



EHE REPORT POLAND – UPDATES

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❖ Teachers' Perspectives

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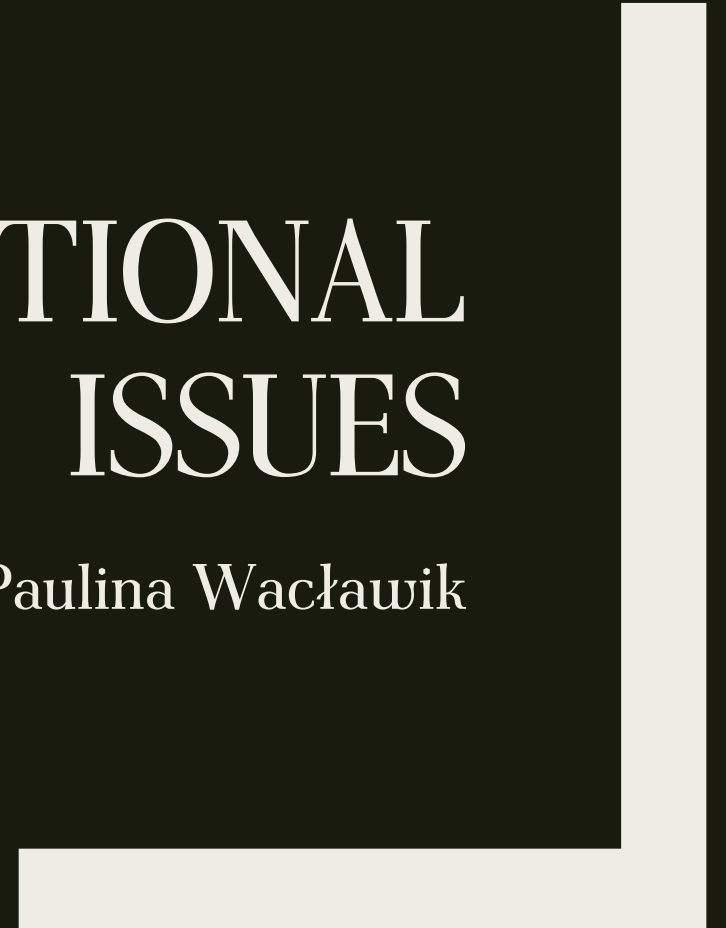
❖ Institution Profiles

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❖ Conclusions and To-dos

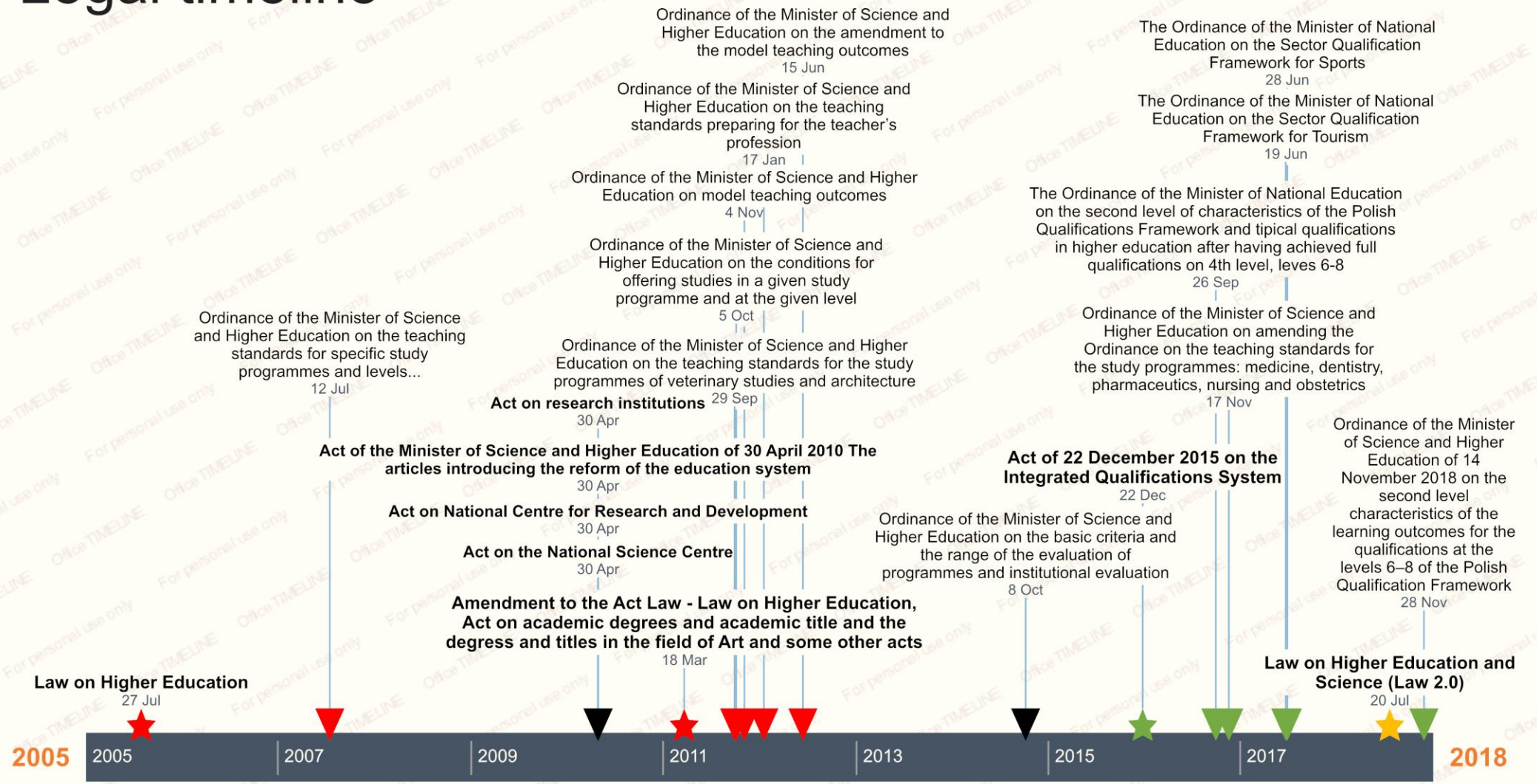
LEGAL AND ORGANIZATIONAL ISSUES

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Laws on Higher Education

Legal timeline



Laws on Higher Education

❖ Three milestones:

➤ Law on Higher Education 2005/2011

(Journal of Laws of 2005 no. 164 item 1365, Journal of Laws of 2011 no. 84, item 455)

➤ National Qualification Framework 2016

(Journal of Laws of 2016, item 64)

➤ **Law on Higher Education 2018, the so-called *Ustawa 2.0***

(Journal of Laws of 2019, item 1668)

❖ Recurring motive: the scope of autonomy of HE institutions

❖ Polish Accreditation Committee – the attempt to guarantee consistency and appropriate quality of teaching

National Qualifications Framework

- ❖ National implementation of EU policy (European Qualification Frameworks)
- ❖ Levels 1–8. Of interest for us are levels 6–8

- ❖ Prior to their implementation – separate standards, for instance:
 - 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)
 - Ordinance of the Minister of Science and Higher Education on the teaching standards for the study programmes of veterinary studies and architecture
(Journal of Laws of 2011, item 1233)

Other Elements of the System

- ❖ Funding of science:
 - National Science Centre
(Journal of Laws of 2010 no. 96 item 617)
 - National Centre for Research and Development
(Journal of Laws of 2010 no. 96 item 616)

- ❖ Status of a *research university* (10 HE institutions)

- ❖ Complex evaluation of researchers – list of journals announced by the Minister of Science and Higher Education

TEACHERS' PERSPECTIVES

Stanisław Butowski



Legal and Organizational Determinants

- ❖ Requirement – foreign language to be taught – at C1 level
- ❖ Knowledge and skills can be acquired from various sources
- ❖ Training usually through English Studies programmes offered by state and private universities, vocational schools, and others

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- ❖ Some marketing practices with detrimental effect to teaching quality
- ❖ Few stimuli for innovation and small exchange of best practices
- ❖ Auxiliary programmes and events available, but often on commercial basis

Perspectives

- ❖ Visible split between EFL teachers and teachers of other foreign languages (German, Russian, French, Spanish and others)...
- ❖ ...obviously related to the unique status of English nowadays.

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Some consequences:

- ❖ greatest access to teaching materials, aids, innovations
- ❖ but also greatest pressure to constantly develop and adapt (e.g. ESP courses)
- ❖ greatest pressure from students who acquire English in all sorts of new contexts

Status

- ❖ In Poland mostly Poles – few native speakers
- ❖ Poor salary – low prestige and fewer job candidates
- ❖ Quite a big teaching load (up to 540 teaching hours / year)

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- ❖ Full-fledged lecturers typically held an MA and focussed more on experience
- ❖ Development opportunities changed after last reform – more closely connected with academic career
- ❖ Sometimes treated as a side-job for junior academicians

Classroom Practices

- ❖ There are reports that teachers effectively use a variety of approaches and methods
- ❖ Many HE institutions introduced more specifically tailored courses (CLIL, ESP, EAP)
- ❖ Drive to meet requirements of various certifications (internal and external)
- ❖ Student environment getting more diverse (internationalization)

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- ❖ Teachers use digital resources on a daily basis
- ❖ But the amount of support from the HE institution differs from one to another
- ❖ In general, going digital requires more work from the teacher

INSTITUTION PROFILES

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Institution Profiles · Design

Criteria for comparison:

- ❖ approach to English (*types of courses, view of the competencies and needs*)
- ❖ approach to student (*the degree of liberty, recognition of individual motivations*)
- ❖ approach to the staff (*nationality, degree, team organization*)

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- ❖ Institutions selected to represent a reasonably diverse group of HE institutions (*big vs. small towns, state vs. Private institutions, focus on humanities vs. sciences*)
- ❖ Methodology – desk research based on official websites – no attempt at criticism

Siedlce University of Natural Sciences and Humanities

ENGLISH	STUDENTS	STAFF
<p><i>No mention of any particular methodology or approach or reference to any particular curriculum, so most likely General English. By default work towards B2 (to complete study programme).</i></p>	<p><i>No relevant information available.</i></p>	<p><i>12 out of 19 employees work in the English team. 3 hold PhDs, the rest – MA. All of them are Polish.</i></p>
OTHER THINGS TO NOTE:		
<p><i>Accredited partner of the TOEIC (Test of English for International Communication). No offering for outsiders.</i></p>		

Jagiellonian University

ENGLISH	STUDENTS	STAFF
<p><i>Classes in 7 foreign languages. JU makes a commitment to student autonomy, supports eclectic approach and recognizes the academic component, runs ESP, EAP classes.</i></p>	<p><i>Students (some 10k every year) are required to take FL classes (180–240 in BA+MA programme) and take the final exam at B2/B2+ level. They can choose freely from the offering.</i></p>	<p><i>Over 100 teachers, nearly all of them Polish with MAs. Grouped in 5 language teams (English team is the only one with a vice director).</i></p>
OTHER THINGS TO NOTE:		
<p><i>JU offers module courses, i.e. language courses referring to a single field of knowledge (e.g. philosophy). They have an offering addressed to outsiders.</i></p>		

AGH University of Science and Technology

ENGLISH	STUDENTS	STAFF
<i>Practical applications of language emphasised, prominent role of ESP.</i>	<i>By default students continue the FL from matura exam, A1/A2 courses are available only for those who have passed B2/B2+ exam; students have to attend three semesters of classes (30, 45 and 60 hours).</i>	<i>Two language teams: English (52 teachers) and other FLs: German (6), Romance (4), and Slavic (2); all teachers hold MAs + Polish language team (8 teachers).</i>
OTHER THINGS TO NOTE:		
<i>General lack of choice and individuality. Language treated as a tool of the trade.</i>		

Kozminski University

ENGLISH	STUDENTS	STAFF
<p><i>2 FLs taught at the same time: obligatory English (180 h, 90 h) and another: German, French, Spanish, or Russian (B1+), or German, Chinese (A1). English as a tool: Business English, Legal English</i></p>	<p><i>Courses for their own students, and advertised outside (also among companies).</i></p>	<p><i>Teachers often from external institutions (British Council, TOLES, Pearson Test of English), but (based on available data) Poles with MAs.</i></p>
<p>OTHER THINGS TO NOTE:</p>		
<p><i>Students can pass exams in 5 certified exam centres (e.g. Pearson, TOLES, Cambridge). All courses are business-oriented.</i></p>		

Institution Profiles · Conclusions

Main differences:

- *English as the default FL vs. English as one of many FLs*
- *Default General English vs. alternative and content-oriented approaches*
- *Proclaimed student autonomy vs. clear dependence on the study programme*

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Main similarities:

- *staff composed mainly of Polish teachers*
- *mostly, holders of MA degree*

CONCLUSIONS AND TO-DOs

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Conclusions

The political declarations trickle slowly down, hindered by:

- *institutions' use of their legal autonomy*
- *lack of significant state expenditure*
- *some natural inertia*

...but there is some progress (new methodologies, internationalization).

- ❖ Teacher's training becoming slightly obsolete and opportunities to improve not as easily accessible as one could wish
- ❖ Teachers are facing problems with adaptation to new demands (from institutions and students)

To-dos

- ❖ Consider adding the section devoted to student perspectives
- ❖ Complement the report with survey results, esp. for topics with little coverage in the literature



Thank you for your attention!

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