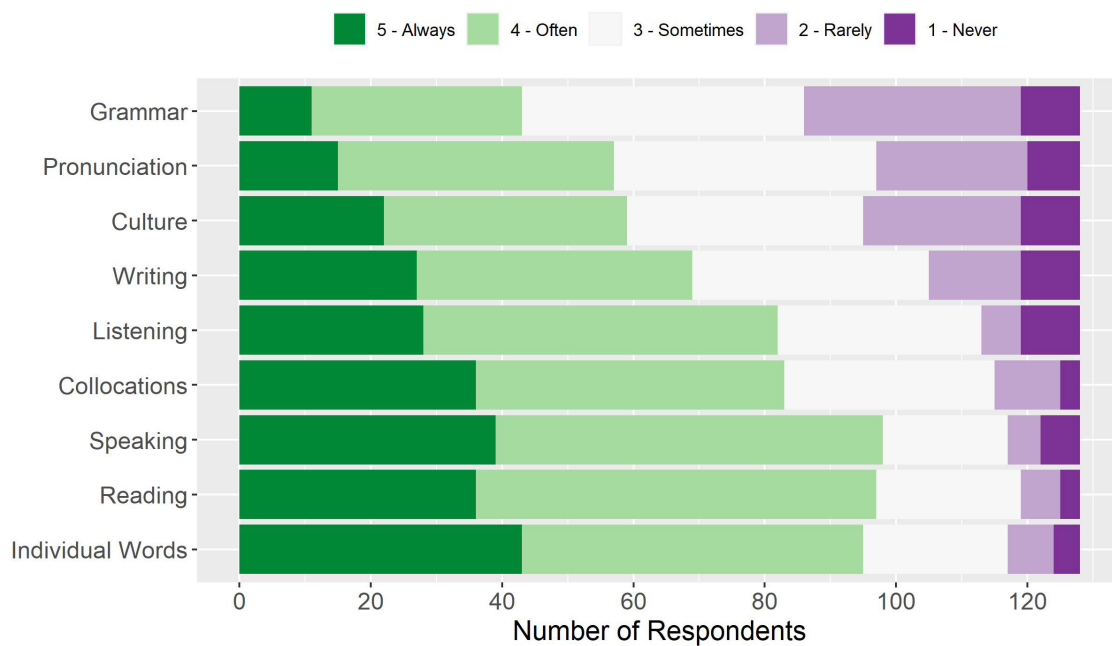


Figure 5.19. Frequencies (no. of respondents) for question: *How often do you use specialized content to teach the following aspects?*

As the data show, specialized content is most frequently used to teach individual words ($M_{th-content} = 3.96$, $SD = 1.01$, $Mode = 4$). As many as 95 respondents (74.2% of the whole sample) declared that they *always* or *often* use specialized content to teach individual words (with 33.6% of the sample declaring that they *always* do it). Close behind is reading ($M_{th-content} = 3.95$, $SD = 0.92$, $Mode = 4$), with 97 respondents (75.7%) declaring that they *always* or *often* use specialized content to teach reading (28.1% of them declaring that they *always* do it). Speaking is also frequently taught via content ($M_{th-content} = 3.94$, $SD = 1.02$, $Mode = 4$), with 98 respondents (76.5% of the sample) declaring that they *always* or *often* do it and 21.9% declaring that they *always* do it.

Collocations and listening are also relatively high on the list ($M_{th-content} = 3.8$, $SD = 1.01$, $Mode = 4$; $M_{th-content} = 3.67$, $SD = 1.09$, $Mode = 4$; respectively). However, they are neglected by some teachers, with 13 (10.1%) and 15 (11.7%) respondents, respectively, declaring that they *rarely* or *never* do it.

At the other extreme, grammar turned out to be least frequently taught via specialized content ($M_{th-content} = 3.02$, $SD = 1.07$, $Mode = 3$), with 42 respondents (32.8% of the whole sample) declaring that they *never* or *rarely* do it. A similar pattern – in an increasing order of frequency – was observed for pronunciation ($M_{th-content} = 3.26$, $SD = 1.08$, $Mode = 4$), culture ($M_{th-content} = 3.3$, $SD = 1.17$, $Mode = 4$), and writing ($M_{th-content} = 3.5$, $SD = 1.15$, $Mode = 4$), with 24.3%, 25.8%, and 17.9% of the respondents, respectively, declaring that they *never* or *rarely* do it.

Question 19 (*How often do you use specialized content to teach the following aspects?*) was used to gather qualitative data pertaining to the issue probed by question 18. The response rate was 9% (12 respondents). The frequencies for question 17 are graphed in **Figure 5.20**. For expository purposes similar responses were grouped together. If the respondent mentioned more than one aspect, each mention was counted as a separate response.

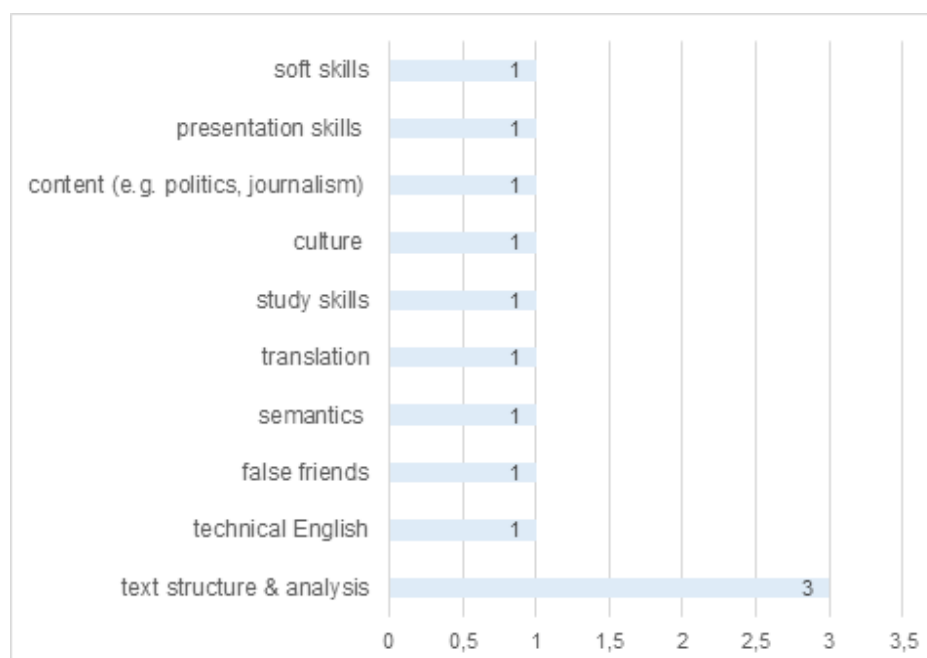


Figure 5.20. Frequencies (no. of respondents who declared a given aspect) for question 19: *Are there any other language aspects that you teach via specialized content?* Response rate: 9% (12 respondents).

As the data show, the majority of those EHE teachers who decided to answer the question (three people, 25%), declared that it is text structure and analysis that they teach via specialized content, with the remaining nine aspects being less focused on, with one respondent declaring each.

Question 20 (see Appendix A) probed the frequency with which EHE teachers focus on content-related *knowledge* and content-related *skills* while teaching content. The descriptive statistics and frequencies for the question are provided in Appendix B (Table 5.5 and Table 5.6). Based on the numeric values, we calculated mean content teaching ($M_{content_teach}$) for content-related skills and knowledge. The values of the $M_{content_teach}$ together with their 95% confidence intervals are graphed in Figure 5.21 and the frequencies of different response types picked by the participants are graphed in Figure 5.22.

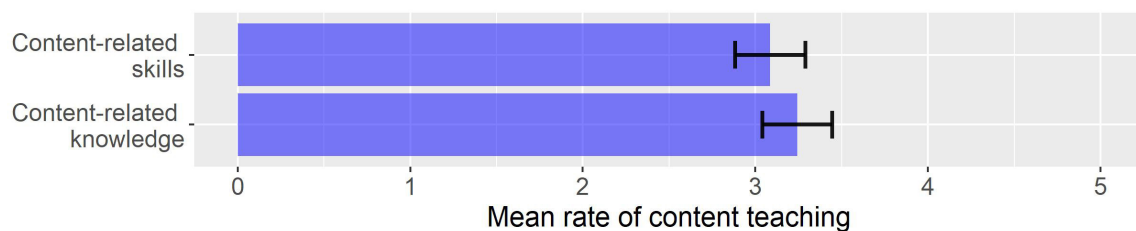


Figure 5.21. Mean content teaching. Based on the answers to question: *How often do you teach the following aspects of an academic subject as part of your English-language course(s)?* Whiskers show 95%CI.

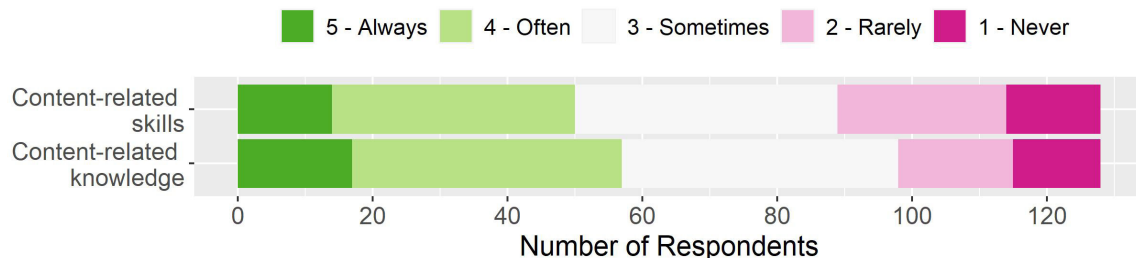


Figure 5.22. Frequencies (no. of respondents) for question: *How often do you teach the following aspects of an academic subject as part of your English-language course(s)?*

As the data show, there is a slight bias towards teaching content-related knowledge ($M_{content_teach} = 3.24$, $SD = 1.16$, $Mode = 3$) over teaching content-related skills ($M_{content_teach} = 3.09$, $SD = 1.16$, $Mode = 3$), with 57 respondents (44%) declaring that they *always* or *often* teach facts and figures (knowledge) and 50 respondents (39%) declaring that they *always* or *often* teach skills.

Question 21 (see Appendix A) probed the frequency with which EHE teachers use chosen teaching resources. The descriptive statistics and frequencies for the question are provided in Appendix B (Table 5.7 and Table 5.8). Based on the numeric values, we calculated mean resource use ($M_{resource_use}$) for each of the teaching materials probed in the survey. The values of the $M_{resource_use}$ together with their 95% confidence intervals are graphed in Figure 5.23 and the frequencies of different response types picked by the participants are graphed in Figure 5.24.

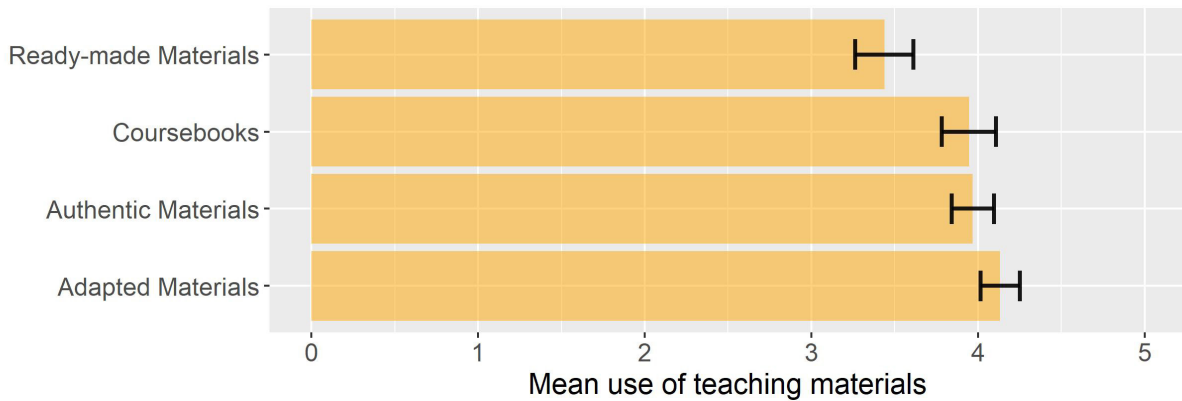


Figure 5.23. Mean resource use. Based on the answers to question: *How often do you use the following teaching resources?* Whiskers show 95% CI.

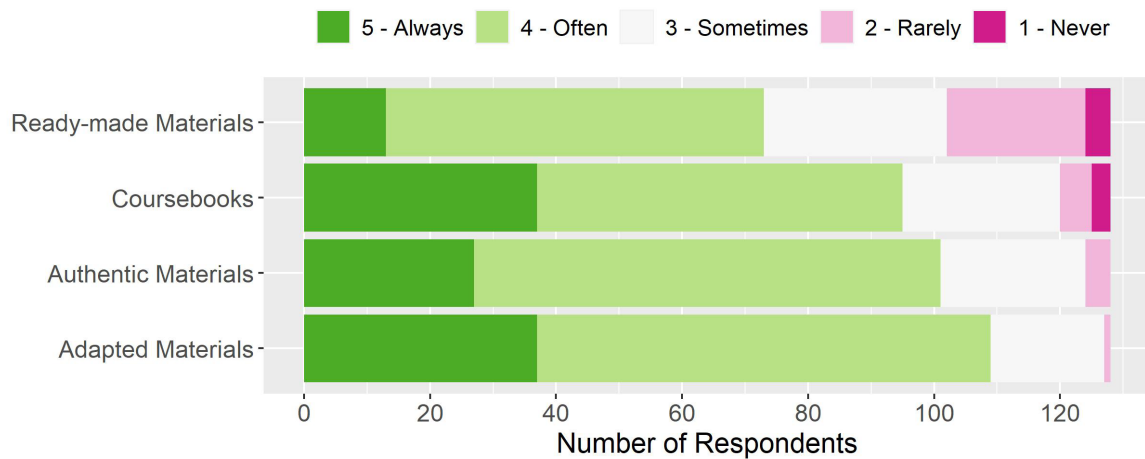


Figure 5.24. Frequencies (no. of respondents) for question: *How often do you use the following teaching resources?*

As the data show, teachers rely mostly on adapted and self-designed materials ($M_{resource_use} = 4.13$, $SD = 0.66$, $Mode = 4$), with as many as 109 respondents (85.1% of the whole sample) declaring that they *always* or *often* rely on it, 18 respondents (14.1%), declaring that they sometimes do it, and only one respondent (0.8%) declaring that they rarely do it. No respondents declared that they never do it. Authentic material use follows close behind ($M_{resource_use} = 3.97$, $SD = 0.72$, $Mode = 4$), with no respondent declaring that they *never* do it and as many as 101 respondents (78%) declaring that they *always* or *often* do it.

Coursebook and ready-made material use is slightly less popular ($M_{resource_use} = 3.95$, $SD = 0.92$, $Mode = 4$; $M_{resource_use} = 3.44$, $SD = 0.99$, $Mode = 4$; respectively). While 74% and 57% of the respondents, respectively, declare that they *always* and *often* use it, 6% and 20%, respectively, declare that they *rarely* or *never* do it.

Question 22 (see Appendix A) was used to shed more light on the type of teaching resources respondents *adapt* or *design*. The response rate was 45% (58 respondents). The frequencies for ques-

tion 22 (*adapted* material) are graphed in **Figure 5.25**, the frequencies for question 22 (*designed* material) are graphed in **Figure 5.26**. For expository purposes similar responses were grouped together. If the respondent mentioned more than one aspect, each mention was counted as a separate response.

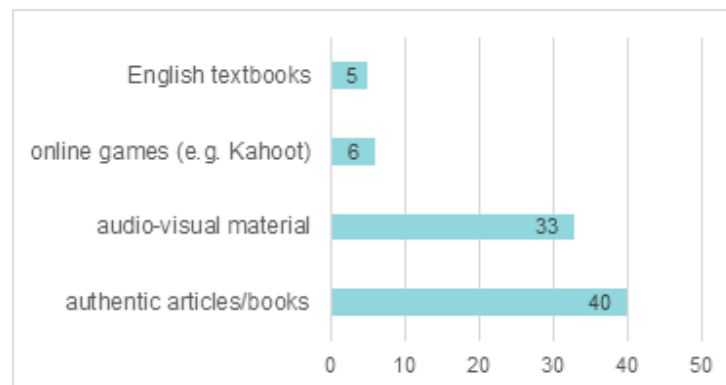


Figure 5.25. Frequencies (no. of respondents who declared a given type of **adapted** material) for question 22: *If applicable, please characterize the materials you adapt or design*. Response rate: 45% (58 respondents).

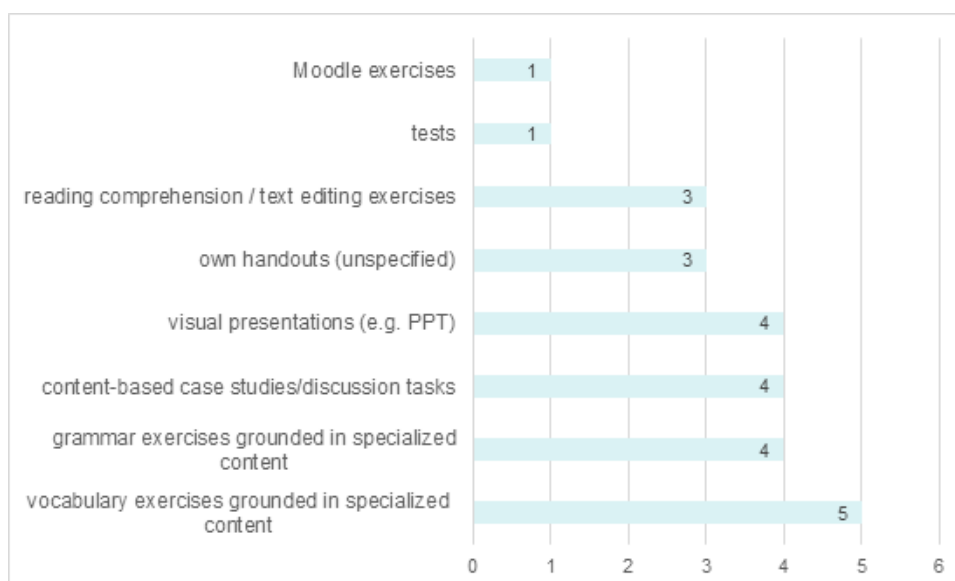


Figure 5.26. Frequencies (no. of respondents who declared a given type of **designed** material) for question 22: *If applicable, please characterize the materials you adapt or design*. Response rate: 45% (58 respondents).

As the data show, respondents most often (40 people, 68.9% of those who answered the question) **adapt authentic articles and books**, with *audio-visual material* following close behind (56.8%).

In terms of the **designed** material, *content-based vocabulary exercises* were declared most often, (8.6%), closely followed by *content-based grammar exercised, case studies, and presentations* (6.8% each).

The remaining types of materials were less frequently mentioned, constituting 10% or less of the responses (see **Figure 5.25** and **Figure 5.26** for details).

Question 23 (see Appendix **A**) was used to probe the most popular teaching resources – as specified by the respondents. The response rate was 26% (33 respondents). The frequencies for question 23 are graphed in **Figure 5.27**. For expository purposes similar responses were grouped together. If the respondent mentioned more than one aspect, each mention was counted as a separate response.

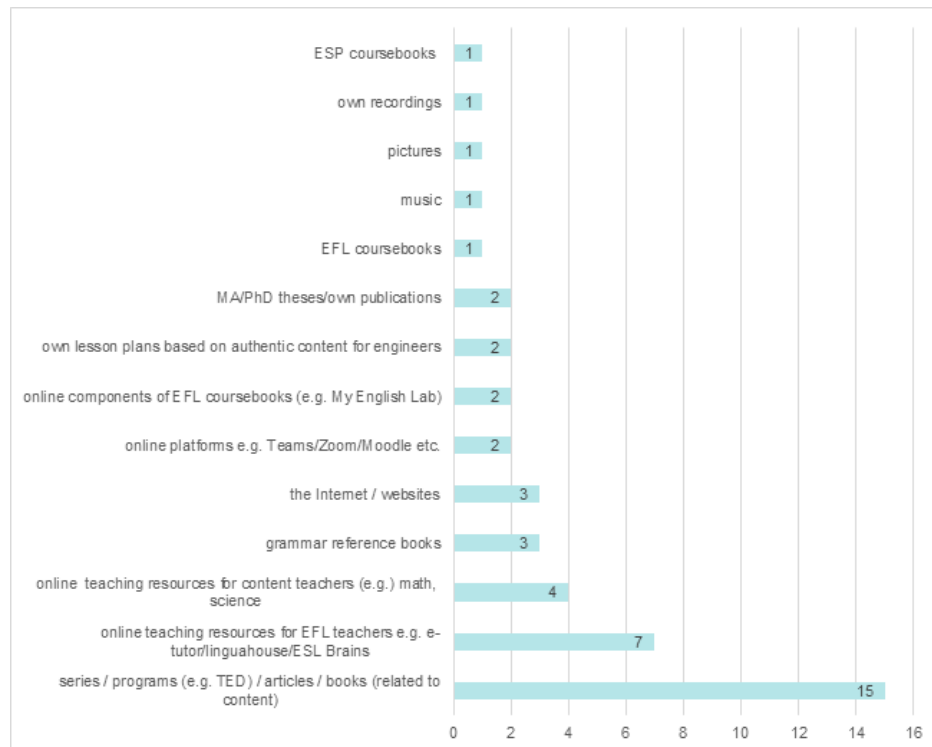


Figure 5.27. Frequencies (no. of respondents who declared the use of a given type of resource) for question 23: *Are there any other teaching resources that you use?* Response rate: 26% (33 respondents).

As the data show, respondents most often (12 people, 36.3% of those who answered the question) rely on *authentic material* (programs, articles, books) related to content. *Online resources* for *EFL* and *content* teachers follow behind (7 people, 21.1% of the sample; 4 people, 12.1% of the sample, respectively). *Grammar reference books* and the *Internet/websites* (details unspecified) come next (3 people, 9% of the sample, each).

Interestingly, *EFL* and *ESP ready-made materials* (coursebooks) rank lowest on the list (1 person, 3% of the sample, each).

The remaining types of resources were also rarely mentioned, constituting 6% or less of the responses (see **Figure 5.27** for details).

Question 24 (see Appendix **A**) was used to probe the most popular teaching approaches – as de-

clared by the respondents. The question was obligatory. The frequencies for question 24 are graphed in **Figure 5.28**. For expository purposes similar responses were grouped together. If the respondent mentioned more than one aspect, each mention was counted as a separate response.

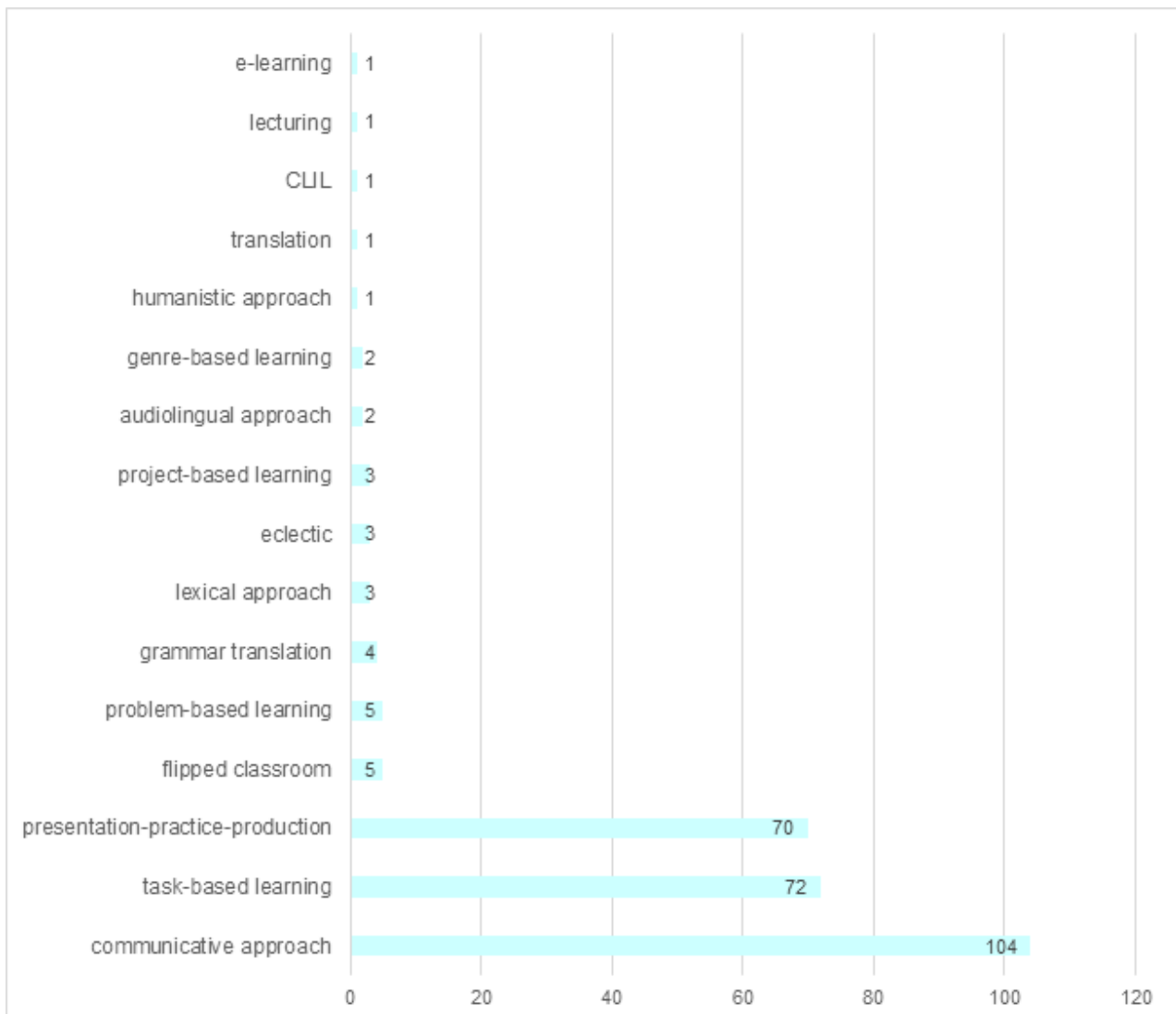


Figure 5.28. Frequencies (no. of respondents who employ a given approach/method) for question 24: *Which teaching approach(es)/method(s) do you employ in your practice?*

As the data show, respondents most often (104 people, 81.5% of the whole sample) employ the *communicative approach*, with *task-based learning* and *presentation-practice-production* following close behind (72 and 70 respondents, 56.2% and 54.6% of the sample, respectively). The remaining methods/approaches are much less frequently used, and were declared by 3.9% of the sample or fewer. Interestingly, grammar translation ranked relatively high in this group (3.1%) and CLIL relatively low (only one person, 0.8%, declared employing it in their practice).

Question 25 (see Appendix A) was used to shed more light on the type of teaching techniques employed by the respondents. The question was obligatory. The frequencies for question 25 are graphed in **Figure 5.29**. For expository purposes similar responses were grouped together. If the respondent

mentioned more than one aspect, each mention was counted as a separate response.

As the data show, *project work* and all *types of interactive work* (group-work, pair-work and discussions) are the most frequently employed teaching techniques (83 people, 64.8% of the whole sample, each). *Note-taking* and *oral/written presentations* follow behind (51 and 23 people, 39.8% and 17.9% of the sample, respectively). Other technique types were less frequently mentioned, constituting 7% or less of the responses (see **Figure 5.29** for details).

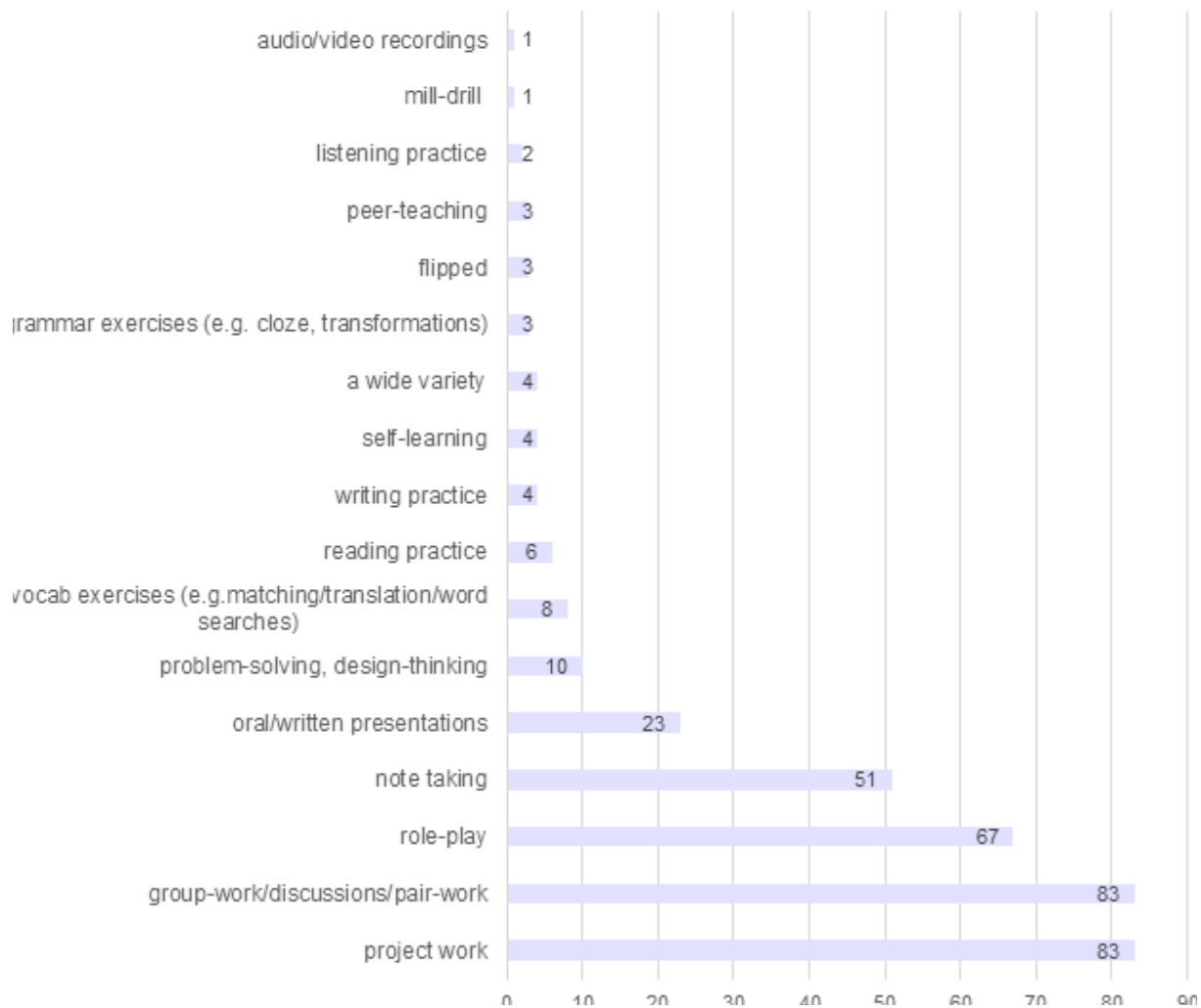


Figure 5.29. Frequencies (no. of respondents who employ a given technique) for question 25: *Which teaching techniques do you employ in your practice?*

Question 26 (see Appendix **A**) was used to identify the most popular assessment techniques among the respondents. The question was obligatory. The frequencies for question 26 are graphed in **Figure 5.30**. For expository purposes similar responses were grouped together. If the respondent mentioned more than one aspect, each mention was counted as a separate response.

Closed-ended tests and student presentations are the most frequently employed assessment

techniques (111 and 107 people, 94% and 83.5% of the whole sample, respectively). *Open-ended tests* also ranked high (88 people, 68.7% of the sample), followed by *graded writing* (31 people, 24.2% of the sample). The remaining techniques were mentioned by fewer than 7% of the sample (with *oral tests* topping and *homework/self-assessment* closing the list – 6.2% and 0.8% of the sample, respectively).

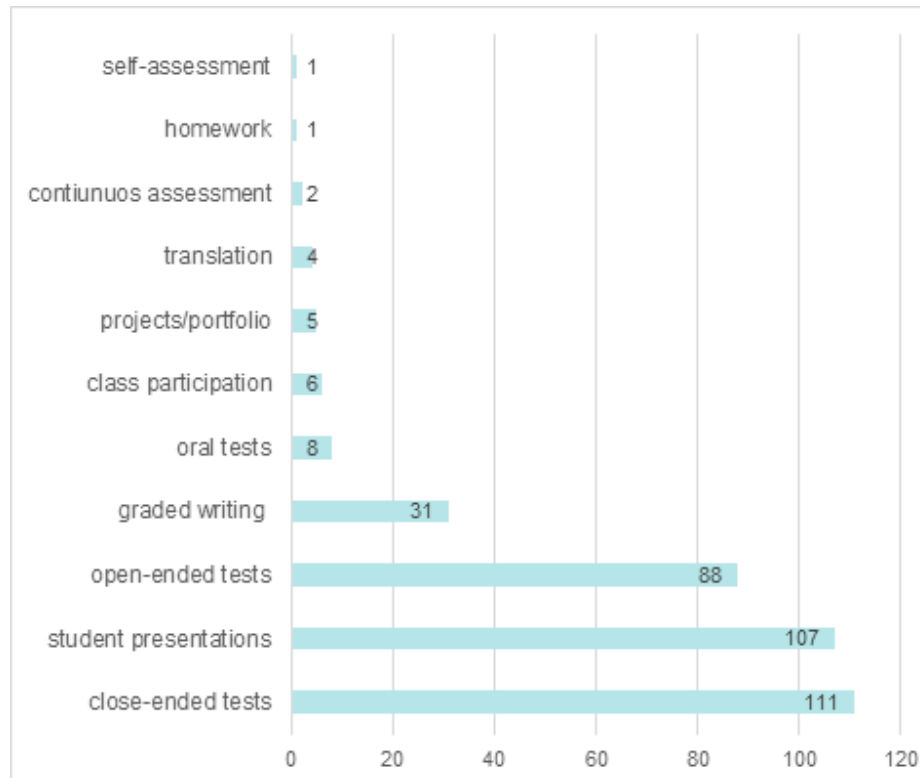


Figure 5.30. Frequencies (no. of respondents who employ a given technique) for question 26: *Which assessment techniques do you employ in your practice?*

Question 27 (see Appendix A) was used to establish who talks more in English during respondents' EHE classes. The frequencies (percentage) for question 27 are graphed in **Figure 5.31**.

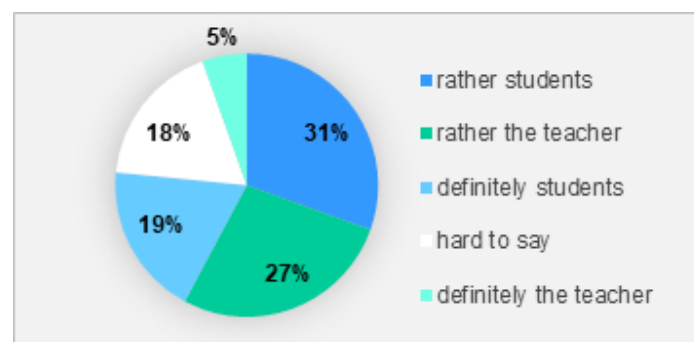


Figure 5.31. English talking time in respondents' classes (percentage) for question 27: *In your EHE classes, who talks more in English?*

As the data show, the majority of the respondents (31% of the sample) declared that it is *rather students* who talk more. However, as much as 27% of the respondents declared that it is *rather the teacher* who talks more. Still, given that as many as 19% of the respondents declared that *definitely students* talk more and only 5% declared that *definitely the teacher* talks more – it seems that there is a preference toward Student Talking Time over Teacher Talking Time (50 to 32% in total).

Questions 28 and 29 (see Appendix A) were meant to probe the use of Internet tools in EHE teaching and whether the pandemic changed it. The descriptive statistics and frequencies for the questions are provided in Appendix B (Table 5.9 to Table 5.12). Based on the numeric values, we calculated mean use of Internet tools *before* ($M_{Internet_use_B}$) and *during* ($M_{Internet_use_D}$) the pandemic, for each of the purposes probed in the survey. The values of the $M_{Internet_use_B}$ and $M_{Internet_use_D}$ together with their 95% confidence intervals are graphed in Figure 5.32 and the frequencies of different response types picked by the participants are graphed in Figure 5.33 (for *before* the pandemic) and in in Figure 5.34 (for *after* the pandemic).

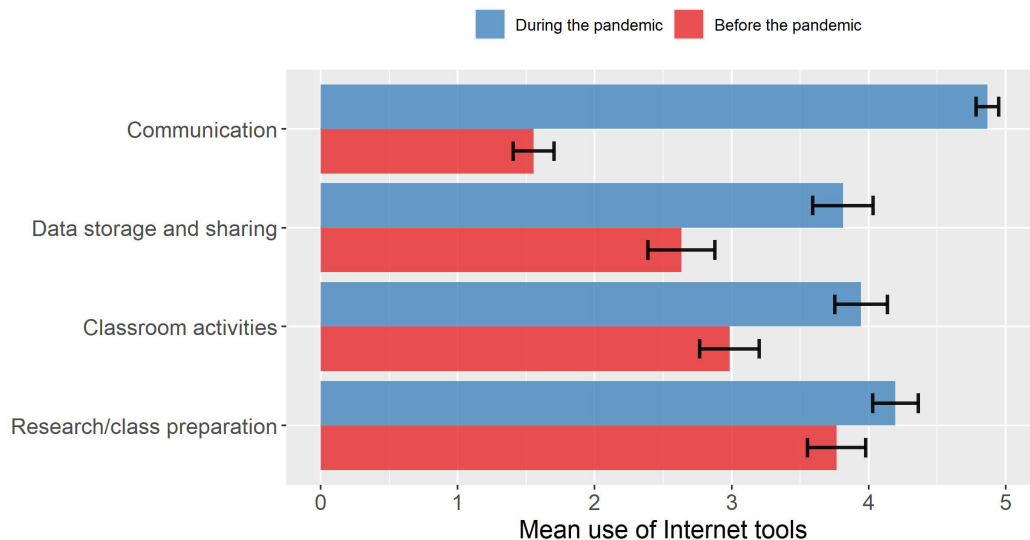


Figure 5.32. Mean internet tool use before and after the pandemic. Based on the answers to questions: *How often did/do you use Internet tools for these purposes BEFORE/DURING the pandemic? Whiskers show 95%CI.*

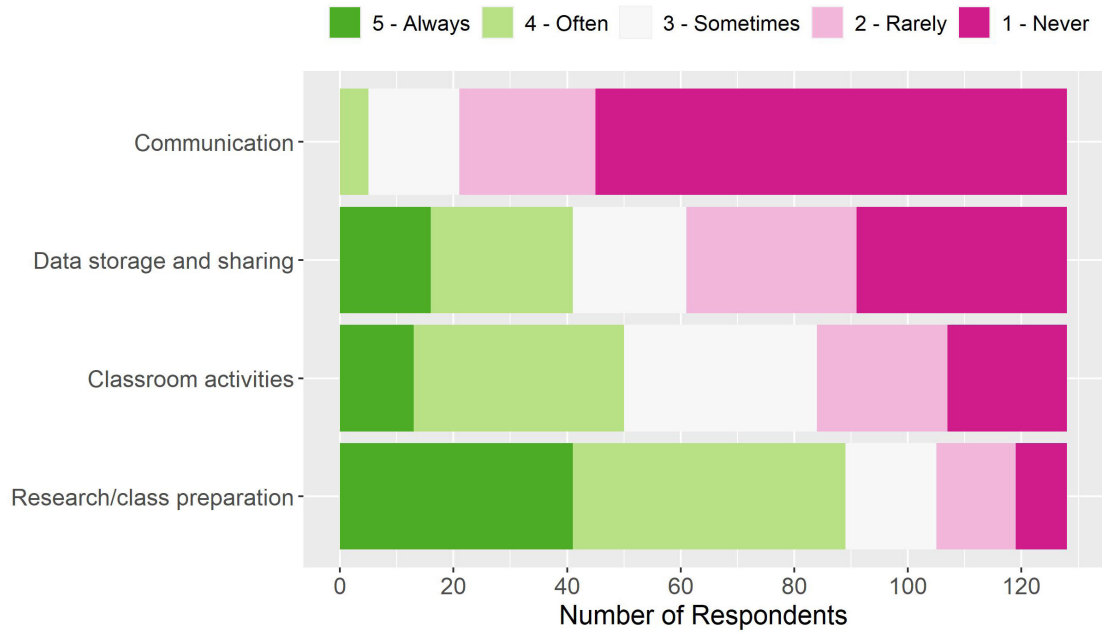


Figure 5.33. Frequencies (no. of respondents) for question: *BEFORE* the pandemic, how often did you use Internet tools for the following purposes?



Figure 5.34. Frequencies (no. of respondents) for question: *How often do/did you use Internet tools for these purposes DURING* the pandemic?

Unsurprisingly, as the data show, the pandemic drastically increased the use of Internet tools among the respondents. The major shift concerns Internet tools use for *communication* purposes (from: $M_{Internet_use_B} = 1.55$, $SD = 0.86$, $Mode = 1$ to $M_{Internet_use_D} = 4.87$, $SD = 0.48$, $Mode = 5$), with as many as 107 respondents (83.5% of the whole sample) declaring that they *never* or *rarely* used it *before* the

pandemic, and a striking number of 126 respondents (98.4% of the sample) declaring that they *always* or *often* use it *during* the pandemic.

Another major increase relates to using Internet tools for *data storage* and *sharing* (from: $M_{Internet_use_B} = 2.66$, $SD = 1.4$, $Mode = 1$ to $M_{Internet_use_D} = 3.81$, $SD = 1.26$, $Mode = 5$), with as many as 67 respondents (52.3% of the whole sample) declaring that they *never* or *rarely* used it *before* the pandemic, and as many as 86 respondents (67.1% of the sample) declaring that they *always* or *often* use it *during* the pandemic.

The use of Internet tools for *research and class preparation* and *classroom activities* also increased during the pandemic, however, the numbers are less striking here – with these purposes ranking highest *before* the pandemic ($M_{Internet_use_B} = 3.77$, $SD = 1.21$, $Mode = 4$; $M_{Internet_use_B} = 2.98$, $SD = 1.24$, $Mode = 4$; respectively) and *during* the pandemic, moving to the second and third place, respectively, giving way to *communication* ($M_{Internet_use_B} = 4.2$, $SD = 0.95$, $Mode = 5$; $M_{Internet_use_B} = 3.95$, $SD = 1.09$, $Mode = 4$; respectively).

The last four questions (30-33) of this part of the survey (see Appendix A) were meant to shed more light on Internet tool use among the respondents. Question 30 was used to probe *other* purposes the respondents use Internet tools for. The response rate for the questions was 23 people (18% of the sample). The frequencies for question 30 are graphed in **Figure 5.35**. For expository purposes similar responses were grouped together. If the respondent mentioned more than one aspect, each mention was counted as a separate response.

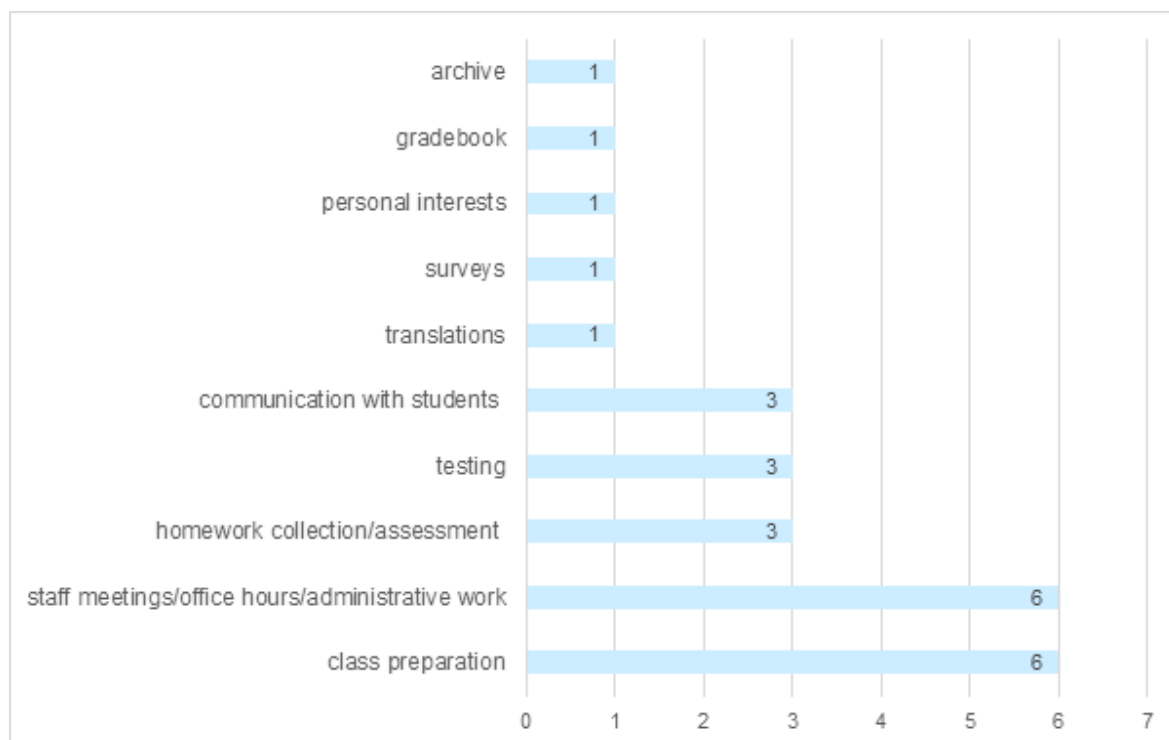


Figure 5.35. Frequencies (no. of respondents who mentioned a given purpose) for question 30: *Are there any other purposes you use Internet tools for?* Response rate 18% (23 respondents).

Ignoring aspects which were covered in questions 28 and 29 (i.e. class preparation and communication with students), as the data show, the majority of the respondents (6 people, 26% of those who answered the question) mentioned different types of administrative work (*staff meetings/office hours*). This was followed by *homework collection/assessment* and *testing* (3 people, 13% of the sample, each). The remaining purposes were mentioned by one person each and encompass: *translations, surveys, personal interest, gradebook* and *archive*.

Question 31 asked whether the respondents plan to use Internet tools after the pandemic. As **Figure 5.36** shows, 94% of the sample intend to do so, with only 6% (8 respondents) declaring that they do not intend it.

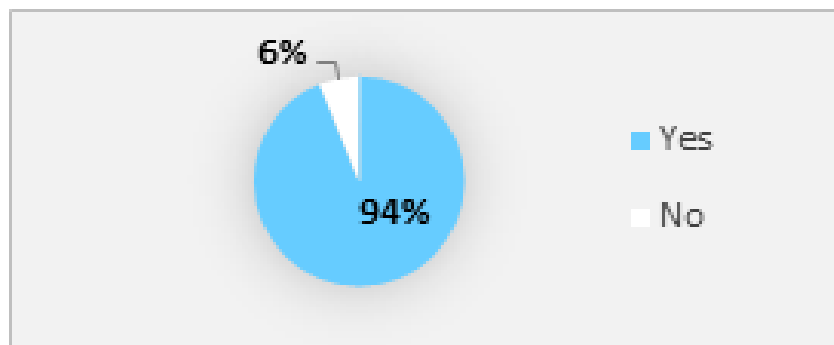


Figure 5.36. Frequencies (percentage) for question 31: *Do you plan to use Internet tools with your students after the pandemic?*

Question 32 probed the reasons *for* intending to use Internet tools with students *after* the pandemic. The response rate was 80% (106 respondents). The frequencies for question 32 are graphed in **Figure 5.37**. For expository purposes similar responses were grouped together. If the respondent mentioned more than one aspect, each mention was counted as a separate response.

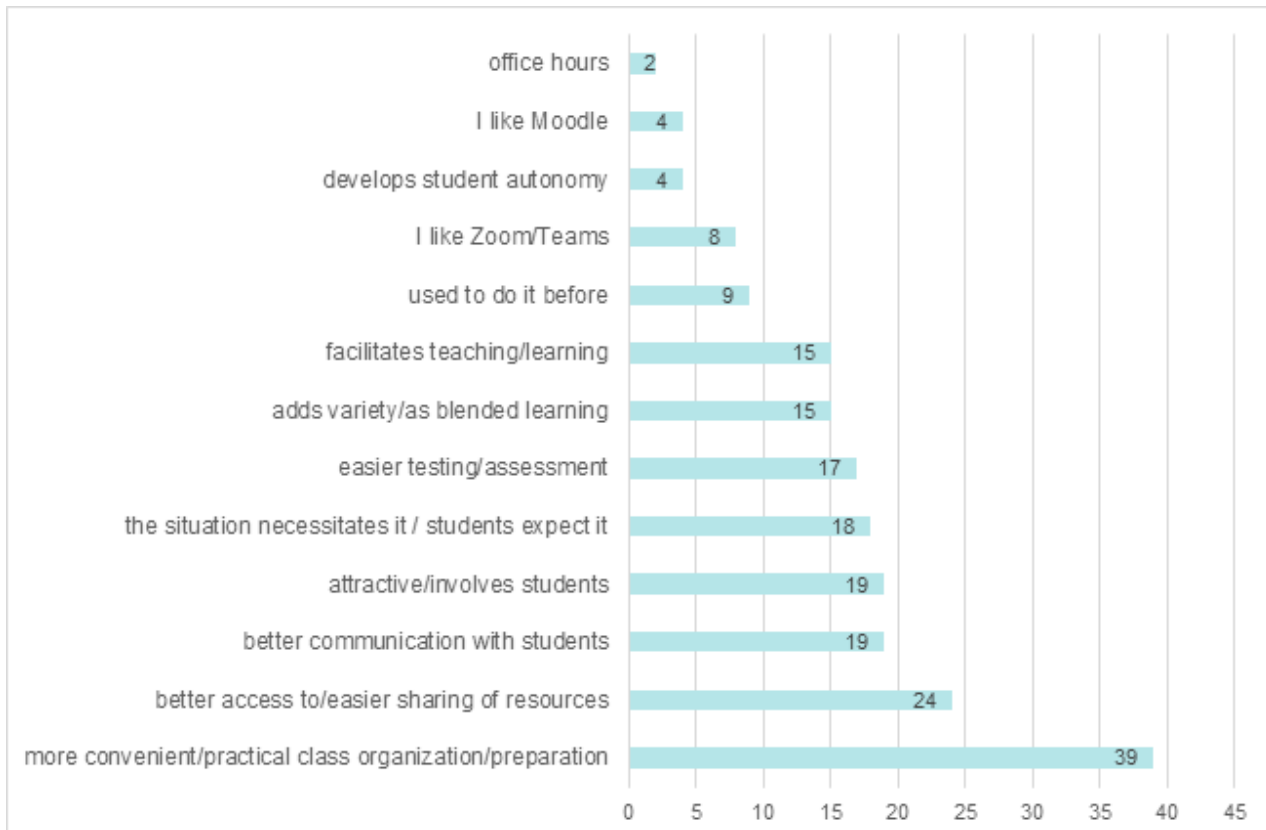


Figure 5.37. Frequencies (no. of respondents who mentioned a given purpose) for question 32: *Please, specify why [you plan to use Internet tools with your students after the pandemic].* Response rate 80% (106 respondents).

While the answers vary, the majority (63 people, 59.4% of the respondents) mentioned the *convenience of Internet-based teaching* (39 people in terms of *class organization and preparation*, 24 people in terms of *access to/ resource sharing*). *Student involvement* and *easier communication with students* follow (19 respondents, 17.9% of the sample, each). *Situational* reasons also rank relatively high (18 respondents, 16.9% of the sample), among which such telling answers as: “the age of paper is over”, “it’s the only realistic option” were given. *Easier testing/assessment*, *adding variety*, and *facilitating teaching/learning* also rank high (17, 15 and 15 respondents, respectively).

Question 33 probed the reasons for *not* intending to use Internet tools with students *after* the pandemic. The response rate was very small 6% (8 respondents), which converges with the number of teachers who declared that they do not wish to continue using Internet tools after the pandemic (see question 31 above). The frequencies for question 33 are graphed in **Figure 5.38**. For expository purposes similar responses were grouped together. If the respondent mentioned more than one aspect, each mention was counted as a separate response.

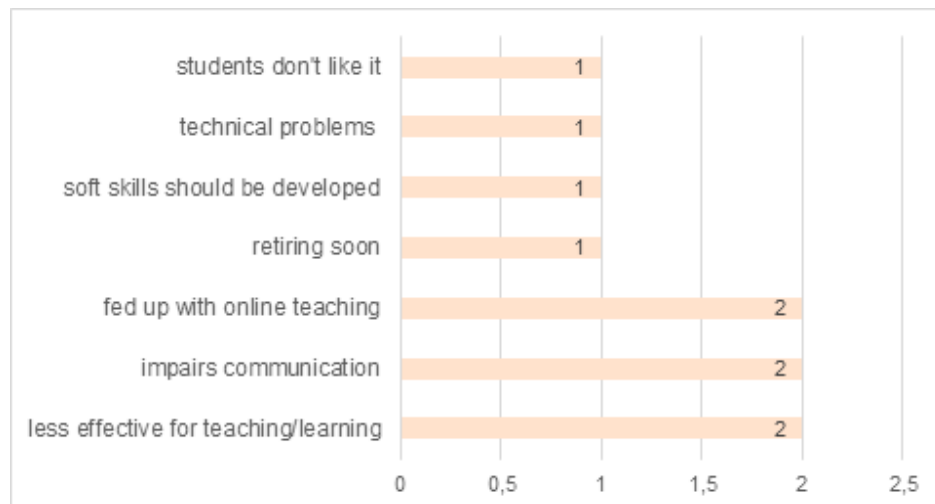


Figure 5.38. Frequencies (no. of respondents who mentioned a given purpose) for question 32: *Please, specify why [you do NOT plan to use Internet tools with your students after the pandemic].* Response rate 6% (8 respondents).

While marginal in terms of frequency, the answers should not be ignored, as – aside from purely technical or personal issues (e.g. “fed up with [it]” or “retiring soon”) they point toward the inherent problems of online teaching, such as: *impairing communication* (2 people) or the *underdevelopment of [students’] soft skills* (one person).

5.3.2 Needs & Perspectives

The second group of issues probed by the teacher survey were EHE teachers’ needs and perspectives. To that end, respondents answered five five-point Likert scale questions, ranging from one [*strongly disagree*] to five [*strongly agree*] – tapping their need for different types of didactic resources and training, as well as their opinions on a range of issues pertaining to their profession. To supplement the numerical data with descriptive comments, additional six open-ended questions were asked.

Question 34 (see Appendix A) probed respondents’ perceived need for different types of didactic resources. The descriptive statistics and frequencies for the question are provided in Appendix B (Table 5.13 and Table 5.14). Based on the numeric values related to each point of the Likert scale (1-5), we calculated mean resource need ($M_{resource_need}$) for each of the resources probed in the survey. The values of the $M_{resource_need}$ together with their 95% confidence intervals are graphed in Figure 5.39 and the frequencies of different response types picked by the participants are graphed in Figure 5.40. Since the question was optional, the percentage quoted in Figure 5.40 relates to the number of responses provided for a given resource *type*. The response rate was: 87.5% (112 respondents) for General English resources, 89.8% (115 respondents) for online teaching resources, 78.1% (100 respondents) for resources for teaching content in English, and 88.2% (113 respondents) for resources for teaching specialized English.

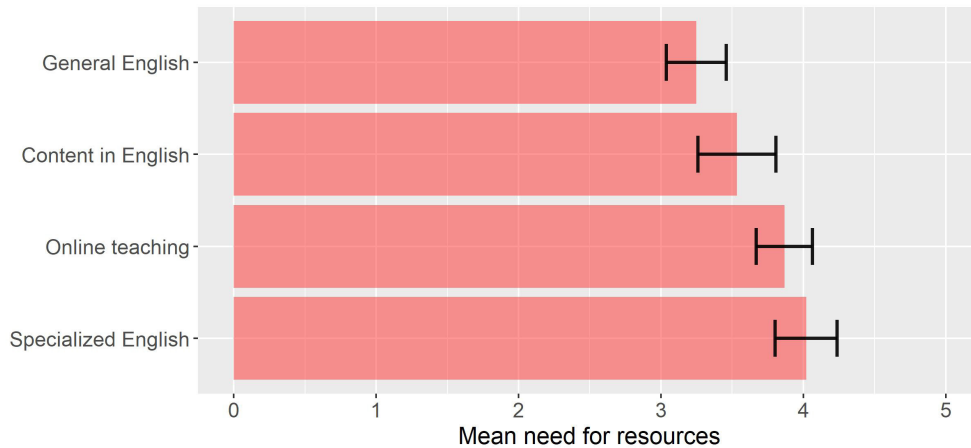


Figure 5.39. Mean teacher need for the investigated resource type. Based on the answers to question: *In my teaching, I would appreciate more didactic resources available for...* Whiskers show 95%CI.

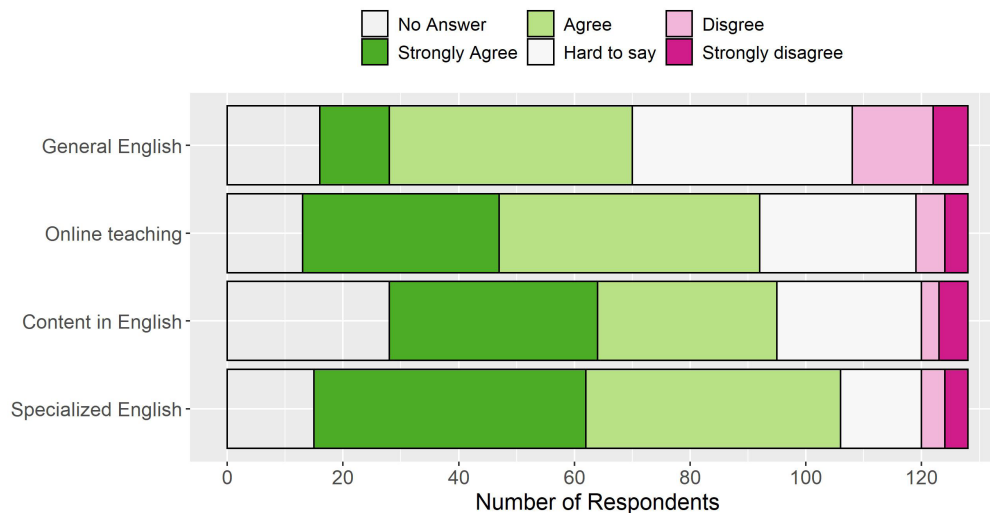


Figure 5.40. Frequencies (no. of respondents) for question: *In my teaching, I would appreciate more didactic resources available for...*

The need for didactic resources for teaching *specialized English* and teaching *content in English* was the most pronounced ($M_{resource_need} = 4.12$, $SD = 1$, $Mode = 5$; $M_{resource_need} = 3.90$, $SD = 1.09$, $Mode = 5$; respectively), with 80.5% of the respondents *agreeing* or *strongly agreeing* that they would appreciate resources for *specialized English* and 67% of the respondents *agreeing* or *strongly agreeing* that they would appreciate resources for *teaching content in English*.

Resources for *online teaching* were also frequently mentioned ($M_{resource_need} = 3.87$, $SD = 1$, $Mode = 4$), with 68% of the respondents *agreeing* or *strongly agreeing* that they would wish for it. However, the opinions were more divided than for content/specialized English, with a larger number of respondents (36%) *disagreeing*, *strongly disagreeing* or remaining *undecided*.

In contrast, the need for didactic resources for teaching *General English* was relatively small ($M_{resource_need} = 3.36$, $SD = 1.01$, $Mode = 4$), with more than half of the respondents (51.8%) not acknowledging

ing the need (5.4% *strongly disagreeing*, 12.5% *disagreeing* and 33.9% remaining *undecided*).

Question 35 (*Are there any other didactic resources you would wish for?*) was asked to examine the needs for *other* didactic resources, not mentioned in question 34. The response rate was 10% (17 respondents). The frequencies for question 35 are graphed in **Figure 5.41**. For expository purposes similar responses were grouped together. If the respondent mentioned more than one aspect, each mention was counted as a separate response.

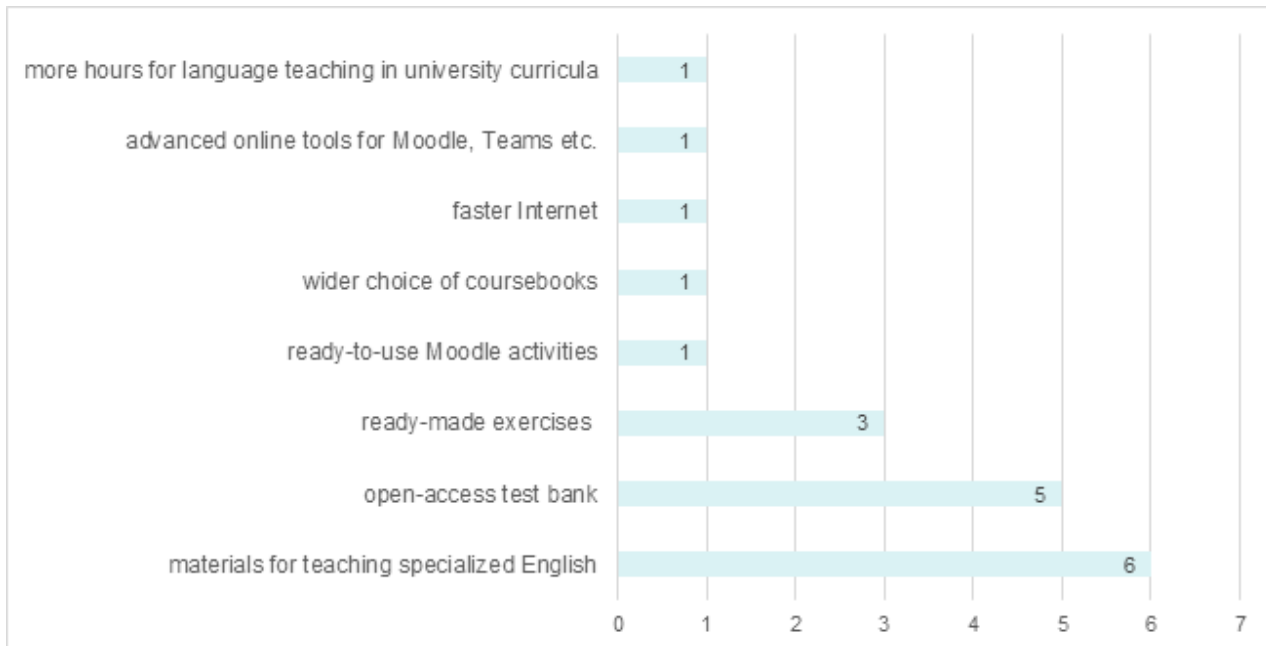


Figure 5.41. Frequencies (no. of respondents who declared a given resource) for question 35: *Are there any other didactic resources you would wish for?* Response rate: 11% (14 respondents).

Interestingly, the majority of those who answered (6 respondents, 42.8% of the sample) did not mention *other* resource types but reiterated the need for *resources for teaching specialized English*. This was followed by the need for *open-access test banks* (5 respondents, 35.7%), *ready-made exercises* (3 respondents, 21.4%). One person wished for *ready-to-use Moodle activities* and one person wished for a *wider choice of coursebooks*. The remaining answers did not pertain to the type of didactic resources per se.

Question 36 (*To further develop my teaching skills, I would wish for more training in the following areas...*) was asked to probe the respondents' needs for didactic training. The response rate was 40% (50 respondents). The frequencies for question 36 are graphed in **Figure 5.42**. For expository purposes similar responses were grouped together. If the respondent mentioned more than one aspect, each mention was counted as a separate response.

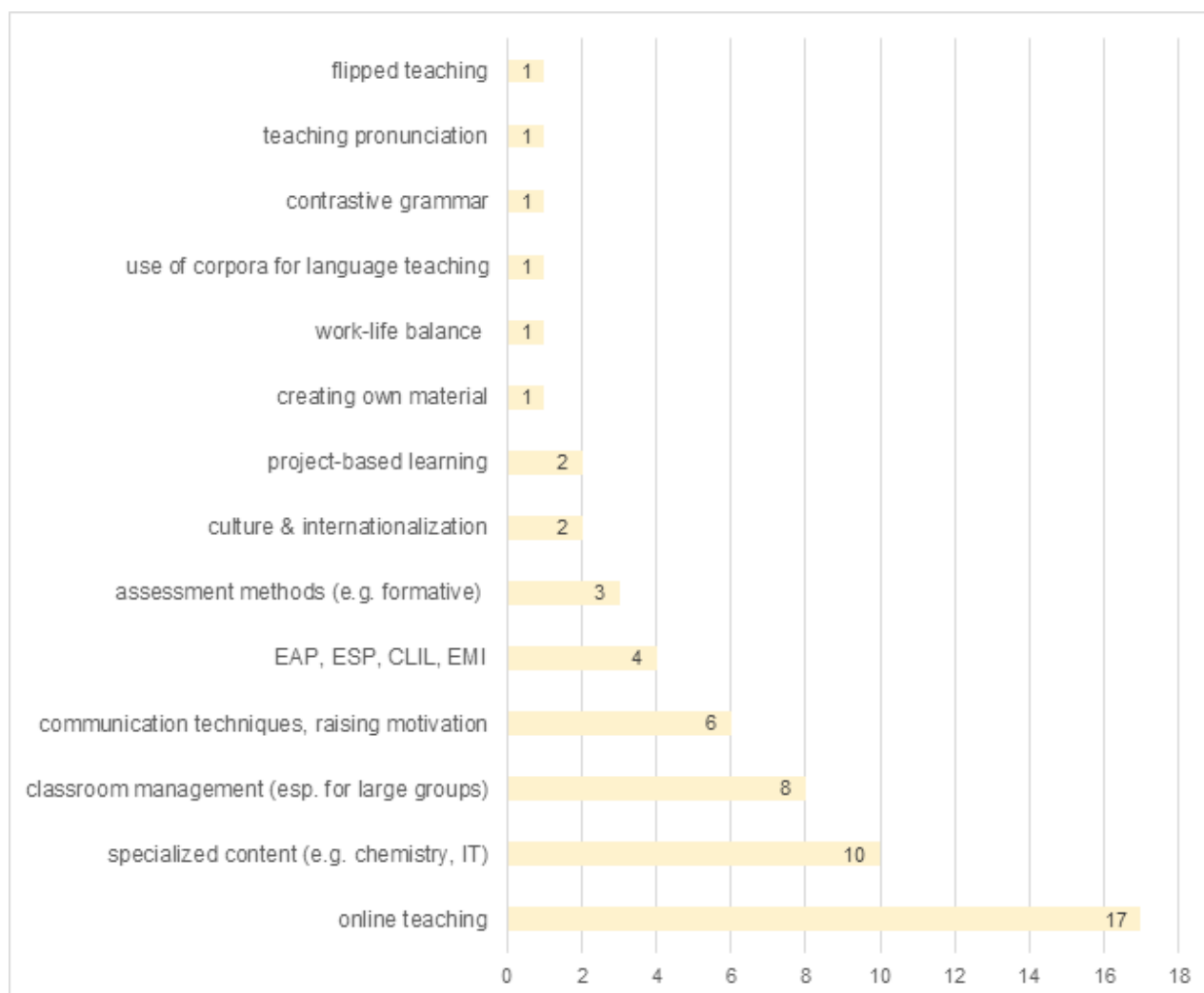


Figure 5.42. Frequencies (no. of respondents who declared a given need) for question 36: *To further develop my teaching skills, I would wish for more training in the following areas...* Response rate: 40% (50 respondents).

The majority of those who answered (17 respondents, 34% of the sample) declared that they would wish for more training in *online teaching*. This was followed by the wish for more training in *specialized content* (10 respondents, 20% of those who answered), *classroom management* (8 people, 16%), and *communication techniques/raising motivation* (6 people, 12% of the sample). The need for training in *content-based teaching* (EAP, ESP, CLIL, EMI) was declared by 4 people, in *assessment methods* – by 3 people, and in *project-based learning* and *culture & internationalization* by two people each. The remaining needs were less pronounced and declared by one person (2% of the sample), each (see **Figure 5.42** for details).

The last group of issues probed by the questionnaire concerned the participants' opinions pertaining to different aspects of their professions.

Question 37 (see Appendix **A**) probed the respondents' attitude toward distance learning and teaching English based on specialized content. The descriptive statistics and frequencies for the question are provided in Appendix **B** (**Table 5.15** and **Table 5.16**). Based on the numeric values, we calcu-

lated mean agreement rate ($M_{agreement_rate}$) for the issues probed. The values of the $M_{agreement_rate}$ together with their 95% confidence intervals are graphed in **Figure 5.43** and the frequencies of different response types picked by the participants are graphed in **Figure 5.44**.

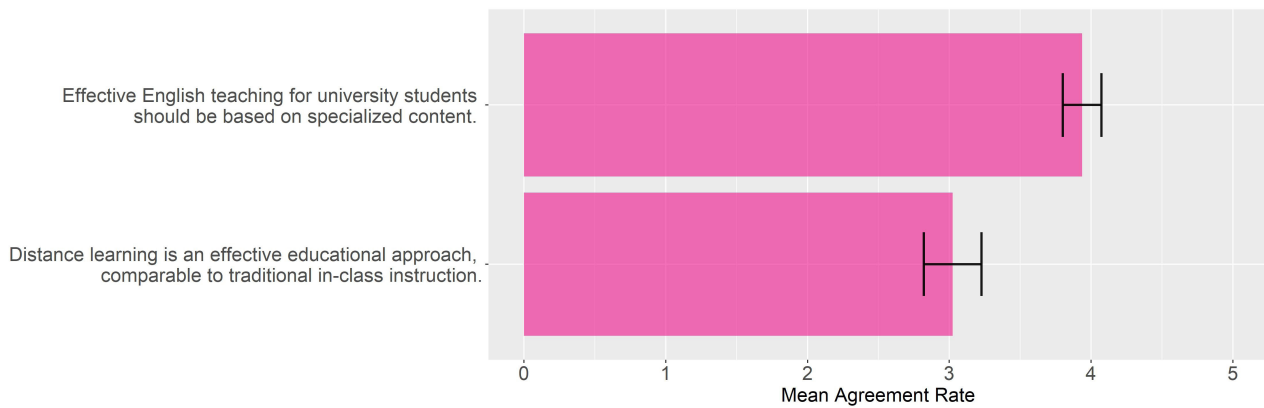


Figure 5.43. Mean agreement rate. Based on the answers to question: *As an EHE teacher, to what extent do you agree with the following...* Whiskers show 95% CI.

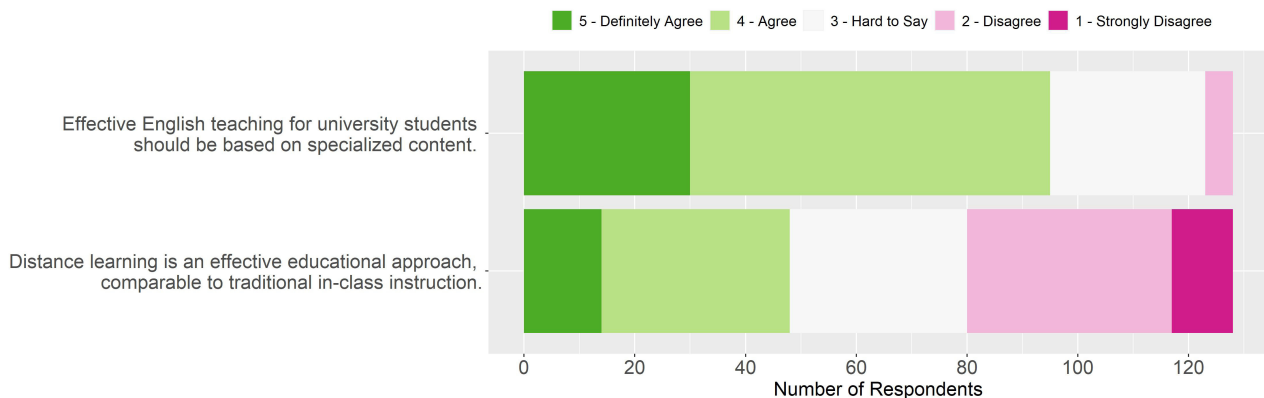


Figure 5.44. Frequencies (no. of respondents) for question: *As an EHE teacher, to what extent do you agree with the following...*

As the data show, the respondents' attitude toward teaching English via specialized content was predominantly positive, with the majority of them (95 people, 74.2% of the whole sample) *agreeing* or *strongly agreeing* that *effective English teaching for university students should be based on specialized content* ($M_{agreement_rate} = 3.94$, $SD = 0.78$, $Mode = 4$).

In terms of the respondents' attitude toward distance learning the opinions were divided, with 37.5% *agreeing* or *strongly agreeing* that *distance learning is an effective educational approach, comparable to traditional in-class instruction*, and an equal number of the respondents *disagreeing* or *strongly disagreeing* with that (the rest remaining undecided). Still, given that a larger number of respondents *strongly agreed* than *strongly disagreed* (14 and 11 people, respectively), a slight bias toward treating online learning as comparable to traditional instruction may be observed ($M_{agreement_rate} = 3.02$, $SD = 1.16$, $Mode = 2$).

Question 38 (see Appendix **A**) probed the respondents' attitude toward EHE teachers' role, its

recognition and the need for institutional guidelines. The descriptive statistics and frequencies for the question are provided in Appendix B (Table 5.17 and Table 5.18). Based on the numeric values, we calculated mean agreement rate ($M_{agreement_rate}$) for the issues probed. The values of the $M_{agreement_rate}$ together with their 95% confidence intervals are graphed in Figure 5.45 and the frequencies of different response types picked by the participants are graphed in Figure 5.46.

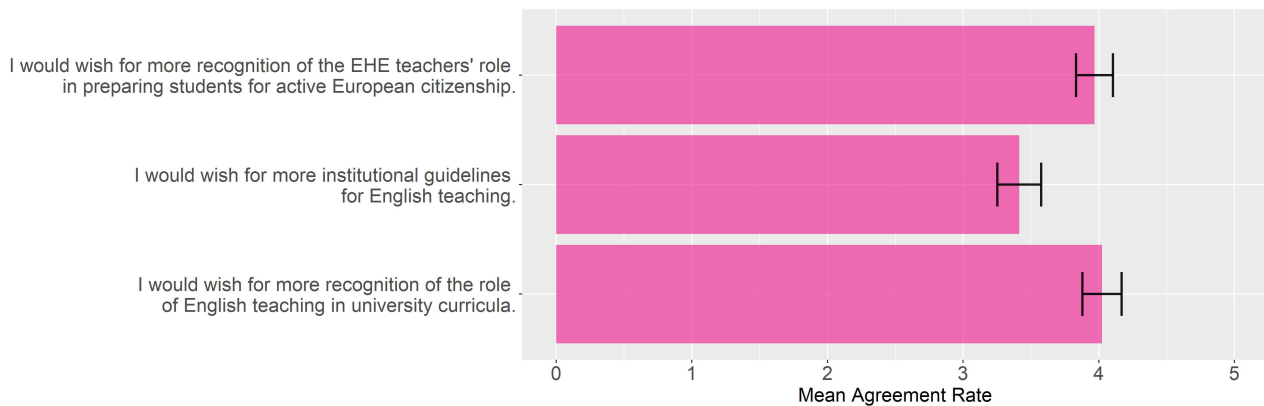


Figure 5.45. Mean agreement rate. Based on the answers to question: *As an EHE teacher, I would wish for more...* Whiskers show 95%CI.

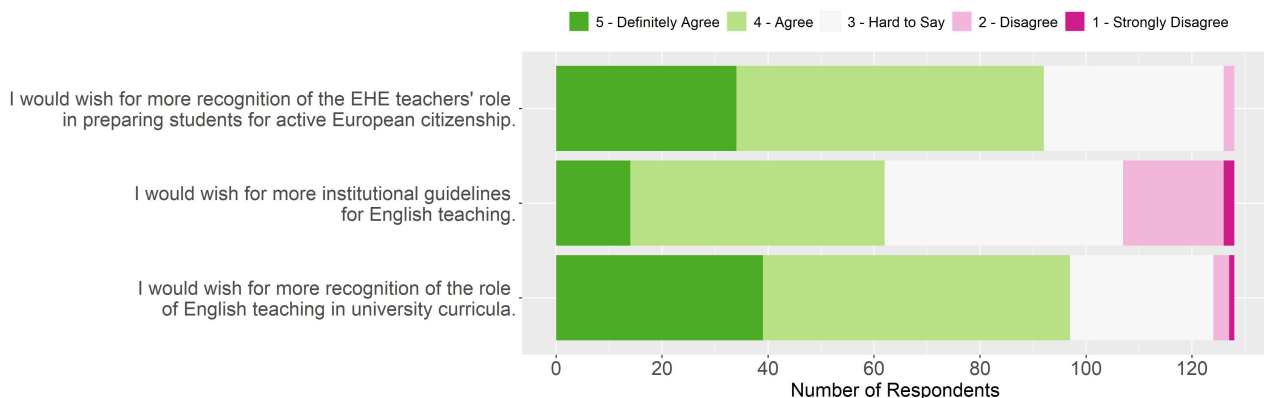


Figure 5.46. Frequencies (no. of respondents) for question: *As an EHE teacher, I would wish for more...*

The majority of the respondents would *wish for more recognition of the role of English teaching in university curricula*, with 97 respondents (75.7% of the whole sample) *agreeing* or *strongly agreeing* with the statement ($M_{agreement_rate} = 4.02$, $SD = 0.82$, $Mode = 4$).

Likewise, the majority of the respondents would *wish for more recognition of the EHE teachers' role in preparing students for active European citizenship*, with 92 respondents (71.8% of the whole sample) *agreeing* or *strongly agreeing* with the statement ($M_{agreement_rate} = 3.97$, $SD = 0.77$, $Mode = 4$).

The *wish for more institutional guidelines for English teaching* was less pronounced among the respondents but, again, more respondents *agreed* or *strongly agreed* with it (48.4%) than *disagreed* or *strongly disagreed* (16.4%). However, a large number of them (45 people, 35.2%) remained undecided ($M_{agreement_rate} = 3.41$, $SD = 0.92$, $Mode = 4$).

Question 39 (see Appendix A) was asked to shed light on the respondents' readiness to try out

novel technology and nonstandard teaching methods in their teaching. The descriptive statistics and frequencies for the question are provided in Appendix B (Table 5.19 and Table 5.20). Based on the numeric values, we calculated mean agreement rate ($M_{agreement_rate}$) for the issues under investigation. The values of the $M_{agreement_rate}$ together with their 95% confidence intervals are graphed in Figure 5.47 and the frequencies of different response types picked by the participants are graphed in Figure 5.48.

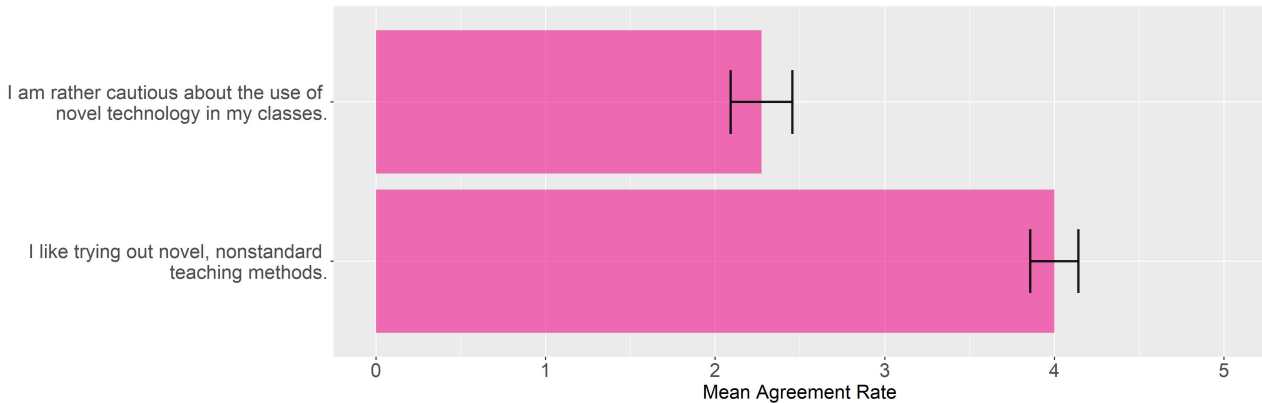


Figure 5.47. Mean agreement rate. Based on the answers to question: *To what extent do the following apply to you – as an EHE teacher?* Whiskers show 95% CI.

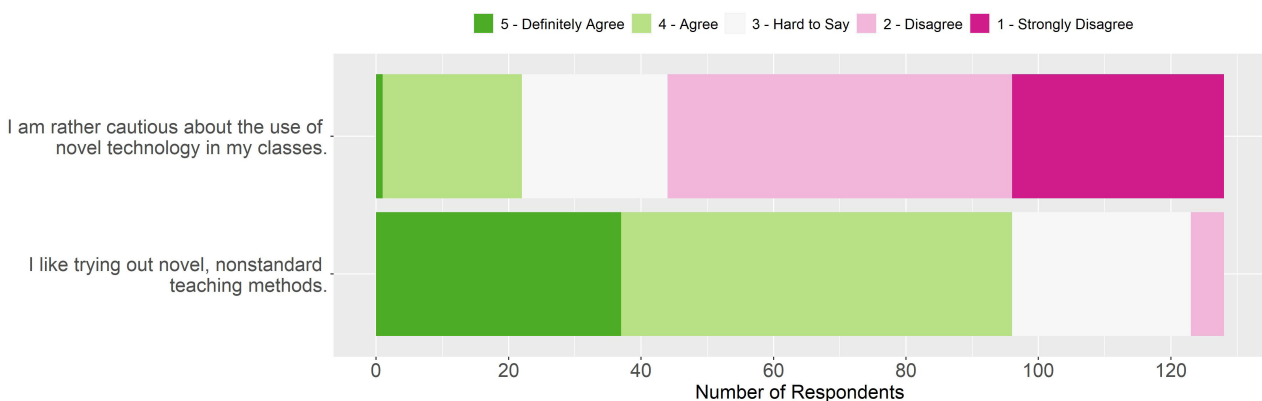


Figure 5.48. Frequencies (no. of respondents) for question: *To what extent do the following apply to you – as an EHE teacher?*

The majority of the respondents *like trying out novel, nonstandard teaching methods*, with 96 respondents (75% of the whole sample) agreeing or strongly agreeing with the statement ($M_{agreement_rate} = 4.0$, $SD = 0.81$, $Mode = 4$). Likewise, the majority of the respondents are not *rather cautious about the use of novel technology in [their] classes*, with 84 respondents (65.6% of the whole sample) disagreeing or strongly disagreeing with the statement ($M_{agreement_rate} = 2.27$, $SD = 1.04$, $Mode = 2$).

Question 40 (see Appendix A) concerned the respondents' attitude toward the importance of accurate language use and the development of students' social skills. The descriptive statistics and frequencies for the question are provided in Appendix B (Table 5.21 and Table 5.22). Based on the numeric values, we calculated mean agreement rate ($M_{agreement_rate}$) for the issues under discussion. The

values of the $M_{agreement_rate}$ together with their 95% confidence intervals are graphed in **Figure 5.49** and the frequencies of different response types picked by the participants are graphed in **Figure 5.50**.

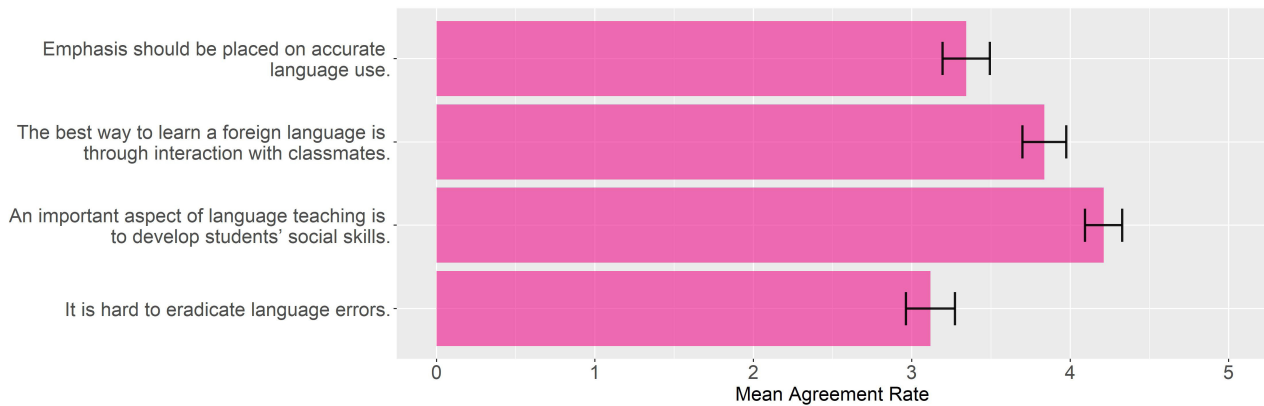


Figure 5.49. Mean agreement rate. Based on the answers to question: *As an EHE teacher, to what extent do you agree with the following?* Whiskers show 95%CI.

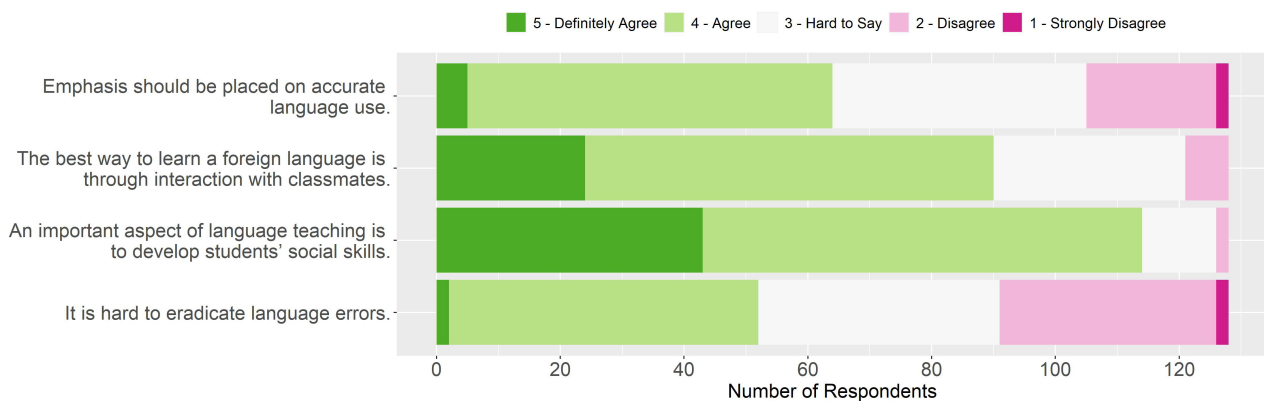


Figure 5.50. Frequencies (no. of respondents) for question: *As an EHE teacher, to what extent do you agree with the following?*

A striking majority of the respondents agree that *an important aspect of language teaching is to develop students' social skills*, with 114 respondents (89% of the whole sample) *agreeing* or *strongly agreeing* with the statement ($M_{agreement_rate} = 4.21$, $SD = 0.67$, $Mode = 4$). In line with this tendency, the majority of the respondents also agreed that *the best way to learn a foreign language is through interaction with classmates*, with 90 respondents (70% of the whole sample) *agreeing* or *strongly agreeing* with the statement ($M_{agreement_rate} = 3.84$, $SD = 0.79$, $Mode = 4$).

The remaining issues returned less obvious results. In terms of accurate language use, half of the respondents (64 people) *agreed* or *strongly agreed* that *emphasis should be placed on accurate language use*, with another half remaining undecided or disagreeing/strongly disagreeing (32% and 18% respectively) ($M_{agreement_rate} = 3.34$, $SD = 0.85$, $Mode = 4$). In terms of students' errors, the majority of the respondents agreed that *it is hard to eradicate them* (52 respondents, 40% of the whole sample), with 39 people (30.5%) remaining undecided and 37 people (28.9%) *disagreeing* or *strongly disagreeing* with the statement ($M_{agreement_rate} = 3.12$, $SD = 0.88$, $Mode = 4$).

The last four questions of the survey (41-44) were used to shed more light on teachers' likes and

dislikes concerning their profession. For expository purposes similar responses were grouped together. If the respondent mentioned more than one aspect, each mention was counted as a separate response.

The response rate for question 41 (*What I like about my work as an EHE teacher is...*) was 66% (85 respondents). The frequencies for question 41 are graphed in **Figure 5.51**.

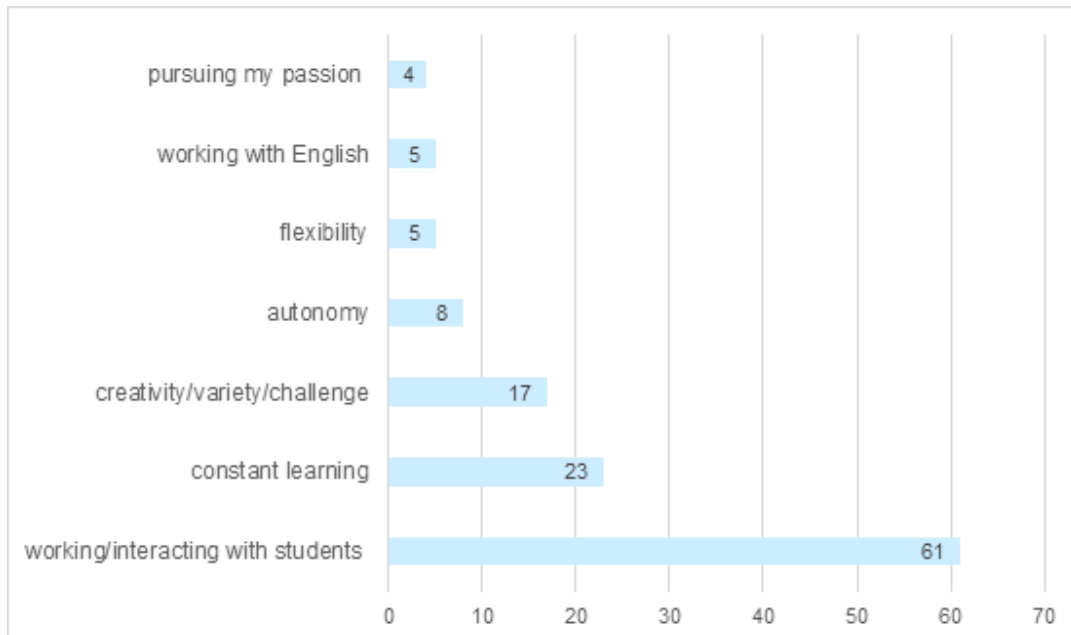


Figure 5.51. Frequencies (no. of people who provided a given response) for question 41: *What I like about my work as an EHE teacher is...* Response rate: 66% (85 respondents).

As the data show, the most frequently mentioned reason (61 respondents, 71% of those who answered) was *working/interacting with students*. *Constant learning* and *creativity/variety* also ranked relatively high (23 and 17 respondents, respectively), with *autonomy*, *flexibility*, *working with English*, and *pursuing one's passion* following in a decreasing order of frequency (8, 5, 5, and 4 people, respectively).

The response rate for question 42 (*What I don't like about my work as an EHE teacher is...*) was slightly smaller than for question 41 (77 respondents, 60%). The frequencies for question 42 are graphed in **Figure 5.52**.

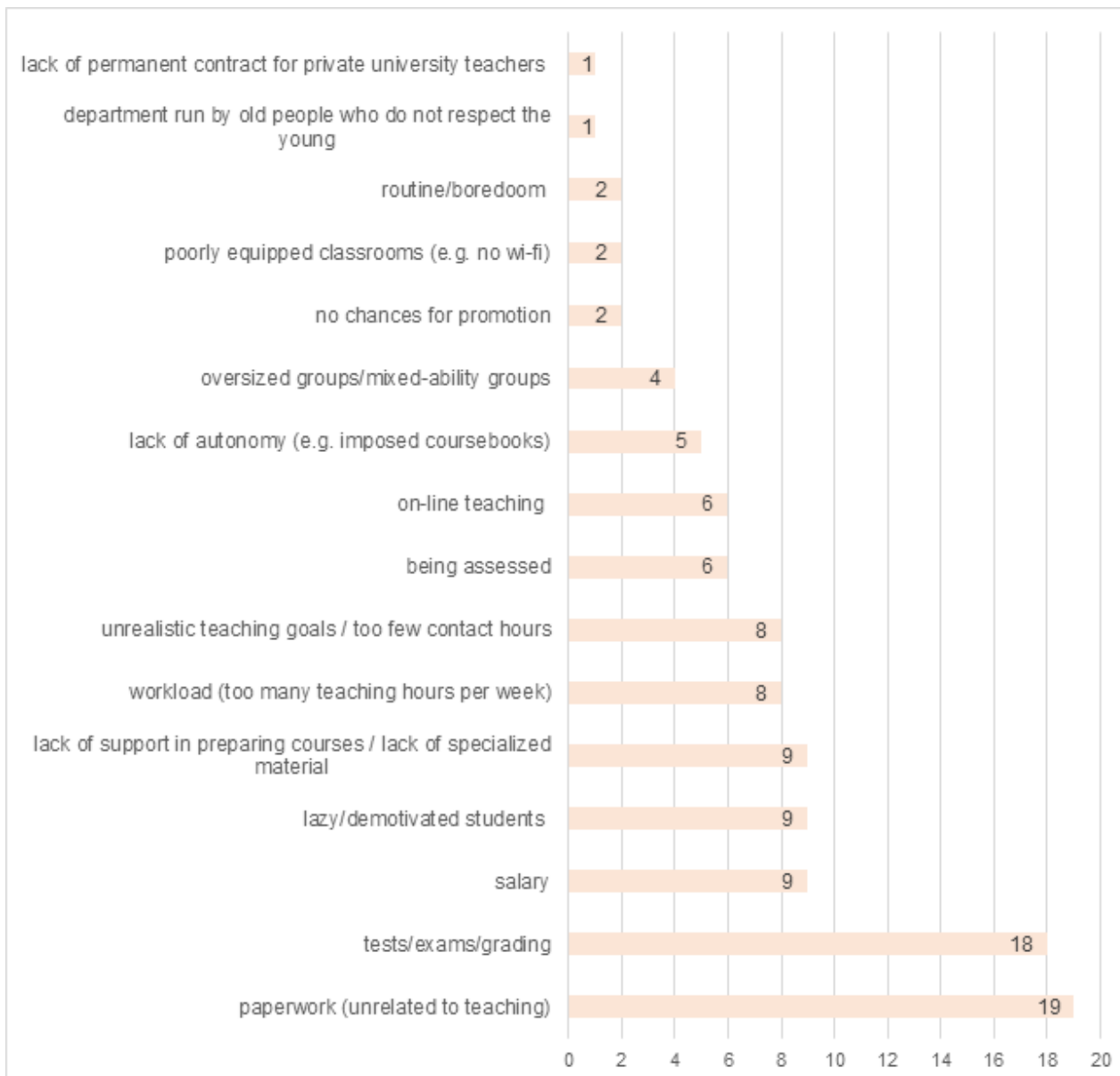


Figure 5.52. Frequencies (no. of people who provided a given response) for question 41: *What I don't like about my work as an EHE teacher is...* Response rate: 60% (77 respondents).

As the data show, the answers are more divided than for question 40. Still, certain tendencies may be observed. The majority (19 respondents, 24.6% of those who answered) declared that they don't like *paperwork*, with *tests/exam/grading* following close behind (18 respondents, 23.3%). *Salary*, *demotivated students*, and *lack of support/specialized material* also ranked relatively high (9 respondents, 11.6% each), followed by *workload* and *unrealistic teaching goals* (8 people, 10.3% each). The remaining reasons were mentioned by less 10% of the respondents (see **Figure 5.52** for details).

The response rate for question 43 (*What I would like to change about my work as an EHE teacher is...*) was 60 respondents (47%). The frequencies for question 43 are graphed in **Figure 5.53**.

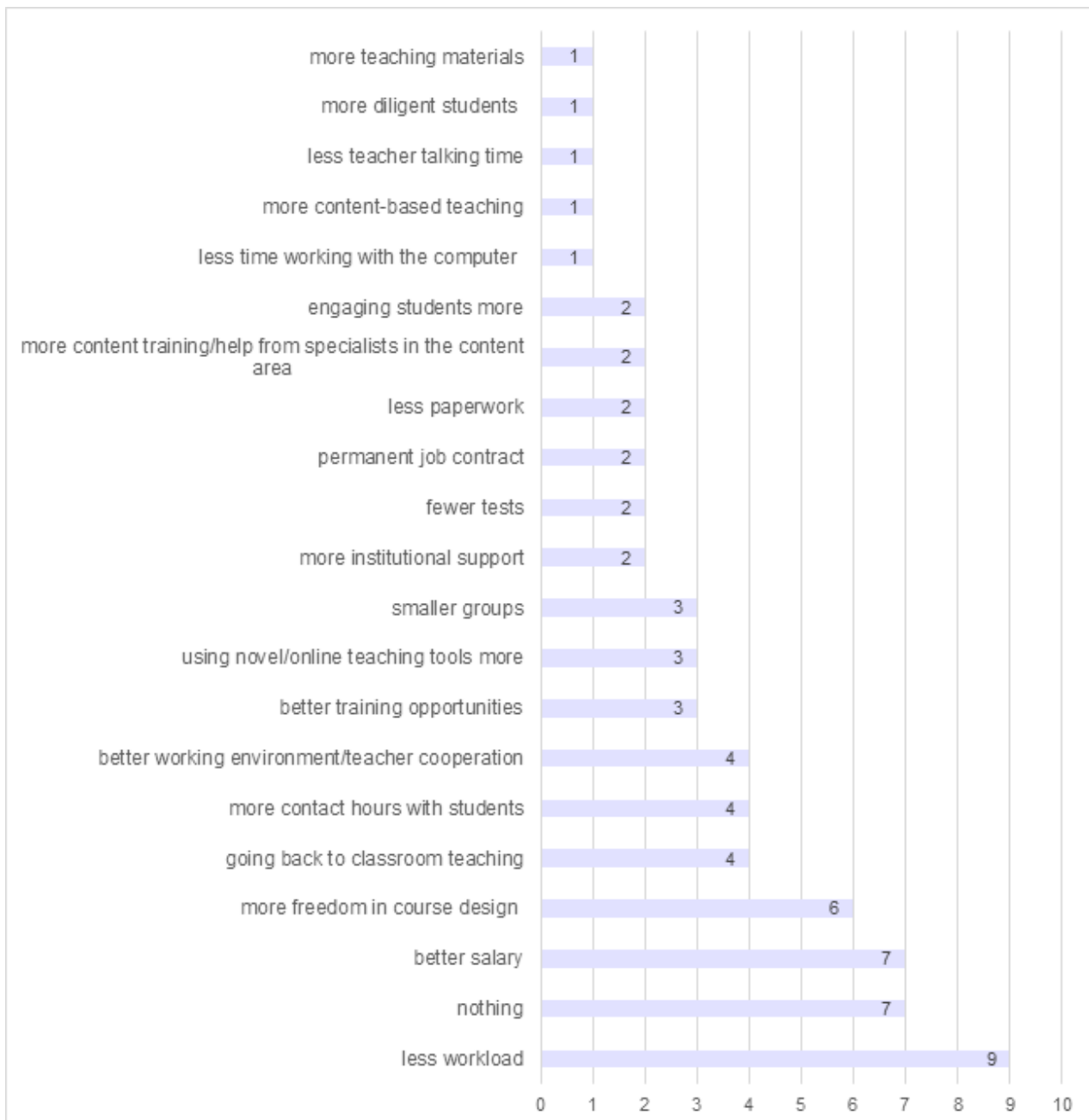


Figure 5.53. Frequencies (no. of people who provided a given response) for question 43: *What I would like to change about my work as an EHE teacher is...* Response rate: 47% (60 respondents).

While the answers are, again, quite divided, the *amount of workload* was most frequently declared (9 respondents, 15% of those who answered), followed by the wishes for *a higher salary* (7 respondents, 11.6%) and *more freedom in course design* (6 respondents, 10%). The remaining reasons were mentioned by less than 10% of the respondents (see **Figure 5.53** for details).

Question 44 (*What else comes to your mind in relation to your EHE work?*) – the last question of the survey – was answered by 36 respondents (28% of the sample). The frequencies for question 43 are presented in **Figure 5.54**.

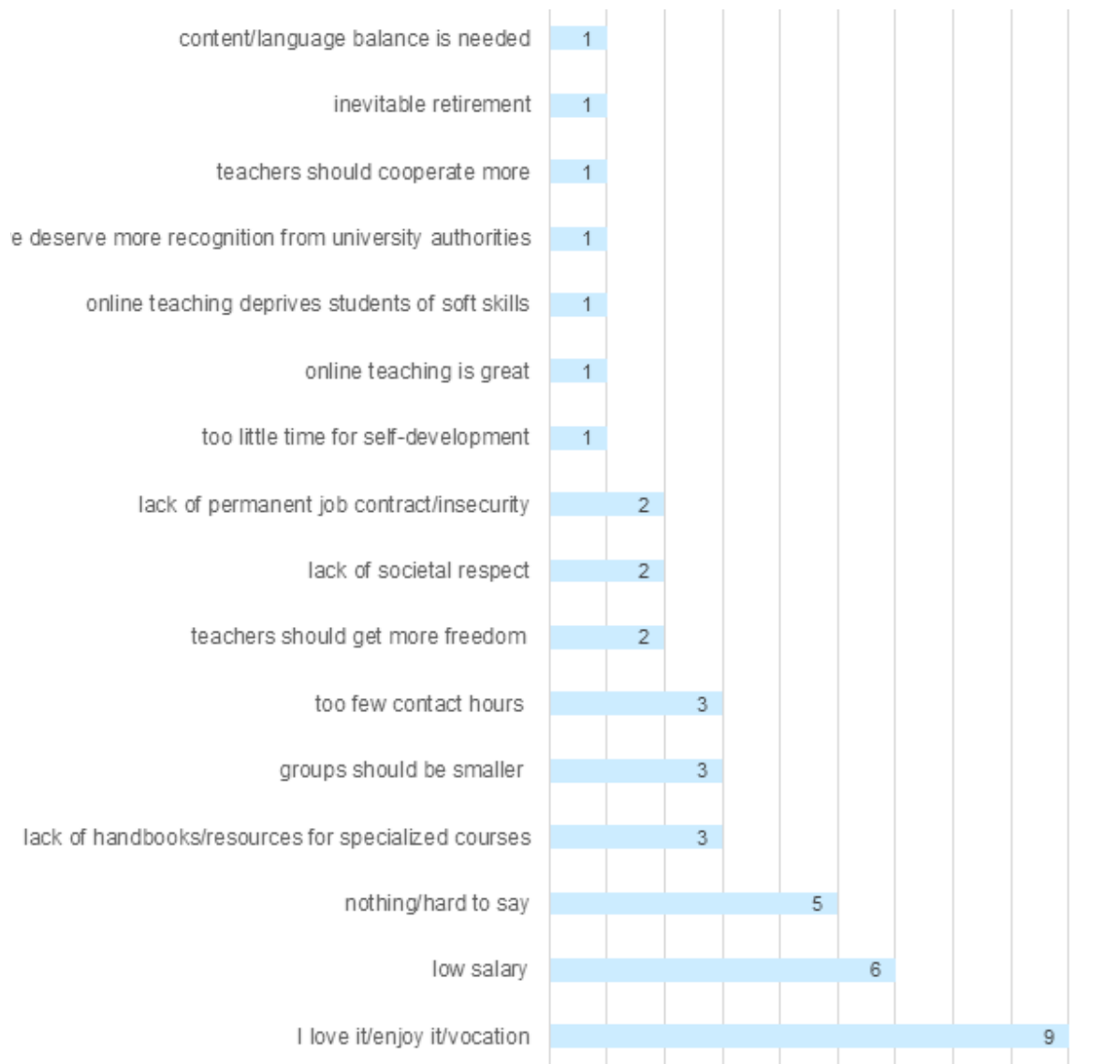


Figure 5.54. Frequencies (no. of people who provided a given response) for question 44: *What else comes to your mind in relation to your EHE work?* Response rate: 28% (36 respondents).

While the question was to encourage unconstrained answers, certain tendencies may be observed. The majority of those who answered (9 people, 25%) mentioned *vocation/emotional satisfaction*. Quite tellingly, this was closely followed by *low salary* (6 people, 16%). *Lack of handbooks/resources for specialized courses*, *oversized groups*, and *too few contact hours* also ranked relatively high (3 people, 8% each). The remaining aspects were mentioned by less than 6% of the respondents (see **Figure 5.54** for details).

5.4. Discussion

This section offers a summary discussion of the survey's main findings – maintaining the order of section 5.3 (i.e. *classroom practice & techniques* followed by *needs and perspectives*) – yet focusing on tendencies rather than individual questions.

5.4.1 Classroom Practice & Techniques – summary of findings

The first group of issues explored by the teacher survey were EHE teachers' classroom practices and techniques.

As the results indicate, in terms of classroom practice, *speaking*, *reading* and *vocabulary teaching* are prevalent, while teaching *cultural* or *pragmatic* aspects of language, as well as *pronunciation*, *writing* & *grammar* rank low in importance. The priorities shift when it comes to teaching English via specialized content, where speaking becomes secondary to teaching *individual words* (ranking highest), and *reading*. *Grammar*, *pronunciation* and *culture*, similarly to general classroom practice, rank low. In teaching specialized content, a slight bias towards teaching *facts and figures* over teaching *skills* may also be observed.

In terms of the teaching resources employed, the results indicate that teachers rely most on *adapted* and *self-designed* materials, as well as *authentic* materials. The most frequently adapted type of materials are *authentic texts* and *audio-visual materials*, and the most frequently designed materials are *content-based vocabulary* and *grammar exercises*. Ready-made materials for EFL and ESP teaching are used relatively rarely.

When it comes to the teaching approaches and techniques that EHE teachers typically employ, the *communicative approach* ranks the highest, followed by *task-based learning* and *presentation-practice-production*. Interestingly – while the need for content-based teaching is strongly pronounced (see point 5.4.2 below), content-based approaches were mentioned by one person only (0.8% of the sample). In terms of the teaching and assessment techniques, *project work* and all types of *interactive work* (group-work, pair-work and discussions) are most often used in the classroom, while student *presentations* and *closed-ended tests* are the most frequently employed grading measures. According to the respondents, it is rather the *students who talk more* in English during classroom time.

In terms of online teaching, the pandemic naturally increased the use of the Internet tools. The greatest change pertains to *communication* in real time (using Zoom, MS Teams etc.), but also *data storage* and the use of *Internet-based classroom activities*. The overwhelming majority of teachers *intend to continue using* the Internet tools after the pandemic, appreciating its convenience when it comes to class organization, preparation, and administration. Better communication with students, easier assessment and the facilitative role in teaching and motivating students are the most common reasons. Such telling answers as, “the age of paper is over” and “it’s the only realistic option” reoccur. The drawbacks are marginal in terms of frequency (less than 2% of the sample), and typically concern the underdevelopment of soft skills and the impairment of communication (reasons unspecified).

5.4.2 Needs & Perspectives – summary of the findings

The second group of issues probed by the teacher survey were EHE teachers' needs and perspectives.

In terms of didactic resources, a pronounced need for a wider accessibility of materials for *teaching specialized English* (ESP/CLIL) and teaching content in English was observed. This contrasts with a much less pronounced need for materials for teaching General English. The numerical data was further confirmed by open-ended questions, where the respondents, instead of mentioning *other* type of resources (which the question asked for) reiterated the need for the resources for teaching specialized

content. Naturally, resources for online teaching also ranked very high among teachers.

Convergent needs were observed in terms of teacher training, with many of the respondents wishing for training in *online teaching*, as well as *specialized content* and teaching English *through content*. Training in *classroom management* and *motivational techniques* was also often wished for.

The last group of issues tapped in the survey concerned EHE teachers' opinions concerning effective language teaching, the status of English in Higher Education, as well as teachers' likes and dislikes.

In terms of effective English language teaching, according to the majority of the respondents, it *should be based on specialized content* and is best carried out *through interaction and communication* with classmates. There also seems to be a clear recognition of the importance of *developing social skills* while teaching English. While opinions on whether *distance learning is as effective as traditional learning* are divided, a slight majority of the respondents agree that it is. At the same time, the majority of the teachers express eagerness to try out *novel technology* and *nonstandard teaching methods* in the classroom.

When asked about the status of English in Higher Education, teachers stress the need for more *recognition* of the role of English teaching in the *university curricula*, as well as their role in preparing students for *active European citizenship*.

Finally, as regards teachers' likes and dislikes, it turns out that it *is working and interacting with students* that gives them the most satisfaction. *Creativity, variety* and *constant learning* inherent in the profession are also highly appreciated. On the negative side, teachers typically complain about *low salaries, lack of specialized resources* and *institutional support*, as well as heavy *workload* (including redundant *paperwork*), *too few contact hours* with students and *oversized groups*.

5.4.3 Concluding remarks

As explained in the introductory section (5.1), the survey was carried out to supplement the theoretical findings of the EHE report with empirical data, and thus to offer an in-depth and multidimensional analysis of the state of English in Higher Education in Poland – to serve as a reference point for comparison with the remaining partner countries and, hopefully, to foster innovation in the field of EHE.

Simultaneously, the survey results should lay a sound foundation for further work on the TE-Con3 Model. Hence, the discussion of its findings will not be complete without mentioning their potential implications for the TE-Con3 work. These are summarized below in the form of tentative pedagogical guidelines to be implemented while designing the TE-Con3 framework and didactic materials.

1. While importance is given to practicing speaking in the classroom, in teaching via specialized content it gives way to teaching individual lexical items and reading comprehension. Following on that premise, content-based didactic aids should redress the balance toward discourse-based as well as productive language use.
2. While cultural/pragmatic aspects rank low on the list of classroom practices, teachers recognize the need for developing social skills. This gap should be bridged when developing didactic aids.
3. Teaching pronunciation, grammar and writing is often overlooked, ranking low in classroom

practices and very low in teaching via specialized content. The tendency should be counterbalanced by didactic aids in order to prevent communication break-downs and ensure a balanced linguistic development.

4. English teaching – to be effective – should be based on specialized content. Materials that are communicative in nature are needed. Ready-made online teaching resources are needed. What follows is that didactic resources should be interactive, available online and based on specialized content.
5. The need for specialized content (cf. point 4 above), coupled with the need for content-based communication (points 1-2 above), with due attention paid to lexico-grammatical development (point 3) justify the basic premise of the TE-Con3 model: teaching tertiary-level English across various academic domains for meaningful pan-European communication.

6. Conclusion

To conclude the present investigation, let us recapitulate the main points made in the previous chapters. The organisational ramification of the provision of foreign languages, including English, to tertiary-level students, is determined by the law regulating the issues of higher education and introducing the qualification framework. This setting stresses the autonomy of HE institutions in designing their curricula, at the same time ensuring that they are compatible with an agreed-on set of educational goals and most clearly expressed needs of the market. Furthermore, ambitions have been voiced at this top tier to bring more internationalization to the Polish academia and make it more competitive internationally. We have noted that the policies outlined in the main acts are subsequently expressed and implemented in the form of numerous ordinances – which creates a very complex system, characterised sometimes by certain internal incongruity and even inertia. There are obvious consequences of this state of affairs which impact the provision of English to students at the tertiary level.

When it comes to teacher training, it remains somewhat unresponsive to new needs – despite the high-quality basic tuition. Inevitably, therefore, innovative teaching becomes more of a challenge in this context, as teachers may feel left to their own devices and ingenuity, without financial or institutional incentive.

Students' experiences cannot be easily generalised upon, because the HE institutions allows them a considerable degree of autonomy.

The results of our survey paint a picture which agrees with the results of the desk research. Despite unfavourable conditions, teachers do a lot to stay up-to-date, use a variety of techniques and methods and learn a lot to bring digital experiences to the classroom; what is missing is institutionalised support.

We believe that our report supports the idea behind TE-Con3 – an initiative which would help teachers deliver quality classes, using their high motivation, boosting students' performance and bringing more cohesion to the very diverse HE system.

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Appendix A

EHE Teacher Survey

A. Demography

1. Which age group describes you?^{*29} /tick applicable/

- under 20
- 21-30
- 31-40
- 41-50
- 51-60
- above 60
- I prefer not to say

2. Which gender describes you?^{*} /tick applicable/

- Male

29 Questions marked with an asterisk were obligatory.

- Female
 - Prefer not to say
 - Other ____
3. In which country do you teach?* */tick applicable/*
- Estonia
 - Germany
 - Poland
 - Portugal
 - Romania
4. What is your native language?* */if there is more than one, list them all/*
5. Does your professional work extend beyond English Language Teaching?* */tick all applicable/*
- No, I have always worked as an English teacher
 - I have worked as a teacher of some other subject(s)
 - I have pursued a professional career outside education
6. If applicable, please specify the subject(s) or field(s) from the previous question: ____
7. How many years have you taught English at the tertiary level?*
- 0-5
 - 6-10
 - 11-15
 - 16-20
 - 21-25
 - more than 25
8. What is your employment status?* */tick all applicable/*
- Full-time permanent
 - Full-time non-permanent
 - Part-time permanent

- Part time non-permanent
- Other

9. At which type of tertiary level institution have you taught within the last five years?* */tick all applicable/*

- Public university
- Private university

10. At your tertiary level institution, what is your organizational unit?* */tick all applicable/*

- I teach at a Foreign Language Center
- I teach at a specific Faculty (Department)
- Other

11. If applicable, please specify the faculty (e.g. law) from the previous question: ____

12. Which type of English courses have you taught at the tertiary level within the last five years? */tick all applicable/*

	A1	A2	B1	B2	C1	C2
General English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESP (English for Specific Purposes, e.g. English for automotive engineering)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EAP (English for Academic Purposes, e.g. English for research publications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLIL (Content and Language Integrated Learning, e.g. teaching biology through English, with a focus both on English and on biology)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMI (English Medium Instruction, e.g. teaching geography in English, with no focus on language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Studies (e.g. philological studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other than above, please add a comment about the type and level of the courses you have taught over the last five years. ____

13. Do you hold an academic degree?*

- Yes
- No

14. If applicable, please specify the degree(s) and areas they are in (e.g. MA in general

education, MSc in architecture) ____

B. Classroom Practice & Techniques

15. How often do you focus on these language aspects when teaching?* /for each, tick the answer which best approximates the relevant frequency/

	never	rarely	some- times	of- ten	al- ways
reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vocabulary (individual words)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fixed phrases (language chunks, collocations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pragmatics and culture (appropriate language use depending on context and cultural background)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Are there any other language aspects that you focus on? Please, list them: _____

17. How often do you use specialized content (e.g. biology, history, economics), apart from the content present in General English coursebooks, to teach the following aspects?* / for each, tick the answer which best approximates the relevant frequency/

	nev- er	rare- ly	some- times	of- ten	al- ways
reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vocabulary (individual words)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fixed phrases (language chunks, collocations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pragmatics and culture (appropriate language use depending on context and cultural background)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Are there any other language aspects that you teach via specialized content? Please, list them: _____

19. How often do you teach the following aspects of an academic subject as part of your English-language course(s)?* /for each, tick the answer which best approximates the relevant frequency/

	never	rarely	some-times	of-ten	al-ways
domain-specific knowledge (e.g. facts and figures pertaining to physics, archeology etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
domain-specific skills (e.g. those required of a successful geographer, historian, architect, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. How often do you use the following teaching resources* /for each, tick the answer which best approximates the relevant frequency/

	never	rarely	some-times	often	al-ways
coursebook(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ready-made didactic materials (e.g. found on the Internet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
materials you designed or adapted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
authentic materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If applicable, please, characterize the materials you adapt or design (from the previous question): _____

21. Are there any other teaching resources that you use? Please, list them: _____

22. Which teaching approach(es)/method(s) (e.g. *Communicative Approach, Task-based learning, Presentation-Practice-Production*) do you employ in your practice? Please, list it/them:* _____

23. Which teaching techniques (e.g. *role-play, project work, note-taking*) do you employ in your practice? Please, list them:* ____

24. Which assessment techniques (e.g. *close-ended tests, open-ended tests, student presentations*) do you employ in your practice? Please, list them:* ____

25. In your EHE classes, who talks more in English?* */tick the most appropriate answer/*

- definitely the teacher
- rather the teacher
- rather students
- definitely students
- hard to say

26. Before the pandemic, how often did you use Internet tools for the following purposes?* */for each, tick the answer which best approximates the relevant frequency/*

	never	rarely	some-times	often	al-ways
communication (e.g. Zoom, MS Teams, Skype)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
data storage and sharing (e.g. Google Drive)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
research/class preparation (e.g. web-search)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
classroom activities (e.g. Moodle, Padlet, Kahoot, Youtube)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. How often do/did you use Internet tools for these purposes during the pandemic?* */for each, tick the answer which best approximates the relevant frequency/*

	never	rare-ly	some-times	of-ten	al-ways
communication (e.g. Zoom, MS Teams, Skype)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

data storage and sharing (e.g. Google Drive)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
research/class preparation (e.g. web-search)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
classroom activities (e.g. Moodle, Padlet, Kahoot, Youtube)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any other purposes you use Internet tools for? Please, specify: _____

28. Do you plan to use Internet tools with your students after the pandemic?*

- Yes
- No

29. Please specify why Yes (if applicable) _____

30. Please Specify why No (if applicable) _____

C. Needs & Perspectives

31. In my teaching, I would appreciate more didactic resources available for /for each, tick the number which best approximates your perception, if you do NOT teach a given course type – leave blank/

	strongly disagree	disagree	hard to say	agree	strongly agree
teaching General English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teaching specialized English - ESP, CLIL (e.g. a course of English for medicine students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teaching content in English (e.g. teaching law in English to English-medium students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
online teaching (e.g. ready-made Moodle activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any other didactic resources you would wish for? Please, list them: _____

To further develop my teaching skills, I would wish for more training in the following areas /please specify the most important areas/ _____

32. As an EHE teacher, to what extent do you agree with the following* */for each, tick the answer which best approximates your perception/*

	strongly disagree	disagree	hard to say	agree	strongly agree
distance learning is an effective educational approach, comparable to traditional in-class instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
effective English teaching for university students should be based on specialized content (e.g. pertaining to sociology, philosophy, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. As an EHE teacher, I would wish for more...* */for each, tick the answer which best approximates your perception/*

	strongly disagree	disagree	hard to say	agree	strongly agree
recognition of the role of English teaching in university curricula (e.g. stronger integration of language courses with university curricula)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
institutional guidelines for English teaching (e.g. pertaining to course requirements, target proficiency levels, assessment criteria etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognition of the EHE teachers role in preparing students for active European citizenship (e.g. in terms of career opportunities or effective social interaction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. To what extent do the following apply to you – as an EHE teacher?* /for each, tick the answer which best approximates your perception/

	strongly disagree	disagree	hard to say	agree	strongly agree
I like trying out novel, nonstandard teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am rather cautious about the use of novel technology in my classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

As an EHE teacher, to what extent do you agree with the following?* /for each, tick the answer which best approximates your perception/

	strongly disagree	disagree	hard to say	agree	strongly agree
It is hard to eradicate language errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An important aspect of language teaching is to develop students' social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The best way to learn a foreign language is through interaction with classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis should be placed on accurate language use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What I like about my work as an EHE teacher is _____

35. What I don't like about my work as an EHE teacher is _____

36. What I would like to change about my work as an EHE teacher is _____

37. What else comes to your mind in relation to your EHE work? _____

Appendix B

EHE Teacher Survey – Descriptive Statistics and Frequencies

Table 5.1. Descriptive statistics for question: *How often do you focus on these language aspects when teaching?*

Language aspect	N	Mean	SD	Median	Min- Max	Mode
Culture	128	3.68	0.939	4	1-5	4
Writing	128	3.75	0.905	4	2-5	4
Pronunciation	128	3.85	1.02	4	1-5	4
Grammar	128	3.86	0.911	4	1-5	4
Listening	128	4.24	0.781	4	1-5	4
Reading	128	4.27	0.681	4	2-5	4
Collocations	128	4.32	0.773	4	2-5	5
Individual Words	128	4.41	0.727	5	2-5	5
Speaking	128	4.72	0.614	5	2-5	5

Table 5.2. Frequencies (number of respondents and percentages) for question: *How often do you focus on these language aspects when teaching*

	1- Never	2 - Rarely	3 - Some- times	4 - Often	5 -Always
Culture	1 (0.8%)	15 (11.7%)	32 (25.0%)	56 (43.8%)	24 (18.8%)
Writing	-	13 (10.2%)	33 (25.8%)	55 (43.0%)	27 (21.1%)
Pronuncia- tion	2 (1.6%)	13 (10.2%)	26 (20.3%)	48 (37.5%)	39 (30.5%)
Grammar	2 (1.6%)	7 (5.5%)	30 (23.4%)	57 (44.5%)	32 (25.0%)
Listening	1 (0.8%)	3 (2.3%)	12 (9.4%)	60 (46.9%)	52 (40.6%)
Reading	-	1 (0.8%)	14 (10.9%)	63 (49.2%)	50 (39.1%)
Collocations	-	3 (2.3%)	15 (11.7%)	48 (37.5%)	62 (48.4%)
Individual Words	-	3 (2.3%)	9 (7.0%)	48 (37.5%)	68 (53.1%)
Speaking	-	3 (2.3%)	2 (1.6%)	23 (18.0%)	100 (78.1%)

Table 5.3. Descriptive statistics for question: *How often do you use specialized content to teach the following aspects?*

Language aspect	N	Mean	SD	Median	Min- Max	Mode
Grammar	128	3.02	1.07	3	1-5	3
Pronunciation	128	3.26	1.08	3	1-5	4
Culture	128	3.30	1.17	3	1-5	4
Writing	128	3.5	1.15	4	1-5	4
Listening	128	3.67	1.09	4	1-5	4
Collocations	128	3.80	1.01	4	1-5	4
Speaking	128	3.94	1.02	4	1-5	4
Reading	128	3.95	0.925	4	1-5	4
Individual Words	128	3.96	1.01	4	1-5	4

Table 5.4. Frequencies (number of respondents and percentages) for question: *How often do you focus on these language aspects when teaching?*

	1- Never	2 - Rarely	3 - Some- times	4 - Often	5 -Always
Grammar	9 (7.0%)	33 (25.8%)	43 (33.6%)	32 (25.0%)	11 (8.6%)
Pronunciation	8 (6.3%)	23 (18.0%)	40 (31.3%)	42 (32.8%)	15 (11.7%)
Culture	9 (7.0%)	24 (18.8%)	36 (28.1%)	37 (28.9%)	22 (17.2%)
Writing	9 (7.0%)	14 (10.9%)	36 (28.1%)	42 (32.8%)	27 (21.1%)
Listening	9 (7.0%)	6 (4.7%)	31 (24.2%)	54 (42.2%)	28 (21.9%)
Collocations	3 (2.3%)	10 (7.8%)	32 (25.0%)	47 (36.7%)	36 (28.1%)
Speaking	6 (4.7%)	5 (3.9%)	19 (14.8%)	59 (46.1%)	39 (21.9%)
Reading	3 (2.3%)	6 (4.7%)	22 (17.2%)	61 (47.7%)	36 (28.1%)
Individual Words	4 (3.1%)	7 (5.5%)	22 (17.2%)	52 (40.6%)	43 (33.6%)

Table 5.5. Descriptive statistics for question: *How often do you teach the following aspects of an academic subject as part of your English-language courses?*

	N	Mean	SD	Median	Min- Max	Mode
Domain-specific skills	128	3.09	1.16	3	1-5	3
Domain-specific knowledge	128	3.24	1.16	3	1-5	3

Table 5.6. Frequencies (number of respondents and percentages) for question: *How often do you teach the following aspects of an academic subject as part of your English-language courses?*

	1- Never	2 - Rarely	3 - Some- times	4 - Often	5 -Always
Do-main-specific skills	14 (10.9%)	25 (19.5%)	39 (30.5%)	36 (28.1%)	14 (10.9%)
Do-main-specific knowledge	13 (10.2%)	17 (13.3%)	41 (32.0%)	40 (31.3%)	17 (13.3%)

Table 5.7. Descriptive statistics for question: *How often do you use the following teaching resources?*

	N	Mean	SD	Median	M i n -Max	Mode
Ready-made materials	128	3.44	0.994	4	1 -5	4

Coursebooks	128	3.95	0.925	4	1 -5	4
Authentic materials	128	3.97	0.720	4	2 -5	4
Adapted or self-designed materials	128	4.13	0.668	4	2 -5	4

Table 5.8. Frequencies (number of respondents and percentages) for question: *How often do you use the following teaching resources?*

	1- Never	2 - Rarely	3 - Some-times	4 - Often	5 -Always
Ready-made materials	4 (3.1%)	22 (17.2%)	29 (22.7%)	60 (46.9%)	13 (10.2%)
Course-books	3 (2.3%)	5 (3.9%)	25 (19.5%)	58 (45.3%)	37 (28.9%)
Authentic materials	-	4 (3.1%)	23 (18.0%)	74 (57.8%)	27 (21.1%)
Adapted or self-designed materials	-	1 (0.8%)	18 (14.1%)	72 (56.3%)	37 (28.9%)

Table 5.9. Descriptive statistics for question: *Before the pandemic, how often did you use Internet tools for the following purposes?*

	N	Mean	SD	Median	M i n -Max	Mode
Communication	128	1.55	0.86	1	1 -4	1
Data storage and sharing	128	2.63	1.40	2	1 -5	1
Classroom activities	128	2.98	1.24	3	1 -5	4
Research and class preparation	128	3.77	1.21	4	1 -5	4

Table 5.10. Frequencies (number of respondents and percentages) for question: *Before the pandemic, how often did you use Internet tools for the following purposes?*

	1- Never	2 - Rarely	3 - Some-times	4 - Often	5 -Always
Communica-tion	83 (64.8%)	24 (18.8%)	16 (12.5%)	5 (3.9%)	-
Data storage and sharing	37 (28.9%)	30 (23.4%)	20 (15.6%)	25 (19.5%)	16 (12.5%)
Classroom activities	21 (16.4%)	23 (18.0%)	34 (26.6%)	37 (28.9%)	13 (10.2%)
Research and class preparation	9 (7.0%)	14 (10.9%)	16 (12.5%)	48 (37.5%)	41 (32.0%)

Table 5.11. Descriptive statistics for question: *During the pandemic, how often did you use Internet tools for the following purposes?*

	N	Mean	SD	Median	M i n -Max	Mode
Data storage and sharing	128	3.81	1.26	4	1 -5	5
Classroom activities	128	3.95	1.09	4	1 -5	4
Research and class preparation	128	4.20	0.95	4	1 -5	5
Communication	128	4.87	0.48	5	1 -5	5

Table 5.12. Frequencies (number of respondents and percentages) for question: *During the pandemic, how often did you use Internet tools for the following purposes?*

	1- Never	2 - Rarely	3 - Some- times	4 - Often	5 -Always
Data storage and sharing	9 (7.0%)	14 (10.9%)	19 (14.8%)	36 (28.1%)	50 (39.1%)
Classroom activities	6 (4.7%)	8 (6.3%)	19 (14.8%)	49 (38.3%)	46 (35.9%)
Research and class preparation	4 (3.1%)	3 (2.3%)	14 (10.9%)	50 (39.1%)	57 (44.5%)
Communica- tion	1 (0.8%)	-	1 (0.8%)	11 (8.6%)	115 (89.8%)

Table 5.13. Descriptive statistics for question: *In my teaching, I would appreciate more didactic resources available for:*

	N	Mean	SD	Median	M i n -Max	Mode
General English	112	3.36	1.01	3	1 -5	4
Online teaching	115	3.87	1.00	4	1 -5	4
Content in English	100	3.90	1.09	4	1 -5	5
Specialized English	113	4.12	1.00	4	1 -5	5

Table 5.14. Frequencies (number of respondents and percentages) for question: *In my teaching, I would appreciate more didactic resources available for:*

	1- Strongly agree	2 - Disagree	3 – Hard to say	4 - Agree	5 -Strongly agree
General English	6 (5.4%)	14 (12.5%)	38 (33.9%)	42 (37.5%)	12 (10.7%)

Online teaching	4 (3.5%)	5 (4.3%)	27 (23.5%)	45 (39.1%)	34 (29.6%)
Content in English	5 (5.0%)	3 (3.0%)	25 (25.0%)	31 (31.0%)	36 (36%)
Specialized English	4 (3.5%)	4 (3.5%)	14 (12.4%)	44 (38.9%)	47 (41.6%)

Table 5.15. Descriptive statistics for question: *As an EHE teacher, to what extent do you agree with the following?*

	N	Mean	SD	Median	Min-Max	Mode
Distance learning is an effective approach, comparable to traditional in-class instruction	128	3.02	1.16	3	1 -5	2
Effective English teaching for university students should be based on specialized content	128	3.94	0.781	4	2 -5	4

Table 5.16. Frequencies (number of respondents and percentages) for question: *As an EHE teacher, to what extent do you agree with the following?*

	1- Strongly agree	2 - Disagree	3 – Hard to say	4 - Agree	5 -Strongly agree
Distance learning is an effective approach, comparable to traditional in-class instruction	11 (8,6%)	37 (28.9%)	32 (25.0%)	34 (26.6%)	14 (10.9%)
Effective English teaching for university students should be based on specialized content	-	5 (3.9%)	28 (21.9%)	65 (50.8%)	30 (23.4%)

Table 5.17. Descriptive statistics for question: *As an EHE teacher, I would wish for more...*

	N	Mean	SD	Median	Min -Max	Mode
Institutional guidelines for English teaching	128	3.41	0.927	3	1 -5	4
Recognition of the EHE teacher's role in preparing students for active European citizenship	128	3.97	0.773	4	2 -5	4
Recognition of the role of English in university curricula	128	4.02	0.827	4	1 -5	4

Table 5.18. Frequencies (number of respondents and percentages) for question: *As an EHE teacher, I would wish for more...*

	1- Strongly agree	2 - Disagree	3 – Hard to say	4 - Agree	5 -Strongly agree
Institutional guidelines for English teaching	2 (1.6%)	19 (14.8%)	45 (35.2%)	48 (37.5%)	14 (10.9%)
Recognition of the EHE teacher's role in preparing students for active European citizenship	-	2 (1.6%)	34 (26.6%)	58 (45.3%)	34 (26.6%)
Recognition of the role of English in university curricula	1 (0.8%)	3 (2.3%)	27 (21.1%)	58 (45.3%)	39 (30.5%)

Table 5.19. Descriptive statistics for question: *To what extent do the following apply to you – as an EHE teacher?*

	N	Mean	SD	Median	Min- Max	Mode
I am cautious about the use of novel technology	128	2.27	1.04	2	1-5	2
I like trying out novel teaching methods	128	4.0	0.813	4	2-5	4

Table 5.20. Frequencies (number of respondents and percentages) for question: *To what extent do the following apply to you – as an EHE teacher?*

	1- Strongly agree	2 - Disagree	3 – Hard to say	4 - Agree	5 -Strongly agree
I am rather cautious about the use of novel technology in my classes	32 (25%)	52 (40.6%)	22 (17.2%)	21 (16.4%)	1 (0.8%)
I like trying out novel, non-standard teaching methods	-	5 (3.9%)	27 (21.1%)	59 (46.1%)	37 (28.9%)

Table 5.21. Descriptive statistics for question: *As an EHE teacher, do you agree with the following?*

	N	Mean	SD	Median	M i n -Max	Mode
It is hard to eradicate language errors	128	3.12	0.884	3	1 -5	4
Emphasis should be placed on accurate language use	128	3.34	0.855	3	1 -5	4
The best way to learn a foreign language is through interaction with classmates	128	3.84	0.791	4	2 -5	4
An important aspect of language teaching is to develop students' social skills	128	4.21	0.672	4	2 -5	4

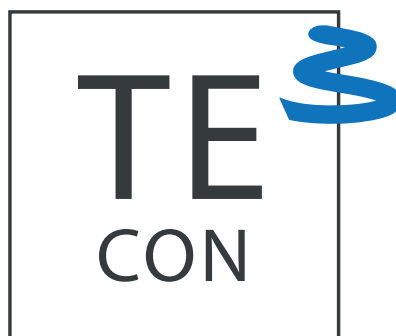
Table 5.22. Frequencies (number of respondents and percentages) for question: *As an EHE teacher, do you agree with the following?*

	1- Strongly agree	2 - Disagree	3 – Hard to say	4 - Agree	5 -Strongly agree
It is hard to eradicate language errors	2 (1.6%)	35 (27.3%)	39 (30.5%)	50 (39.1%)	2 (1.6%)
Emphasis should be placed on accurate language use	2 (1.6%)	21 (16.4%)	41 (32.0%)	59 (46.1%)	5 (3.9%)

The best way to learn a foreign language is through interaction with classmates	-	7 (5.5%)	31 (24.2%)	66 (51.6%)	24 (18.8%)
An important aspect of language teaching is to develop students' social skills	-	2 (1.6%)	12 (9.4%)	71 (55.5%)	43 (33.6%)



REPORT ON THE APPROACHES TO ENGLISH FOR HIGHER EDUCATION IN ESTONIA



Report on the approaches to English for higher education in Estonia

1. Status of EFL in Estonia Higher Education

1.1. System overview

1.1.1 The outline of the general organisation of the education system

The higher education system in Estonia comprises three cycles, following the Bachelor-Master-PhD model of the European Higher Education Area. Bachelor's programmes are first-cycle higher education programmes. The nominal duration of the programmes is generally 3 years. As an exception, it may be up to 4 years. The qualification gives access to master's programmes. Master's programmes are second-cycle higher education programmes. The nominal duration of programmes is 1 to 2 years. The qualification gives access to doctoral programmes. Doctoral programmes represent the third cycle of higher education. The nominal duration of the programme is 3 to 4 years. There are also Integrated Bachelor's and Master's programmes which comprise both basic and specialised studies. Such long-cycle programmes are offered in the field of medicine, veterinary medicine, pharmacy, dentistry, architecture, civil engineering, and teaching in primary school.

Higher education institutions in Estonia also have a high level of autonomy within the limits set out by the Higher Education Act.

Schools shall ensure in their curricula that instruction in the Estonian language comprises at least 57 courses, or 60% of the minimum permitted course load for the upper secondary level, whereby Estonian literature, Estonian history, civics education, music and geography must be taught in Estonian.

The performance gap between Estonian and Russian-medium basic schools persists, worsening regional disparities and hindering mobility across the country because of the language barrier. The proficiency in Estonian of students with a different mother tongue remains well below the national target of 90%. Estonia's efforts to improve equality of access to HE include, for example, reforming and monitoring financial support arrangements for students and, in 2013, abolishing tuition fees for full-time students studying in Estonian.

1.1.2 Numerical Data - no of students/programmes/ international students, how the system is structured

There are 18 higher education institutions in Estonia: 6 universities under public law and each regulated by their own Act, 1 privately owned university, 4 private professional higher education institutions, 7 state professional higher education institutions. 11 of those higher education institutions are located in Tallinn and 7 in Tartu, with colleges in other towns.

There are 5236 international degree students in Estonia in the 2020/2021 academic year, which is 292 less than in the previous academic year. International degree students currently make up 11.6% of the students in Estonia compared to 12.2% in the previous academic year. The number of international students in Master's programmes is the highest - 2184 or 41% of all international students currently enrolled at universities in Estonia - due to internationalisation efforts of higher education being focused especially on Master's and PhD studies.

Tallinn University offers 6 Bachelor's programmes, 17 Master's programmes and 13 PhD programmes fully in English. The University of Tartu has 3 Bachelor's programmes, 24 Master's programmes and 35 PhD programmes almost fully in English. Estonian University of Life Sciences offers 4 full English-language degree programmes as well as doctoral programmes.

Although tertiary educational attainment in the 30-34 age group was above the EU average in 2019 (46.2% against 41.6%), the rate may worsen if the high dropout rates from higher education and falling enrolment rates persist. The gender gap in tertiary attainment is significant. Graduates' competences are insufficiently aligned with labour market needs. The actual number of graduates in science, technology, engineering and mathematics is insufficient to meet the needs of the labour market. The funding system, accompanied by incentives to increase enrolments in certain study fields, aims to increase the quality and labour market relevance of higher education, but impact is yet to be seen.

1.2. Policy Issues Regarding EFL in Higher Education (including EU regulations)

1.2.1 Structural, curricular pedagogical considerations

Estonian higher education is regulated by several laws: Higher Education Act, University Acts of 6 public universities, Higher Educational Standard, Estonian Lifelong Learning Strategy, Language Act.

1.2.2 Implementing Institutional Language Policy: Existing Measures

In the Estonian context, one can find traces of the concept of 'parallel language use' in HE documents. It is important, in the first place, to keep in mind that the Estonian language is at the core of the Estonian nation and sense of belonging (Soler 2013). Notably, the Estonian Language Act was passed initially in 1995, shortly after the country's re-independence in 1991 and has been renewed as of 2011. In this context, like in other countries in the Baltic states (e.g. Bulajeva and Hogan-Brun 2014), universities in Estonia have recently felt the need to tackle the 'language question' from a policy point of view in order to adapt to the increasing demands of internationalisation. As we shall see, Estonian universities feel compelled to draw a framework of protection for Estonian as the national language in academia, while promoting the use and knowledge of other 'foreign languages' (Soler-Carbonell 2015).

2. Teaching English at the Tertiary Level (country-specific)

2.1. English language provisions at the Tertiary Level

2.1.1 General English

All universities offer courses of general English as in most curricula the graduation requirement is B2 level in a foreign language (Common European Framework of Reference for Languages). Since English is the first foreign language in most comprehensive schools in Estonia, this requirement is fulfilled in English. However, the universities may apply their own specifications in teaching English. E.g., at Tallinn University of Technology all study programmes taught in Estonian include courses that improve professional written and oral communication skills in English. At the second level of higher education, the university fosters the development of internationally attractive study programmes taught in English. As a rule, doctoral programmes are taught in English. In study programmes taught in Estonian, applicants are expected to have English language proficiency at level B2. Undergraduate students who do not have B2 level proficiency are required to achieve B2 level proficiency during the study period. At Tallinn University, courses of general English (A2-B1) are taught as preparation courses for students whose placement test results are lower than B2 which is a necessary level to participate in a compulsory ESP course both at BA and MA levels.

At all Estonian universities, foreign visiting students (Erasmus exchange, other scholarships) must prove their English proficiency of at least B2 level.

2.1.2 English as a Medium of Instruction (i.e. regular study programs)

At all universities there are curricula that comprise a compulsory course mediated in English. At some universities these courses are optional, whilst at others, including e.g. Tallinn University, these are compulsory – a vast majority of curricula comprise a compulsory course taught in English.

2.1.3 English for Academic Purposes (EAP)

The status of EAP remains university specific. At different universities EAP may be taught at B1, B2 or C1 levels. EAP can replace both a compulsory course of general English or a compulsory course of English for Specific Purposes. But EAP can also be an elective course.

2.1.4 English for Specific Purpose (ESP)

Most public universities offer ESP courses. With a few exceptions, ESP is a compulsory course in most curricula at Estonian universities both at BA and M levels. At Tallinn University, students are expected to complete an ESP course according to the requirements set in their study programme. ESP is divided into two levels: ESP I and ESP II. In master's programmes there will be the addition of EAP. There is no proficiency exam at the very end of ESP courses, however, the level corresponds to B2 (ESP I), C1.1 (ESP II) and C1.2 (EAP) respectively. All applicants who have an ESP course in their study programme are expected to take a placement test at the beginning of their first school year in order to determine their ESP level. If it turns out that the student's level of English is not high enough in order to take part in the ESP course, they will be offered courses starting from A2. This means that

in order to participate in an ESP course, a student may have to complete three general English courses beforehand (A2, B1.1 and B1.2). Students who have taken an international language exam (CAE, IELTS, TOEFL) or graduated from a Bachelor's or Master's programme with an ESP course within the last year, are exempt from taking an ESP course again, as well as students who have graduated from an International / European Baccalaureate secondary school or a secondary school in an English speaking country (UK, USA, Ireland, Canada, Australia).

2.1.5 Content and Language Integrated Learning (CLIL)

In the Estonian context, universities do not offer CLIL courses. Moreover, CLIL is taught at lower and upper secondary school level if such a choice has been made by a particular school's authorities.

2.2. Assessment and certification

Tallinn University of Technology offers regularly English level exams for all people who are interested. The exams are charged and a certificate is issued. Other universities issue a certificate stating which English course the student has passed.

The EducationUSA Advising Center at Tallinn University of Technology offers TOEFL iBT exams as well as SAT, GRE GMAT etc exams for those wishing to apply to universities in the USA. Tallinn University Centre for International Examinations offers an opportunity to take international language exams (CAE or IELTS). The Centre also provides admission tests to the best UK universities and colleges.

2.3. Perspectives and Needs

2.3.1 Teachers (including our survey results)

The emerging teacher shortages and the unattractiveness of the profession risk affecting the quality of education. Half of all teachers in primary and secondary education are over 50 years old and almost one in five teachers is over 60. Many schools already report difficulties in hiring teachers in specific subjects. However, teacher education programmes are generally undersubscribed and, according to TALIS 2018, only 26.4% of Estonian teachers believe that their profession is valued in society (see "School Improvement"). An above-average share of teachers report a need for additional continuing professional development. The results of the survey indicate a clear need for in-service trainings in the field of ESP. Especially about creating ESP materials, and teaching multi-level groups. But also training in psychology and educational technology are expected.

2.3.2 Students

Each university organises the collection of students' feedback. Based on the feedback improvements may be made if the suggestions are realistic. Besides the formal feedback teachers often collect some feedback on their own during the course so that they can take students' opinion and advice into account. This kind of feedback often includes questions about study materials and students' preferences on learning methods. Several teachers of ESP at Tallinn University have been acknowledged by students as the "Best teachers of the year". Students' feedback is taken very seriously. In 2019-2020 a survey about students' perceptions of ESP was carried out at Tallinn University. The results will be the basis for future in-service trainings and for minor changes in the management of the ESP courses.

3. Existing Training Opportunities and Educational Resources for English Teachers at the Tertiary Level (country-specific)

3.1. Training Opportunities

All universities offer in-service trainings for their employees, regardless of their contract type. The list of trainings generally include courses about using IT, Moodle or method-specific trainings. However, ESP specific in-service trainings depend on the demand and available resources. The biggest universities attempt to offer them at least once a year to their teachers of English. They mostly focus on the preparation of ESP materials or specific teaching methods.

3.2. Educational Resources

During the pandemic lockdowns there have been numerous online trainings about using different kinds of educational platforms. All the employees of the universities have an access to the licenced resources of their universities. However, mostly these include licences to research materials and scientific libraries and to a lesser extent to study materials. Research articles are often used as domain-specific authentic materials in ESP.

4. Online Teaching at the Tertiary Level (country-specific)

4.1. Tools and resources

Teachers of ESP (and EAP) at Estonian universities use Zoom, Moodle Blue Button, Microsoft Teams and Skype as teaching platforms. Integrated tools are often Padlet, Zeetings, Vocaroo, Socrative, Podcasts, Polleverywhere, Zeetings, Kahoot, Quizlet, Mindmeister, Google forms and Drive, blogs.

4.2. Course types (e.g. blended, synchronous, asynchronous...)

The lockdown periods saw very flexible approach. All kinds of course types existed. The universities did not impose any specific way as long as the courses were taught and students were satisfied. Blended, synchronous and asynchronous learning were in use, the decisions were made by the ESP teachers based on their students' digital possibilities and needs. After the lockdown online teaching will remain as an option to enrich the usual classroom teaching for many teachers.

5. Teacher Survey

5.1. Study Context, Aim and Instruments

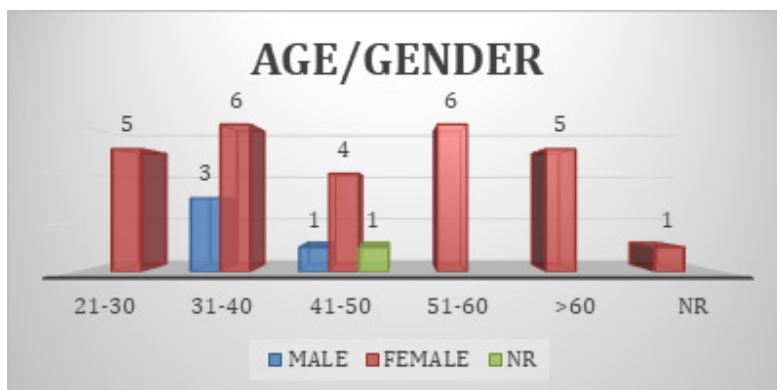
The present study was carried out in Estonia in February 2021 to enrich the theoretical part of the National report with empirical data about the current situation at Estonian HEIs regarding teaching English with a focus on content-based learning. The survey aimed at investigating teachers' institutional opportunities, classroom practices, and needs for the future through a self-report questionnaire.

As such, the results of this study shed light on good practices and areas in need of improvement. A questionnaire of 20 open-ended and 24 closed-ended questions (utilising 5-point Likert scale, yes/no and multiple choices).

5.2. Sample

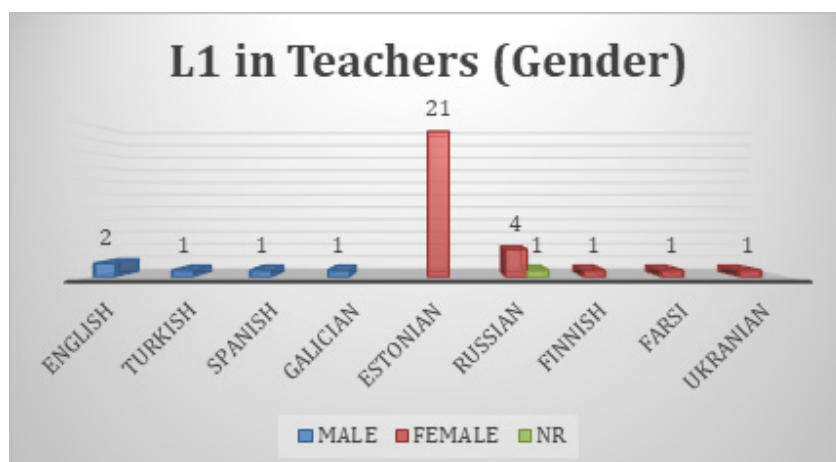
The sample was formed of English teachers working at tertiary level who are involved in teaching ESP, EAP, or EMI courses. The link to the survey together with an invitation to participate was sent to HEIs where above-mentioned courses are offered, including public universities (N=5), HEIs of applied sciences (N=5) and private HEIs (N=3). Altogether 32 teachers out of the total population of approximately 40 ESP teachers responded to the survey (27 females and 3 males). The Table 1 illustrates the participants' age.

Table 1. The participants' age



The Table 2 displays the participants' mother languages and its division by gender. 66% of the participants speak Estonian as their first language. It is followed by Russian (4), English (2) and 6 more languages each by one representative.

Table 2. The participants' mother languages



Besides teaching ESP, the participants have previously taught or are still engaged in the following fields: export business; arts, film and media; translation; IT; library work; or teaching other subjects.

The Tables 3 and 4 present the participants' educational background according to their age and gender. 63% of the respondents hold MA degree; 3.9% PhD which is a required degree for lecturers (starting from 2020), associate professors and professors. Since not all teachers have not yet been attested according to the new tenure track system, there are many who have a lecturer's position with MA. At the same time there are teachers with BA degree who are currently doing their master level studies and there are teachers with MA degree enrolled in their doctoral studies.

Table 3. Educational background (gender)

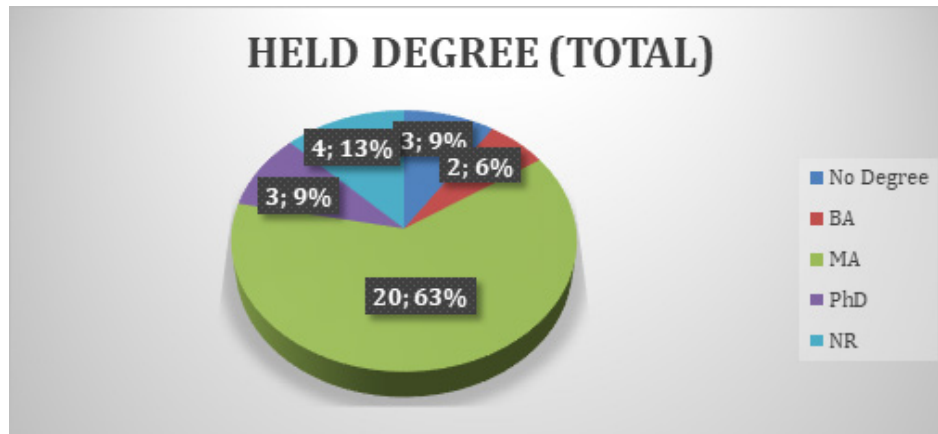
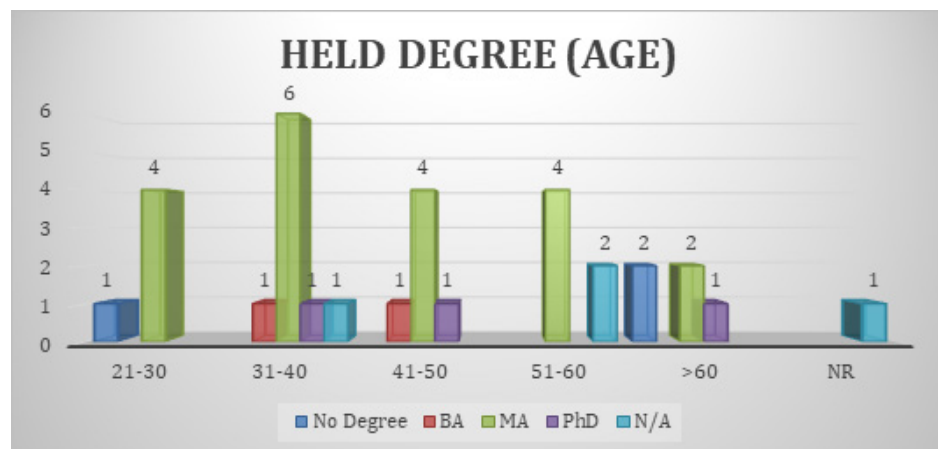


Table 4. Educational background (age)



5.3. Analysis

The Tables 5 and 6 show which skills and skill components are prioritised by the teachers of ESP. It can be seen that 'speaking' is practiced always by the majority of participants, followed by 'reading', 'writing' and 'listening' practiced sometimes by half of the respondents. 'ESP vocabulary' and 'collocations' are also always and 'pragmatics' sometimes practiced by half of the respondents, whilst 'grammar' is taught sometimes and 'pronunciation' rarely.

Table 5. The four skills.

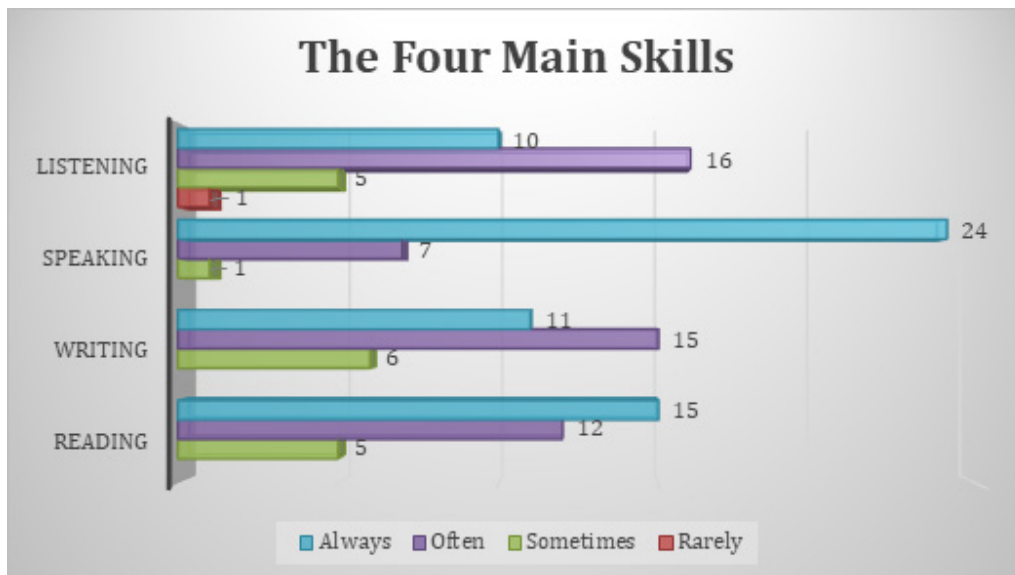
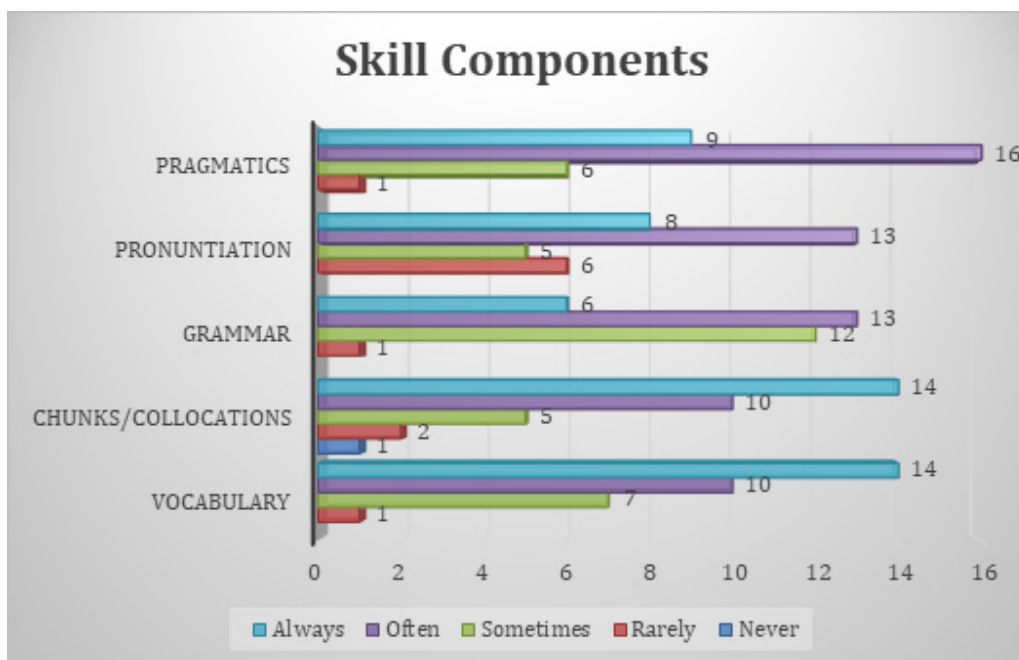


Table 6. Skills components



The Tables 7 and 8 display the four main skills and skill components across the specialised content. Here, ‘reading’ deserves a little more attention than ‘listening’, speaking’ and ‘writing’. Teaching ‘vocabulary’ is the most dominating skill component, followed again by ‘collocations’ and ‘pragmatics’.

Table 7. Four main skills across the specialised content

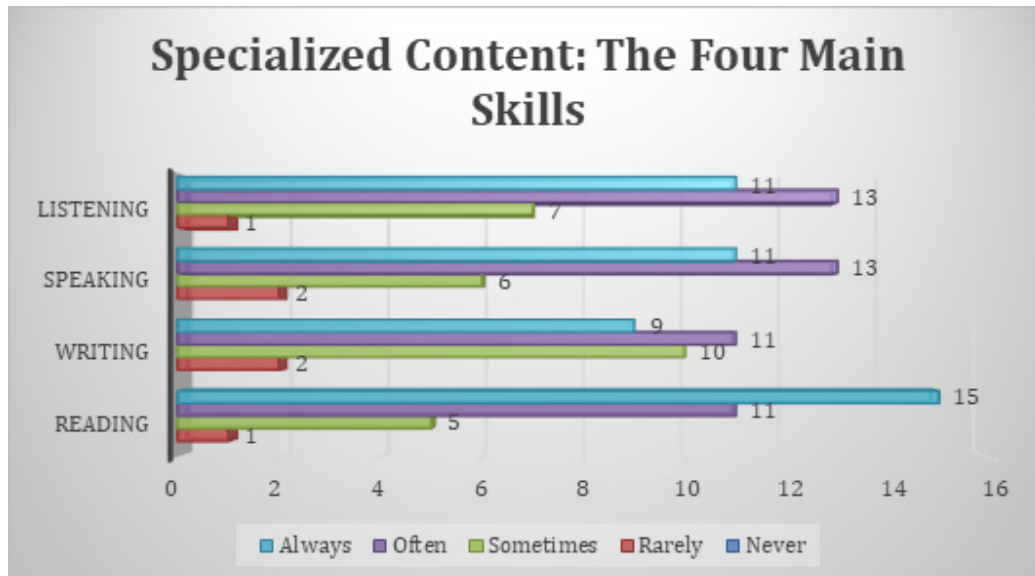


Table 8. Skill components across the specialised content

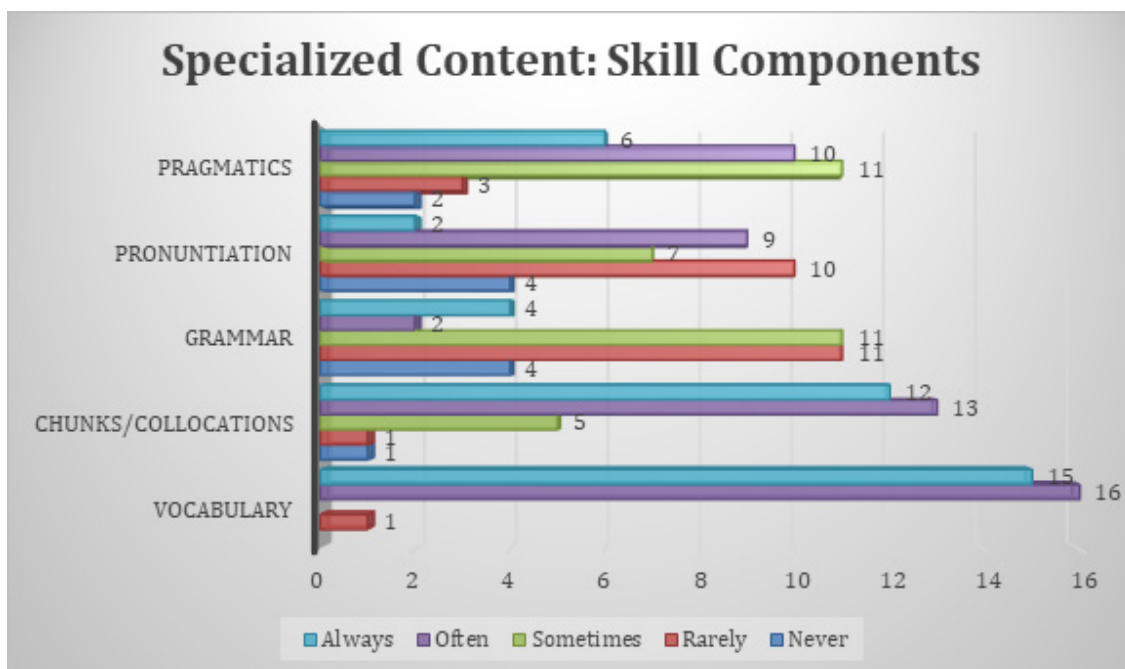


Table 9 illustrates the use of materials. ‘Creating own materials’ prevails, followed by the use of ‘authentic materials’ and ‘ready-made materials’. 16% never use coursebooks and 32% use them rarely, only 9% use them always which confirms what the teachers claim that only a few disciplines have good coursebooks for ESP and most materials are tailor-made (Meristo & Lopez Arias, 2020). Authentic materials in the ESP include research articles, newspaper articles, broadcasts and charts.

Table 9. Materials

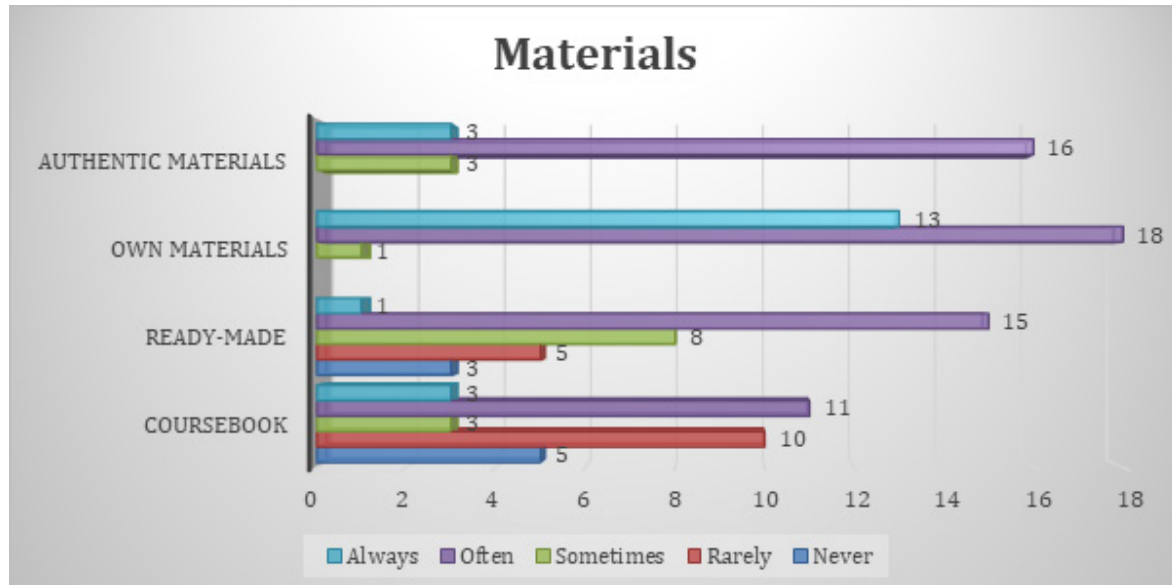


Table 10 shows the methods ESP teacher prefer to use. ‘Communicative approach’ and ‘task-based learning’ dominate. ‘Flipped classroom’ and ‘project-based learning’ are practiced by a very few ESP teachers.

Table 10. Methodology

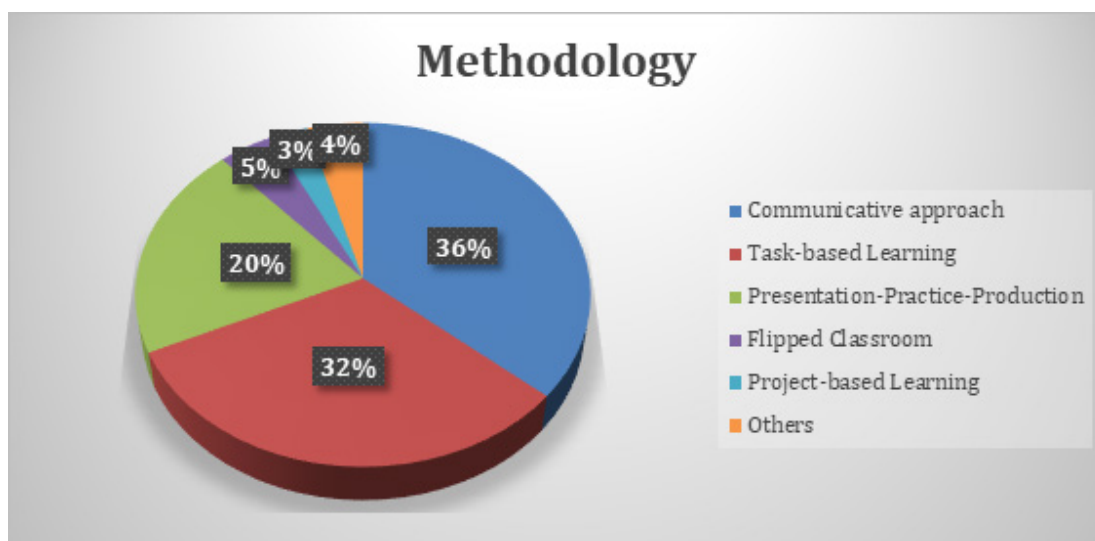
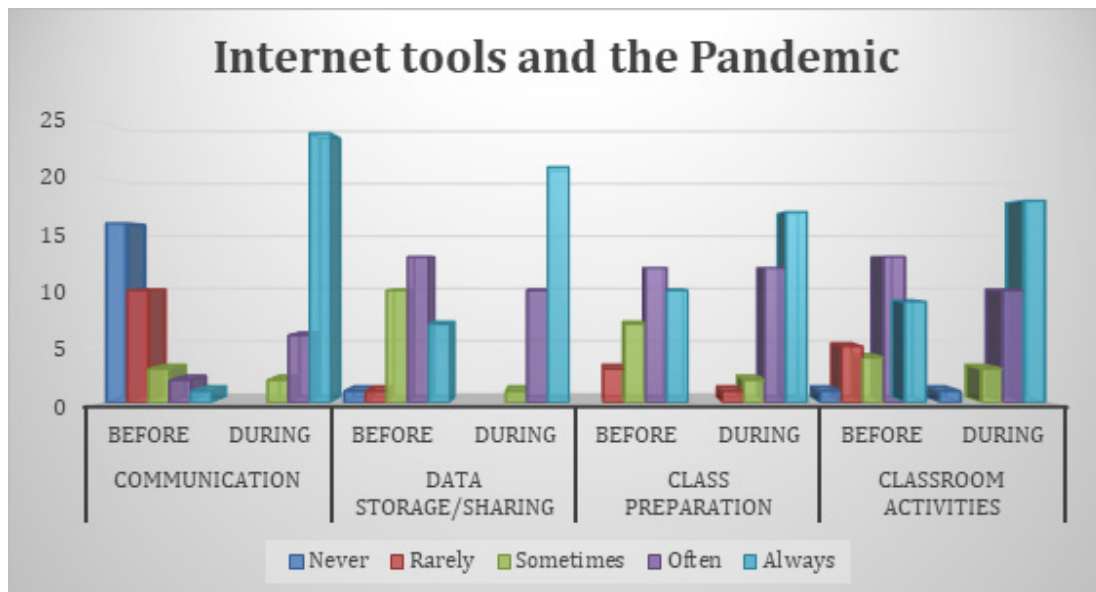


Table 11 illustrates the use of digital devices before and during the pandemic lockdown teaching. Although digital devices were used before the pandemic, it shows a clear growth in the use of IT in the virtual classroom, especially for sharing and storing the data. For communication, internet tools were hardly used before the pandemic, during the pandemic there were no other choices but digital solutions to communicate with students and with each other.

Table 11. Internet tools and the Pandemic



6. Conclusions

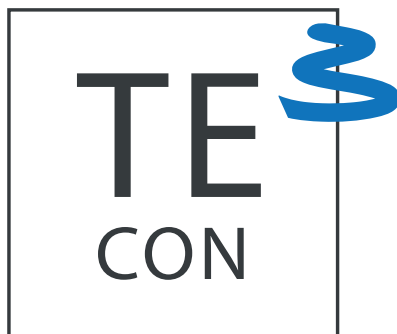
In the Estonian context it is important to bear in mind that both schools and HEIs have a lot of autonomy in deciding about study management. General objectives and principles are stated by the law but educational institutions have a right to determine their own priorities and differentiated nuances. This in turn may create differences between the HEIs of Estonia as there are no centralised decisions. Estonia has been a leading country in developing IT solutions but this does not automatically refer to teachers being highly prepared in IT field. The pandemic lockdown has clearly indicated the shortcomings, especially regarding the need for specific trainings to support the professional development of ESP teachers. Workload remains a continuous problem as well as multi-level classes of ESP with different disciplines together. Teachers of ESP also desire for more recognition by HEI authorities and well-coordinated collaboration between subject teachers and English teachers. Yet, as a concluding remark, all respondents said unanimously that they would continue using more IT devices and educational platforms in the future.

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REPORT ON THE APPROACHES TO ENGLISH FOR HIGHER EDUCATION IN ROMANIA



Report on the approaches to English for higher education in Romania

1. Status of EFL in Romania Higher Education

1.1. System overview

In Romania, the mission of higher (tertiary) education is to generate and transfer knowledge to society both through initial and lifelong training at university level, for the purpose of personal development, professional integration of the individual and fulfilment of the need for competence of the socio-economic environment and scientific research development, innovation and technological transfer, by means of individual and collective creation, in the field of sciences, engineering sciences, arts, letters, by ensuring the performances and physical and sports development, as well as the capitalization and dissemination of their results. All this is done in compliance with the following principles:

- a) the principle of university autonomy;
- b) the principle of academic freedom;
- c) the principle of public responsibility;
- d) the principle of quality assurance;
- e) the principle of equity;
- f) the principle of managerial and financial efficiency;
- g) the principle of transparency;
- h) the principle of respecting the rights and freedoms of students and academic staff;
- i) the principle of independence from ideologies, religions and political doctrines;
- j) the principle of freedom of national and international mobility of students, teachers and researchers;
- k) the principle of consulting the social partners in decision making;
- l) the principle of focusing education on the student.

Organization and functioning of tertiary education in Romania

In Romania, tertiary education is organized in universities, academies of studies, institutes, schools of higher learning, hereinafter referred to as higher (tertiary) education institutions or universities that have obtained provisional operating authorization or accreditation.

Tertiary education institutions are education providers that carry out educational activities based on study programs authorized to operate provisionally/accredited in accordance with the law, initial and continuous training at university level, programs that operate on the principle of

quality and correlation of educational offer with the labour market. The national tertiary education system includes all accredited higher education institutions. A higher education institution authorized to operate provisionally, according to the legal procedures in force, becomes part of the national higher education system only after accreditation.

Higher education institutions can be state, private or denominational. These institutions have legal personality, are non-profit and are apolitical. Higher education institutions are legal persons under public law or, as the case may be, legal persons under private law and public utility.

The Ministry of National Education coordinates the activity of higher education institutions, whilst respecting their autonomy. University autonomy is guaranteed by the Constitution. Academic freedom is guaranteed by law. Also, public liability is regulated for any higher education institution, whether state or private.

A government decision adopted annually validates:

- The nomenclature of fields and specializations/university study programs (which can be updated annually in case new programs are created)
- The structure of state and private higher education institutions accredited or authorized to function provisionally, with:
 - the fields of undergraduate university studies and the specializations / study programs accredited or authorized to function provisionally,
 - geographical locations of deployment,
 - the number of transferable study credits for each university study program,
 - form of education and language of instruction,
 - the maximum number of students that can be enrolled.

1.1.1 The outline of the general organisation of the education system

Since 1999, Romania has been part of the Bologna Process as a means of making education systems comparable among the 48 European member states (from Portugal to Kazakhstan and from Norway to Malta). Thus, the Romanian higher education system is structured as follows:

- 1st cycle, BA (bachelor's degree) – 3 years (or 4 years for some programs, such as engineering); EU regulated professions can include BA of 5 or 6 years such as: Medical, Pharmaceutical, Dental, Veterinary or Architectural studies
- 2nd cycle, M.A. (master's degree) – 2 years
- 3rd cycle, PhD studies – 3 years.

The 1st cycle (Bachelor) includes a minimum of 180 and a maximum of 240 ECTS and is completed with the level 6 of European Qualifications Framework; more specifically, one year of Bachelor day studies corresponds to 60 ECTS, while a BA programme typically takes 3-4 years to complete, depending on the field and area of specialisation. In the case of Engineering, Law and Theology study programmes, the duration is bigger (4 years). As EU regulated professions (with automatic recognition within the EU), the Pharmacy 5-year programme is the equivalent of 300 transferable study credits

(ECTS equivalent), whereas the Medicine, Dentistry, Veterinary Medicine programmes, which last 6 years, are equivalent to 360 ECTS.

The 2nd cycle (Master's) includes a minimum of 90 and a maximum of 120 transferable study credits and takes 1-2 years to complete. In order to access the 3rd cycle (PhD level), 300 ECTS are needed. Post university programmes usually use ECTS as well and are finalised with an exam of certification of professional competences acquired during the programme.

The 3rd cycle (PhD) - Doctoral studies in theory include 240 ECTS; advanced studies in Doctoral Schools include 60 ECTS. Full-time or part-time doctoral studies correspond to 3 years' work time. Some Doctoral Schools use ECTS only for the first year of advanced studies, to demonstrate accumulated credits for the taught part of the PhD (involving class attendance). Some Doctoral Schools use, on the other hand, ECTS for the full programme of doctoral candidates (workload referring to courses taught and preliminary research papers).

1.1.2 Numerical Data - number of students/programmes/international students, structure of the system

According to the 2020 National Report on tertiary education¹, the figures applicable to the 2019/2020 academic year indicate the existence of:

- ◇ 55 public (state) universities and 35 private universities (90 tertiary education institutions in total)
- ◇ 407 public faculties and 139 private faculties within the above-mentioned institutions
- ◇ 543,300 students enrolled (75% of which followed bachelor's degree programs, 20.5% - master's degree programs, 4% - doctoral degree programs, and 0.5% - postgraduate programs, i.e. post-doctoral programs, in-depth programs and postgraduate academics, postgraduate specialization programs).
- ◇ Approximately 26 000 international students in 2019.

The total number of universities presents a downward trend in the period under analysis, a situation determined, first of all, by a decrease in the number of private universities, whilst, on the other hand, the state higher education network remained approximately in the same parameters. The number of faculties decreases constantly in the period 2011-2018 (from 614 to 545), after which it reaches 546 at the level of the academic year 2019-2020 (see Table 1).

	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020
Nr. instituții de învățământ superior, din care:	108	107	103	101	99	97	95	92	90
- proprietate de stat	57	56	56	56	56	56	56	55	55
- proprietate particulară	51	51	47	45	43	41	39	37	35
Nr. facultăți, din care:	614	596	590	583	567	560	554	545	546
- proprietate de stat	410	405	405	403	409	405	406	406	407
- proprietate particulară	204	191	185	180	158	155	148	139	139

Table 1. Evolution of the number of tertiary education institutions/faculties

¹ https://edu.ro/sites/default/files/_fi%C8%99iere/Minister/2020/Transparenta/Stare%20invatamant/Stare%20superior%202019-2020.pdf

In the 2019/2020 academic year, of the 543,300 students enrolled in the higher education system in Romania, 86.3% were enrolled within the state higher education institutions, as a decrease by comparison with the previous year, when their share was close to 88%. 73.9% of state higher education students and 82.5% of private higher education students were pursuing undergraduate programs (75% of all students were enrolled in the undergraduate cycle) (see Table 2):

	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020
Nr. studenți în învățământul de licență, din care:	539,9	464,6	433,2	411,2	410,7	405,6	408,2	402,7	407,4
- proprietate de stat	399,5	364,9	354,0	345,3	351,5	350,1	352,3	348,5	351,7
- proprietate particulară	140,4	99,7	79,2	65,9	59,2	55,5	55,9	54,2	55,6

Table 2. Number of students in undergraduate education (thousands)

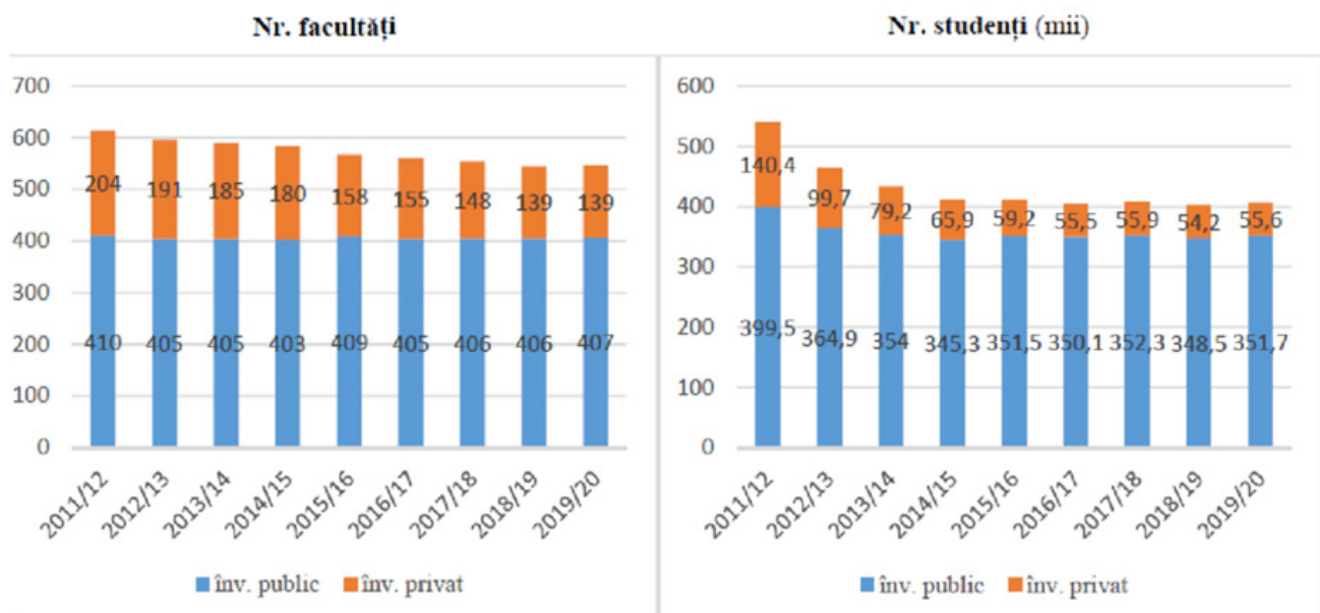
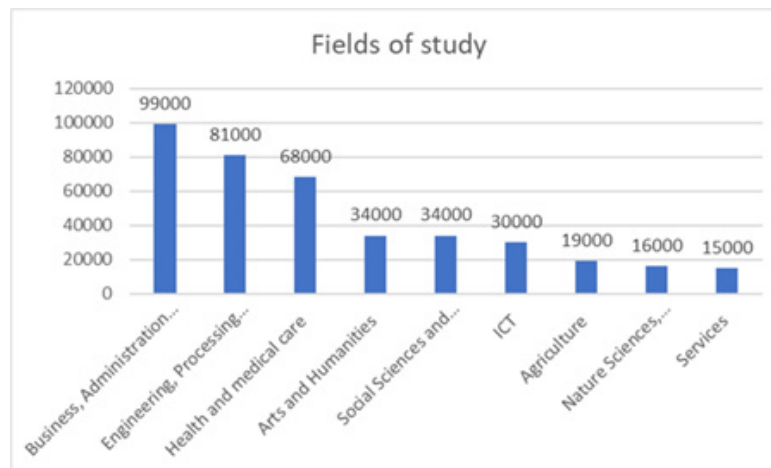


Table 3. Evolution of number of faculties and students – BA level

Fields of study at the tertiary level

The compatibility of the fields of study at European level was one of the main objectives of the Bologna process. In order to make access to curricula more flexible, to ensure the mobility of students and the skilled workforce at national and European level, starting in 2014, statistical reporting at European, and, consequently, Romanian level uses specialization groups, in accordance with the International Standard Classification of Education: Fields of Education detailed levels (ISCEDF 2013). This new reference also aligned the system of indicators managed by the National Institute of Statistics in Romania, which, starting with 2014/2015, went from monitoring the distribution of students by study profiles to analysing their distribution by groups of specializations (as therefore, the data below refer only to the last six academic years). The following data on the number of students are valid for the latest academic year:

- Business, Administration and Law (99 000) Engineering, Processing and Construction (81 000)
- Health and medical care (68 000) Arts and Humanities (34 000)
- Social Sciences and Journalism (34 000)
- ICT (30 000)
- Agriculture (19 000)
- Nature Sciences, Mathematics and Statistics (16 000)
- Services (15 000) etc.



1.2. Policy Issues Regarding EFL in Higher Education (including EU regulations)

1.2.1 Structural, curricular pedagogical considerations

In broad lines, tertiary education is regulated via the 1/2011 National Education Law, which provides the main guidelines for the organising and functioning of Romanian education institutions, tertiary ones included. The policies regarding foreign language teaching in the universities are regulated by a specific ministry decision so that every study programme curriculum should include a set number of hours/week dedicated to the FL chosen by the students enrolled at that programme: English, French, German, Spanish.

Nevertheless, even if in the last decades Romanian EFL teaching and learning has been redefined and strongly influenced by the changes experienced by the society, at the legislative level, the only reference to regulating the status of foreign language teaching is comprised in the domain-specific standards of evaluation developed by ARACIS, the National Agency for Quality Assurance at the tertiary level. In this sense, studying a foreign modern language is compulsory for each study program, in all educational fields at the tertiary level; duration: 4 semesters, 2h/week. Students can mainly choose from English, French, German, Spanish, with the majority of them choosing English.

1.2.2 Implementing Institutional Language Policy: Existing Measures

As a point to be mentioned here, in Romania there is the National Strategy for the Tertiary level 2015-2020, which represents a detailed analysis of the previous 25 years and proposes of a set of measures aiming at tertiary education in point of quality and effectiveness. Of the four domains it has,

the following two are relevant for us - improving the quality and relevance at tertiary level, by developing flexible and high-quality study programs; necessity to strengthen the relation between universities and the labour market, in order to match the set of competences with the employers' requirements.

However, there is no reference to the specific skills and competences required by the employers, it only formulates a vision and the strategic actions to be taken by the government. Each institution providing tertiary-level education has almost complete autonomy regarding the issue of skills and competences; the curricula for (E)FL are set up after consultations with employers, which is regulated at the national level.

1.3. Conclusions

In Romanian legislation, the references to EHE are not that many.

Still, the general setting is clearly provided by a number of fundamental legislative acts that each university implements in accordance with its policy and the potential employers' needs and requests.

Studying a foreign modern language is compulsory for each study program, in all educational fields at the tertiary level; duration: 4 semesters, 2h/week.

2. Teaching English at the Tertiary Level

2.1. English language provisions at the Tertiary Level

The status of the English language in higher education systems in Romania has undergone significant changes over the last decades. English currently occupies a dominant position in a number of fields such as science, technology and academia. This language has become an indispensable tool that facilitates access to a wide range of its constituent components domains. Due to globalization, the status of the English language has become that of universal lingua franca. It is important to note that, among other things, this change in the status of the language has had a significant influence on the higher education landscape in countries where English is not an official language, especially in terms of means of teaching, Romania included (PhD thesis, Michaelan).



According to an EF EPI report, in 2020 Romania held the 17th position out of 100 countries/regions, and the 15th position in Europe (out of 34 countries), with an EPI score of 589 and a High Proficiency grade. “These patterns suggest that European adults speak better English not so much because they learn the language more quickly in the early years of schooling, but because they keep learning it steadily, even after they have arrived at university.”

Study programs in English

In Romania, English is the favoured language when it comes to setting up both study programs and faculties in foreign languages. We can deduce the following reasons for this situation:

- A. to attract more international students;
- B. to better meet the labour market expectations regarding the graduates' competences.
- C. increased opportunities for hiring in multinational companies active in Romania or getting jobs abroad
- D. the possibility of obtaining simultaneously two diplomas
- E. development of skills to work in international multidisciplinary teams
- F. recognition of studies made in both countries.

As a direct consequence of this, we may note an increased tendency to develop study programs in English within the universities as a result of the students' intention to look for a solid career and for a larger set of opportunities both in Romania and abroad. If we were to give a few examples of Romanian universities which have responded adequately to the need of providing content in English to their students, we can identify Universitatea de Vest of Timișoara, with over 20 programs in English; Universitatea Babeș-Bolyai of Cluj, with over 14 programs in English; Universitatea Româno-Americană, with over 4 programs; Academia de Științe Economice, Bucharest.

Varieties of English

2.1.1 General English

General English courses are offered at the majority of tertiary education institutions in Romania. It seeks to improve students' English skills in a great variety of discourse settings. Students develop communicative competence for social and work-related environments through interactive activities simulating real-life situations. Language skills addressed include: listening, fluency development, oral intelligibility, reading, grammar, writing, and vocabulary development.

2.1.2 English for Academic Purposes (EAP)

English for Academic Purposes courses are also delivered by many tertiary education institutions in Romania that mainly provide Philology specialisations. However, other universities with programmes in non-Philology fields began to introduce EAP courses at tertiary level which are continued in the following levels of education (Master's degree, doctoral degree). In broad lines, EAP generally

implies training university students to use language appropriately for study. Language skills addressed include: reading, writing, and vocabulary development.

2.1.3 English for Specific Purpose (ESP)

English for Specific Purpose (ESP) implies teaching the English language to university students with reference to the particular vocabulary and skills they need. ESP focuses on one occupation or profession, such as Technical English, Scientific English, English for medical professionals, English for tourism.

2.1.4 Content and Language Integrated Learning (CLIL)

Still not very present at university level, starting to get more span at secondary-education level - this will definitely constitute good premises for introduction of CLIL in higher education in various fields.

2.2. Assessment and certification

In tertiary education, assessment is achieved in accordance with each course requirements, as provided in the syllabus, by means of pre-established methods, per study programme. There is a close and very careful process of organising assessment each member of the didactic staff participates to.

EFL courses offered to non-Philology programmes ensure a B2 language level to its graduates, and Philology programmes provide a C1 language level.

For tertiary level, foreign language certification is a service performed by Foreign Language Centres that must function within universities, with a clear set of internal regulations that are approved by the Board of Administration and then the Senate of each university, within the larger setting of the National education Law. These Foreign Language Centres can also organise foreign language certification for tertiary students from other universities, not only from the home university. In addition, their activity can be directed to secondary-education students, therefore they have a great opening towards the community.

2.3. Perspectives and Needs

2.3.1 Teachers (including our survey results)

EFL tertiary teachers in Romania are aware of the need to improve the status of English language provision. This is mainly the result reached at by the teacher survey developed as part of the TE-CON3 project. They mention the following needs:

- more didactic materials and resources, as well as improved technical equipment;
- more training in: English for specific domains, online teaching, using Internet tools, CLIL, ESP. "Training - in using specific software necessary to create new materials, courses in active learning and its adaptation to the English class";

- more recognition both of the role of English teaching and the role of EHE teachers with a view to a general aim of higher education system- preparing students for active European citizenship, for an extremely dynamic labour market.

Moreover, EFL teachers in Romania are rather reluctant to distance learning as an efficient educational approach, and they have a positive opinion on teaching English through specialized content.

2.3.2 Students

In the second semester of the academic year 2019 - 2020, when, in the full pandemic context, it was decided to stop the face-to-face courses and transfer them to the online environment, the National Alliance of Student Organizations in Romania (ANOSR) conducted a questionnaire on teaching activity in the new format.²

Thus, the students from most of the university centres in the country answered this call, communicating the difficulties encountered. Following the analysis of the answers of this questionnaire, weighted with the number of students from each university included in the questionnaire, as well as the answers of teachers, they made an x-ray of the situation of online education as a starting point for recommendations to improve it. ANOSR's approach follows the proposals regarding the organization of the higher education system, the facilities and rights of students during this period, the auxiliary services and the intervention measures proposed by the federation for the Romanian Government, the Ministry of Education and Research and universities in July.

For a start, it proved necessary to conduct on-going training sessions through webinars and exchange of best practices on online education for teachers. At the same time, they consider it a priority to make informative materials in text and / or video format, together with a guide for using the tools accessible online to be distributed to the university community. A recommended measure is also the initiation of external partnerships for the transfer of knowledge towards online education.

The online tools offer the chance to maintain a constant channel of communication between students, teachers, administrative staff, faculty and university management. However, it is necessary to use a limited number of functional and easily accessible platforms at institutional level and to effectively monitor the conduct of online teaching activities in order to intervene promptly and in a timely manner.

Universities need to understand the importance of supporting students to overcome the psychological barriers of this period and invest in Career Counselling and Guidance Centres so that they provide free and accessible online psychological counselling services.

In order to facilitate the learning process for students, especially students with a poor internet connection, for those with disabilities and learning difficulties, they recommend the recording of teaching activities.

In order to establish a culture of quality and for the situation of online education at university level, ANOSR asks universities to develop an action strategy to systematically address the adaptation of their services so that they really serve the needs of students specific to the context.

The results of the questionnaire bring to our attention a number of recurring problems in the online teaching process. According to the same research, ANOSR reports the following results as regards the students' perception of online education and its efficiency:

² <https://anosr.ro/en/uncategorized/invatamantul-online-prin-ochii-studentilor-recomandarile-anosr/32559/>

- over 60.5% of the students reported difficulties in effectively organizing the facilitation of student teacher interaction
- 75.6% considered that the move to the online environment negatively affected seminars and laboratories
- 60.6% consider that lecture hours were also affected.
- only 35.1% of the students consider that they can learn the same in the context of online education.

2.4. Conclusions

In Romanian tertiary education institutions, English is the most frequently met with foreign language, due to its status as global means of communication.

The varieties of English taught may be less numerous than in other countries of the consortium, but English remains the foreign language that is most used by universities.

We can notice an increased appetite for developing study programs in English, both with the universities, and with the young students who look for a solid career, for a large set of opportunities in Romania and abroad.

3. Existing Training Opportunities and Educational Resources for English Teachers at the Tertiary Level (country-specific)

The interest in teaching English at tertiary level is definitely very high nowadays. How was it reached at? Besides the study of English (mainly) included as a compulsory subject in all study programs curricula, disregarding the educational field, and the different study programs in English (architecture, medicine, engineering etc.), there were very few projects which aimed to contribute to increasing the resources and tools for English teachers at tertiary level.

A success story is Skills for Employability - English for Agritourism and Rural Tourism (EART). The British Council Skills for Employability team in Romania has been working in partnership with national government agencies, the educational sector and employers to boost the employability of tourism students through developing high quality, relevant training and qualifications and learning resources.

They have been focusing on rural and agritourism, which encourage visitors to enjoy Romanian country life by staying on farms and small holdings and taking part in a range of outdoor activities. Skills for Employability influenced reform of the national agritourism curriculum and engaged partners from various fields - National Centre for Technical and Vocational Education (NVET), the Ministry of National Education, Ministry of Agriculture and Rural Development, Sector Skills Council for Hospitality and Tourism Romania and members of the National Association of Rural, Ecological and Cultural Tourism.

The programme demonstrates a number of significant outcomes and successes:

- improved relations between government, the education sector and industry have influenced curriculum reform meeting the needs of a changing economy
- increased teaching and learning of English in vocational classes
- introduced new ways of collaborative working between education authorities

- development of support materials in management, entrepreneurship, operations and marketing (available as downloads from the National Vocational Centre site, ready for the next academic year)

With these strong foundations firmly in place, the British Council is confident that the project is fully sustainable and provides a template that can be used to deliver further curriculum reform. By working with a UK expert and a team of TEFL teachers, they also developed high quality, specialised units and support materials to complement the revised tourism curricula. This spin off project has been approved by the Ministry of National Education and accredited by NVET

<https://www.britishcouncil.ro/en/partnerships/success-stories>

A second point here would be the Glossary of Terms for Higher Education (RO-EN) (Glosar bilingv (român-englez) de termeni pentru învățământul superior), intended to be a useful tool for those who work frequently in teaching, management and research activities, with field-specific terminology in both languages. It is an up-to-date selection and adaptation of terms in circulation in a constantly evolving field. It can therefore be constantly updated and improved. In compiling the glossary, it was desired to maintain a balance between specific academic terminology and that used mainly by international bodies and priority was given to newer terms in the vocabulary of higher education, especially those related to the Bologna Process. http://proiecte.aracis.ro/fileadmin/Academis/A3/3._Glosar_act_3.pdf

In the context of the SARS-COV2 pandemic especially, a set of online courses meant to improve digital literacy of tertiary-level teachers have been developed and provided for teachers of all subjects (for example, the online Connector 6.0, Erasmus +, more info available at <https://www.salto-youth.net/tools/european-training-calendar/training/connector-6-0.9328/>). Connector 6.0 aims to create the virtual space and context in which people involved in learning can become familiar with and put in practice different non-formal learning methods. Even though it takes place online, the event keeps its participative and interactive approach, with a focus on direct experience. Overall, many of these digital literacy courses are held in English.

Conclusions

There are not too many educational and training opportunities for English tertiary-level teachers in Romania, though for secondary-education teachers there are plenty.

During the last year, there has been an increase in the number of digital literacy courses provided to teachers of all subjects at tertiary level and held in English, which is a good opportunity to promote the use of English and to highlight the importance of introducing content through English learning.

4. Online Teaching at the Tertiary Level (country-specific)

Before March 2020, online teaching was less used in tertiary education in Romania. However, the year 2020 brought about significant challenges raised by COVID-19 for the higher education community in Romania. During the 2nd semester of 2019-2020, the urgent imperative to 'move online' added to the stress and workloads experienced by university staff who were already struggling to find a balance between teaching, research and work obligations, not to mention the work-life balance.

Teaching staff of all backgrounds and ages have had to prepare and deliver their classes from home, with all the practical and technical challenges this entails, and quite often without proper technical support.

A significant challenge for university teachers has been their lack of knowledge needed for teaching online (using platforms and tools and organizing workflows). University students were exposed to the same challenges.

Romanian universities responded to this need by developing their own guidelines/procedures for dealing with online teaching, for instance the Online education guide at Babeş-Bolyai University of Cluj-Napoca (UBB): principles and strategies for optimizing teaching activities in the Covid-19 pandemic, available online at <https://news.ubbcluj.ro/ghidul-educatiei-online-la-universitatea-babes-bolyai-din-cluj-napoca-ubb-principii-si-strategii-de-optimizare-a-activitatilor-didactice-in-pandemia-covid-19/>. The procedure is organised around the following main pillars:

- A well-structured instructional plan;
- Stimulating interaction with students and creating learning communities;
- Supporting persistence in tasks and motivating students to learn;
- Developing the most effective evaluation strategies and tools.

Platforms and applications

Online teaching is performed via the e-learning Moodle platforms of the universities, as well as open online communication platforms.

The use of e-learning Moodle platforms in the universities has a series of advantages, such as: all materials are organised in the same virtual place, on subjects, so that students can access them any time, even after the course is completed; the access to these platforms is safe, restricted to the users, therefore all kinds of materials (video recordings, photos) can be uploaded there with no fear of GDPR breaches; the teachers also find it useful to post materials there because it is easier to keep track of the teaching flow and can constantly improve the content and use more adequate teaching methods.

As far as the open online communication platforms are concerned, the Ministry of Education issued an official document with recommendations on the specific applications to be used, such as: Google Classroom, Microsoft Teams, Zoom, Şcoala pe net, Easy Class, iTeach platform, edu.ro network etc.

Conclusions

In Romania, online education started to be used extensively as a result of the SARS- COV2 pandemic, as a result of which teaching and learning moved online.

Teachers and students made a lot of efforts to adapt to the new requirements of online teaching step by step.

5. Teacher Survey

5.1. Results

Teachers in seven universities from different regions of Romania were invited to fill in the questionnaire designed by the TE-CON3 consortium, in order to get a relevant insight upon the actual state of EHE, according to teachers' opinion.

Although students' opinion would also be interesting, they were not subjected to a separate questionnaire, as the main objective of this project is to offer teachers a set of useful tools to implement TE-CON3 integrated model and they represent the target group of the project.

The teacher survey reached 43 respondents in Romania, who answered the 43 questions organized in three sections.

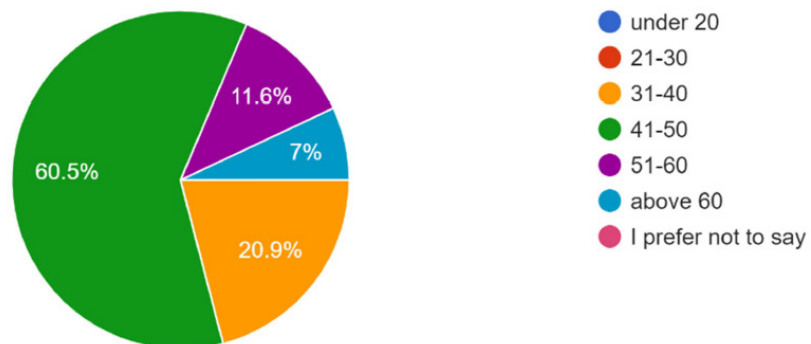
The first section of the questionnaire, A. Demography, offers information about the respondents' professional profile, which helps us in interpreting the responses regarding their needs, expectations and suggestions.

In this respect, the majority of respondents in Romania could be characterized as follows:

1. Medium aged (41-50)

Which age group describes you?

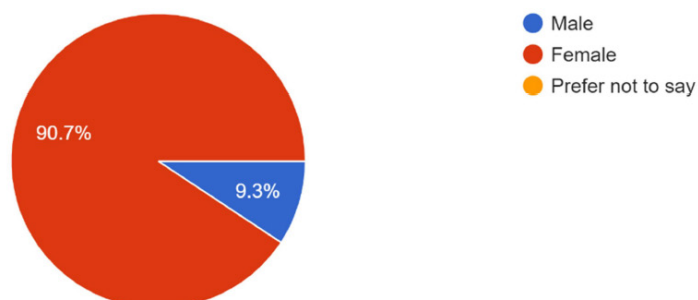
43 responses



2. Women

Which gender describes you?

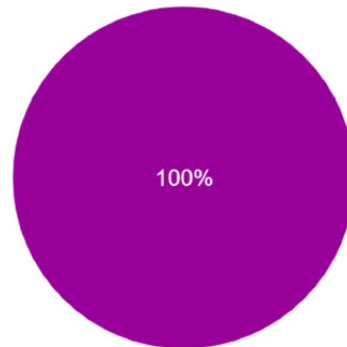
43 responses



3. All of them teach in Romania

In which country do you teach?

43 responses

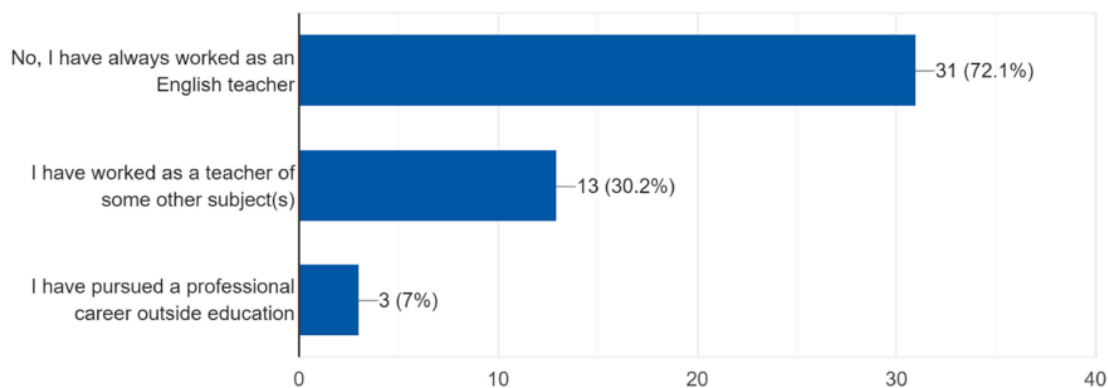


4. For all of them, Romanian is their native language.

5. Most of them have always worked as an English teacher; only a few have experienced working outside education.

Does your professional work extend beyond English Language Teaching?

43 responses



6. If applicable, please specify the subject(s) or field(s) from the previous question:

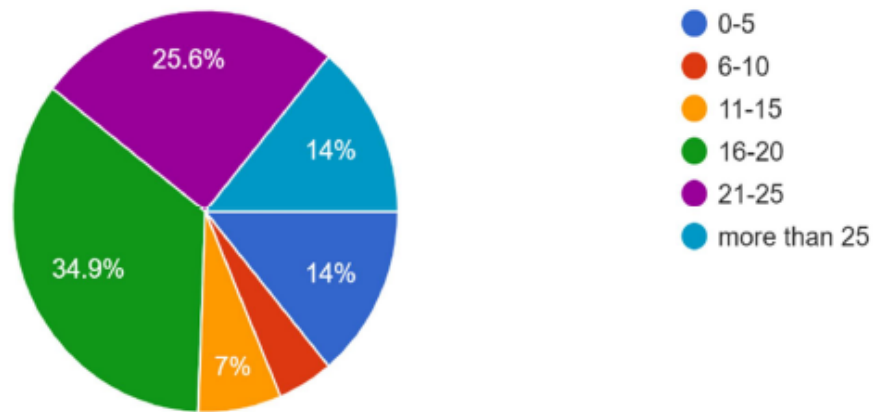
Around thirty per cent of them have worked as a teacher of some other subjects, which are included in the same broader domain of Philology: French/ Spanish/ Romanian Language and Literature, Lexicology, Translation Studies, Sociolinguistics; or in related domains: Cultural Studies, Gender Studies, Communication Techniques, Political and International Relations Studies.

So, they could use their previous teaching experience in their English courses.

7. Most of the respondents have rather long experience in teaching English at tertiary level: almost 35% - between 16 and 20 years, 25% - between 21 and 25 years.

How many years have you taught English at the tertiary level?

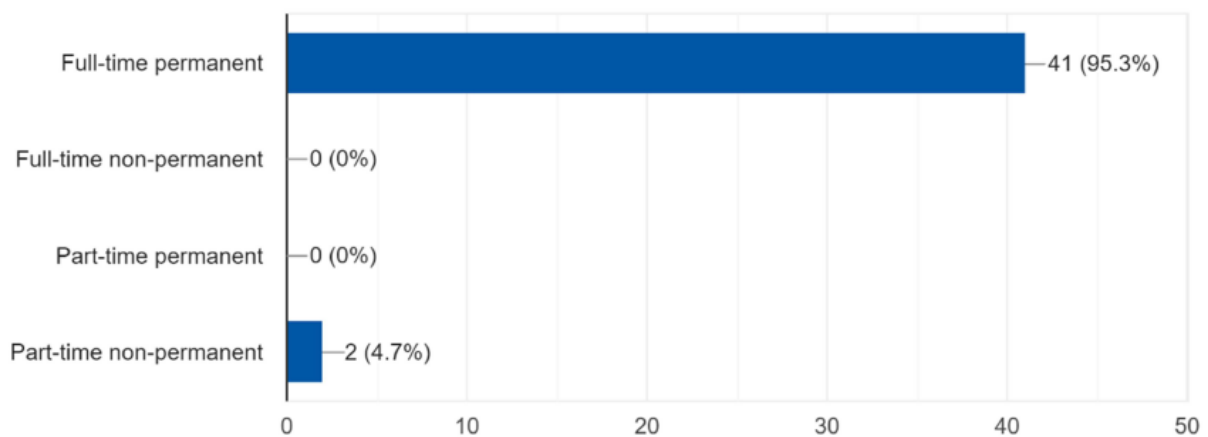
43 responses



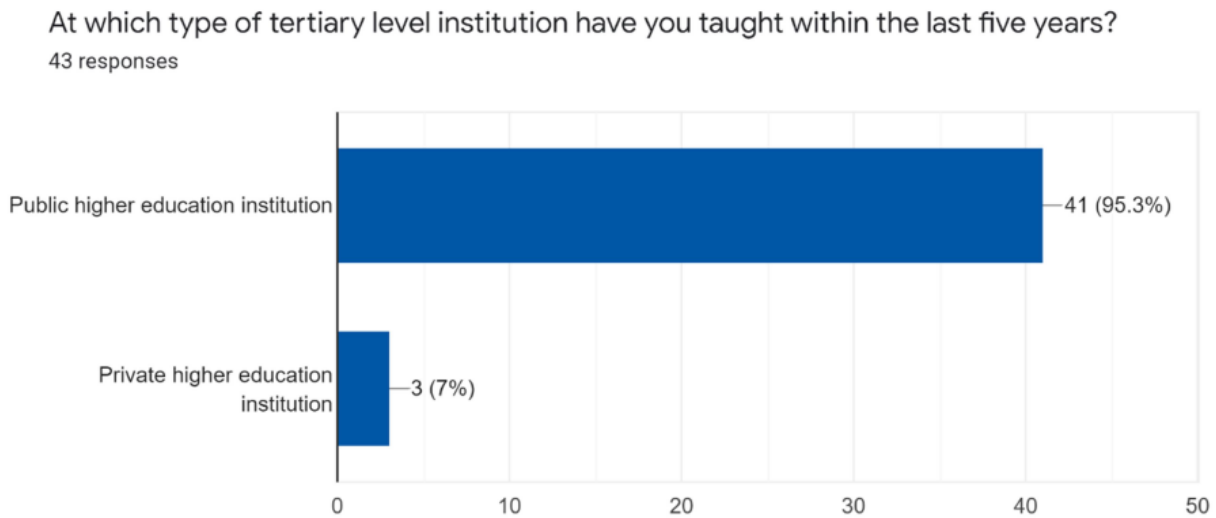
8. 41 of the respondents are full-time permanent employed, while 2 of them are part-time non-permanent employed.

What is your employment status?

43 responses

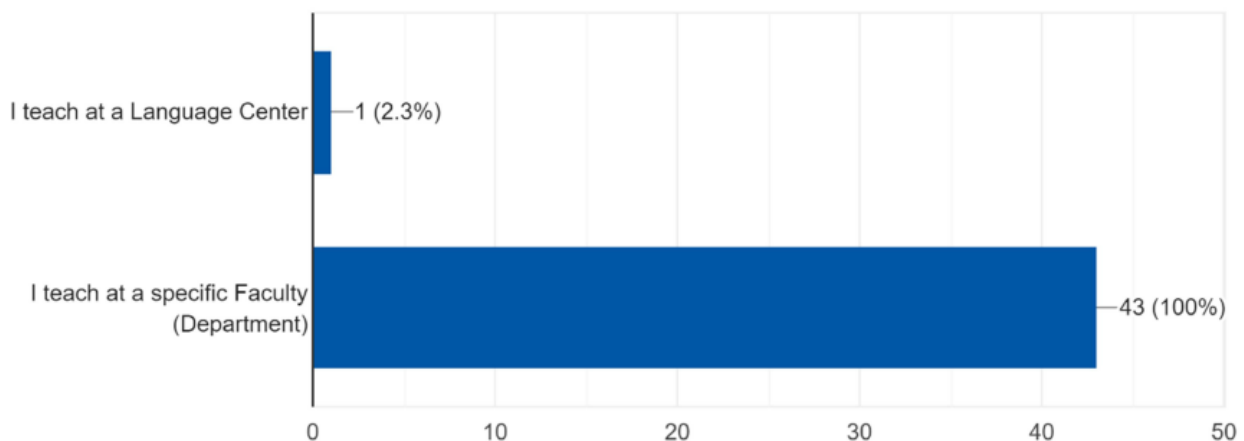


9. The majority of the respondents have taught at a public higher institution within the last five years. (41 out of 43)



10. All of them teach at a specific Faculty (department), according to the National Education Law, which regulates this domain; Language Centres in the universities address to all types of students at different levels (from kindergarten to university), so they can be considered as Languages Schools.

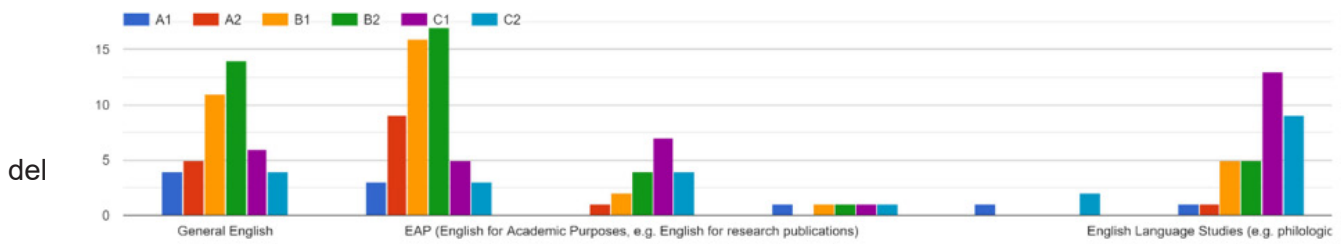
At your tertiary level institution, what is your organizational unit?
43 responses



11. If applicable, please specify the faculty (e.g. law) from the previous question: 34 responses

Most of the respondents teach at Faculty of Letters/ Foreign Languages/ Humanities (18); others at Faculty of Economics (2), Faculty of Engineering (4), Faculty of Engineering in Foreign Languages (3), Medicine (1).

12. Regarding the type of English courses they teach, the respondents in Romania offer an image which is not at all surprising, as it is known that CI II and EMI have been very little used in Romanian education. Which type of English courses have you taught at the tertiary level within the last five years?



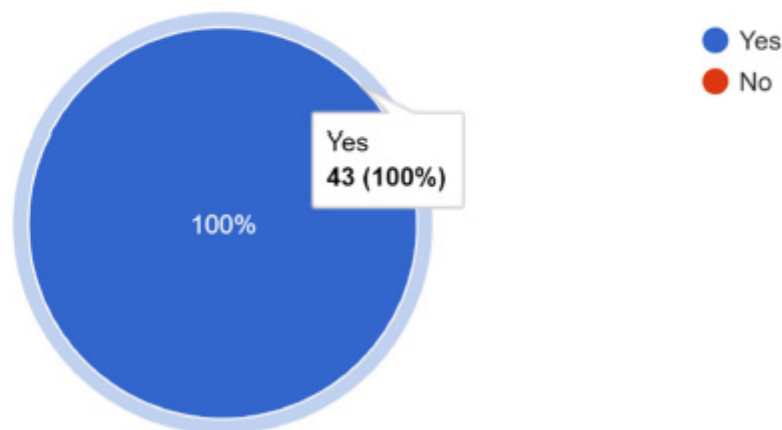
13. If other than above, please add a comment about the type and level of the courses you have taught over the last five years. 3 responses

There are only three answers at this question, so they could not be considered relevant. However, they refer to MA classes in the Anglo-American Intercultural Studies Program and to English Literature courses, which can be assimilated to ELS.

14. All the respondents hold an academic degree, as it is compulsory for all the teachers in higher education institutions to hold a PhD degree, according to Romanian law.

Do you hold an academic degree?

43 responses



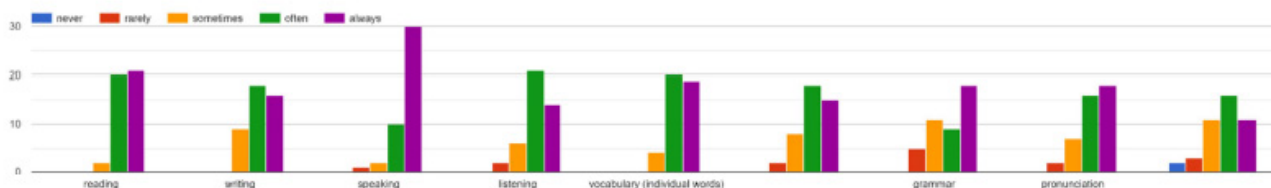
15. If applicable, please, specify the degree(s) you hold and the area(s) they are in (e.g. MA in general education, MSc in architecture): 37 responses

As mentioned above, all of them hold a PhD: 29 – in Philology, 1- in Philosophy, 1- in Education Sciences.

With respect to MA, the responses range also in the domain of Philology (Linguistics, Translation Studies, Cultural Studies, Communication) or related domains (International Relations, Economics, Education).

Section B of the questionnaire, Classroom Practice and Techniques, aims to give us an insight into the teachers' perception of their own activity with students, with respect to the aspects relevant for the present project.

How often do you focus on these language aspects when teaching?



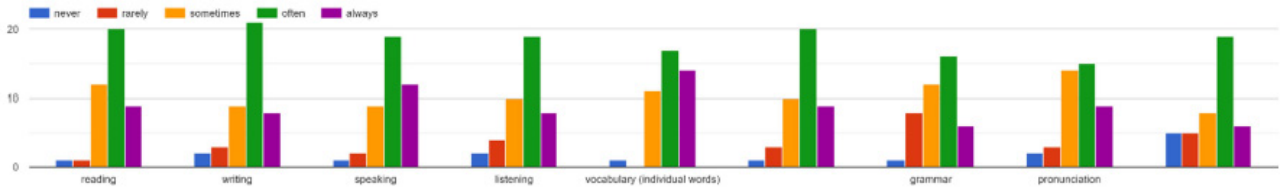
17. Are there any other language aspects that you focus on? Please, list them: 7 responses

The respondents also mentioned certain particular aspects they focus on during their activity with students, such as translation studies, syntax, semantics, discourse analysis, contrastive analysis, culture-bound elements, English Language teaching, translation studies; still, they represent a minority (only 4 responses).

18. A question that aims to one of the general objectives of the present project refers to using specialized content to teach a set of language aspects. Surprisingly or not, the responses show that most of the teachers use often specialized content to teach all the aspects mentioned in the questionnaire, as it is shown in the following chart:

Reading- often (20 respondents), sometimes (12 respondents), always (9 respondents)
 Writing – often (21 respondents), sometimes (9 respondents), always (8 respondents)
 Speaking- often (19 respondents), sometimes (9 respondents), always (12 respondents)
 Listening- often (19 respondents), sometimes (10 respondents), always (8 respondents)
 Vocabulary - often (17 respondents), sometimes (11 respondents), always (14 respondents)
 Fixed phrases- often (20 respondents), sometimes (10 respondents), always (9 respondents)
 Grammar- often (16 respondents), sometimes (12 respondents), always (6 respondents)
 Pronunciation – often (15 respondents), sometimes (14 respondents), always (9 respondents)
 Pragmatics and culture- often (19 respondents), sometimes (8 respondents), always (6 respondents)

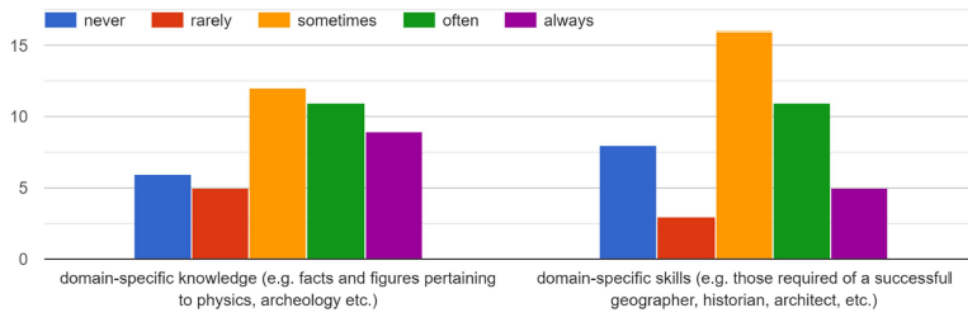
How often do you use specialized content (e.g. biology, history, economics), apart from the content present in General English coursebooks, to teach the following aspects?



19. There are only four responses to the question regarding other language aspects taught via specialized content and they mention explanation of some metaphors that are specific to environmental sciences.

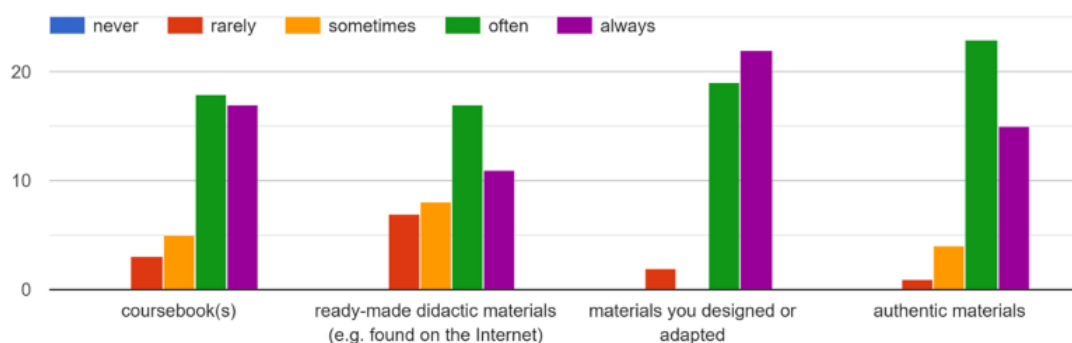
20. When asked about the aspects of an academic subject as part of their English-language course, most of the respondents chose the `neuter` solution: sometimes. The chart below show that domain-specific knowledge and skills are treated more or less the same by teachers of English:

How often do you teach the following aspects of an academic subject as part of your English-language course(s)?



21. The teaching resources which are most often used seem to be both the materials teachers design or adapt and authentic materials. This could be due to the shortage of ready-made didactic materials or coursebooks, which could also be not appropriate to their needs.

How often do you use the following teaching resources



22. If applicable, please characterize the materials you adapt or design (from the previous question):

There are 16 responses that mention materials teachers adapt or design to reach their didactic objectives. Two responses could be representative and they summarize all the other responses:

“There are different materials (texts, exercises, serious games, videos, PPT presentations) taken from different sources (books, internet, projects) and adapted to a specific topic”

“Materials concerning the speaking and listening skills: I adapt them to the needs of my students, according to their level”

23. Are there any other teaching resources that you use? Please, list them: 15 responses

The responses offer an interesting insight upon teachers’ preferences and needs, especially in the actual pandemic context, when online teaching made teachers seek for new, adequate teaching resources.

Many of the teaching resources mentioned are connected to the internet: online platforms (Quizizz, Kahoot, Liveworksheets), applications (LearningApps.org), websites (<https://www.fluentize.com/>); other preferred resources are movies, videos, podcasts.

24. When asked to list the teaching approach(es)/method(s) (e.g. Communicative Approach, Task-based learning, Presentation-Practice-Production) they employ in their practice, the respondents showed the preference for Communicative Approach, Task-based learning, but they also listed a series of methods/approaches they use quite often: Problem solving, Critical Thinking, presentation-practice-production, Flipped Classroom, Blended Learning, Student- Centred Approach to Learning, High-Tech Approach to Learning.

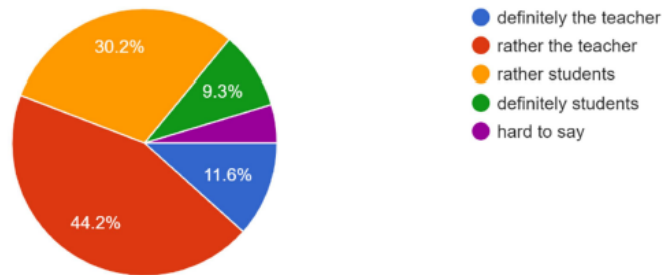
25. The teaching techniques the respondents appreciated they employ in their practice could be listed beginning with the most often used: project work, role-play, note-taking, group work, debate, pair work, conversation, presentations, brainstorming, storyboard, gamification (serious games), using social media, audio and video materials, workshops, case study, quiz, portfolio, mediation activities and strategies. This shows teachers’ preference for interactive methods and for techniques fit for online teaching.

26. The assessment techniques preferred by the respondents in Romania are student presentations, open-ended tests, close-ended tests, but some of them also mentioned portfolio, group/individual projects, group presentation, essay writing, Think - Pair – Share, problem recognition tasks.

Regarding this issue, we can notice a balance between traditional and interactive assessment techniques.

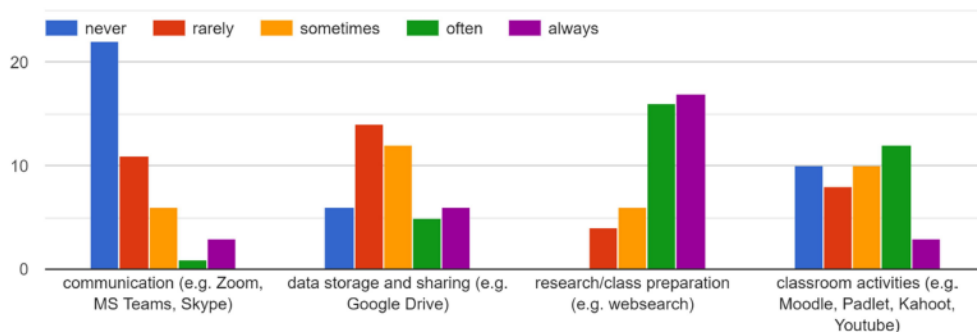
27. In the majority of the respondents’ opinion, rather the teacher talks more in English in their EHE classes, but the percentage of the teachers who consider that rather students talk more during their EHE classes is not low, according to the chart below:

In your EHE classes, who talks more in English?
43 responses



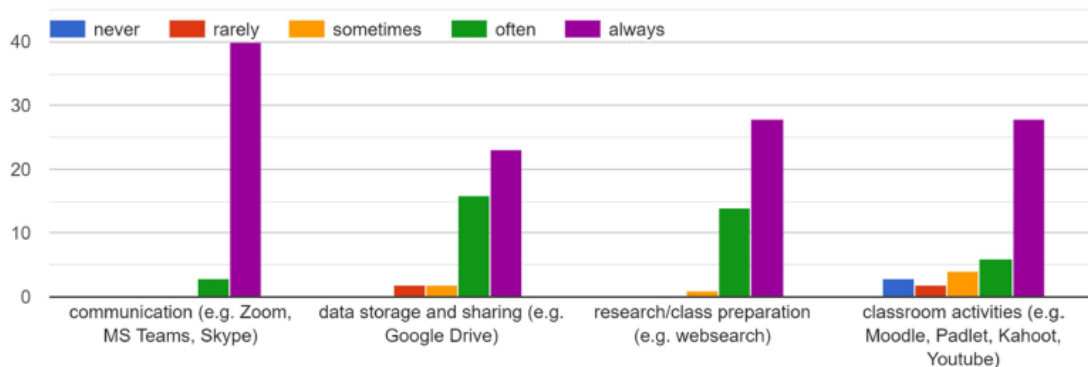
28. Use of Internet tools for didactic/educational purposes represents a very actual issue. Depending on purpose, Internet tools were used differently before the pandemic and the responses reflects a common situation: research and class preparation tools, applications for classroom activities were used more often than communication tools, according to the chart below:

BEFORE the pandemic, how often did you use Internet tools for the following purposes?



29. The change in using the Internet tools for didactic purposes could be noticed in the chart below:

How often do/did you use Internet tools for these purposes DURING the pandemic?



30. Are there any other purposes you use Internet tools for? Please, specify: 14 responses

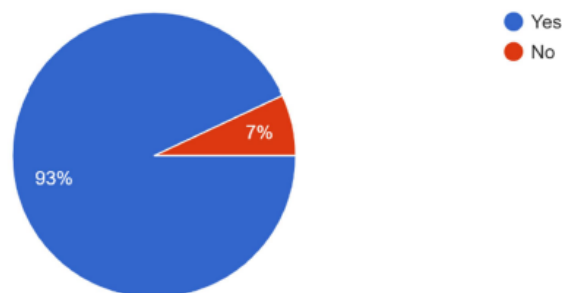
Other didactic/educational purposes the Romanian respondents listed could be partially assimilated to the main categories mentioned before.

Still, it may seem interesting to notice they specified not only purposes: evaluation, extracurricular activities, continuous learning, attending webinars and conferences, create new materials, but also, some other tools different from the examples used in the previous questions: online dictionaries, email.

31 Almost all the respondents answered `yes` when asked about their intention to use internet tools after the pandemic, as they previously stated they used Internet tools with their students before the pandemic, too.

It would be relevant to find out to what extent they plan to use these tools in the future and for what specific purposes.

Do you plan to use Internet tools with your students after the pandemic?
43 responses



32. Please, specify why Yes (if applicable): 31 responses

The reasons why they intend to use Internet tools in the future could be grouped as follows:
Accessibility- `For a better communication`, `Very accessible and user-friendly, keep track of all student's work`

Usefulness- `Because I find them useful in the process of teaching`

Students' motivation and interest-`easy to understand concepts, space-independent activities, students motivation and interest`

Effectiveness- `Internet Tools enhance student-teacher collaboration and enrich the teaching- learning-assessment process`

Two answers could better summarize all the explanations:

`Because these tools give autonomy to the student, improve the administration of academic processes, encourage collaboration, and facilitate communication between teachers and students`

`The students would definitely not be willing to return to "classic" lectures after being forced into the on-going on-line work! For them, classes without internet tools will be unacceptable from now on!`

33. Please, specify why No (if applicable)2 responses

Only one respondent formulated a reason for giving up to using Internet tools after pandemics, but this answer proves that the respective teacher refers to online teaching rather than to Internet tools: `on-site classes`.

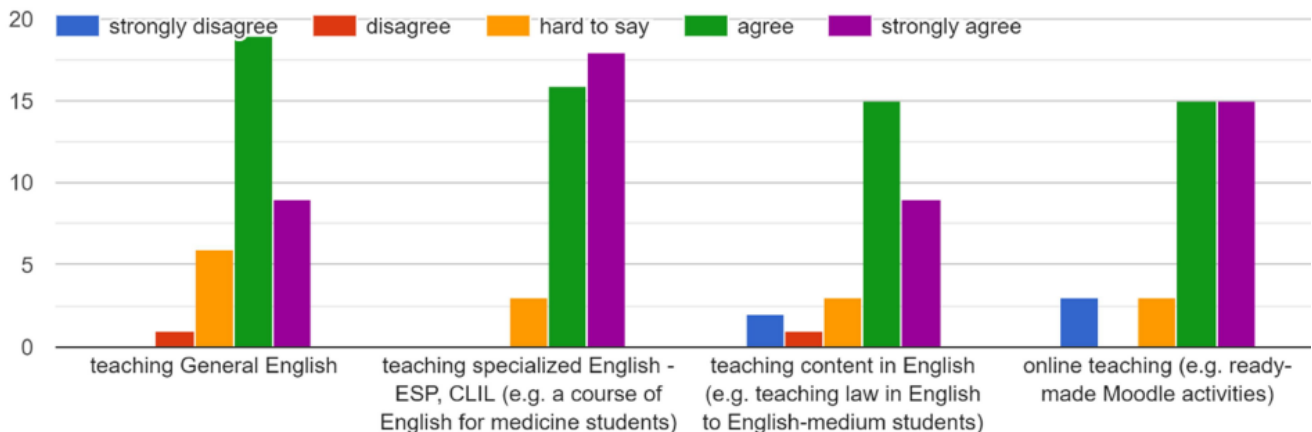
Section C, Needs and Perspectives, may show us to what extent teachers are satisfied with the actual resources, tools, training opportunities or other aspects related to the practical activities with students in EHE classes.

It could also offer us certain hints regarding the design of the next TE-CON3 outputs.

34. The overwhelming majority of respondents in Romania expressed their need for more didactic resources necessary for all the four categories of English courses mentioned in the questionnaire.

The differences regarding the degree of agreement are not significant, as it may be noticed in the chart below:

In my teaching, I would appreciate more didactic resources available for



35. Are there any other didactic resources you would wish for? Please, list them:10 responses

There are 10 responses to this issue, so we may conclude that the didactic resources mentioned in the previous question were considered enough and fit for the purpose teachers need them.

From the didactic resources added by some of the respondents, we can list the most relevant: more books, articles; subscription to digital libraries/databases, listening files to use online, well-structured videos on British culture.

` There are plenty of resources. We would appreciate more technical equipment in universities in order to use all the didactic resources we have got`

36. To further develop my teaching skills, I would wish for more training in the following areas: 26 responses

The need for training, for continuous development of teaching skills represents a reality in the entire academic environment in Romania.

With respect to English courses, the respondents mentioned some of the most important areas they need more training in: English for specific domains- engineering, architecture, economics, medicine, law, teaching techniques, online teaching, using Internet tools, CLIL, ESP.

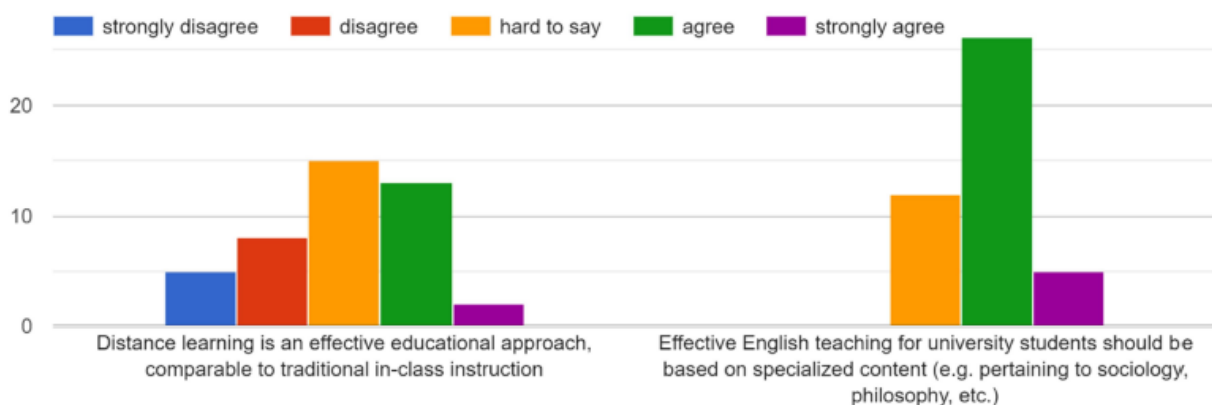
Training - in using specific software necessary to create new materials, courses in active learning and its adaptation to the English class`

37. The respondents in Romania may be considered rather reluctant to distance learning as an efficient educational approach, as the majority of them preferred to choose the neutral response `hard to say`. Still, many of them agree with this postmodern approach which can be as effective as traditional in-class education.

Regarding the particular issue of teaching English through specialized content, no respondent disagreed and the majority expressed their positive opinion.

The chart below reflects their responses:

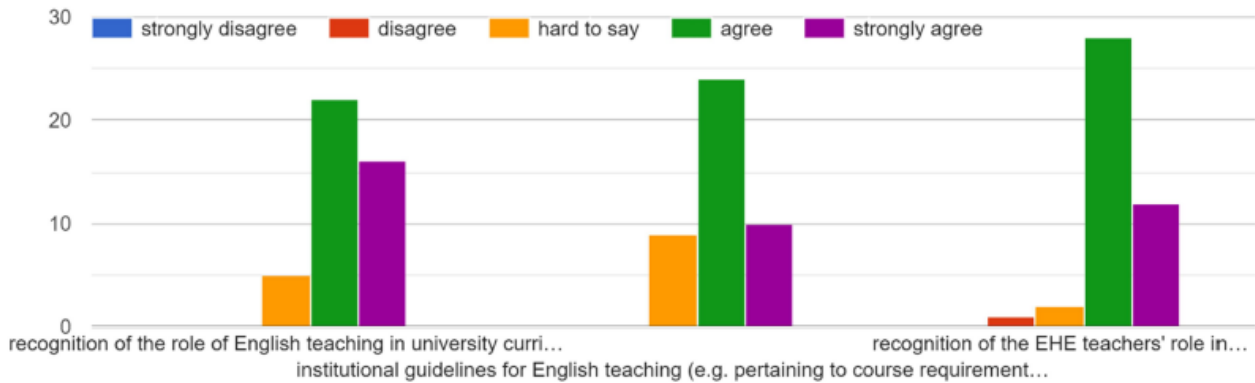
As an EHE teacher, to what extent do you agree with the following



38. The diagram which includes the respondents' opinion regarding the role of EHE teachers and teaching in academic environment shows that there is a rather strong perception of a lack of recognition.

EHE teachers from Romania need more recognition both of the role of English teaching and the role of EHE teachers, with a view to a general aim of higher education system- preparing students for active European citizenship, for an extremely dynamic labour market.

As an EHE teacher, I would wish for more...



39. This complex issue in the questionnaire reflects the respondents' availability to adopt nonstandard teaching methods, to use novel technology in their EHE classes:

I like trying out novel, nonstandard teaching methods – almost everyone agrees or strongly agrees; I am rather cautious about the use of novel technology in my classes - almost everyone disagrees or strongly disagrees;

The other four aspects referring more or less directly to classroom teaching show rather a reluctant attitude towards online teaching:

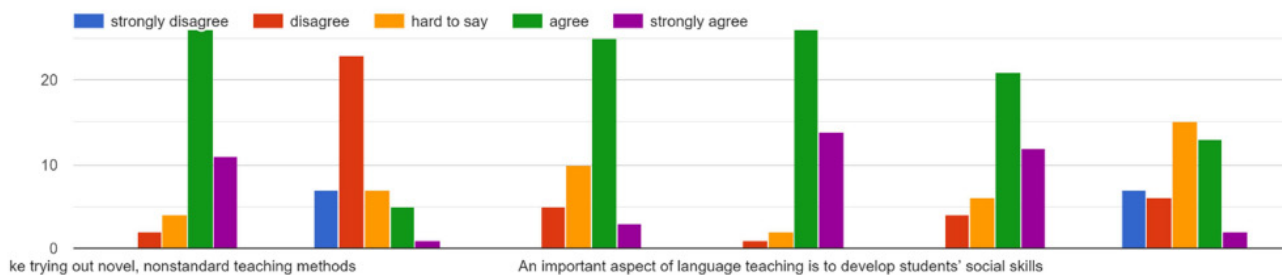
Accuracy is very important – it is hard to eradicate language errors – almost everyone agrees or strongly agrees;

An important aspect of language teaching is to develop students' social skills - almost everyone agrees or strongly agrees;

The best way to learn a foreign language is through interaction with classmates- almost everyone agrees or strongly agrees;

Online teaching is as effective as classroom teaching- hard to decide.

To what extent do the following apply to you – as an EHE teacher?



40. What I like about my work as an EHE teacher is:25 responses

Summarizing what the respondents in Romania appreciate about their work as an EHE teacher, we could list the most frequent and relevant aspects mentioned in their answers:

- interaction with students/ young people, having a positive influence on students
- challenges I have every single day
- freedom to choose teaching materials, possibility to create useful teaching materials based on students interests

“Teachers shape students’ minds, can personalize the learning environment and permanently discover new things about various cultures”.

41. What I don’t like about my work as an EHE teacher is: 23 responses

There are several aspects that could be considered rather disadvantages of working as an EHE teacher nowadays. The respondents mentioned very different aspects, still we can notice there are certain difficulties which appear in more than one answer:

- lack of materials and/or equipment provided by institution
- students’ low level of English in the first year
- perception of the subject as something minor.

“Because ESP was not considered an important discipline, the two hours per week that every student could benefit of a few years ago have been reduced to one hour per week lately”.

42. What I would like to change about my work as an EHE teacher is:18 responses

The answers are expected to be a follow-up to the aspects highlighted in the previous question.

So, the respondents would like to improve those aspects of their work as an EHE teacher that are considered to be disadvantages:

- involvement in generating teaching resources, digital resources available when working face-to-face
- more interactive/ student-focused methods

Blending online and face-to-face teaching strategies to the best possible way.

“I would like to change the perception of my colleagues that ESP is not as important as the disciplines they teach”.

43. What else comes to your mind in relation to your EHE work? 14 responses

All the answers are interesting and deserve to be considered separately. They point at both positive and negative aspects of their EHE work:

- Flexibility and efficiency Dedication, passion
- New perspectives
- Less and less quality involved Online teaching is extremely tiring

To summarize, we can quote one of the respondents: “the beauty of it, the usefulness of it, the importance of mastering the English language at a good level-working knowledge of English, opening new opportunities, enabling one to study and/or work abroad”.

Conclusions

The first section of the questionnaire, A. Demography, offers information about the respondents' professional profile. In this respect, the majority of respondents in Romania could be characterized as follows: Romanian women, 41-50 years old, have worked as an English teacher for more than 16 years, full-time employed in a public higher institution (Faculty of Letters/ Foreign Languages/ Humanities), teach GE, ESP and ELS, hold a PhD degree in Philology. Section B of the questionnaire, Classroom Practice and Techniques, gives us an insight of the teachers' perception upon their own activity with students, with respect to the aspects relevant for the present project. Section C. Needs & Perspectives shows us to what extent teachers are satisfied with the actual resources, tools, training opportunities or other aspects related to the practical activities with students in EHE classes. They are rather not satisfied with the available resources, tools and equipment in their institutions. As for the role of English courses and teachers in the academic environment, they express a strong need for more recognition.

6. Conclusions

In the national legal documents, the references to European Higher Education are not too numerous. In broad lines, the general setting is clearly provided by a number of fundamental legislative acts that each university implements in accordance with its policy and the potential employers' needs and requests. Overall, studying a foreign modern language is compulsory for each study programme, in all educational fields at the tertiary level; duration: 4 semesters, 2h/week.

English is the most frequently met with foreign language, due to its status as global means of communication. The varieties of English taught may be less numerous than in other countries of the

consortium, but English remains the foreign language that is most used by universities. Note can also be made with regard to an increasing initiative to develop study programs in English, both with the universities, and with the young students who look for a solid career, for a large set of opportunities in Romania and abroad.

In order to perform their activities under best terms, English teachers at tertiary level developed materials and resources to be used in their activity with students. Only few previous projects aimed to develop EHE resources, and teaching English through content is still a new issue in Romanian tertiary education institutions (except ESP). Training opportunities for them are very limited, these being favourable conditions for the intellectual outputs developed within the framework of the TE-Con3 project.

References

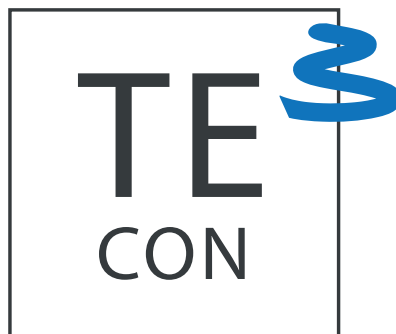
Raport privind starea învățământului superior din România 2019 – 2020, available online at https://edu.ro/sites/default/files/_fi%C8%99iere/Minister/2020/Transparenta/Stare%20invatamant/Stare%20superior%202019-2020.pdf

Online education guide at Babeș-Bolyai University of Cluj-Napoca (UBB), available online at <https://news.ubbcluj.ro/ghidul-educatiei-online-la-universitatea-babes-bolyai-din-cluj- napoca-ubb-principii-si-strategii-de-optimizare-a-activitatilor-didactice-in-pandemia-covid-19/>.

ANSOR Recommendations, <https://anosr.ro/en/uncategorized/invatamantul-online-prin-ochii-studentilor-recomandarile-anosr/32559/>



REPORT ON THE APPROACHES TO ENGLISH FOR HIGHER EDUCATION IN PORTUGAL



Report on the approaches to English for higher education in Portugal

1. Status of EFL in Portugal Higher Education

1.1. System overview

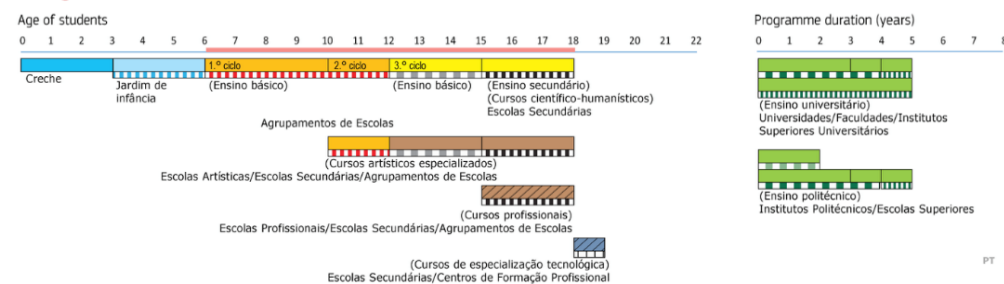
1.1.1 The outline of the general organisation of the education system

Higher education in Portugal is organized in a binary system (universities and polytechnic institutes), public and private and religious, social solidarity and military organizations. The system is presented in the page of the Directorate General for Higher Education¹.

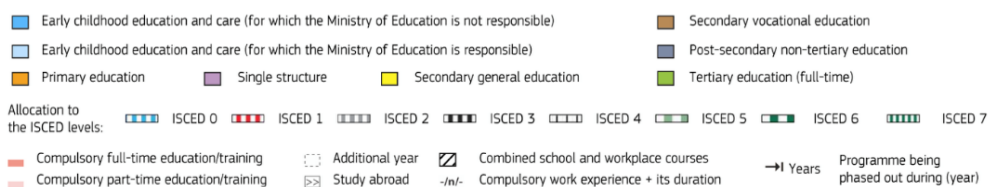
Detailed information is also available in the Eurydice databases and in EACEA sites² where specific information is also available for the entire national education system³.

Structure of the national education system

Portugal – 2020/21



Note: *Agrupamentos de Escolas* (School Clusters) are organisational units that can encompass several schools and learning cycles, from kindergarten to upper secondary education. The institutions in the diagram are examples of some of the learning spaces where each type of education is offered; the diagram does not indicate all educational institutions existing in the Portuguese system.



Source: Eurydice 2020/21

¹ <https://www.dges.gov.pt/en/pagina/portuguese-higher-education-system>

² https://eacea.ec.europa.eu/national-policies/eurydice/content/higher-education-60_en

³ https://eacea.ec.europa.eu/national-policies/eurydice/content/portugal_en

In OECD documents specific information can also be found, as the following⁴:

«Higher education in Portugal follows the Bologna model and is offered at universities and polytechnic institutions. The share of 25–34-year-olds with a tertiary-level qualification grew by 12 percentage points between 2008 and 2018, but, at 35%, remains below the OECD average of 44%. The centralised admission process for tertiary education (Regime Geral de Acesso) uses a national entrance examination based on the science-humanities curriculum for general upper-secondary education. This may hinder the growing pool of VET graduates: 79% of students completing the scientific-humanistic track had entered higher education one year after completing their studies in 2014, compared to 16% of those in the professional track. Curricular reforms in 2018 (...) incorporated measures to counter this, including more flexibility within programmes to reduce disparity in content. Furthermore, in 2020, a new special contest for tertiary admissions for VET and specialised artistic graduates was approved and will be implemented from 2020/21.»

1.1.2 Numerical Data - nº of students/programmes/ international students, how the system is structured

The numerical data below were extracted from the available information at the General Directorate for Science and Education statistics (DGEEC)⁵ and the national database Pordata⁶ (a private service).

In 2018/2019, 385 247 students were enrolled in higher education institutions, circa 240 000 in universities and circa 140000 in polytechnic institutes; 316 289 (82,1%) were in public institutions and 69 058 (17,9%) in private ones.

Some of the students from polytechnic institutes are not in higher education but in post-secondary education, in short programmes (VET) of 2 years that include a high number of hours of practicum. There are 907 of these programs, named TESP – Técnico Superior Especializado (Specialized Superior Technician). In Portugal, there are 803 first cycles in universities and 772 in polytechnic institutes. The country has 1587 master's degrees in universities and 699 in polytechnics. Regarding PhDs, there are 831 programs, however, they are only possible to follow in universities. The total sum of programmes in higher education institutions in Portugal is 5763, an average of 67 students per program. The number of programmes is clearly too high and according with the National Agency for Quality and Accreditation (A3ES), it has been decreasing.

⁴ <https://www.oecd.org/education/policy-outlook/country-profile-Portugal-2020.pdf>

⁵ <http://estatisticas-educacao.dgeec.mec.pt/indicadores/index5.asp>
http://estatisticas-educacao.dgeec.mec.pt/indicadores/Indicador_5_3.asp

⁶ <https://www.pordata.pt/Portugal/Alunos+matriculados+no+ensino+superior+total+e+por+n%C3%ADvel+de+formaçã-1023>

	First Cycle	Second Cycle (MSc)	Third Cycle (PhD)
Universities	803	1 587	699
Polytechnic	772	699	
5 763 Programmes			
67 students per programme*			

According to the Portuguese law⁷, among the different types of students from abroad, there is a clear definition of international students: an international student is, in a broad sense, someone who does not have the Portuguese nationality or the nationality of a member state of the European Union; or someone who has a nationality from outside the EU but has been living in Portugal for more than 2 years.

In 2019/20, there were 5 477 international students, 38% more than in 2018/19; 52 % of them were from Brazil and 17% from Cape Vert. This means that English is not clearly the most relevant language for international students, as most of them come from Portuguese speaking countries. At Universidade do Algarve, circa 10% of our students are international students, circa 18 % of our students are from abroad.

1.2. Policy Issues Regarding EFL in Higher Education (including EU regulations)

1.2.1 Structural, curricular pedagogical considerations

In Portugal, there are no predefined (?)national rules for languages in Higher Education. Being the educational policy a national responsibility, EU regulations/ orientations on this topic are considered, however not really implemented.

In 2014, the programme of the XIX Constitutional Government assumed as a top priority the internationalization of the HE, especially regarding students and teachers' mobility. A status report⁸ was prepared by a Working Group nominated by the Ministry of Education and the Ministry of Regional Development. From this report, we can extract some considerations which are relevant for the current project:

- In 2013/2014, international students in Portugal, including Erasmus students, were >31 000;
- 85% of this number, however, came from the EU or CPLP Countries (Portuguese Speaking Countries Community) ;

⁷ <https://dre.pt/application/dir/pdf1sdip/2014/03/04800/0181801821.pdf>

⁸ 2014, Guerreiro, J. (coord.), 2014, *Relatório - Uma estratégia para a Internacionalização do Ensino Superior Português, relatório. Fundamentação e recomendações*, Lisboa, Ministério da Educação

- Multilingual performance was considered an asset for the working market and global economy, therefore, a recommendation to increase and improve the offer in English learning courses was made, as well as the offer of more curricula taught in English for the 1st degree courses; the safeguarding of the Portuguese language was also clearly assumed/implemented.

Currently, the role and penetration of English in HE in Portugal is reflected by a growing offer of courses taught in English. Thus English as a Medium of Instruction (EMI), is often present at a great number of HE institutions.

Nevertheless, as previous studies have shown⁹, the dominant position of English in HE curricula and research practices is seldom expressed by English learning courses, and language issues are commonly bypassed in HE curricula. Moreover, HEIs assume entry level students to hold a B2 level, or equivalent, in English language acquired during secondary school. In practice, however, this representation does not match reality. Consequently, there are few English courses in HE, the majority being offered as option and as free courses in language centres.

1.2.2 Implementing Institutional Language Policy: Existing Measures

Portuguese universities are autonomous entities and are entitled to define their curricula for the different courses and degrees (under supervised evaluation from independent auditors). Therefore, in most Portuguese Universities there is no clear definition, or guidelines, on Language Policies, namely regarding the teaching of English, or English as a tuition language. Nevertheless, as it is assumed that students master the English language, in most cases, what we find are *ad hoc* measures. Additionally, this misconception extends to teachers as there is no certification in English language for teachers lecturing in English.

Multilingual competence may be implemented by the individual choice of teachers on language related curricula, or at institutional levels¹⁰. To illustrate the first case, we can take Universidade do Algarve's and degree of Languages & Communication as an example. Included in the curricula of the Language and Communication Policies course, students are challenged to use their multilingual skills using their languages (first, second, foreign) during various moments of classes (reading, elaborating, or debating on a particular theme). This practice has been recognised by the institution as innovative and a summary has been published in a book on pedagogical innovation and sharing at the University.¹¹

9 Pinto, S. (2016). *Políticas linguísticas nas universidades públicas portuguesas : discursos e práticas institucionais de formação e de investigação. Cadernos Do Lale - Laboratório Aberto Para a Aprendizagem de Línguas Estrangeiras*, (September). <https://doi.org/10.13140/RG.2.2.24451.50726>

10 Cf Conceição, M.C., E. Caruso and N Costa, 2018, "How can mobility and inclusion be fostered through multilingualism in higher education (HE)?", in Grin, F, et all (ed.), *The MIME vademecum*, Grandson, Artgraphic Cavin, pp. 102-21

11 Conceição, M.C. 2019, "Promoção e avaliação da competência multilingue" in Neves de Jesus, S, (org.), *Inovação e partilha pedagógica na UAlg, Faro, Universidade do Algarve Editora*, pp. 120-122.

Regarding the implementation of language policy measures at institutional level, we can use Universidade Nova de Lisboa as another illustrative example. This institution shows some Language Policy guidelines on its website¹², namely regarding the use of English on tuition. In this short statement the institution clearly shows its commitment with internationalisation strategies, giving preference to English as a working language, whenever it is present at least one student who does not master Portuguese. The latter is only to be used if *all the attendees* master this language. Then, Nova goes further, and states that all teaching materials (with a few exceptions) should be provided in English. Nevertheless, English is excluded from most curricula, with the exception of language related degrees (e.g., Applied Languages, Translation Studies). As other HE institutions in Portugal, development courses in English Language are offered as free courses, independent of major curricula, and mostly offered through the with many others HEI, where language issues are tackled by establishing partnerships with other schools within the institution, or with third parties, usually language schools or centres.

In her work, Pinto (2016) used Universidade de Aveiro as a case study, showing that, despite the central role of English as a working language (namely, in research), English learning is seldom included in curricula. Some reasons blame to Bologna process which limited the number of years in 1st cycle degrees, with the consequent time limitations. Students are exposed to English as a working language in different courses during their degrees, however, English learning must be the student's personal option and responsibility.

1.3. Conclusions

There is no national orientation for EFL in HE in Portugal. To have a clear picture about the presence of English in institutions and curricula, we conducted research in all websites of Portuguese HEIs. EMI, but not English teaching, is present in almost all the HEIs. Students' English language competence is expected at the entrance of HE, independently of the type of course or institution. Internationalisation is a strategic aim of all the institutions but the language factor (including the English language) in not referred to as a relevant factor.

2. Teaching English at the Tertiary Level (country-specific)

2.1. English language provisions at the Tertiary Level

Initial research was conducted on all Portuguese higher education institution's websites using the keywords "English" and "Inglês". The retrieved information is very poor and does not suffice the project's needs regarding English in Portuguese HE institutions. Courses and programmes may include English in the curricula without offering further information. However, there are two significant strands:

¹² [Política de uso das Línguas Portuguesa e Inglesa | Universidade NOVA de Lisboa \(unl.pt\) https://www.unl.pt/en/node/106](https://www.unl.pt/en/node/106)

English (including General English and English language and culture) and Technical English (including Business English). It is, so, very difficult to report on the typology of English taught.

2.1.1 General English

General English is mostly taught in linguistic/philological and communication degrees. It is also present, very often just for one semester, in a broad range of degrees and subjects ranging from Administration, Advertisement, Public Relations, and Cultural Animation to Digital Communication, IT, Nursing, Social Services, Tourism, and General English Studies.

2.1.2 English as a Medium of Instruction (i.e., regular study programs)

The political and educational commitment to internationalization at the tertiary level granted the exponential growth of English as a Medium of Instruction, EMI, (English not being the first language, L1, for most of the population) in Portugal. Universities and Polytechnics in Portuguese HE focuses on teaching diverse content both at the graduate and undergraduate levels. Notwithstanding EMI representation in Science and the Humanities, there is a particular focus on attracting international students and researchers.

2.1.3 English for Academic Purposes (EAP)

Considering English for Academic Purposes (EAP) as “a branch of English for Specific Purposes that focuses on languages aspects, genres and skills that are relevant for students’ academic studies at university” (Galloway 2020: 6)¹³, it is commonly included in the English Studies curricula alongside with the four English skills (listening, reading, writing and speaking) required in the academic context; alternatively, it may be offered as a separate subject as it is the case at the School of Agriculture at the Lisbon University, the University of Aveiro, the University of Coimbra and the University of Minho.

2.1.4 English for Specific Purpose (ESP)

English for Specific Purposes (ESP) is a significant thread in Portuguese Higher Education. The aim is to provide students with professional and technical skills for immediate use in the global job market as well as in Portugal’s expatriate communities. ESP strands include Business, Diplomacy and International Relations, Education (primary schools and physical education), Engineering, Information Technologies, Legal English, Logistics, Marketing (logistics, management, and sales management), Mechanics, Media and Visual Communication, Nursing (and health technicians) and Tourism (accommodation, catering, events management, food management, hotel management and hospitality). Within the scope of technical courses, ESP includes Chemical and Biochemical Analysis, Microbiology, Molecular Biology, Environmental Quality and Safety and Wine Marketing.

¹³ Galloway, N. (ed.) 2020, *English in Higher education - English medium, Part 1: Literature review*, London, British Council, ISBN 978-0-86355-977-8

2.1.5 Content and Language Integrated Learning

CLIL is predominantly misunderstood in the Portuguese and European HE context and often limited to English as a Medium of Instruction (EMI). In 2015, RECLES; the Portuguese Association of Language Centres of Higher Education, hosted the Integrated Content and Language in Higher Education (ICLHE) project¹⁴ network on the possibility of CLIL in HE. The project’s SWOT analysis strengths and opportunities included student commitment and motivation, flexibility, student-focused approach, training programmes aimed for teachers and students, collaborative work, and bilingual terminology. Nonetheless, the SWOT analysis presented several hindering weaknesses and threats, namely teaching staff proficiency, unbalanced student engagement, the predominance of English as a Lingua Franca, the defective student and teacher training on primary and secondary education and the inexistent interdisciplinary approach between English and scientific subjects. Given the systemic predominance of weaknesses and threats over strengths and opportunities, CLIL remains unfeasible in Portuguese HE.

Análise SWOT	
Pontos FORTES	Pontos FRACOS
<ul style="list-style-type: none"> • Empenho e motivação • Flexibilidade do modelo CLIL • Abordagem socio-construtivista • Terminologia CLIL • Comunidade de aprendizagem • Técnicas pedagógicas centradas nos alunos 	<ul style="list-style-type: none"> • Competência dos docentes em inglês • Alunos que reagem mal • Tempo de preparação • Preparação pedagógica • Avaliação
<ul style="list-style-type: none"> • Programas de formação para docentes e alunos • Abordagens pedagógicas centradas nos alunos • Trabalho em colaboração com docentes de LE • Confiança para internacionalização • Comunidades CLIL de partilha de experiências • Terminologias bilingues • Modelos de avaliação 	<ul style="list-style-type: none"> • A hegemonia do inglês língua franca • Deficiente preparação dos alunos e docentes do EB e Secundário em inglês • Falta de elo entre o inglês e as áreas científicas apesar de se utilizar o inglês para ensinar • Centrar o ensino em inglês nos docentes e não incluir as necessidades dos alunos • Incapacidade de articular a cultura internacional com a local
OPORTUNIDADES	AMEAÇAS

Figure 1 - Project’s SWOT analysis strengths and opportunities

(original)

¹⁴ <https://cnappes.org/cnappes-2015/files/2015/07/CLIL-CNAPPES-Leiria-July-2015-versão-final-1-MC-mdc-.pdf>

SWOT	
Strengths <ul style="list-style-type: none"> • Commitment and motivation • Flexibility • Student-focused approach 	Weaknesses <ul style="list-style-type: none"> • Teaching staff proficiency • Unbalanced student engagement • Evaluation
Opportunities <ul style="list-style-type: none"> • Training programmes aimed for teachers and students • Collaborative work • Bilingual terminology 	Threats <ul style="list-style-type: none"> • The predominance of English as Lingua Franca • Defective student and teacher training on primary and secondary education • No interdisciplinary approach between English and scientific subjects

(our translation of part of the original)

2.2. Assessment and certification

The implementation of the Bologna Process has brought to Portuguese universities an apparent student-centred, student involved teaching and learning environment in which the assessment decisions are a product of teacher autonomy, despite the occasional departmental input. Most curricular units analysed did, however, have a selection of criteria and methods of assessment, which reflect assessment practices of the Common European Framework of Reference for Languages, including written, oral, and project-based assessments, which seek to assess all skills (reading, writing, speaking, listening and mediation). Nevertheless, by law, Portuguese HEI can not offer official language certification. Protocols are often signed with external institutions (e.g., the British Council, Cambridge University, and ETS) to conduct English language exams (IELTS, FCE, CAE, CPE or TOEFL). HEI may provide English Knowledge certificates (non-official certification) through language centres. Some teacher training is needed in the field linked to the preparation of the courses, for example, to assess mediation competence as well as multilingual and multicultural aspects.

2.3. Perspectives and Needs

2.3.1 Teachers (including our survey results)

The research on the Status of English in Portuguese HE shows a significant lack of national and institutional Language Policies, despite the central role of English in many curricula and HE programmes. The few exceptions found are postulated in very broad and vague guidelines. Also, due to insufficient information on institutional websites, the collected data on the status of English in Portuguese HE may prove to be unreliable and not fully representative.

Portuguese HE institutions reveal a misconception of English as a language. Firstly, there is an implied proficiency regarding both teaching staff and students. It is common for teaching staff to lack training in English, and for students enrolled in HE to not meet the minimum requirements (B2 level), proving a defective curricula

articulation between Secondary Education curricula and HE. Some HE teacher training is needed in the field linked to the preparation of the courses, for example, to assess mediation competence as well as multilingual and multicultural aspects.

Secondly, the instrumental use of English reduces its usage to presenting contents and publishing research.

Overall, there is a need for a conceptual revision of English in Portuguese universities and polytechnics. Required modifications may lead from English as an instrumental and commodified language (presenting and publishing contents without proficiency) to teaching language as content (English being less of an instrument to convey information and more of a recipient in itself).

2.4. Conclusions

English taught in HEI in Portugal can simply be divided into three main categories: general English for communication; English as a subject of study in linguistic and philological courses; ESP in specific programmes (this ESP corresponds not always but always to one semester or two). Certification cannot be done by HEI. Assessment follows the CEFR.

3. Existing Training Opportunities and Educational Resources for English Teachers at the Tertiary Level (country-specific)

3.1. Training Opportunities

Training opportunities for English Teachers in HE were not found.

3.2. Educational Resources

Educational resources at the institutional level were not found, except the numerous references to internet available resources.

3.3. Conclusions

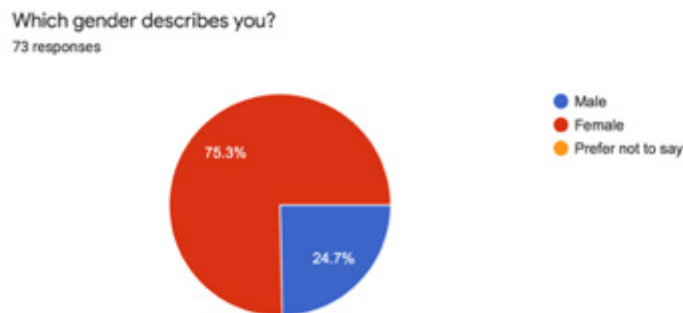
The only possible conclusion is that training opportunities are a real and urgent need. Educational resources are prepared at the local (disciplinary) level.

4. Online Teaching at the Tertiary Level (country-specific)

Before March/April 2020, there was no online teaching of English in HE in Portugal (except at Universidade Aberta with specific resources as in all the open universities). Everything was prepared, re-organized, and delivered in a few days at beginning of the covid-19 lockdown. This means that nobody was prepared, and materials and resources were not built for this type of teaching/learning. As far as EFL is concerned nothing was done at the national level.

5. Teacher Survey

To initiate the online data collection phase of the research, the link to the **English for Higher Education (EHE) Teacher Survey** was sent via e-mail to a total of 152 English language teachers at HEIs in Portugal. During this time, a total of 73 responses were collected from predominantly female respondents, 75,3% to be precise, while 24,7% of the responses obtained were from male respondents. Most of these faculty members (80%) are between 41 and 60 years old.



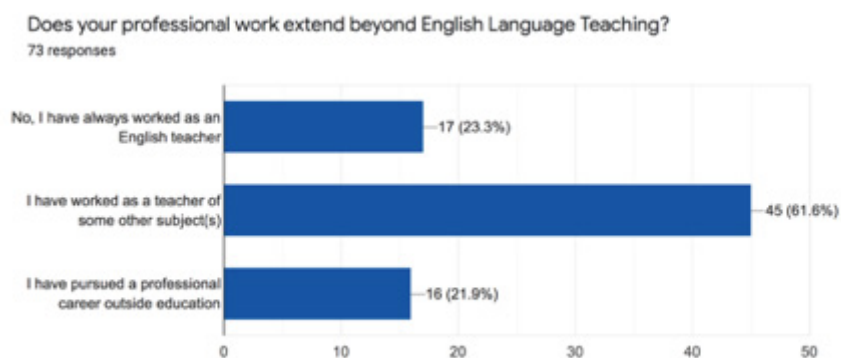
As is evident in the graph below, English teachers at Portuguese HEIs are an aging group. As the graph below illustrates, a total of 32,9% respondents are between the age of 41 and 50, a number which is closely followed by the 31,5% who are between the ages of 51 and 60. In the meantime, 23,3% of the respondents are above 60 years old, and only 11% are between 31 and 40 years old. By analysing these numbers, one may conclude that it would be wise to invest in teacher training, on a national level, to ensure a future generation of English teachers at the HE.



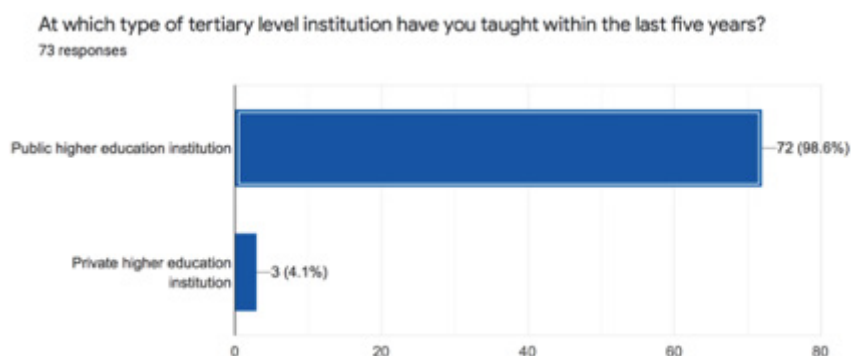
Additionally, based on the responses given, we could conclude that about 50% of HE English teachers in Portugal are at least bilingual (Portuguese-English). Portuguese is clearly the native language

of most respondents, as 47 faculty members claim it as their native language, as opposed to the 16 who say that English is their native language. In the meanwhile, 6 respondents specifically claim to be bilingual, Portuguese-English, while four others indicate that Russian, French, Polish or Finnish is their native language (1 person per language).

The professional experience of the respondents is also a relevant part of the data collected, for it sheds light on the areas of study these individuals have been and/or continue to be involved with and how this experience may be a plus in the English language classroom. When it comes to professional experience, 20% of the respondents have taught English at a HEI for less than 10 years but only 23,3% claim to have always worked as English teachers. On the contrary, 61,6% have taught a subject other than English and 21,9% have indeed e, at one point, pursued a career outside of education.

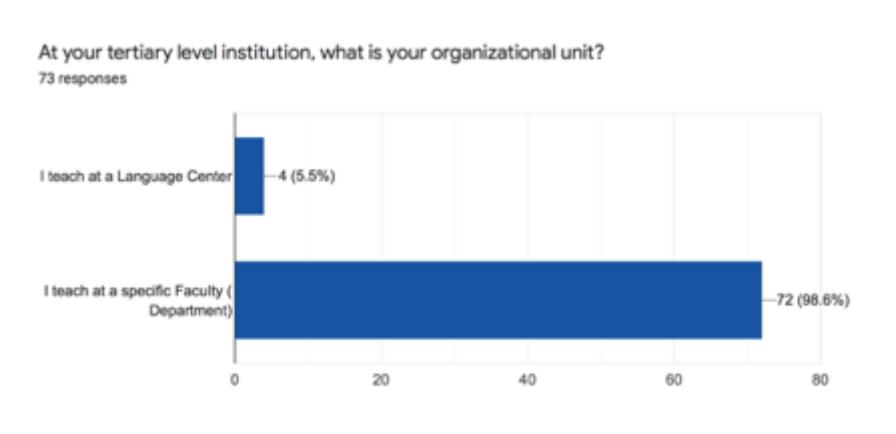


Despite these numbers, in Portugal the data collected also demonstrates that faculty members presently teaching English at HEIs have stable employment. In fact, 61,6% hold full-time, permanent positions, as compared to the 20% who hold part-time permanent positions. It is relevant to point out that an overwhelming majority (98,6%) is employed at a public HEIs (please see graph below).



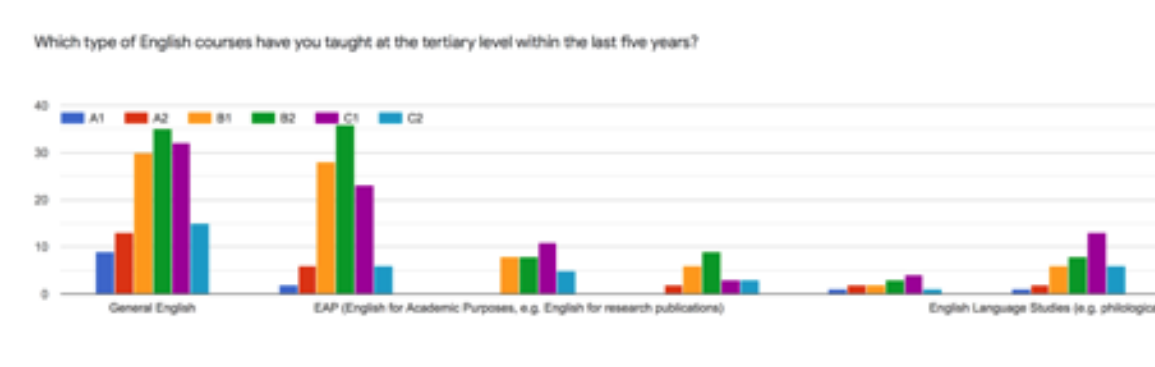
More specifically (99%) are presently teaching within faculties or departments, such as the School of Arts and Humanities, The Department of Education and Psychology, Faculty of Letters, Business

School, School of Management, Hospitality and Tourism Languages and Cultures, and Arts and Humanities. In contrast, as the graph below illustrates, a mere 5,5% of the faculty state that they work in Language Centres.



When enquired about the academic degrees the respondents hold, data show that 43 respondents hold a PhD, in a vast variety of academic areas, including but not limited to languages, linguistic, English studies, literature, translation, social psychology and multimedia. In addition, 23 respondents hold a master's degree also in diverse areas of study, including Hispanic studies, an area of studies which we had not expected to find.

The data found, when it comes to teaching English at HEIs (General English, English for Specific Purposes, English for Academic Purposes, Content and Language Integrated Learning, English Medium Instruction, and English Language Studies) during the past five years, correlates with the findings of our desk research, B2 and C1 are clearly the most common CEFR levels taught, while A1 is the level which seems to be taught the least. As was explained earlier, considering that students supposedly end secondary education with a B2 level, this data is not surprising. What may come as a surprise is that out of all the types of English courses offered in HEIs (please see graph below), General English and English for Specific Purposes seem to be the most common types of courses offered, as opposed to CLIL and EMI, which show exceptionally low numbers. Nonetheless, other courses are also taught, including, but not limited to, Marketing and English Management, Translation, Business English, and Literary English.

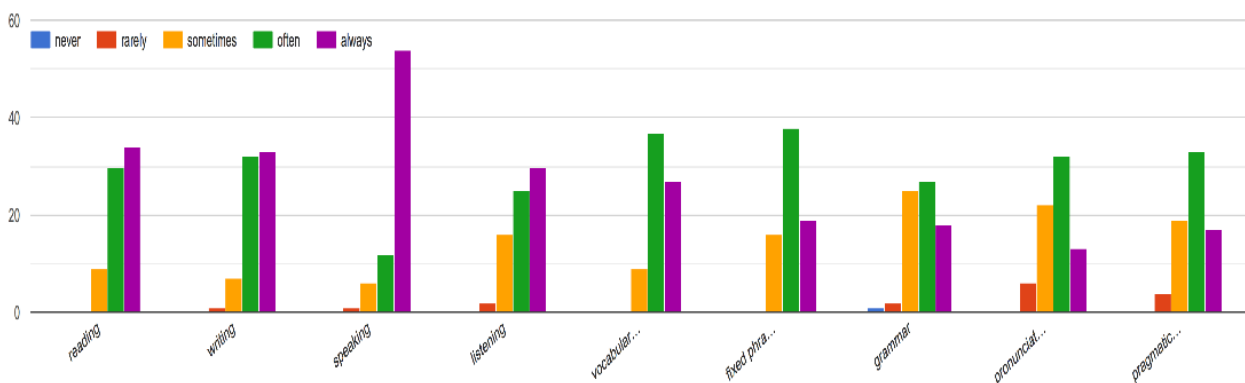


In sum, the most common types of English courses taught in the last five years were:

- General English, B2 was the most common level taught.
- English for Specific Purposes B2 was the most common level taught.
- English for Academic Purposes C1 was the most common level taught.
- Content and Language Integrated Learning - B2 was the most common level taught.
- English Medium Instruction - C1 was the most common level taught.
- English Language Studies - C1 was the most common level taught.

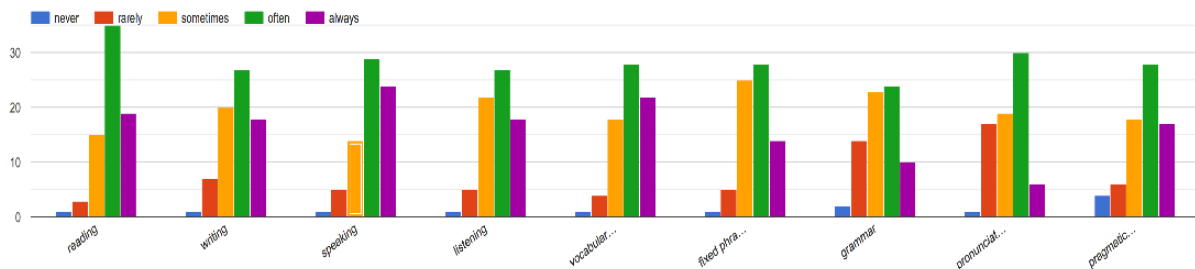
Regardless of the type of course offered at Portuguese HEIs, the teaching and learning methods, more specifically the classroom practices and techniques, used by the faculty seem to **always** focus on language tasks which include speaking, reading, listening, and writing activities, while only **often** do faculty work with students on fixed phrases (collocations and language chunks), vocabulary, pronunciation, pragmatics, and culture. Other language aspects which faculty focus on include literature, digital literacy, plurilingual and intercultural competence. The latter, a practice which we believe to be quite innovative in today’s plurilingual context, one in which universities in general are strongly working towards internationalization of their faculty, their staff, and their students.

How often do you focus on these language aspects when teaching?



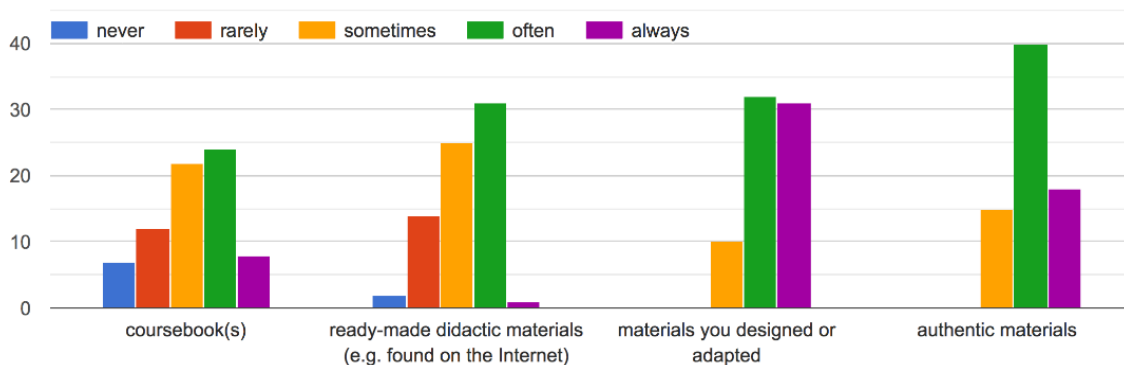
Specialized content (e.g., biology, history, economics) is often used to teach all skills (reading, speaking, pronunciation, pragmatics, culture), and in some cases it is also linked to intercultural studies and communicative effectiveness skills and knowledge pertaining to a specific area, which are often (or sometimes) taught.

How often do you use specialized content (e.g. biology, history, economics), apart from the content present in General English coursebooks, to teach the following aspects?



Respondents claim that the most frequently used teaching resources are authentic materials, designed and/or adapted by themselves, followed by ready-made didactic materials (e.g., found online), including media/digital resources, and lastly, and possibly, the least used are the coursebooks. This does not include however other resources such as video clips, a variety of APPS, videos and songs, podcasts, newspapers, etc.

How often do you use the following teaching resources



When it comes to the teaching and learning techniques which faculty is presently using, a combination of teaching and learning methods, or mixed methods are used in the classroom. These include

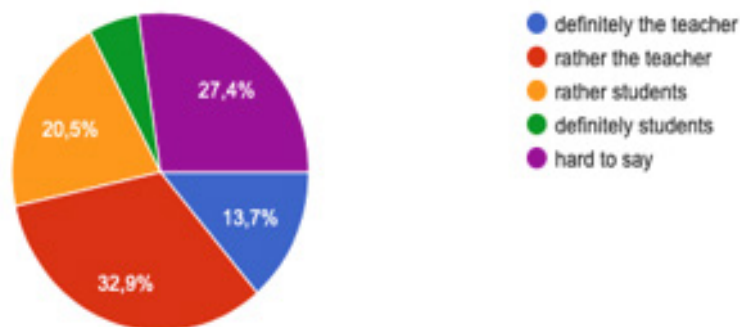
but are not limited to:

- Communicative approach
- Task-based approach
- Project-based learning approach
 - CLIL
 - Team-based learning approach
 - Flipped classroom approach

Faculty assert that choices are made on students' needs and on creating learner or student-centred classrooms, where assignments such as presentations, expositions and individual research are used to create a more autonomous learning environment. However, when asked about who spoke more in the classroom, an overwhelming number of teachers said it was them who spoke more in English within the classroom.

In your EHE classes, who talks more in English?

73 respostas



When compared to the teaching and learning methods, this data is interesting because on one hand, teachers claim to use mostly the communicative approaches, but on the other hand, it is they who speak the most in the classroom. As can be seen in the graph below, 27,4% of the faculty is unsure of who talks more in the classroom, this leaving roughly 45% who say it is “definitely or rather” the teacher, in comparison to the 20,5% who claim it is in fact the students who speak more.

When comparing pre and during pandemic teaching, what seems to have changed when it comes to using internet tools is as first and foremost, communication methods, especially those using platforms such as ZOOM, Teams and SKYPE. This went from never or seldom being used to always being used, as was expected. In addition, data storage and sharing, that is online alternatives like Google Drive, have had a slight increase in use. Consequently, research and class preparation, according to the respondents, has become more dependent on online tools since the beginning of the pandemic. On the other hand, classroom activities were apparently using more tools such as Moodle, Padlet, and YouTube pre-pandemic times.

Nonetheless, teachers do continue to use internet tools for other purposes, especially for research, and tutorials, or even as a source of content. Undoubtedly, (94,5%) plan to continue using these tools for several reasons. Firstly, this type of technology has proved to be very effective. Secondly, this technology has undoubtedly become part of teaching and learning in a post-pandemic world. Thus, there is no doubt that according to the answers given, most communicative resources will continue to be used, even though other, less convenient, changes brought about by the COVID-19 reality will not continue to be used. As one faculty member mentioned, there is a wish to return to a more “humanised learning context”. In addition, technology can sometimes be “stressful and time-consuming” and lend itself to unwanted “technical problems” as other faculty members pointed out.

6. Conclusions

The Portuguese HE context does not present national and/or institutional guidelines on Language Policies. All decisions serving that purpose and within the English context are established at a local level. The teaching staff has the autonomy to solve language policy issues in classes and syllabus.

Portuguese HE institutions present a misconception regarding the English language. Given the predominance of English as a second language in the Portuguese educational, professional and cultural framework, there is an implied proficiency regarding teaching staff and students that does not always verify. As previously informed, the articulation between Secondary and Higher Education English curricula and language level reveals complex and in deficit as a considerable number of students does present the expected and/or required level. Nonetheless, desk research translated into extensive research on institutional websites with unreliable and thus not representative information. Most institutions present very little information on English syllabus, levels and teaching staff qualifications and/or certification.

The English language is commonly conceived as a code, i.e., as means to an end to attract international teaching staff, researchers and students and to ensure the successful publication of research articles and findings. For that reason, the English language in Portuguese HE requires a conceptual revision granting its understanding less as an instrumental, commodified language serving financial purposes and more as a language used for the passing on of knowledge and content.

