TE-CON3 NATIONAL REPORT
ON ENGLISH IN HIGHER EDUCATION
IN POLAND

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1. STATUS OF ENGLISH AS A FOREIGN LANGUAGE IN 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 Education[1] 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 2005[2]; the Recommendation of the European Parliament and of the Council establishing the European Qualifications Framework in 2008[3]). 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 Education[4] 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 others[5].

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[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 planów 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*

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 2011[6], 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 System[7] 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 2008[8]. 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 education[9]. It has also been 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

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

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 2018[11] 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 internationalization 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.

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[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*].
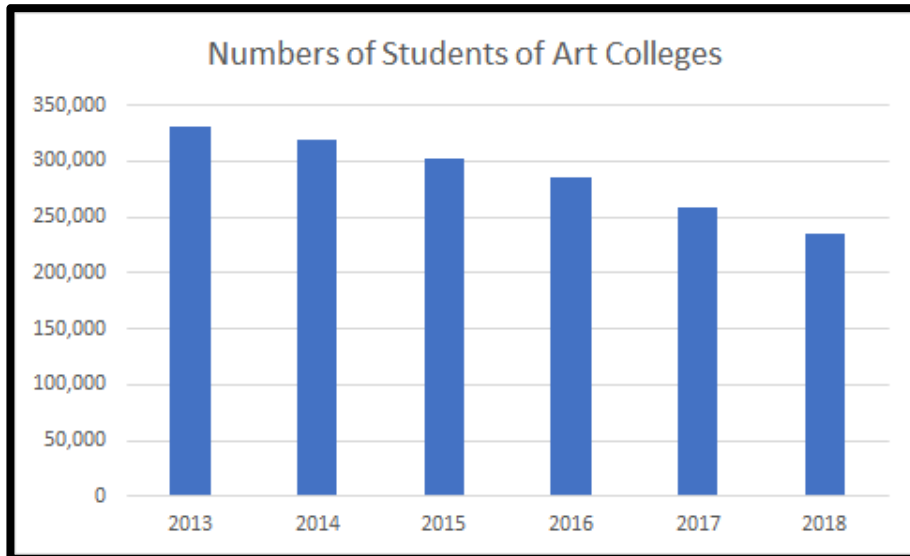
1.1.2. Illustrative numerical data

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.
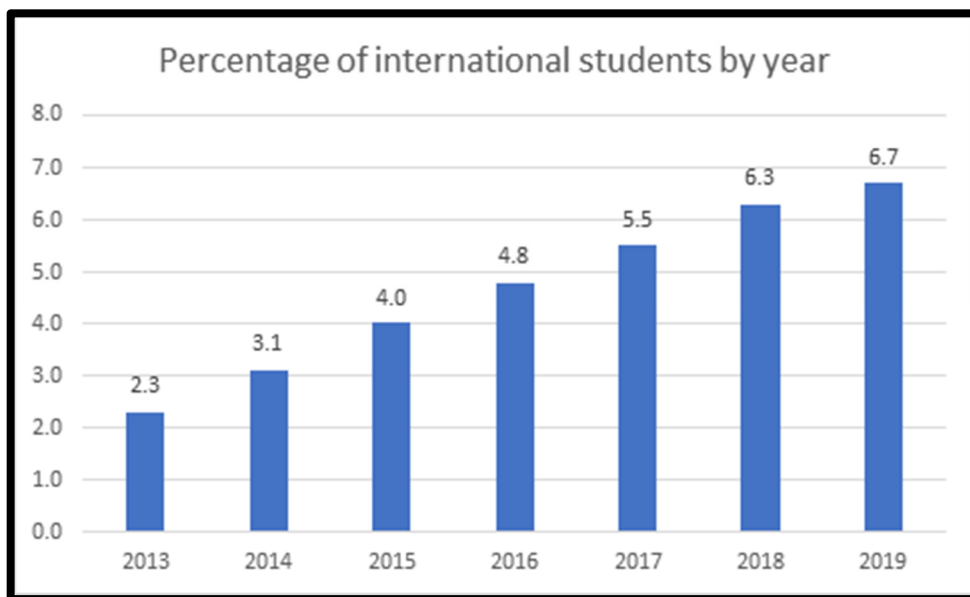
According to the available statistical data spanning years 2013–2018, the overall number of HE institutions dropped from 438 in 2013 to 392 in 2018. While the overall number of HE institutions has decreased, the number of universities has stayed at the same level, i.e. 19; at the same time, there was 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.
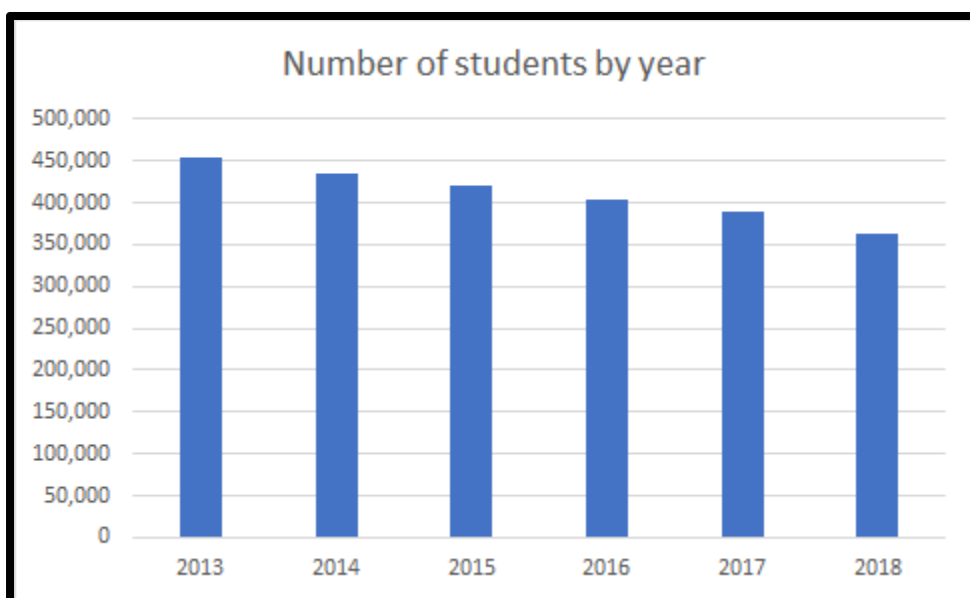

Interestingly, the data pertaining to the number of students of the aforementioned HE institutions also show an almost consistent decrease, from an overall level of almost 1,400,000 in 2015 to slightly above 1,200,000 in 2018, with the exception of students of art colleges, whose numbers fluctuated slightly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

Numbers of Students of Art Colleges

[Bar chart showing the number of students of art colleges from 2013 to 2018, with values declining from about 330,000 in 2013 to about 235,000 in 2018. Y-axis ranges from 0 to 350,000 in increments of 50,000.]

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.

Percentage of international students by year

[Bar chart showing the percentage of international students by year: 2013: 2.3, 2014: 3.1, 2015: 4.0, 2016: 4.8, 2017: 5.5, 2018: 6.3, 2019: 6.7. Y-axis ranges from 0.0 to 8.0 in increments of 1.0.]

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.

Number of teaching staff with a Professor Degree

Number of teachers with a lower than PhD Degree
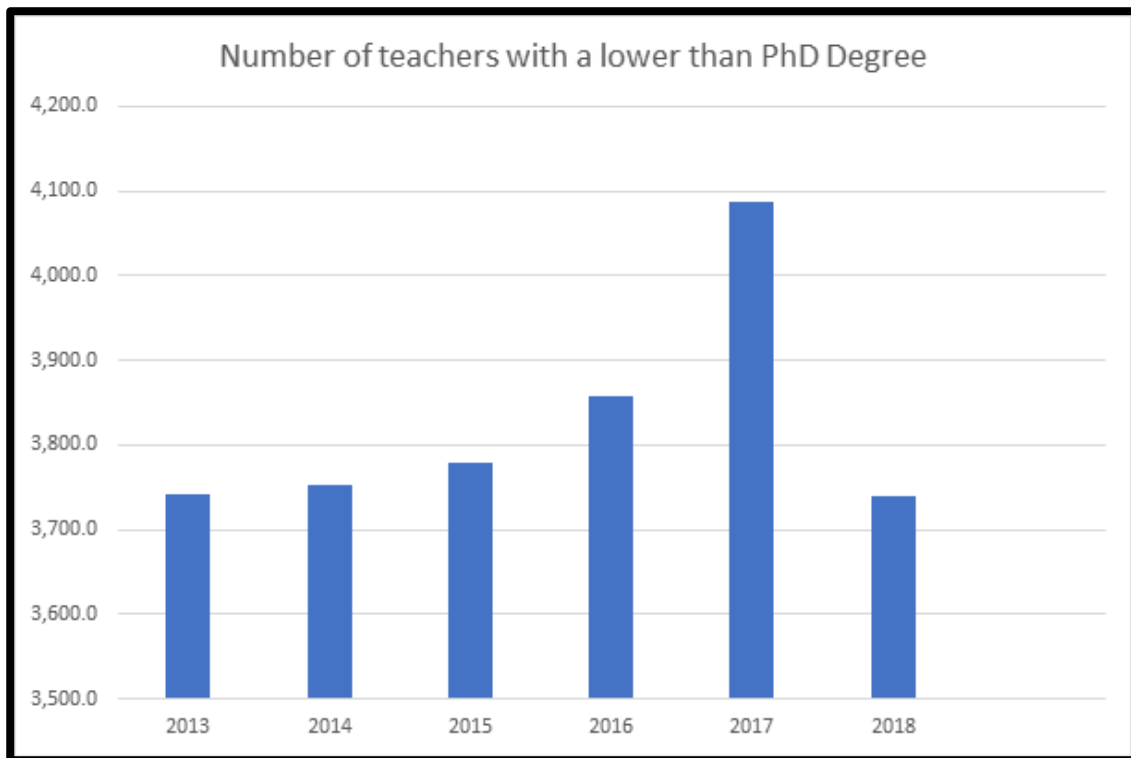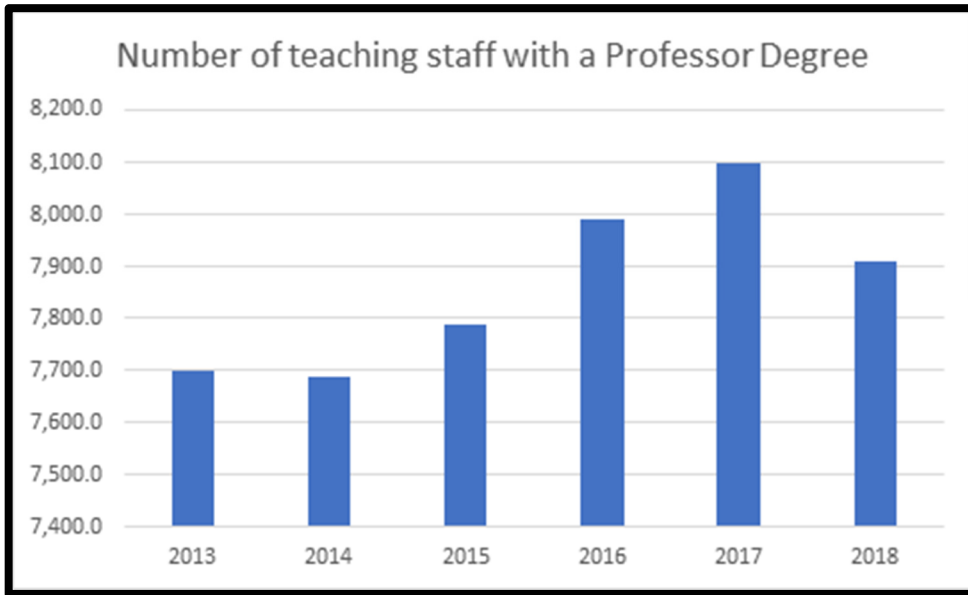
Noting this disproportion is important, as there have been reports that while professors mainly focus on research, with a subsequent drop in teaching time, teachers holding Master's degrees are often tasked with additional administrative duties on top of their daily teaching loads. Last but not least, 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 2007[13] 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 2012[14], 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 2011[15] (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 2014[16]; it entitled the Polish Accreditation

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[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*].

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 System[17], 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 2018[18], 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

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[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*].

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.
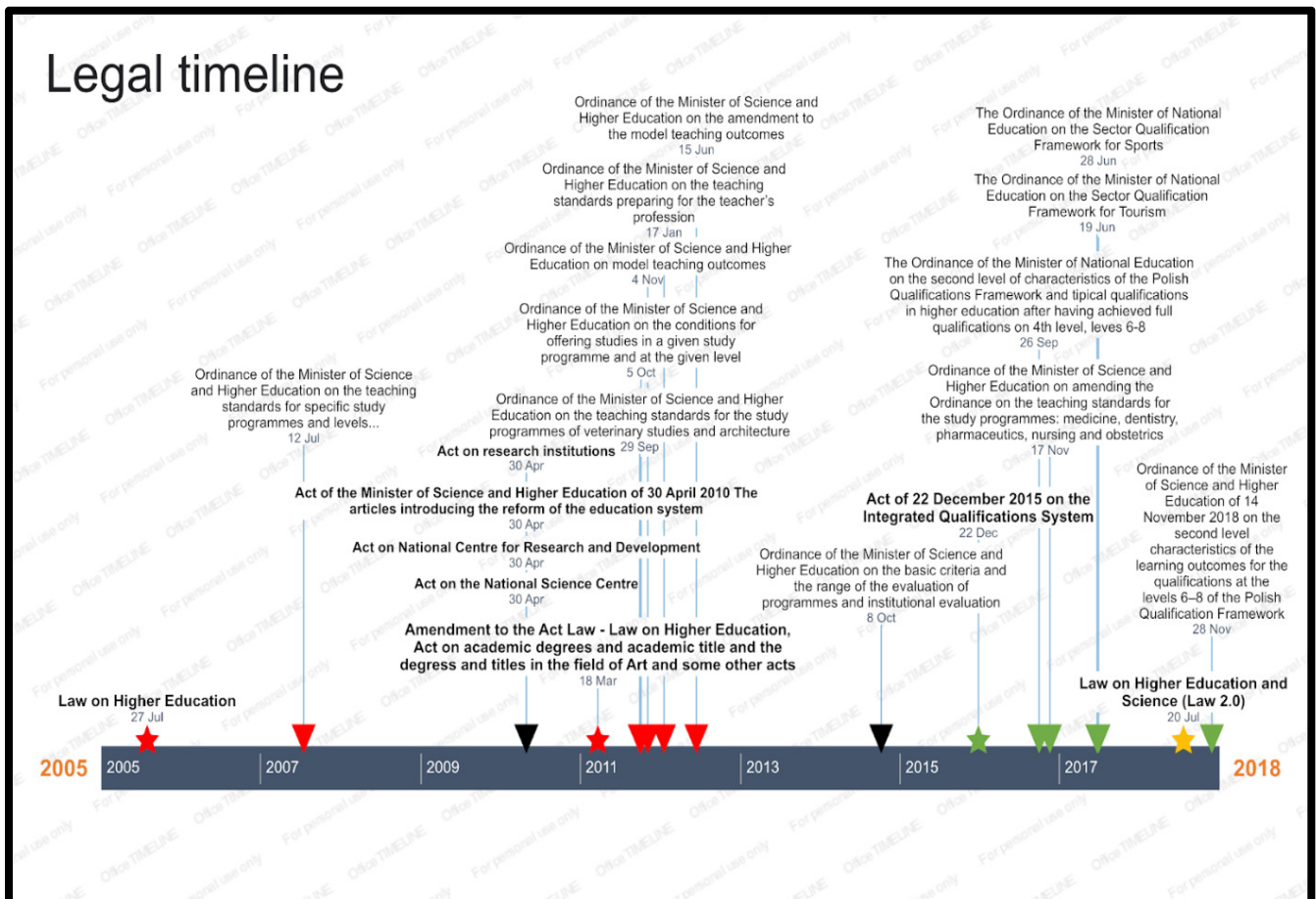

Figure 1.1. Legal timeline of legislative activities which shaped the Polish system of higher education. Source: Authors.

2. TEACHING ENGLISH 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 provisions 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 stemming 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 rank[19] 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

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[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.

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 numerously (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 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 works[20]. 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).

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[20] https://pl.wikipedia.org/wiki/Siedlce#Gospodarka (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!].

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 thousand[21]. 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://jcj.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

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

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.

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, ZintegrUJ. 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 thousand[22]. 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).

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[22] https://pl.wikipedia.org/wiki/Krak%C3%B3w (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 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 Kozminski 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 year[23] 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.

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[23] https://www.kozminski.edu.pl/pl/o-uczelni (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.

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

3. EXISTING TRAINING OPPORTUNITIES & EDUCATIONAL RESOURCES

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 Education[24]. 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 webpage[26] 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

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[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.otouczelnie.pl/artykul/1573/Anglistyka#:~:text=Studia%20na%20kierunku%20anglistyka%20to%20studia %20licencjackie%20lub,podj%C4%85%C4%87%20w%20trybie%20stacjonarnym%20%28dziennym%29%20lub%20ni estacjonarnym%20%28zaocznym%29; accessed on 30 April 2021.

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 majority of Michońska-Stadnik's (2015) respondents (⅔) 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 – Aleksandrzak, 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 Dzięcioł-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 Education[27]. 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

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[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-rzecznika-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.

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 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**).
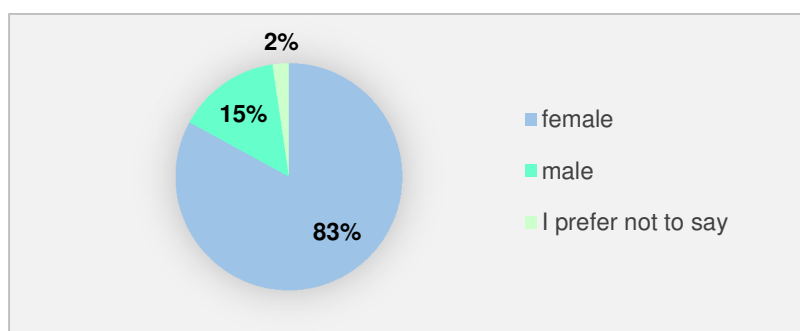
Figure 5.2. Gender of respondents (percentage).

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**).
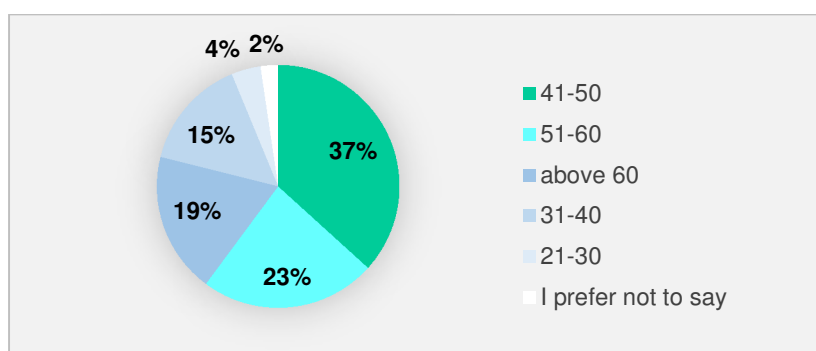
Figure 5.3. Age group of respondents (percentage).

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**).
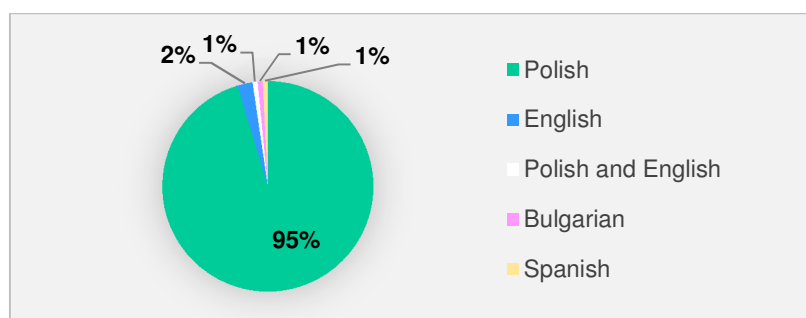
Figure 5.4. Native language of respondents (percentage).

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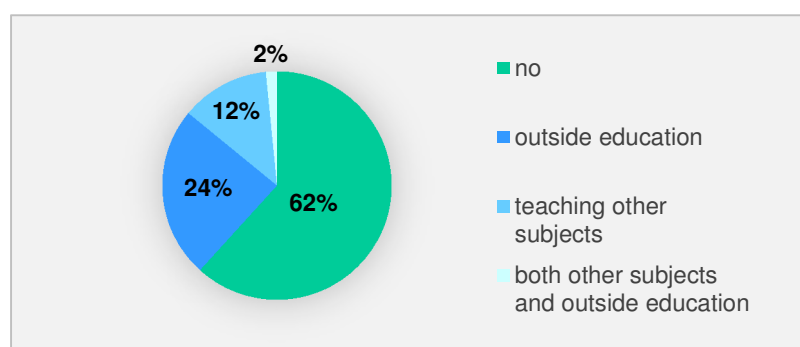
Figure 5.5. Respondents' professional work beyond English Language Teaching (percentage).

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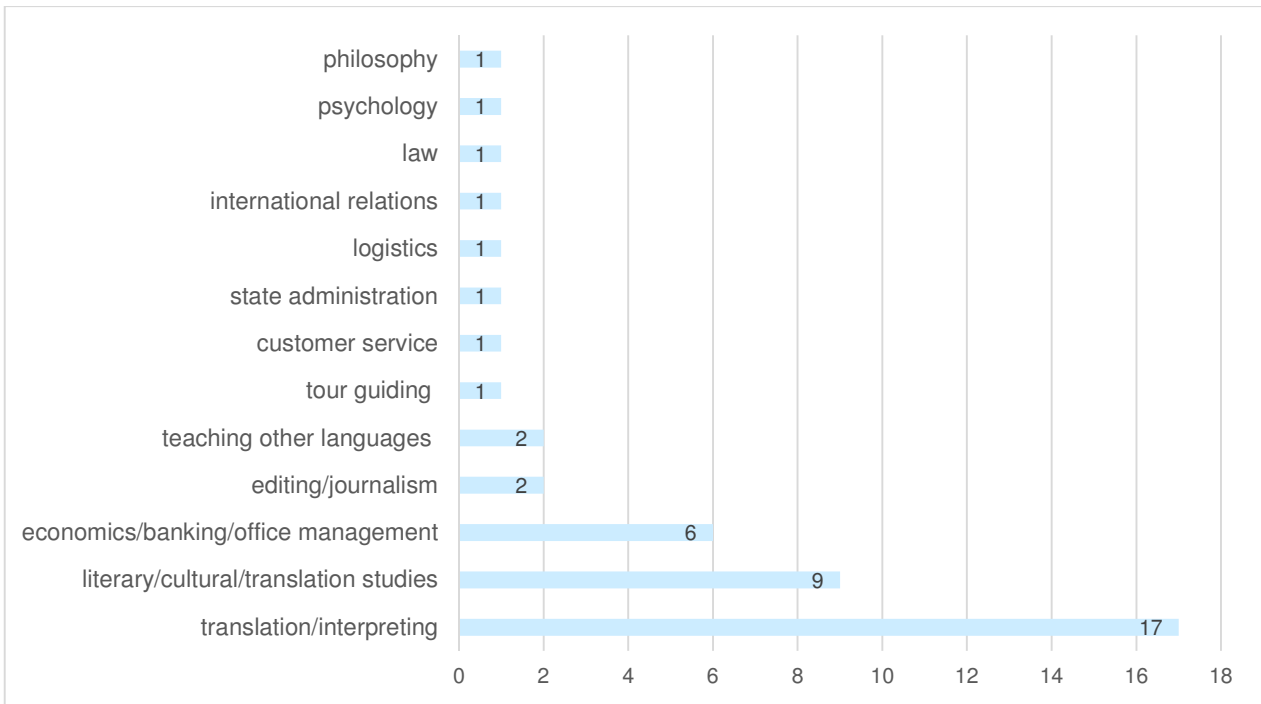
Figure 5.6. Number of respondents who declared a given type of professional work. Response rate 33% (42 respondents).

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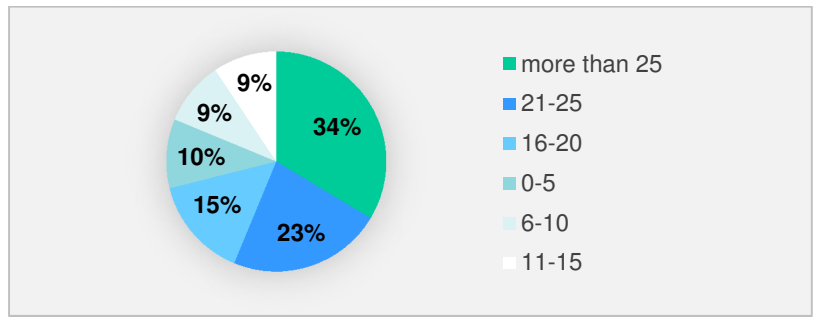
Figure 5.7. Number of years respondents' taught English at the tertiary level (percentage).

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**).
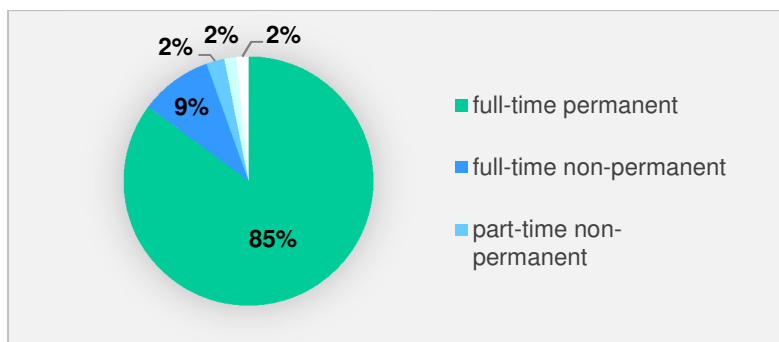
Figure 5.8. Respondents' employment status (percentage).

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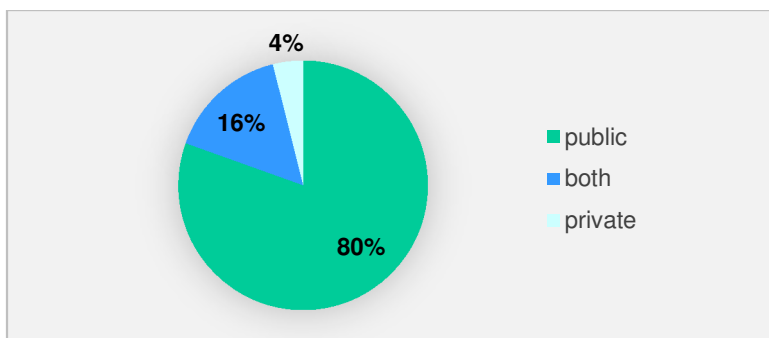
Figure 5.9. Respondents' tertiary level institution for the last five years (percentage).

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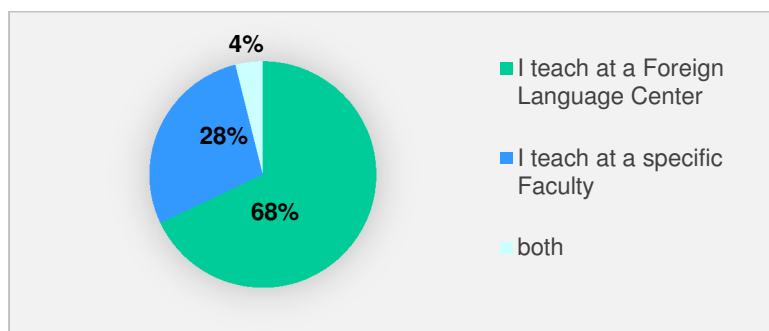
Figure 5.10. Respondents' organizational unit for the last five years (percentage).

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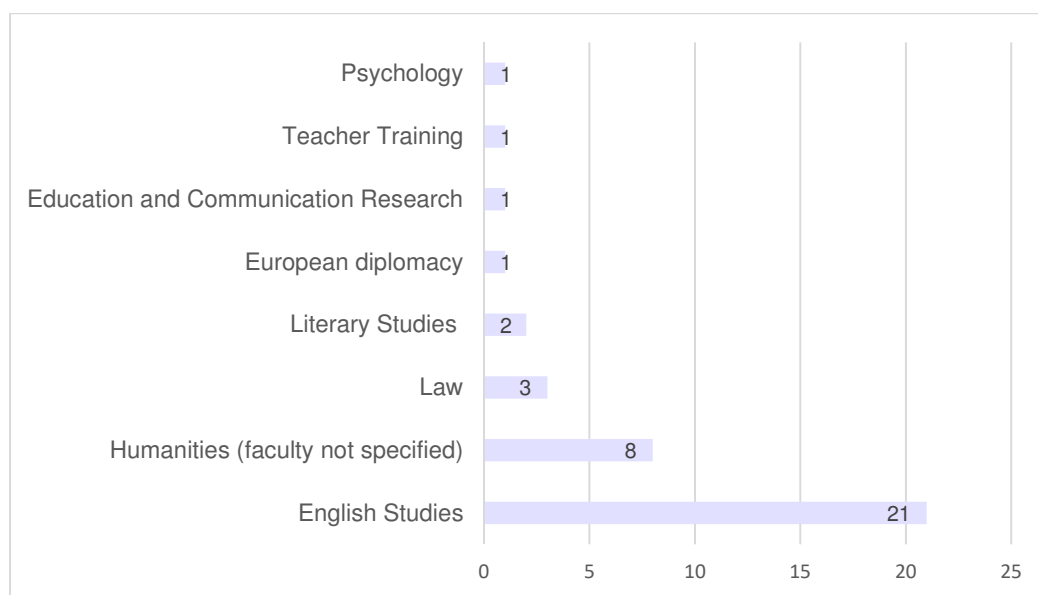
Figure 5.11. Number of respondents who declared a given type of faculty. Response rate: 30% (38 respondents).

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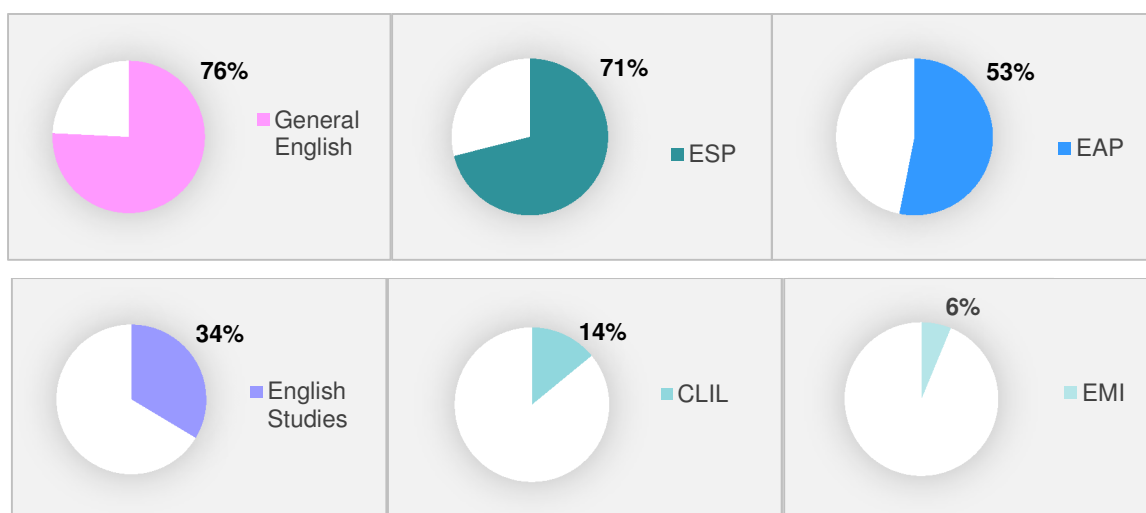
Figure 5.12. English courses taught at the tertiary level within the last five years (percentage).

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**).
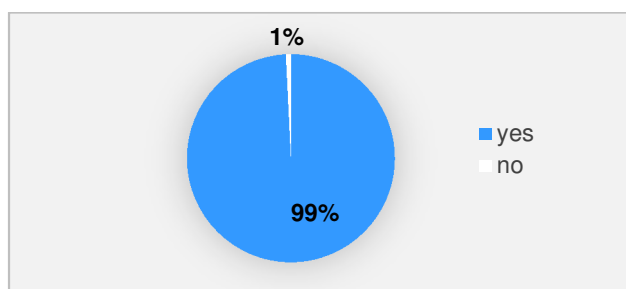
Figure 5.13. Respondents' academic degree (percentage).
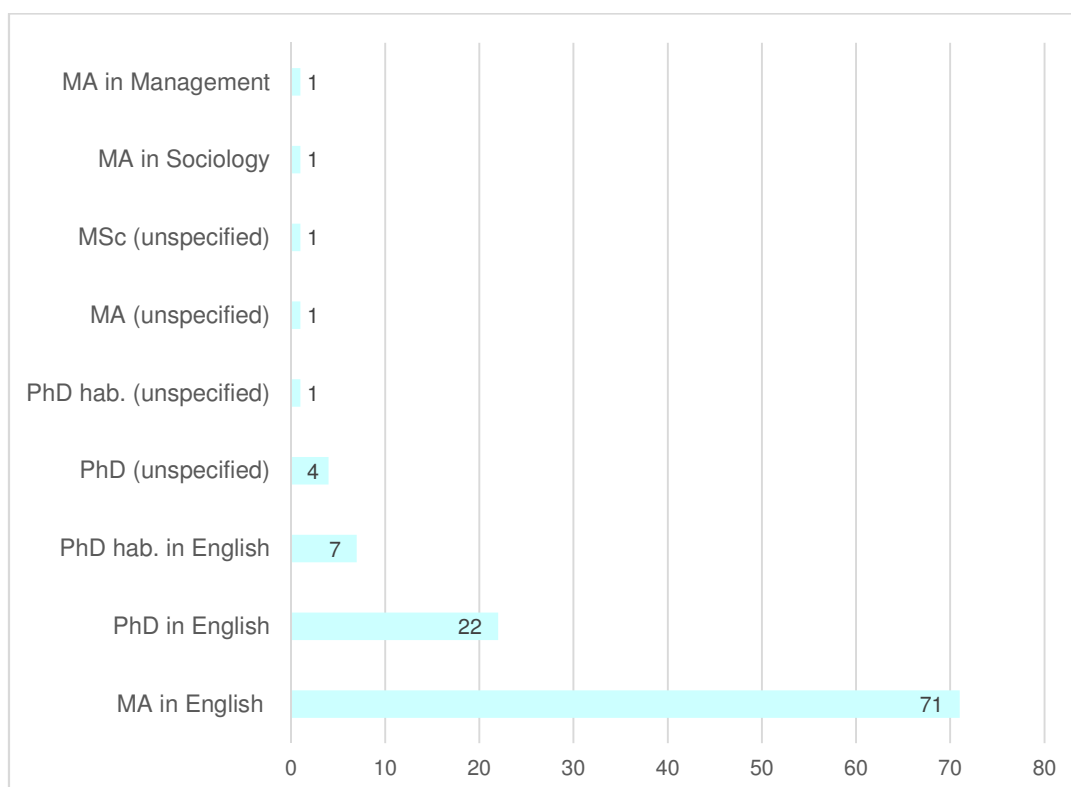
Figure 5.14. Number of respondents who declared a given type of academic degree. Response rate: 95% (122 respondents).

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).
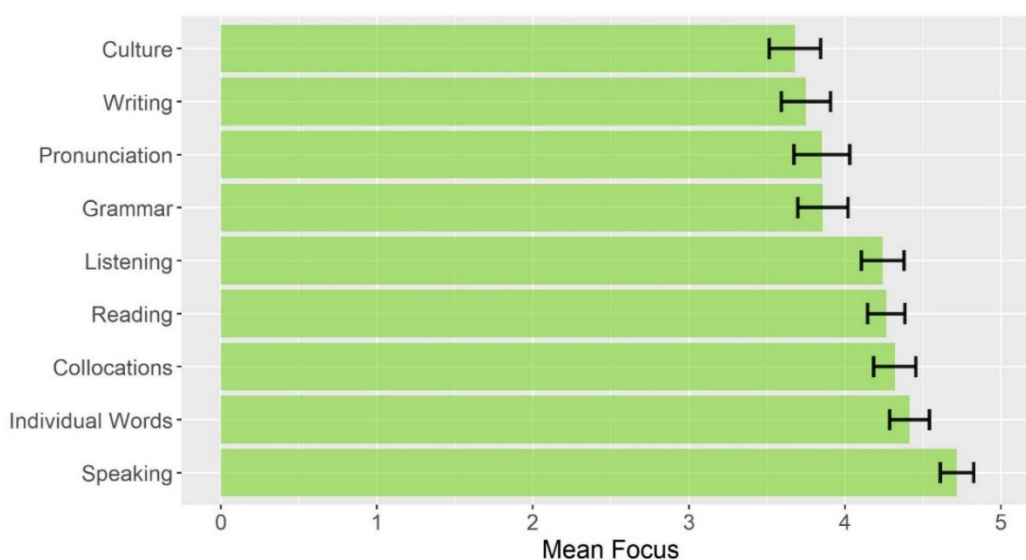
Figure 5.15. Mean teacher focus on the investigated language skills. Based on the answers to question: *How often do you focus on these language aspects when teaching?* Whiskers show 95%CI.
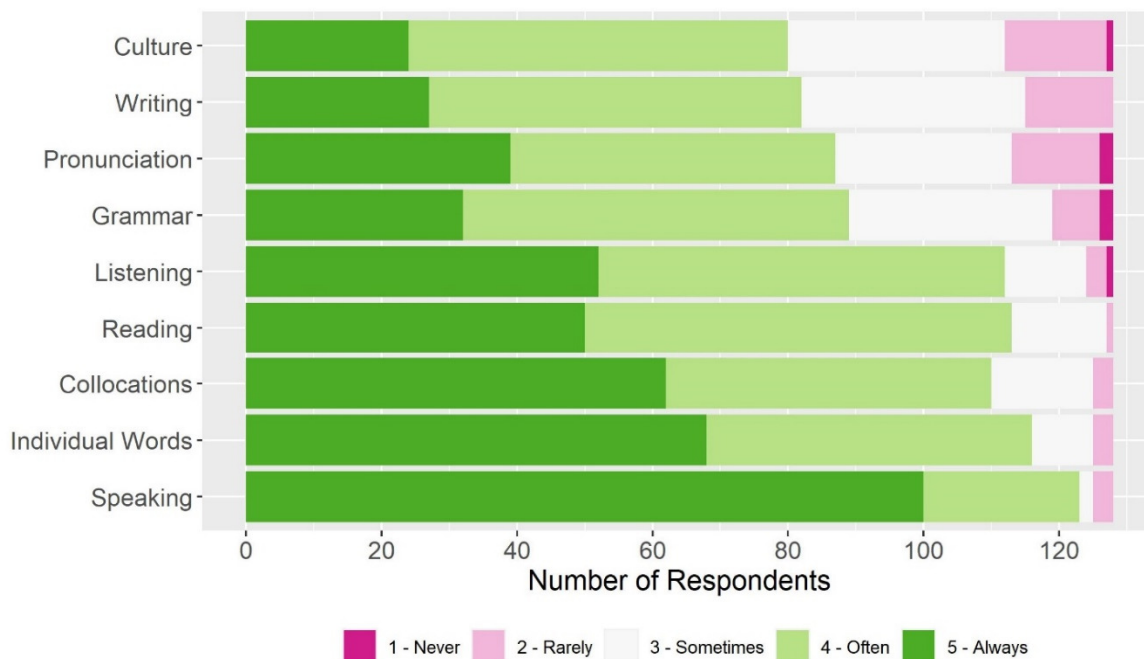
Figure 5.16. Frequencies (no. of respondents) for question: *How often do you focus on these language aspects when teaching?*

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.
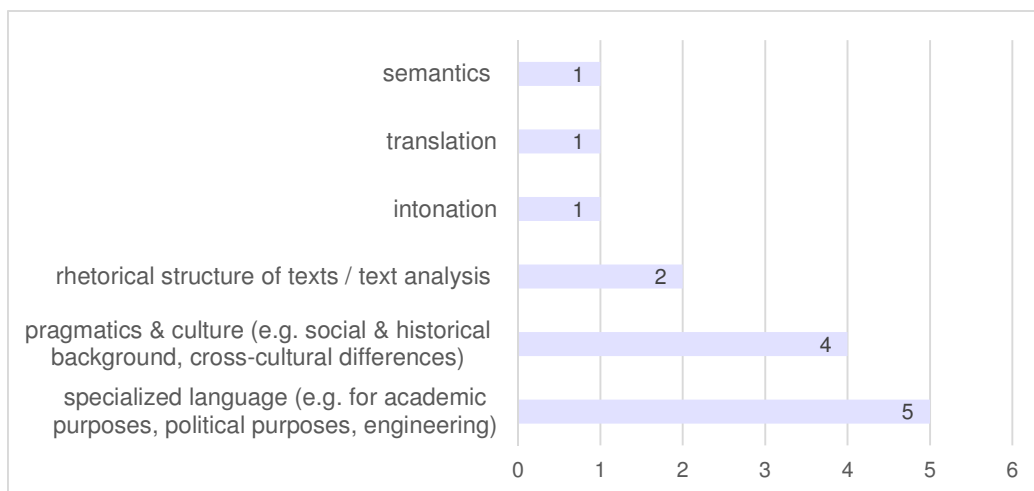

Figure 5.17. Frequencies (no. of respondents who declared a given aspect) for question 17: *Are there any other language aspects that you focus on?* Response rate: 11% (14 respondents).

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 ($M_{th\text{-}content}$) for each of the skills probed in the survey. The values of the $M_{th\text{-}content}$ 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**.
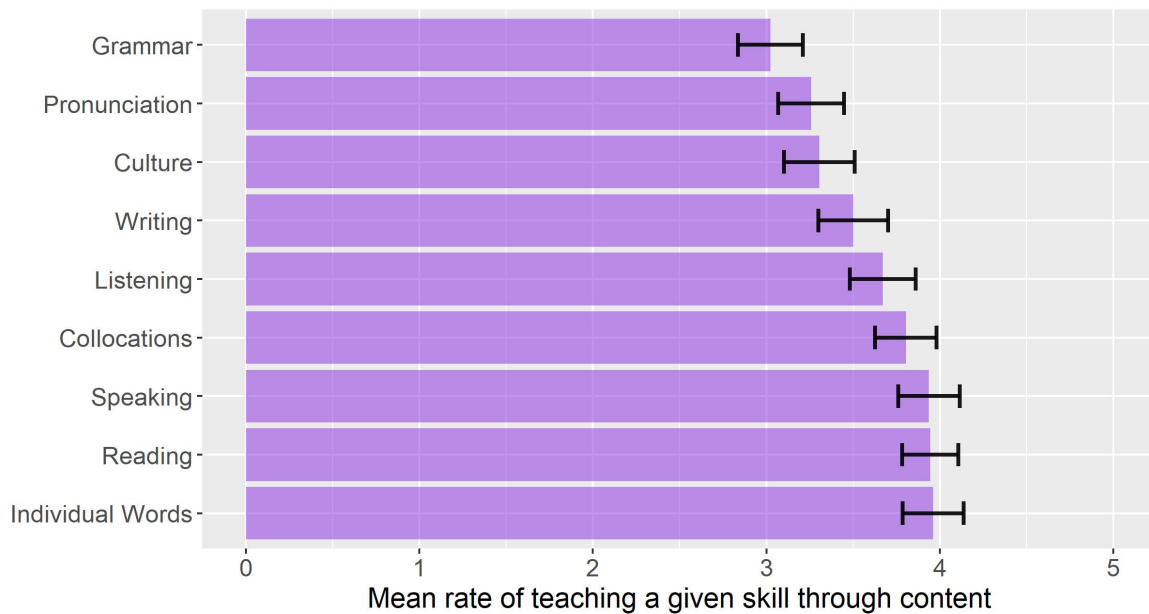
Figure 5.18. Mean through content focus. Based on the answers to question: *How often do you use specialized content to teach the following aspects?* Whiskers show 95%CI.
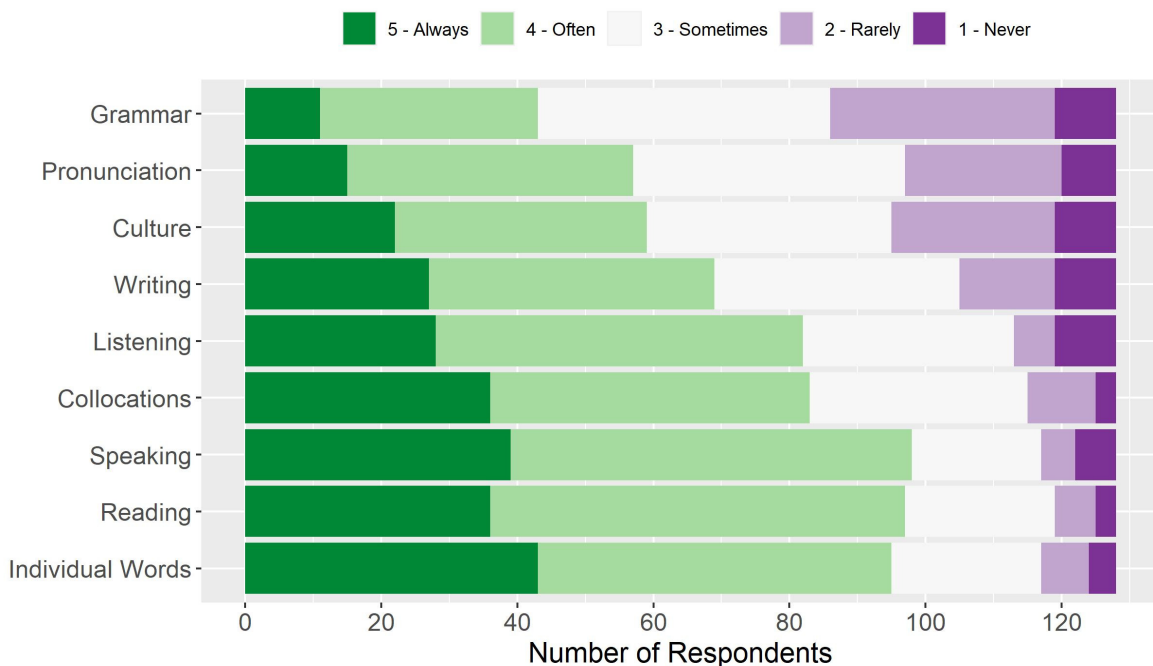
Figure 5.19. Frequencies (no. of respondents) for question: *How often do you use specialized content to teach the following aspects?*

As the data show, specialized content is most frequently used to teach individual words ($M_{th\text{-}content}$ = 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 ($M_{th\text{-}content}$ = 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 ($M_{th\text{-}}$

$_{content}$ = 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 ($M_{th\text{-}content}$ = 3.8, *SD* = 1.01, *Mode* = 4; $M_{th\text{-}content}$ = 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 ($M_{th\text{-}content}$ = 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 ($M_{th\text{-}content}$ = 3.26, *SD* = 1.08, *Mode* = 4), culture ($M_{th\text{-}content}$ = 3.3, *SD* = 1.17, *Mode* = 4), and writing ($M_{th\text{-}content}$ = 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.
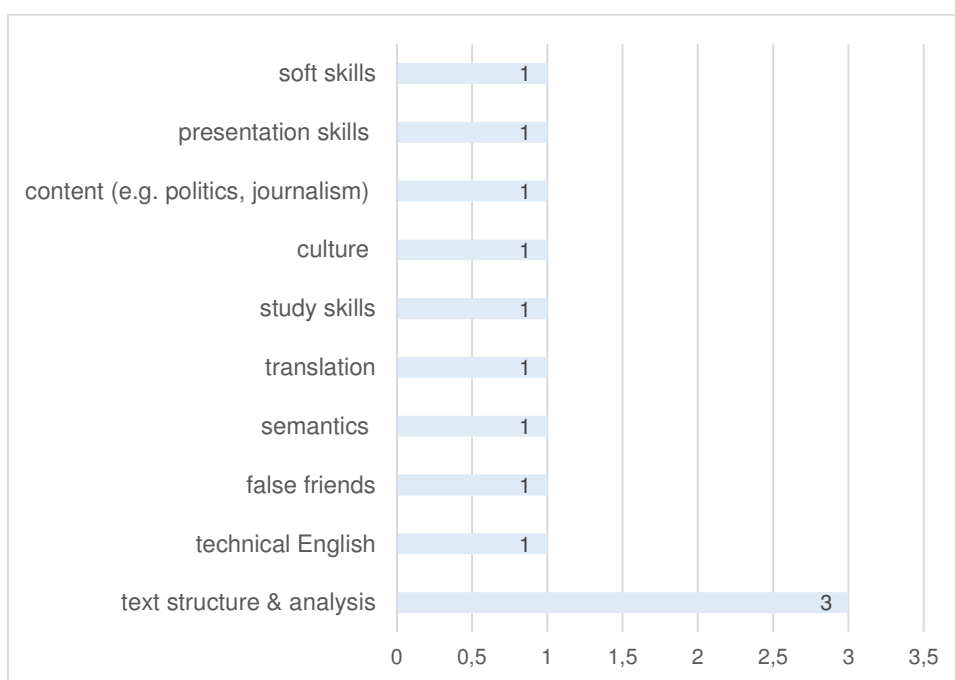
Figure 5.20. Frequencies (no. of respondents who declared a given aspect) for question 19: *Are there any other language aspects that you teach via specialized content?* Response rate: 9% (12 respondents).

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**.
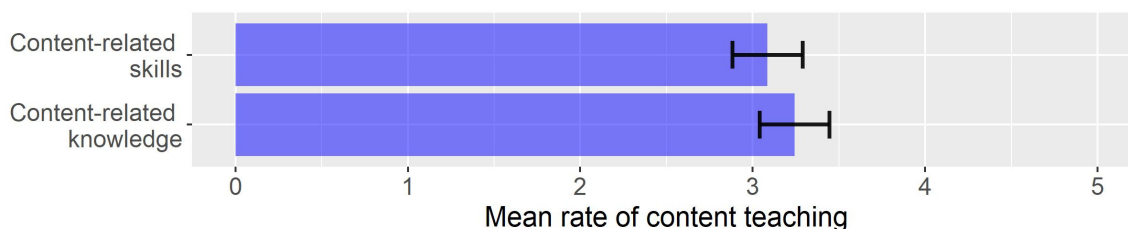

Figure 5.21. Mean content teaching. Based on the answers to question: *How often do you teach the following aspects of an academic subject as part of your English-language course(s)?* Whiskers show 95%CI.
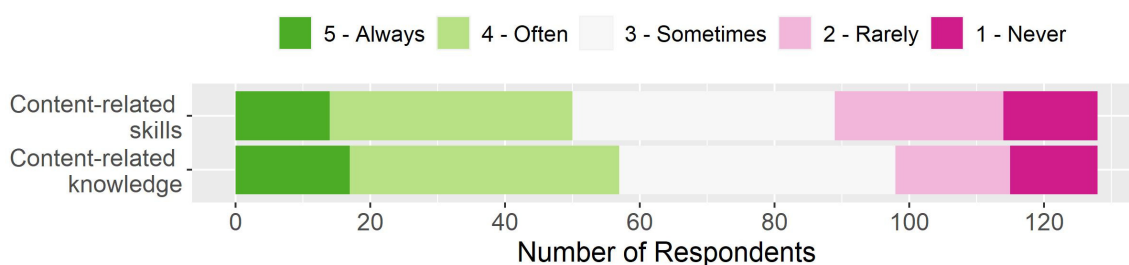
Figure 5.22. Frequencies (no. of respondents) for question: *How often do you teach the following aspects of an academic subject as part of your English-language course(s)?*

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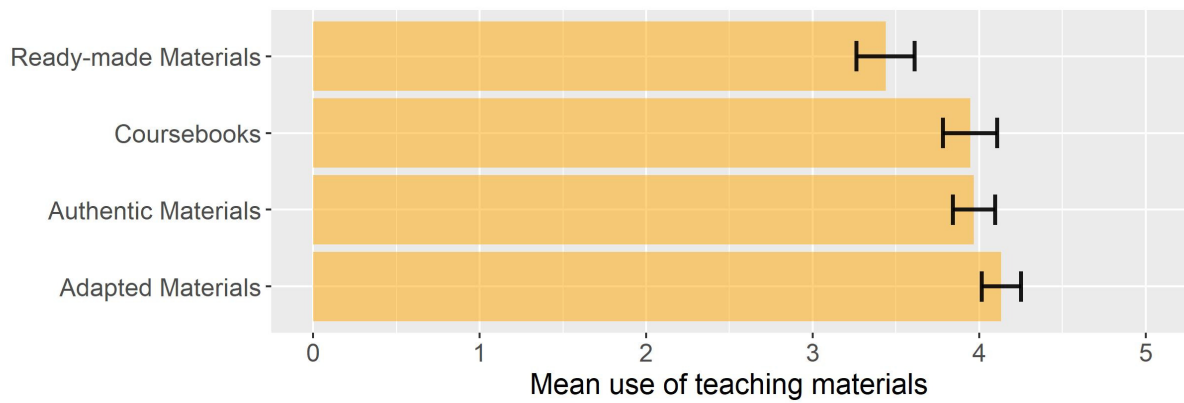
Figure 5.23. Mean resource use. Based on the answers to question: *How often do you use the following teaching resources?* Whiskers show 95%CI.
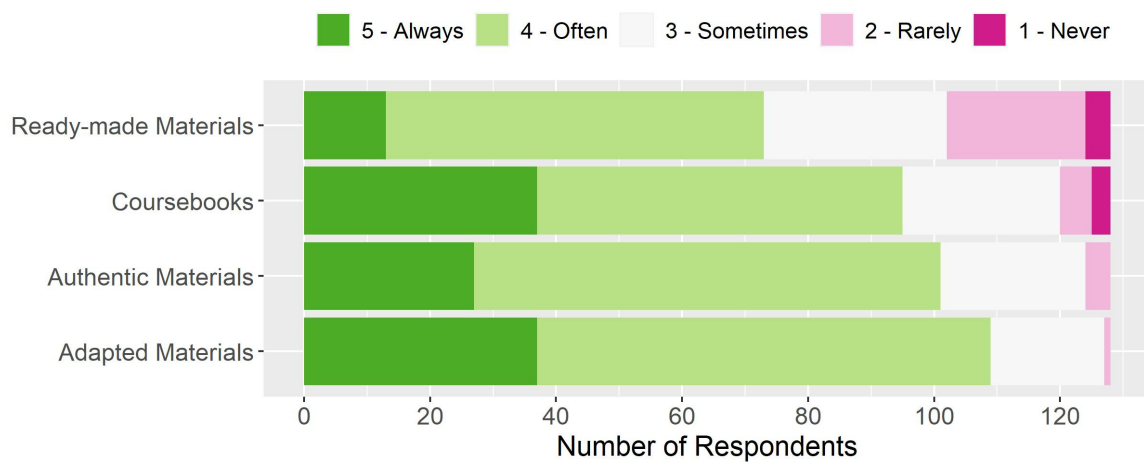

Figure 5.24. Frequencies (no. of respondents) for question: *How often do you use the following teaching resources?*

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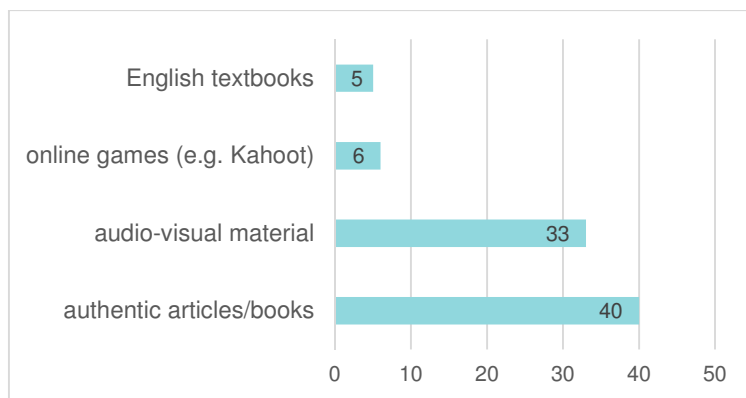
Figure 5.25. Frequencies (no. of respondents who declared a given type of **adapted** material) for question 22: *If applicable, please characterize the materials you adapt or design.* Response rate: 45% (58 respondents).
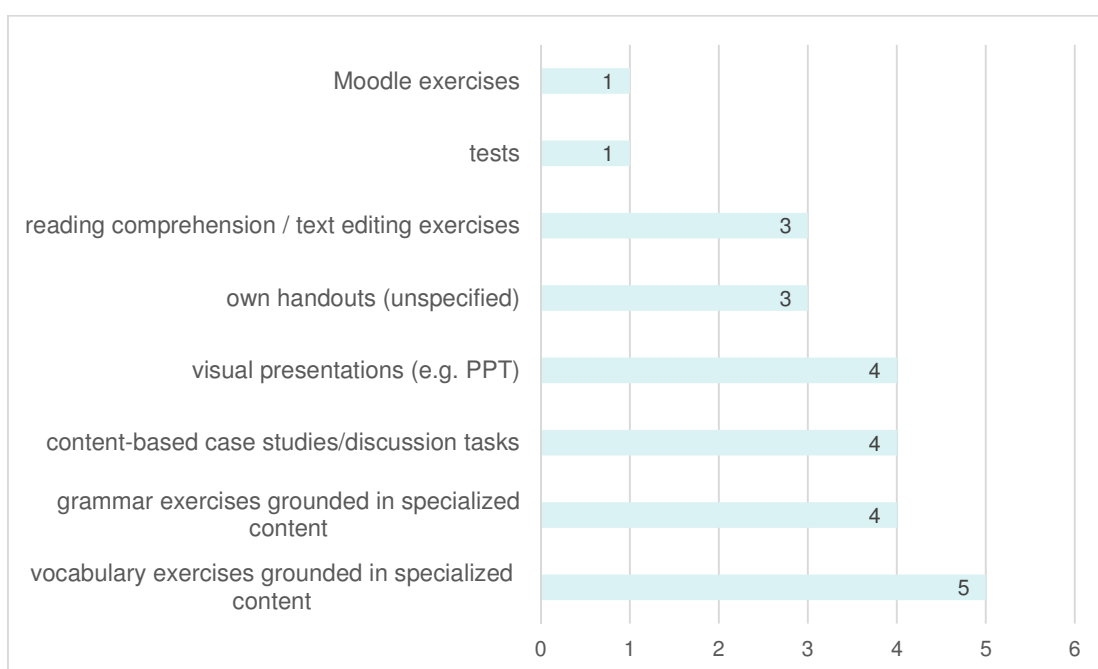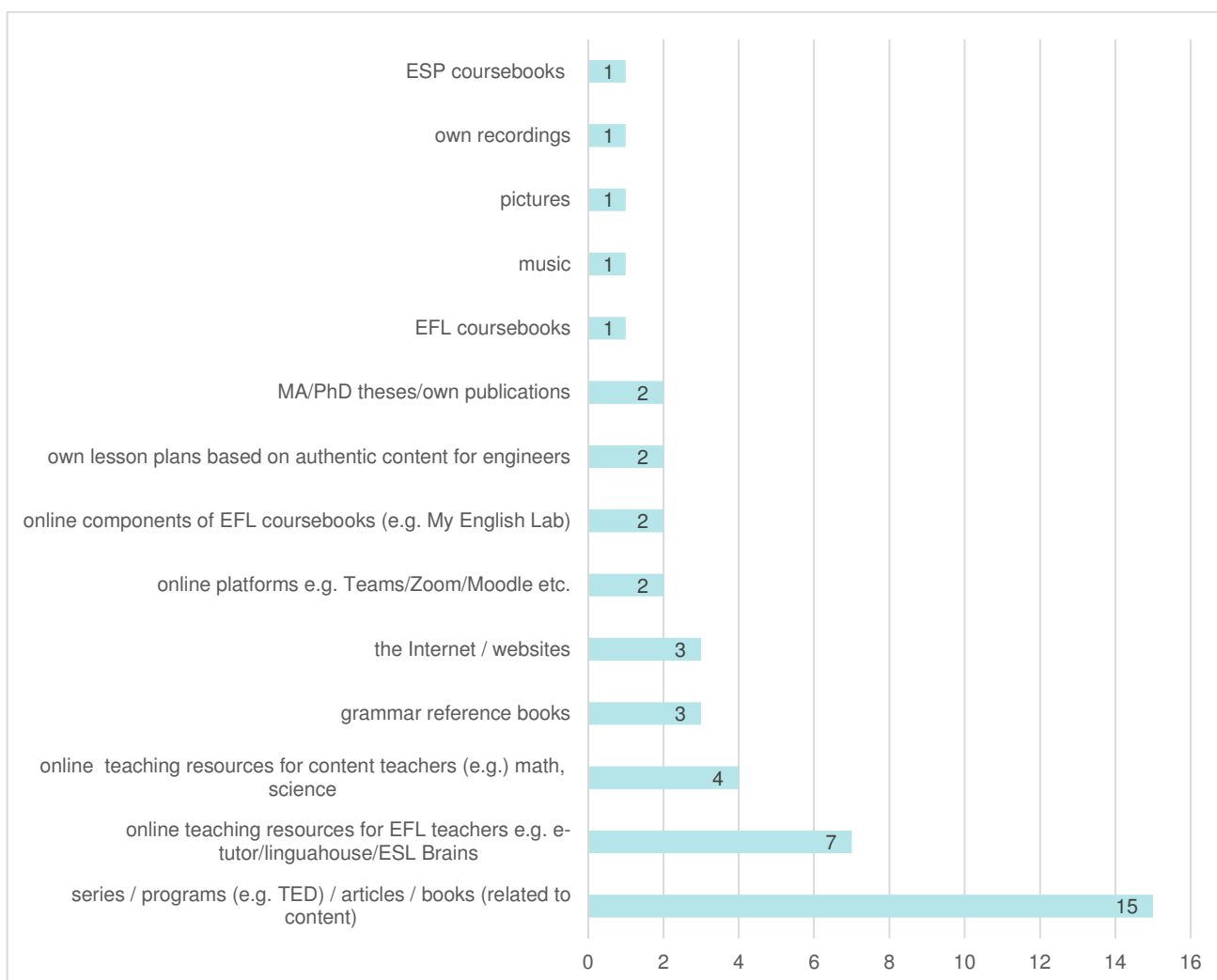

Figure 5.26. Frequencies (no. of respondents who declared a given type of **designed** material) for question 22: *If applicable, please characterize the materials you adapt or design.* Response rate: 45% (58 respondents).

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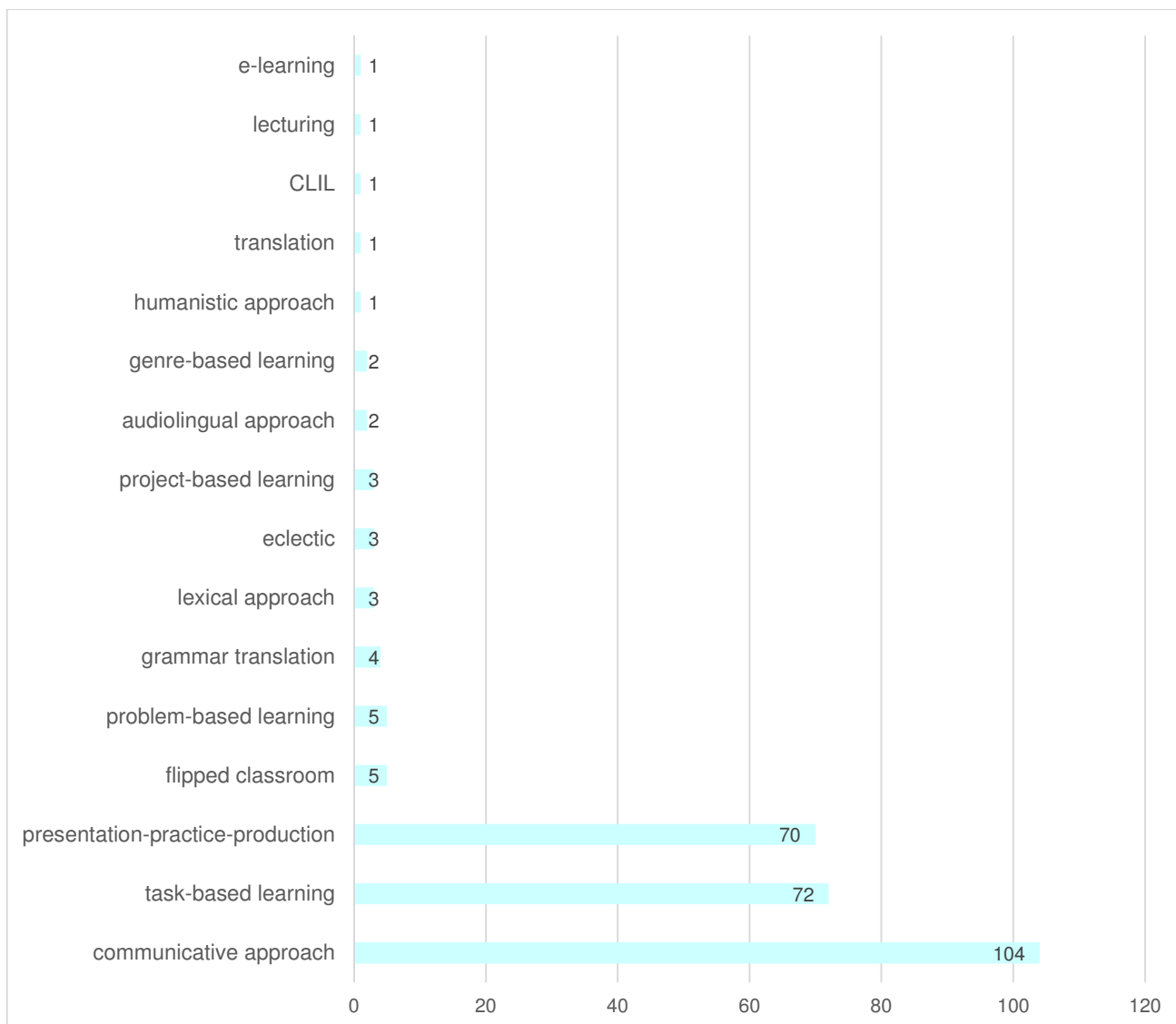
Figure 5.27. Frequencies (no. of respondents who declared the use of a given type of resource) for question 23: *Are there any other teaching resources that you use?* Response rate: 26% (33 respondents).

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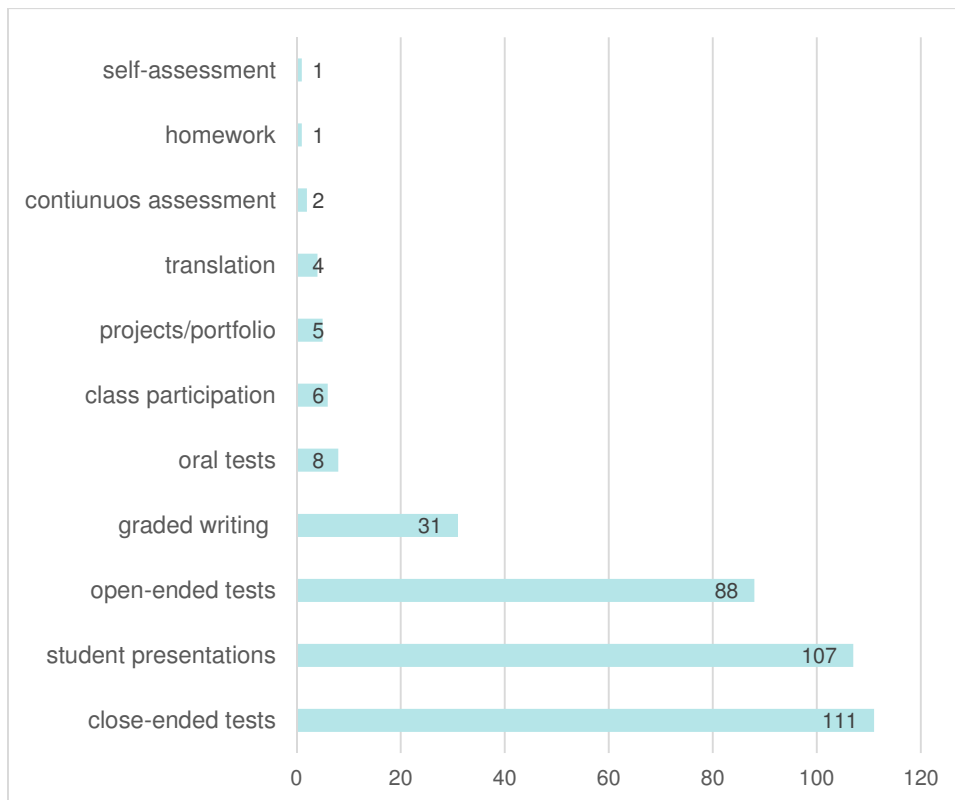
Figure 5.30. Frequencies (no. of respondents who employ a given technique) for question 26: *Which assessment techniques do you employ in your practice?*

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**.
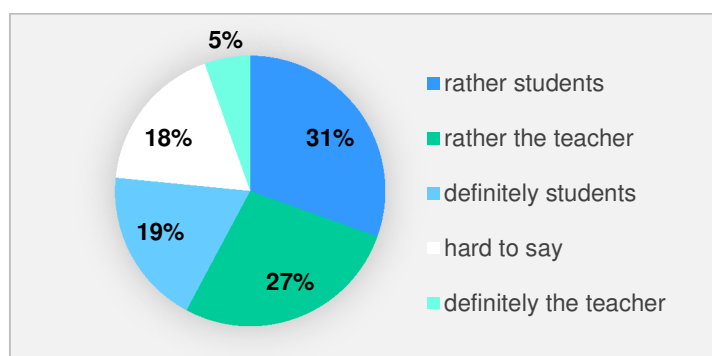

Figure 5.31. English talking time in respondents' classes (percentage) for question 27: *In your EHE classes, who talks more in English?*

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).
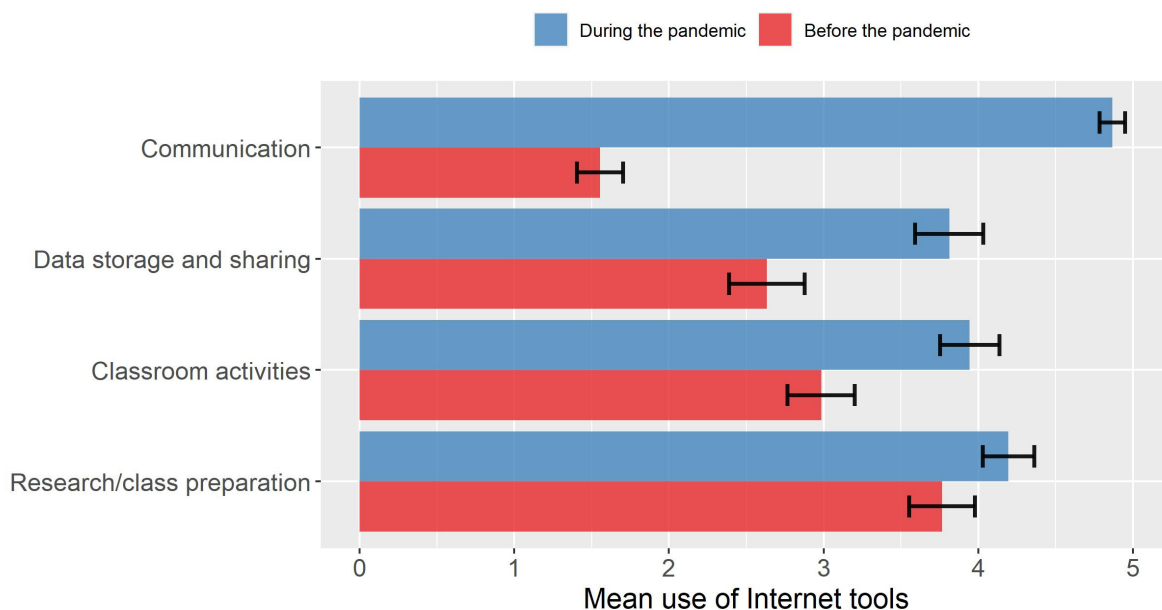
Figure 5.32. Mean internet tool use before and after the pandemic. Based on the answers to questions: *How often did/do you use Internet tools for these purposes BEFORE/DURING the pandemic?* Whiskers show 95%CI.
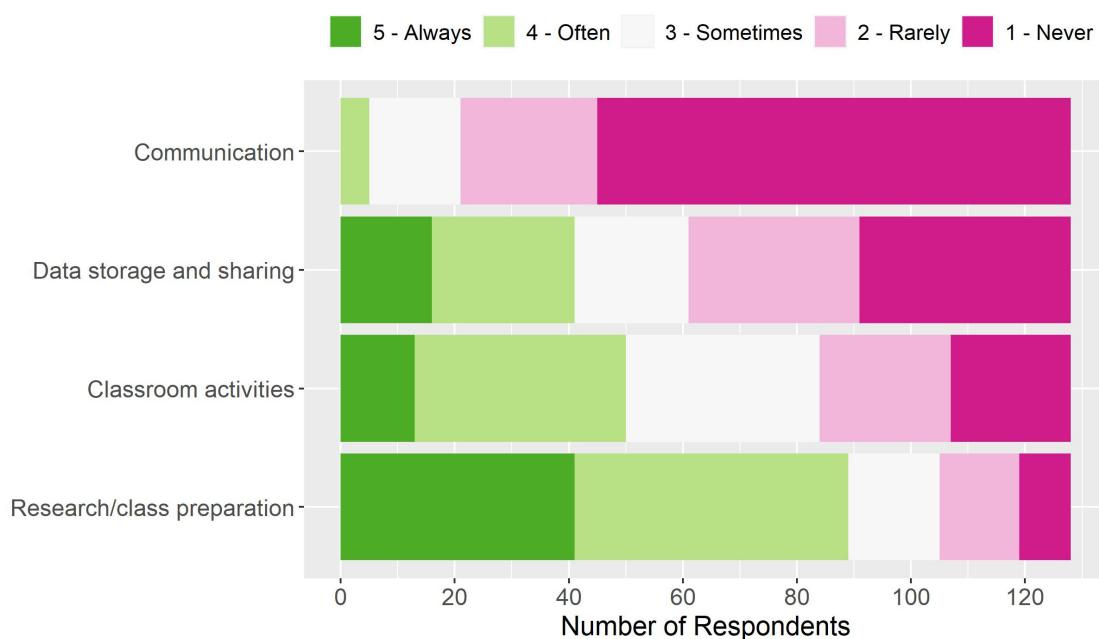
Figure 5.33. Frequencies (no. of respondents) for question: *BEFORE the pandemic, how often did you use Internet tools for the following purposes?*
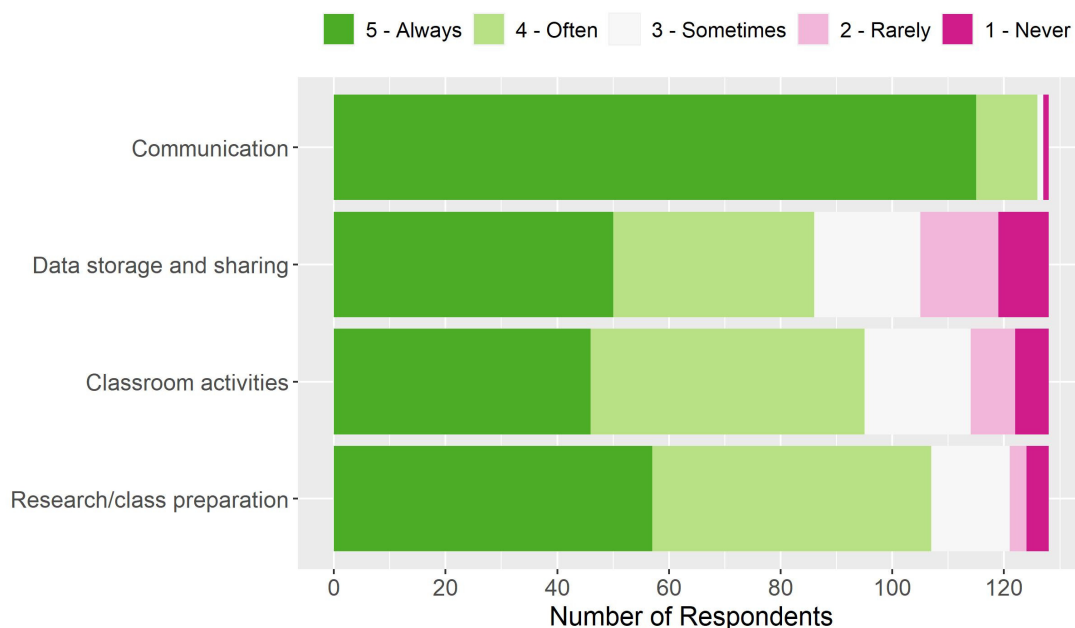

Figure 5.34. Frequencies (no. of respondents) for question: *How often do/did you use Internet tools for these purposes DURING the pandemic?*

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.
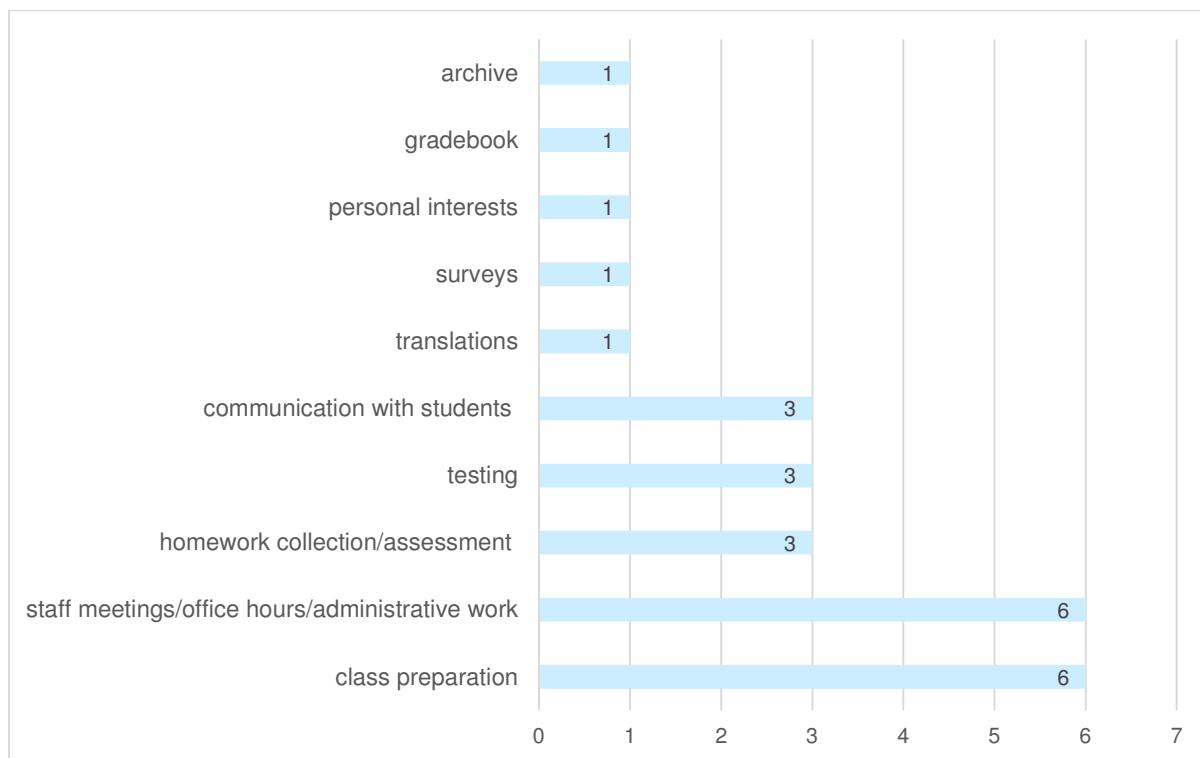

Figure 5.35. Frequencies (no. of respondents who mentioned a given purpose) for question 30: *Are there any other purposes you use Internet tools for?* Response rate 18% (23 respondents).

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.
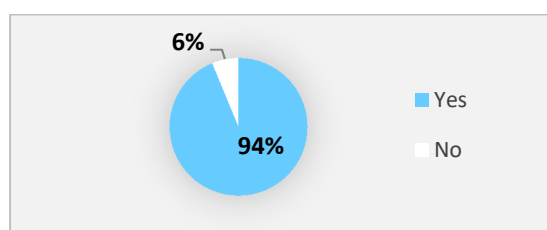

Figure 5.36. Frequencies (percentage) for question 31: *Do you plan to use Internet tools with your students after the pandemic?*

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.
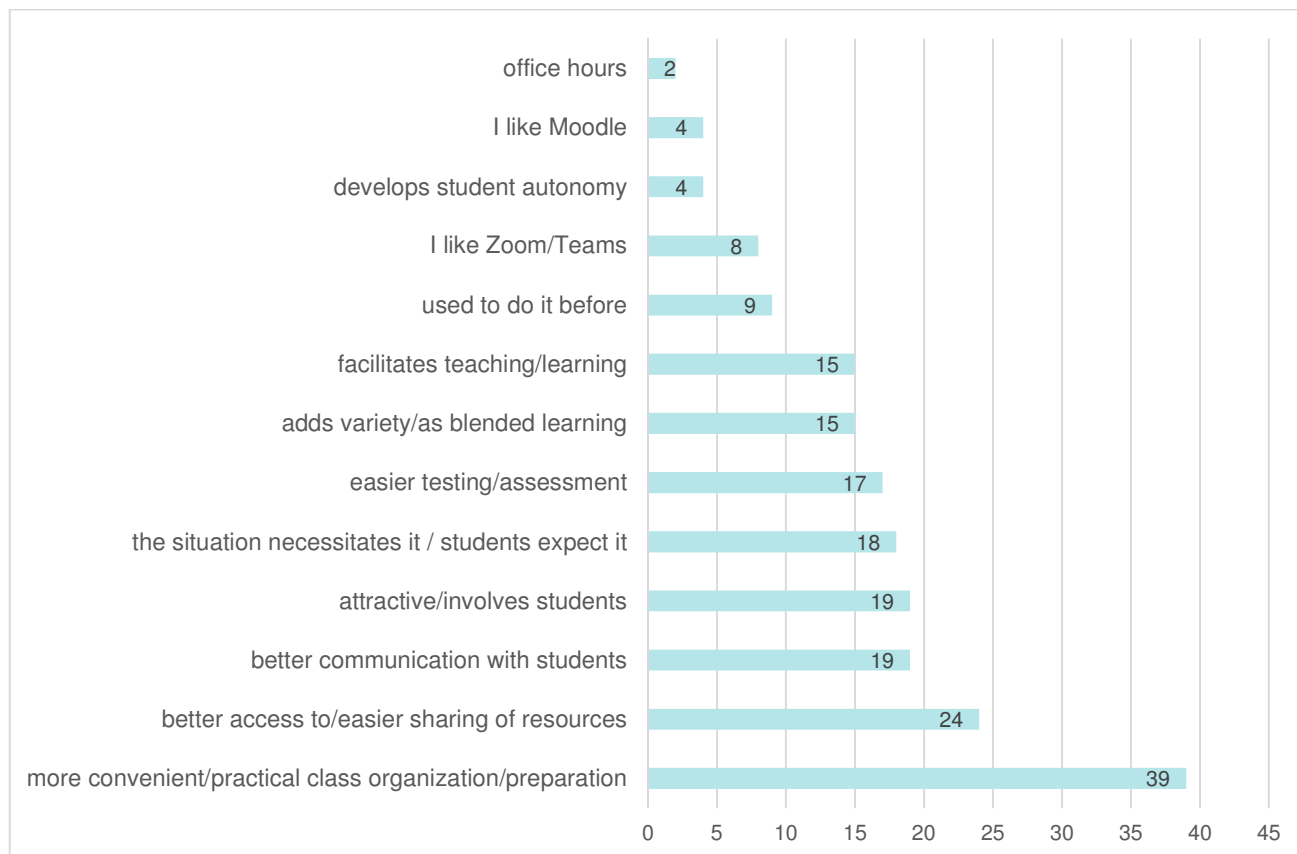

Figure 5.37. Frequencies (no. of respondents who mentioned a given purpose) for question 32: *Please, specify why [you plan to use Internet tools with your students after the pandemic].* Response rate 80% (106 respondents).

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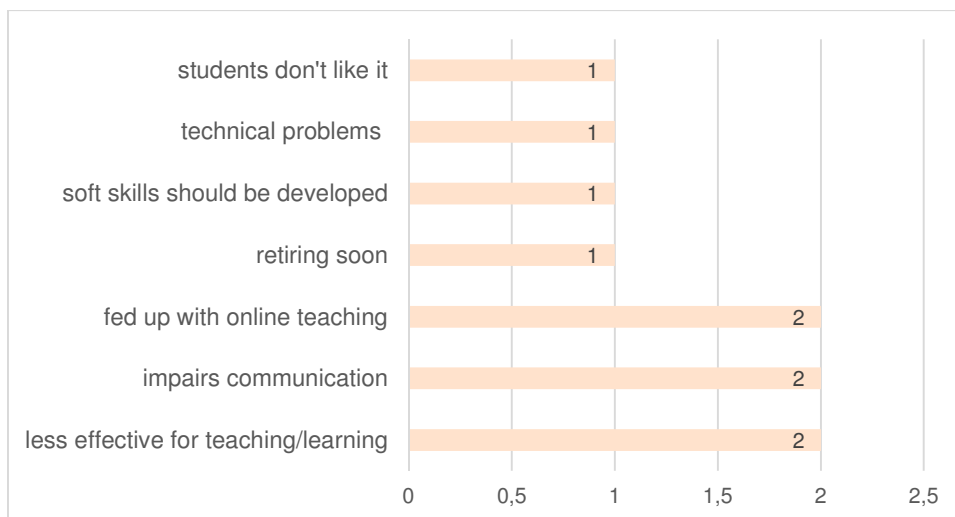
Figure 5.38. Frequencies (no. of respondents who mentioned a given purpose) for question 32: *Please, specify why [you do NOT plan to use Internet tools with your students after the pandemic].* Response rate 6% (8 respondents).

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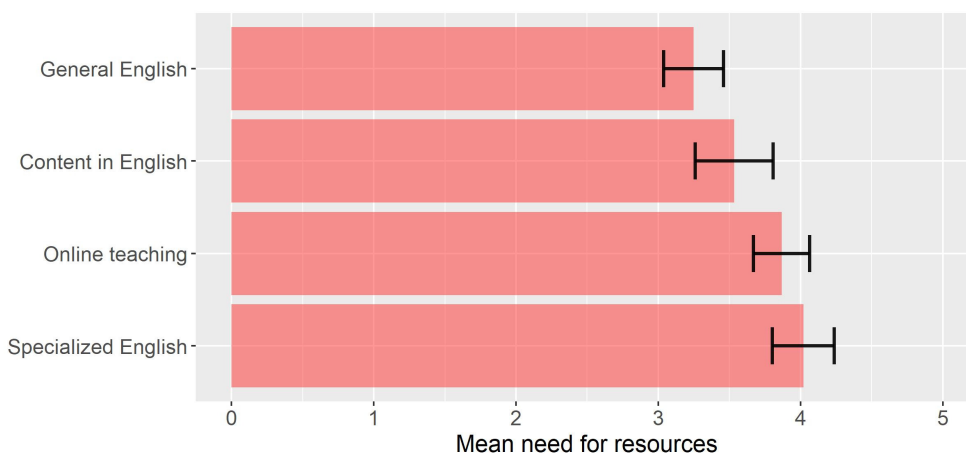
Figure 5.39. Mean teacher need for the investigated resource type. Based on the answers to question: *In my teaching, I would appreciate more didactic resources available for...* Whiskers show 95%CI.
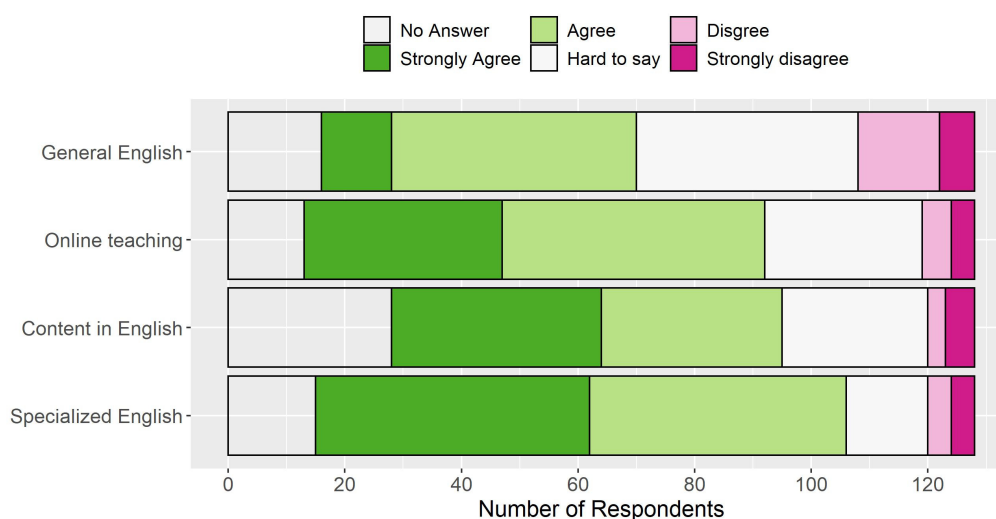

Figure 5.40. Frequencies (no. of respondents) for question: *In my teaching, I would appreciate more didactic resources available for...*

The need for didactic resources for teaching *specialized English* and t*eaching 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 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.
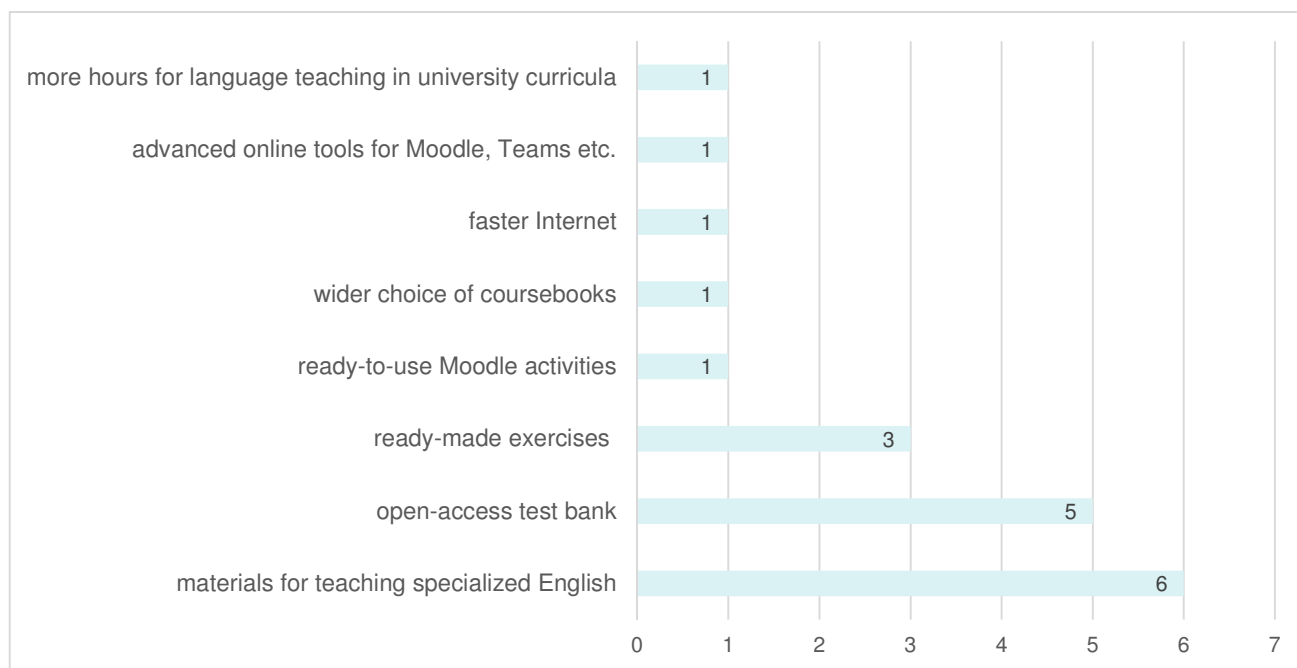

Figure 5.41. Frequencies (no. of respondents who declared a given resource) for question 35: *Are there any other didactic resources you would wish for?* Response rate: 11% (14 respondents).

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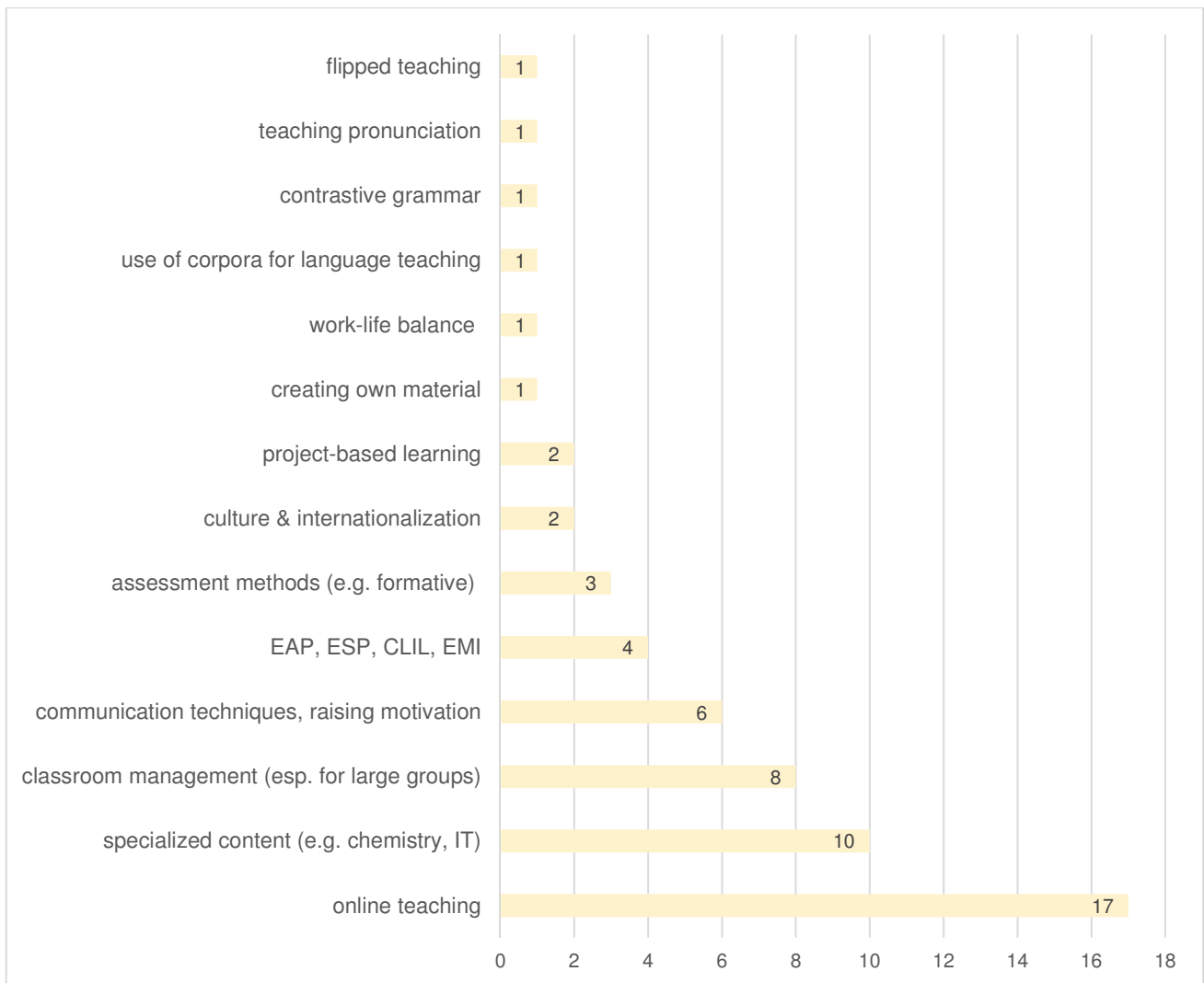
Figure 5.42. Frequencies (no. of respondents who declared a given need) for question 36: *To further develop my teaching skills, I would wish for more training in the following areas…* Response rate: 40% (50 respondents).

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 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 5.43** and the frequencies of different response types picked by the participants are graphed in **Figure 5.44**.
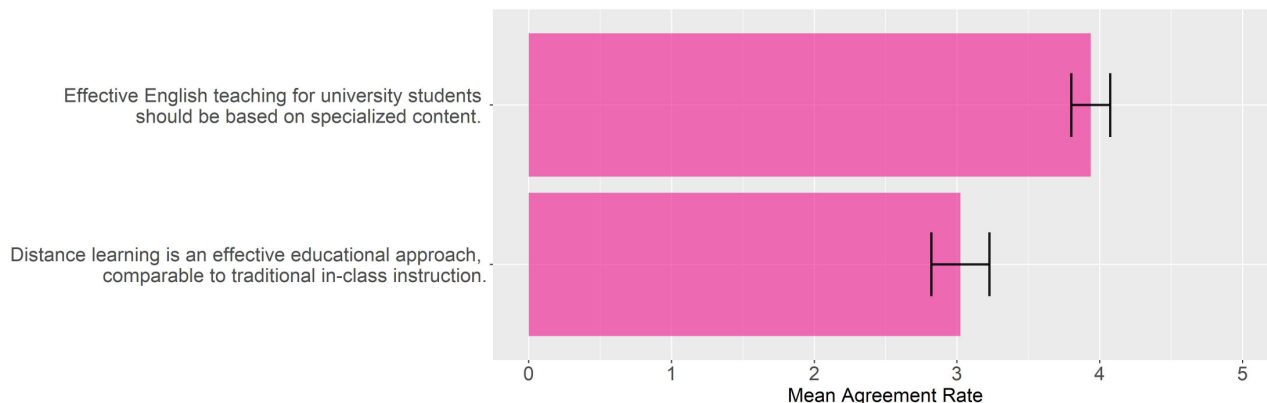

Figure 5.43. Mean agreement rate. Based on the answers to question: *As an EHE teacher, to what extent do you agree with the following…* Whiskers show 95%CI.
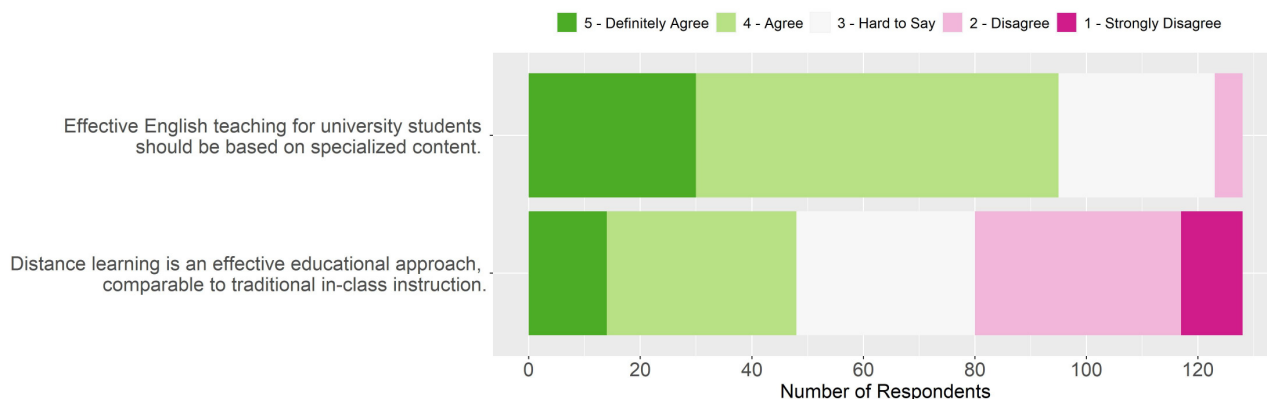

Figure 5.44. Frequencies (no. of respondents) for question: *As an EHE teacher, to what extent do you agree with the following…*

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 <u>equal</u> 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**.
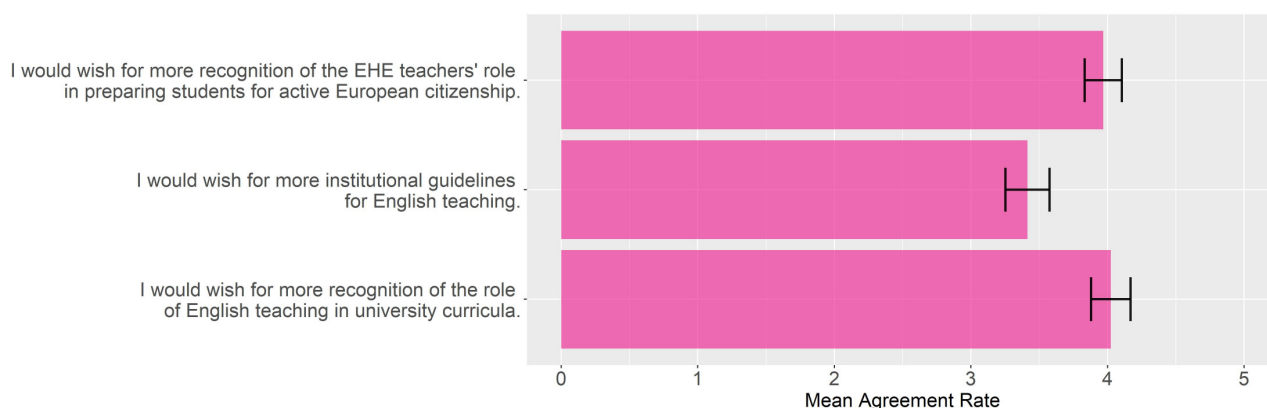

Figure 5.45. Mean agreement rate. Based on the answers to question: *As an EHE teacher, I would wish for more…* Whiskers show 95%*CI*.
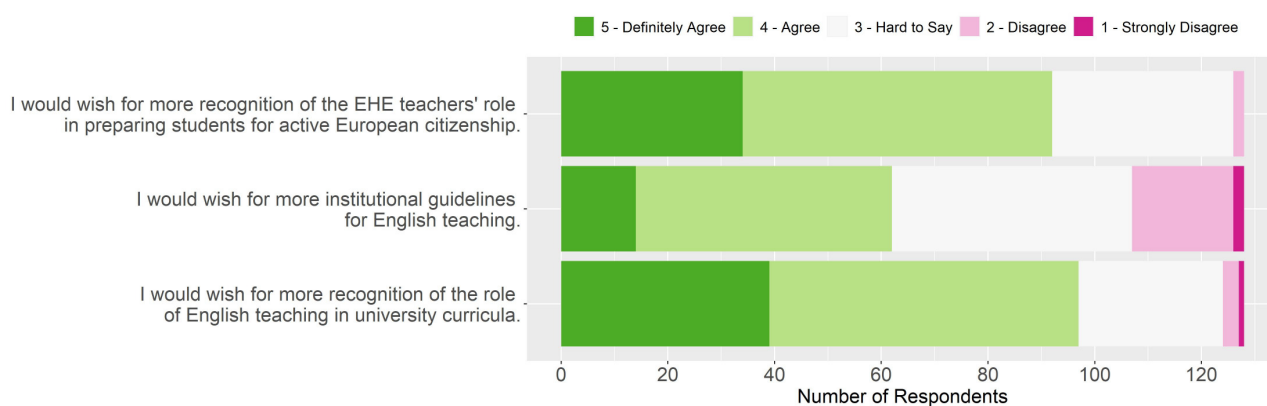

Figure 5.46. Frequencies (no. of respondents) for question: *As an EHE teacher, I would wish for more…*

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**.
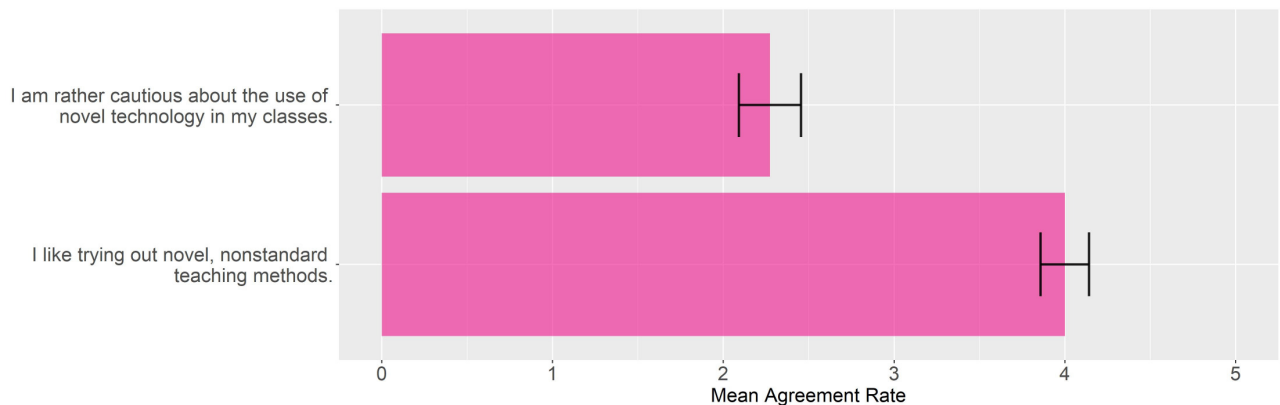

Figure 5.47. Mean agreement rate. Based on the answers to question: *To what extent do the following apply to you – as an EHE teacher?* Whiskers show 95%CI.
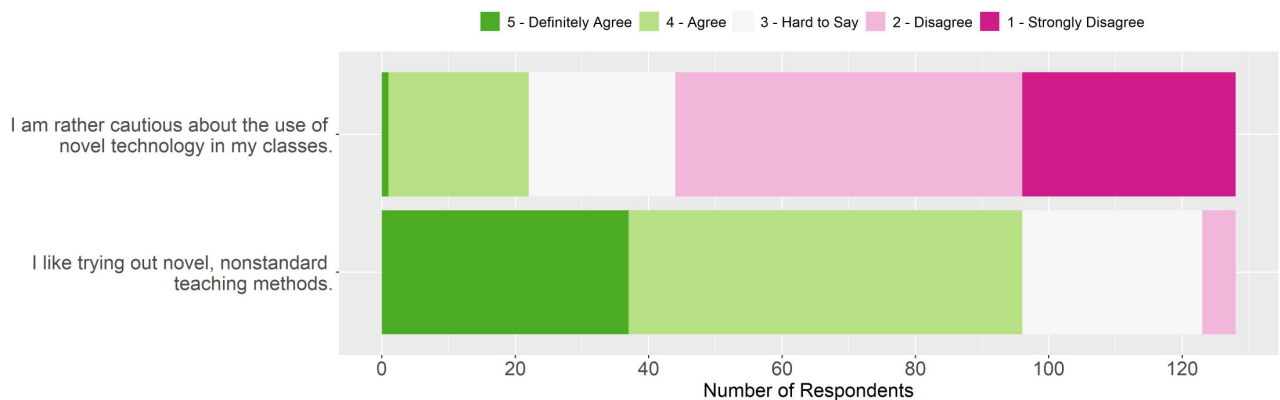

Figure 5.48. Frequencies (no. of respondents) for question: *To what extent do the following apply to you – as an EHE teacher?*

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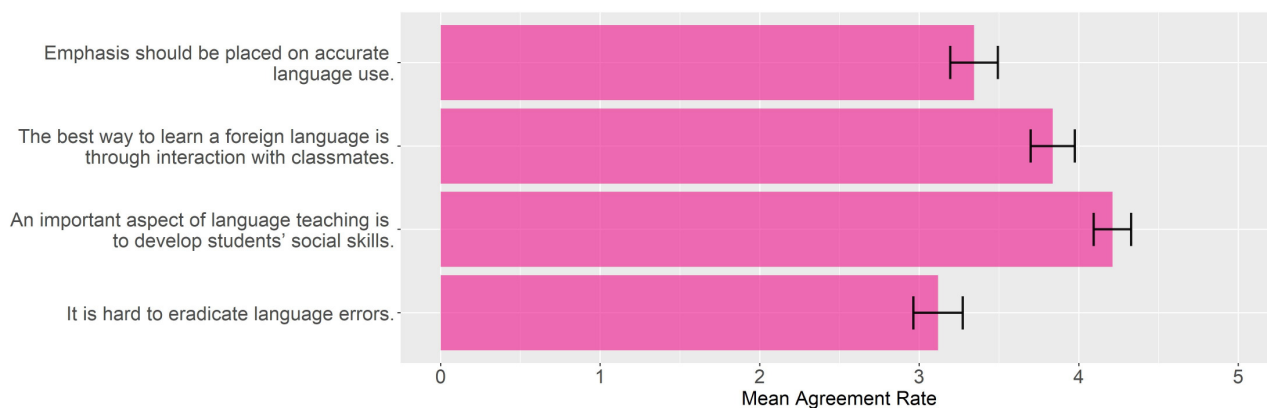
Figure 5.49. Mean agreement rate. Based on the answers to question: *As an EHE teacher, to what extent do you agree with the following?* Whiskers show 95%CI.
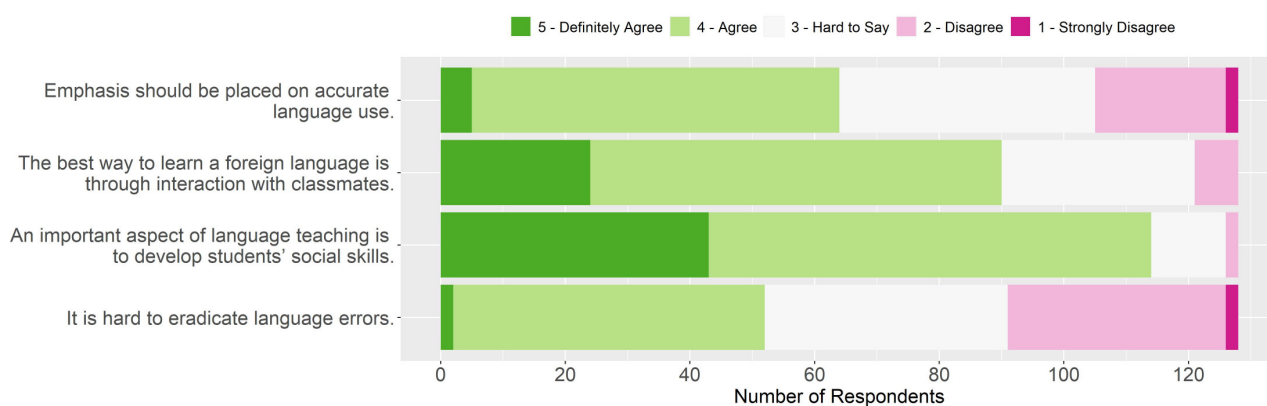

Figure 5.50. Frequencies (no. of respondents) for question: *As an EHE teacher, to what extent do you agree with the following?*

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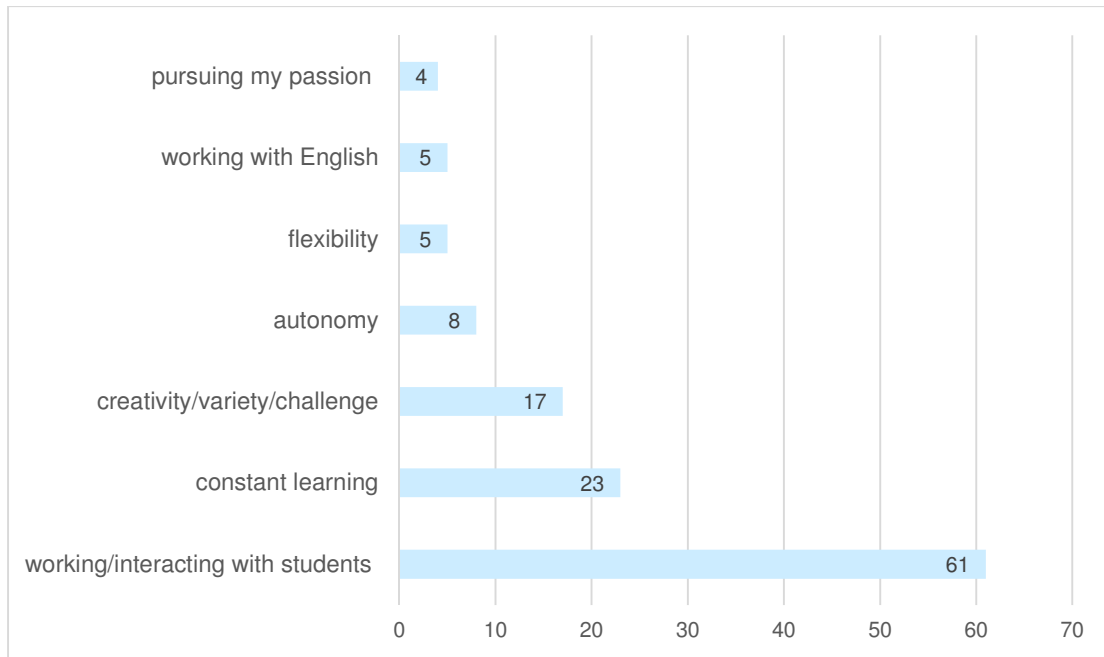
Figure 5.51. Frequencies (no. of people who provided a given response) for question 41: *What I like about my work as an EHE teacher is…* Response rate: 66% (85 respondents).

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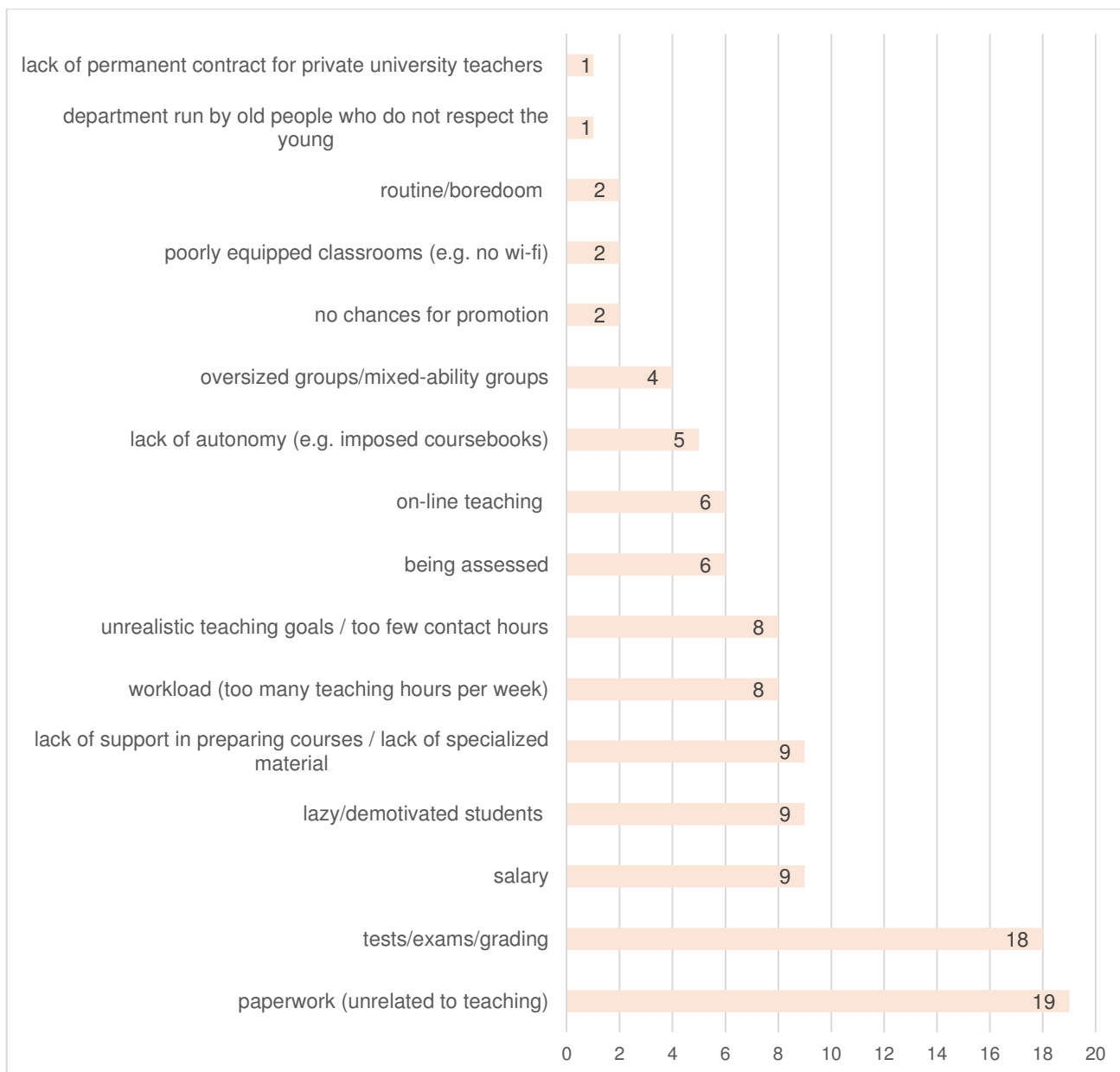
Figure 5.52. Frequencies (no. of people who provided a given response) for question 41: *What I <u>don't</u> like about my work as an EHE teacher is…* Response rate: 60% (77 respondents).

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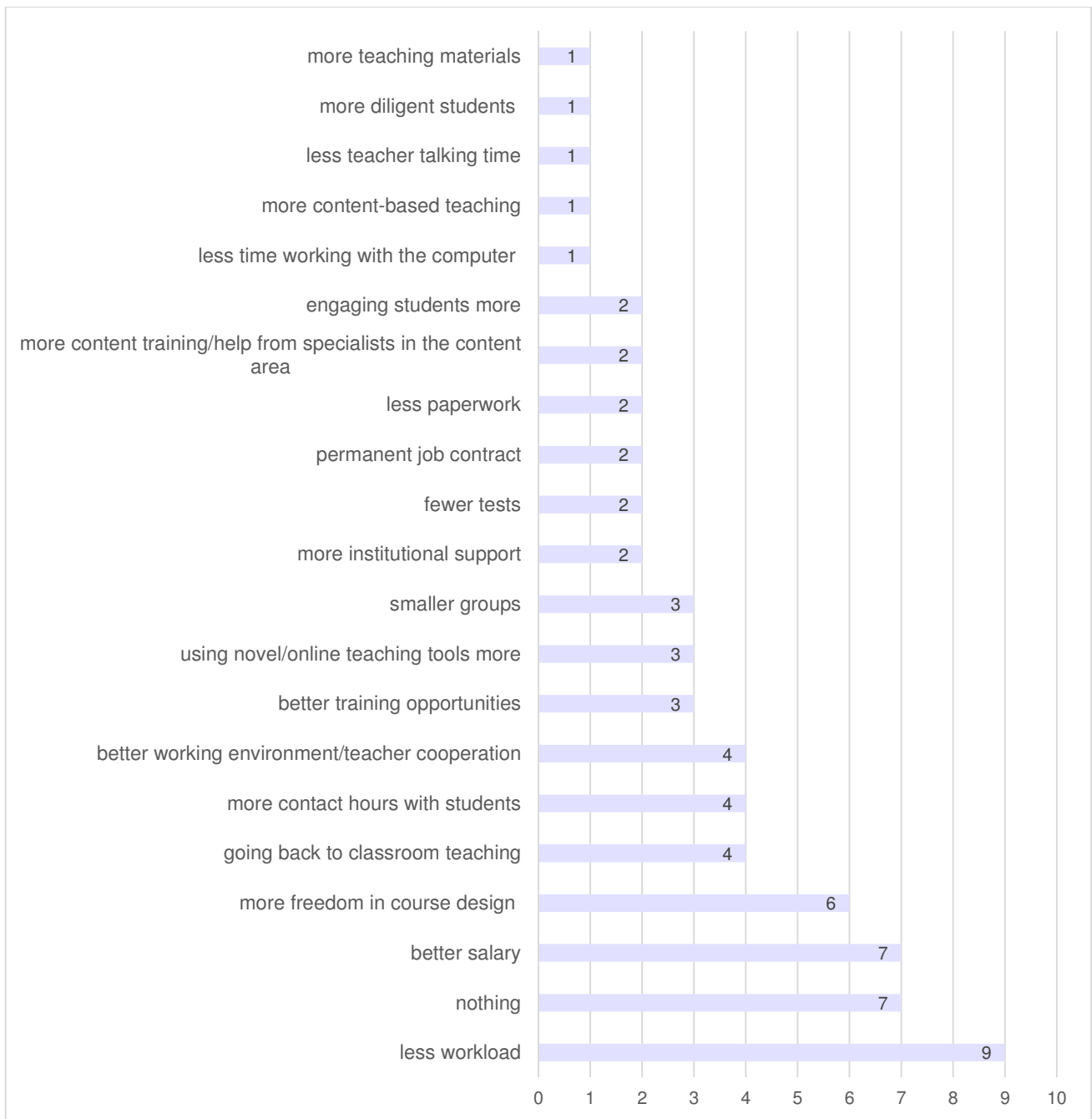
Figure 5.53. Frequencies (no. of people who provided a given response) for question 43: *What I would like to change about my work as an EHE teacher is…* Response rate: 47% (60 respondents).

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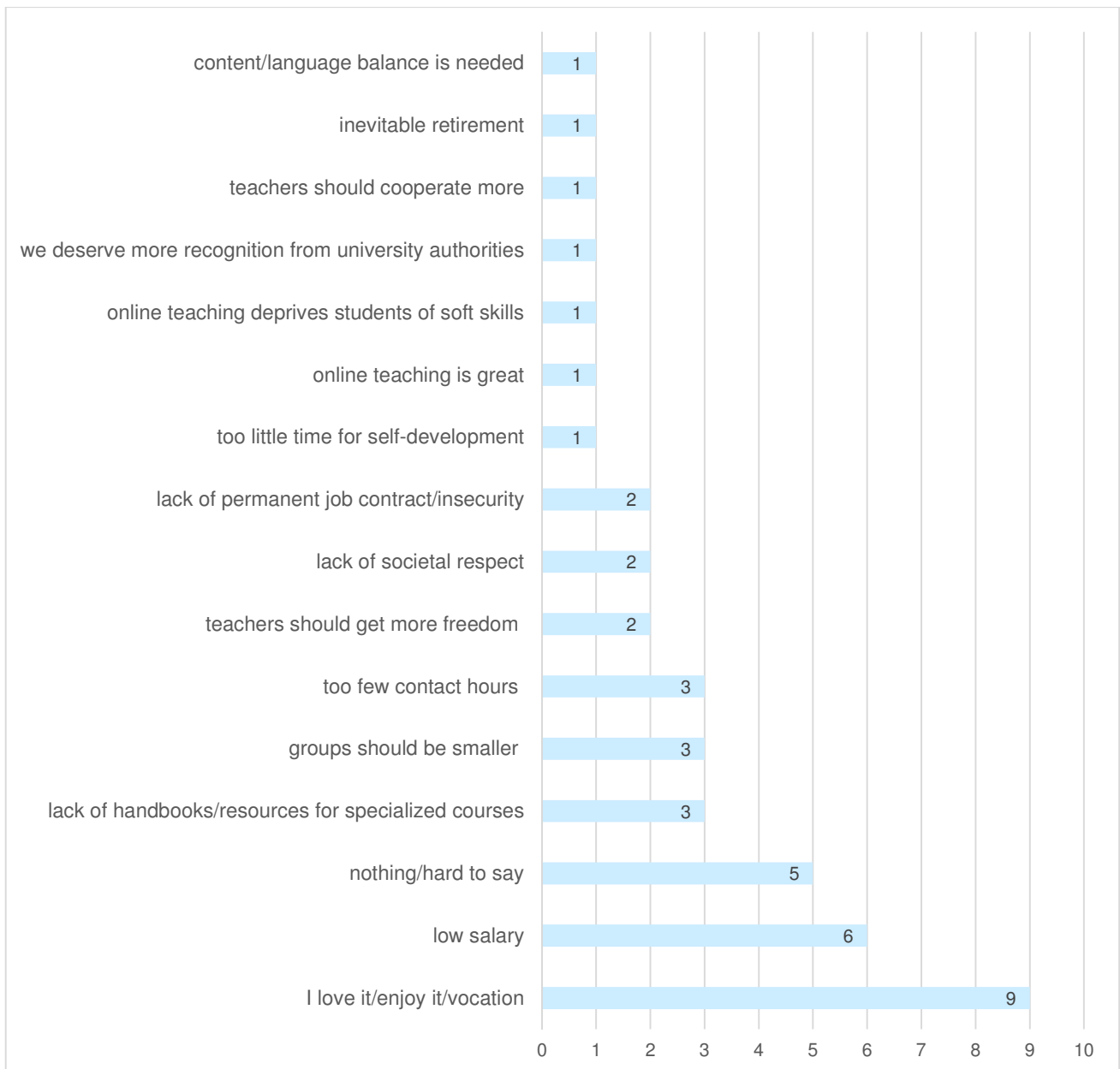
Figure 5.54. Frequencies (no. of people who provided a given response) for question 44: *What else comes to your mind in relation to your EHE work?* Response rate: 28% (36 respondents).

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 <u>classroom practice</u>, *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 <u>teaching English via specialized content</u>, 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 <u>teaching resources employed</u>, 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 <u>teaching approaches and techniques</u> 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 <u>online teaching,</u> 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 <u>didactic resources</u>, a pronounced need for a wider accessibility of materials for *teaching specialized English* (ESP/CLIL) and teaching <u>content in English</u> 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 <u>teacher training</u>, 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 <u>effective English language teaching</u>, 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 <u>status of English in Higher Education</u>, 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' <u>likes and dislikes,</u> 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. CONCLUSIONS

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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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*].

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*].

EHE Teacher Survey

A. Demography

1. Which age group describes you?*[29] */tick applicable/*

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

2. Which gender describes you?* */tick applicable/*

   o   Male
   o   Female
   o   Prefer not to say
   o   Other___

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

   o   Estonia
   o   Germany
   o   Poland
   o   Portugal
   o   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/*

   o   No, I have always worked as an English teacher
   o   I have worked as a teacher of some other subject(s)
   o   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?*

   o   0-5
   o   6-10
   o   11-15
   o   16-20
   o   21-25
   o   more than 25

8. What is your employment status?* */tick all applicable/*

   o Full-time permanent
   o Full-time non-permanent
   o Part-time permanent
   o Part time non-permanent
   o Other

---

[29] Questions marked with an asterisk were obligatory.

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

- o Public university
- o Private university

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

- o I teach at a Foreign Language Center
- o I teach at a specific Faculty (Department)
- o 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	☐	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐	☐
EMI (English Medium Instruction, e.g. teaching geography in English, with no focus on language)	☐	☐	☐	☐	☐	☐
English Language Studies (e.g. philological studies)	☐	☐	☐	☐	☐	☐

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. ___

14. Do you hold an academic degree?*

- o Yes
- o No

15. 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

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

	never	rarely	sometimes	often	always
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)	☐	☐	☐	☐	☐

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

18. 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/*

	never	rarely	sometimes	often	always
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)	☐	☐	☐	☐	☐

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

20. 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	sometimes	often	always
domain-specific knowledge (e.g. facts and figures pertaining to physics, archeology etc.)	☐	☐	☐	☐	☐
domain-specific skills (e.g. those required of a successful geographer, historian, architect, etc.)	☐	☐	☐	☐	☐

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

	never	rarely	sometimes	often	always
coursebook(s)	☐	☐	☐	☐	☐
ready-made didactic materials (e.g. found on the Internet)	☐	☐	☐	☐	☐
materials you designed or adapted	☐	☐	☐	☐	☐
authentic materials	☐	☐	☐	☐	☐

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

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

24. 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:* ___

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

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

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

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

28. 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	sometimes	often	always
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)	☐	☐	☐	☐	☐

29. 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	rarely	sometimes	often	always
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)	☐	☐	☐	☐	☐

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

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

- o Yes
- o No

32. Please specify why Yes (if applicable) ___

33. Please Specify why No (if applicable) ___

C. Needs & Perspectives

34. 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	☐	☐	☐	☐	☐
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)	☐	☐	☐	☐	☐

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

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

37. 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	☐	☐	☐	☐	☐
effective English teaching for university students should be based on specialized content (e.g. pertaining to sociology, philosophy, etc.)	☐	☐	☐	☐	☐

38. 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)	☐	☐	☐	☐	☐
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)	☐	☐	☐	☐	☐

39. 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	☐	☐	☐	☐	☐
I am rather cautious about the use of novel technology in my classes	☐	☐	☐	☐	☐

40. 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	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐
Emphasis should be placed on accurate language use	☐	☐	☐	☐	☐

41. What I like about my work as an EHE teacher is   ___

42. What I don't like about my work as an EHE teacher is   ___

43. What I would like to change about my work as an EHE teacher is   ___

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

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 - Sometimes	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%)
Pronunciation	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 - Sometimes	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 - Sometimes	4 - Often	5 -Always
Domain-specific skills	14 (10.9%)	25 (19.5%)	39 (30.5%)	36 (28.1%)	14 (10.9%)
Domain-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	Min-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 - Sometimes	4 - Often	5 -Always
Ready-made materials	4 (3.1%)	22 (17.2%)	29 (22.7%)	60 (46.9%)	13 (10.2%)
Coursebooks	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	Min-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 - Sometimes	4 - Often	5 -Always
Communication	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	Min-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 - Sometimes	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%)
Communication	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	Min-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, nonstandard 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	Min-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%)