

# Teacher Survey Results

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Project details:

“Teaching English as a content subject at the tertiary level - a modular approach” (TE-CON3)

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# Sample formation, size

- ▶ Invitation to participate:
  - ▶ public universities (N=5),
  - ▶ HEIs of applied sciences (N=5)
  - ▶ private HEIs (N=3)
- ▶ English teachers, at tertiary level who teach:
  - ▶ ESP, EAP, CLIL or EMI courses
- ▶ Total sample **32** out of total population ca 40
  - ▶ 27 females, 4 males, 1 preferred not to say

# Sample description

## Age groups

21-30	5
31-40	9
41-50	6
51-60	6
>60	5
Did not say	1

## Native language

Estonian	20
Russian	5
English	2
Finnish	1
Spanish/Galician	1
Turkish	1
Ukrainian	1
Farsi	1

# Sample description

## Professional experience

0-5	12
6-10	4
11-15	7
21-25	4
>25	5

## Employment status

Full-time permanent	17
Part-time permanent	5
Full-time non-permanent	1
Part-time non-permanent	9

## HEI type

Public HEI	27 / 31
Private HEI	1 / 4

## Academic degree

MA	21
PhD	3
BA	2

# Sample description

- ▶ Besides teaching English at HEI:
  - ▶ Export business
  - ▶ Teaching other subjects (i.e., Latin)
  - ▶ Arts, film and media
  - ▶ Translation
  - ▶ IT
  - ▶ Librarian
  - ▶ Thai massage specialist

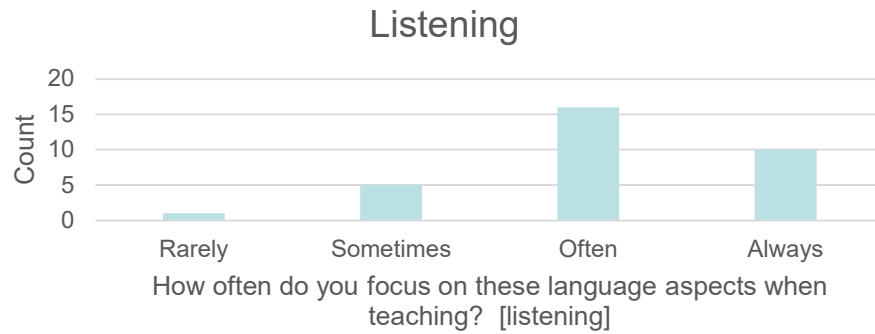
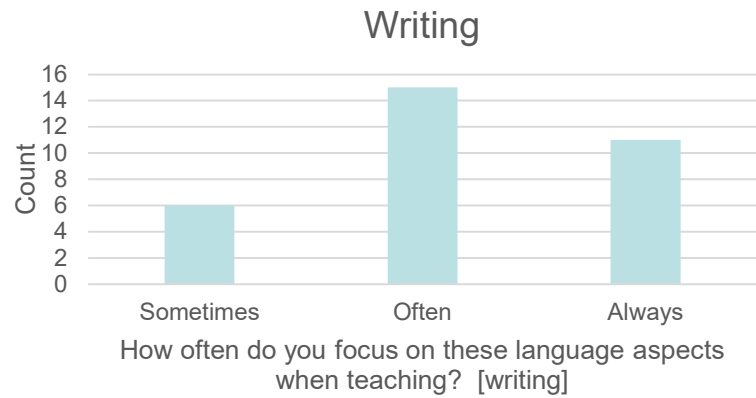
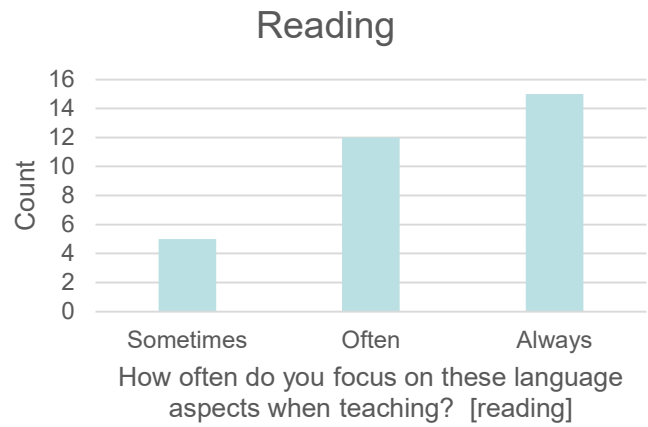
# Types of English courses

- ▶ General English
  - ▶ From A1 to C2, mostly B1 (11), B2 (10), C1 (9)
- ▶ ESP
  - ▶ B2 (19), C1 (15), C2 (2), A1-B2 (1)
- ▶ EAP
  - ▶ B2 (4), C1 (6), C2 (4)
- ▶ CLIL and EMI
  - ▶ 5 (corresponding to ESP) and 3 responses

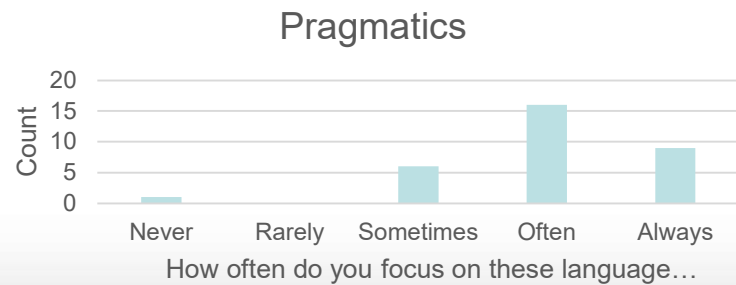
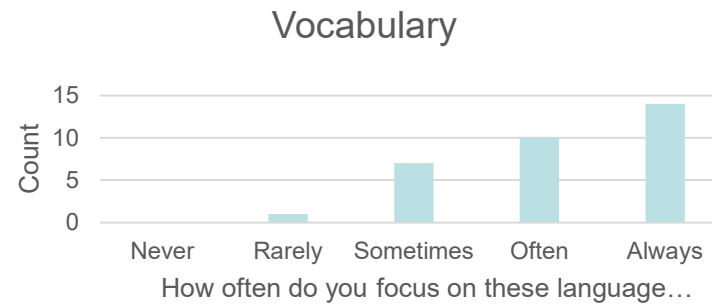
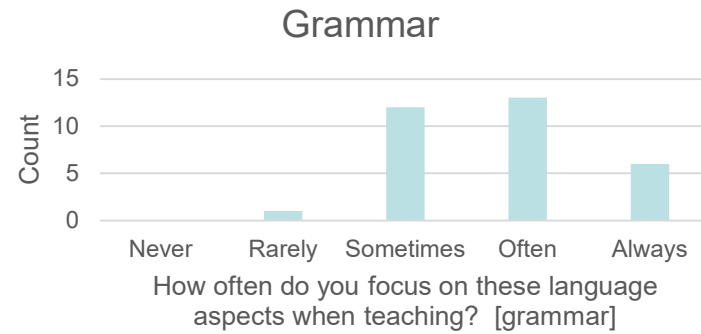
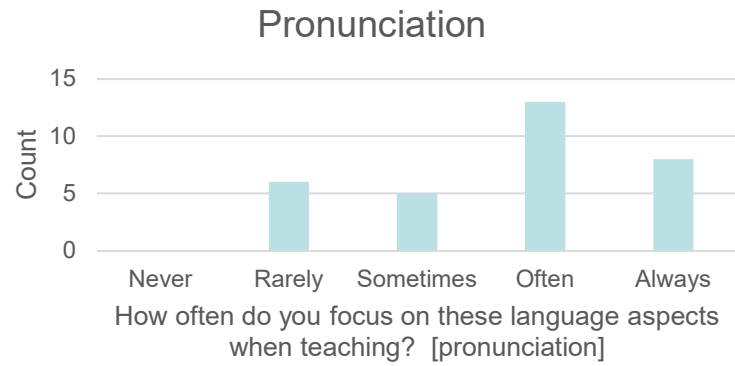
# Organizational unit

- ▶ Specific faculty –16
  - ▶ School of Humanities - 9
  - ▶ English Studies
  - ▶ School of Business and Governance
  - ▶ Digital technologies
- ▶ Language Center – 14
- ▶ Other

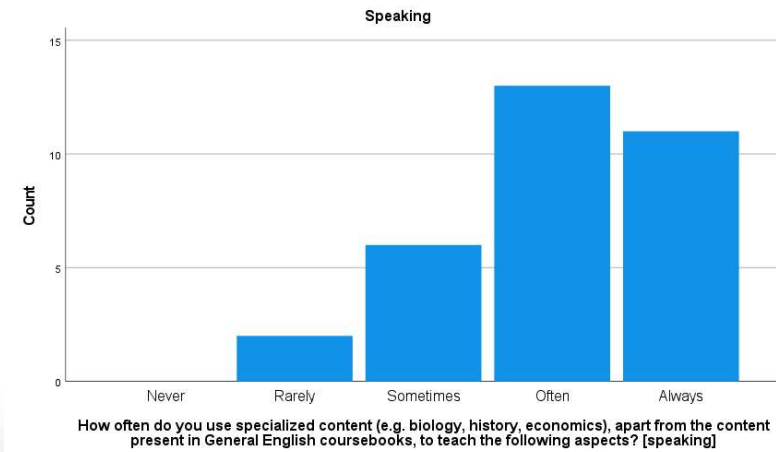
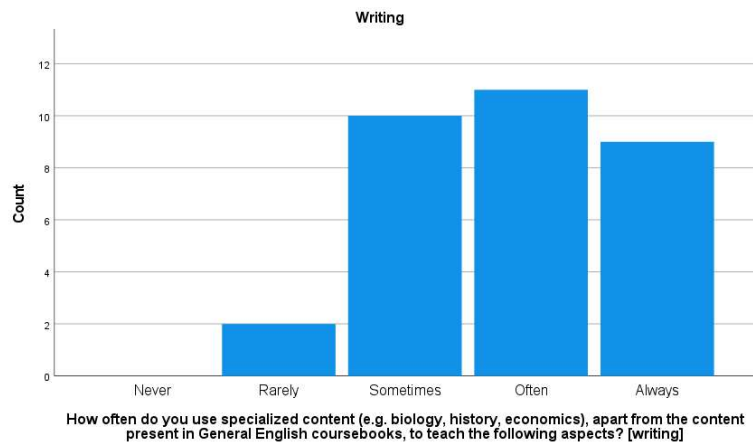
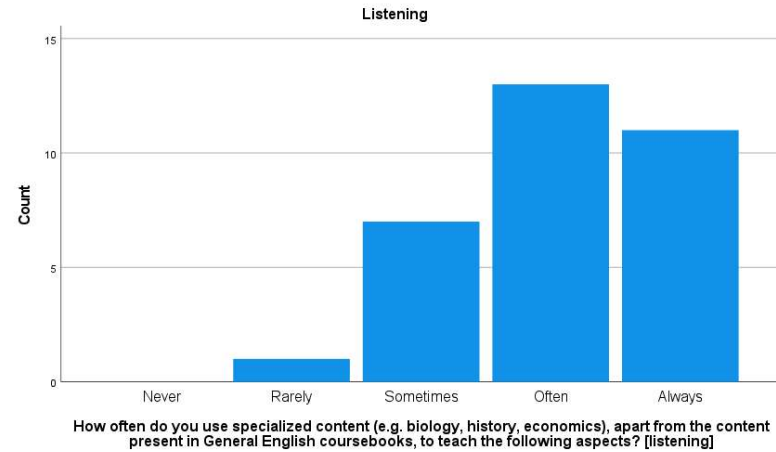
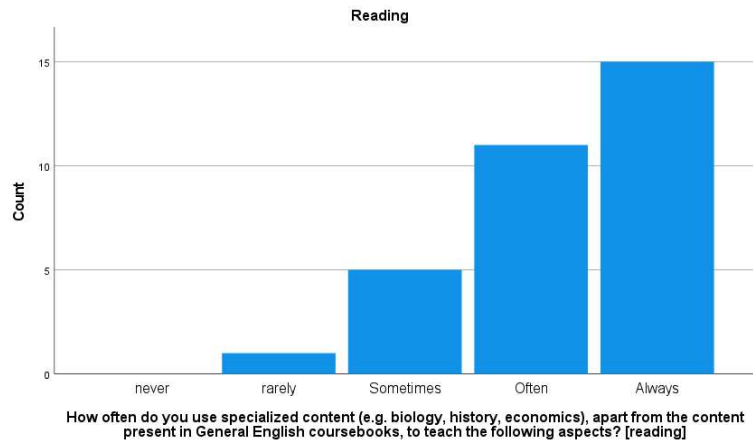
This question was not clear for the respondents



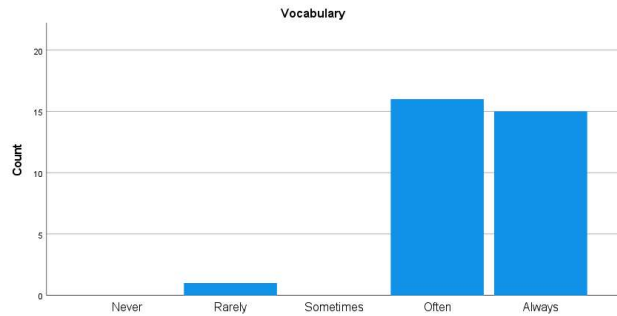




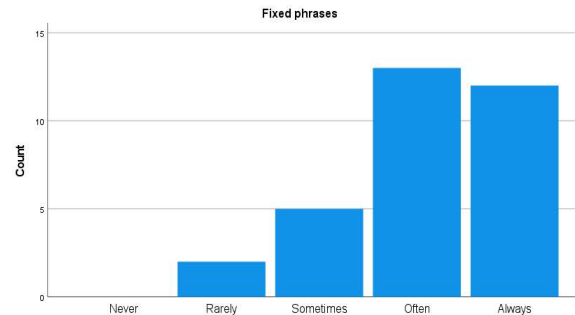
# Use of specialized content



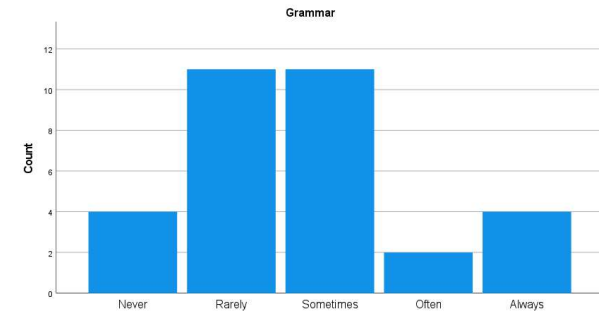
# Use of specialized content



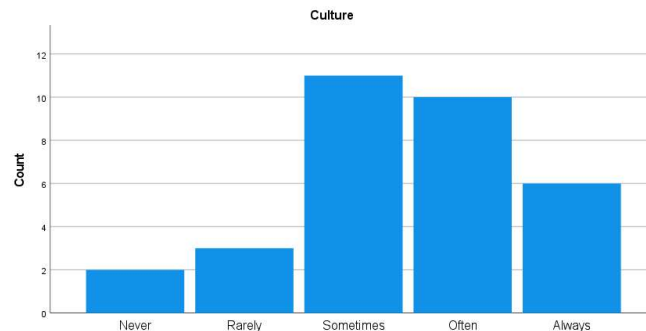
How often do you use specialized content (e.g. biology, history, economics), apart from the content present in General English coursebooks, to teach the following aspects? [vocabulary (individual words)]



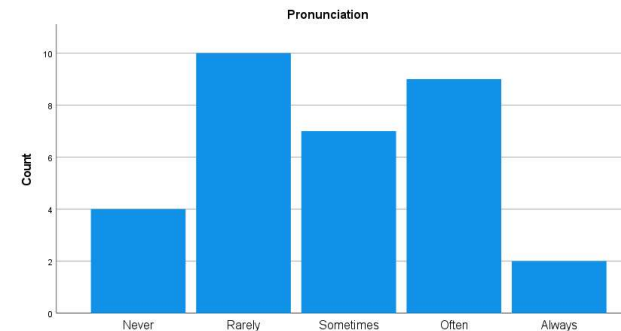
How often do you use specialized content (e.g. biology, history, economics), apart from the content present in General English coursebooks, to teach the following aspects? [fixed phrases (language chunks, collocations)]



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? [grammar]

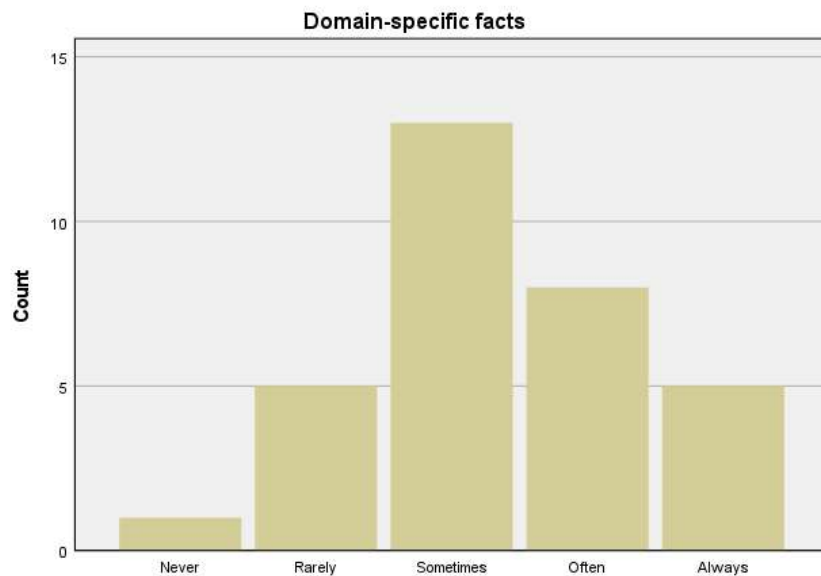


How often do you use specialized content (e.g. biology, history, economics), apart from the content present in General English coursebooks, to teach the following aspects? [pragmatics and culture (appropriate language use depending on context and cultural background)]

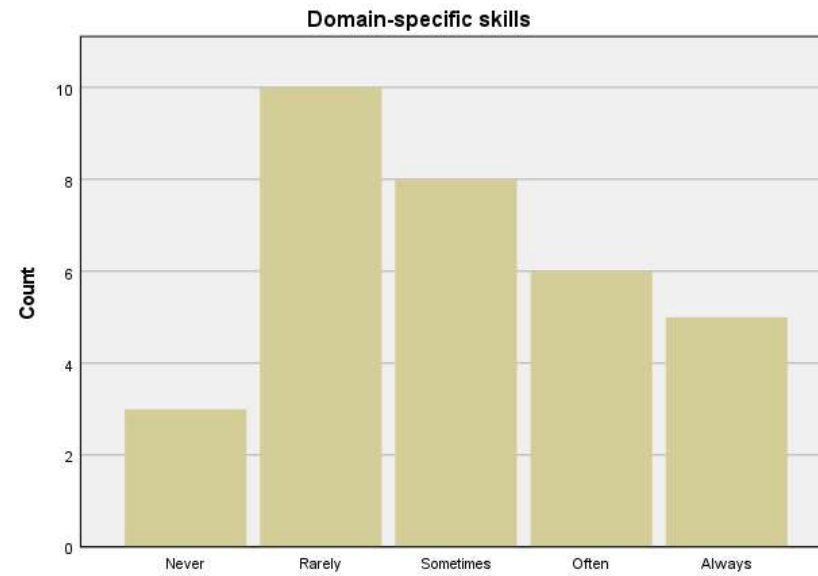


How often do you use specialized content (e.g. biology, history, economics), apart from the content present in General English coursebooks, to teach the following aspects? [pronunciation]

# Teaching:

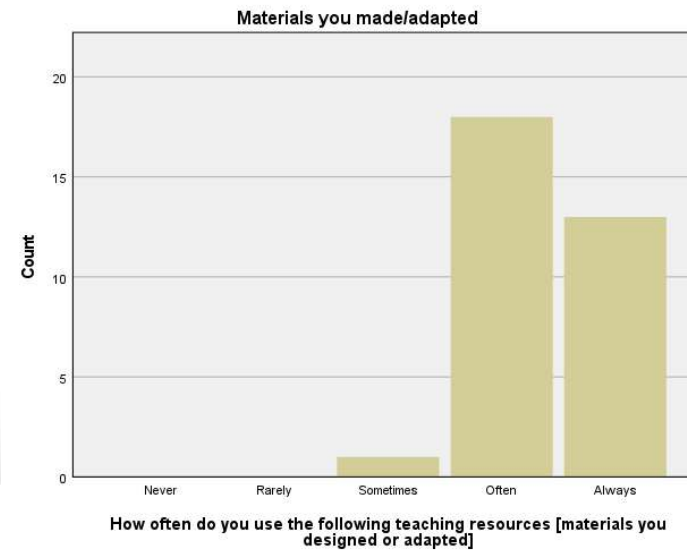
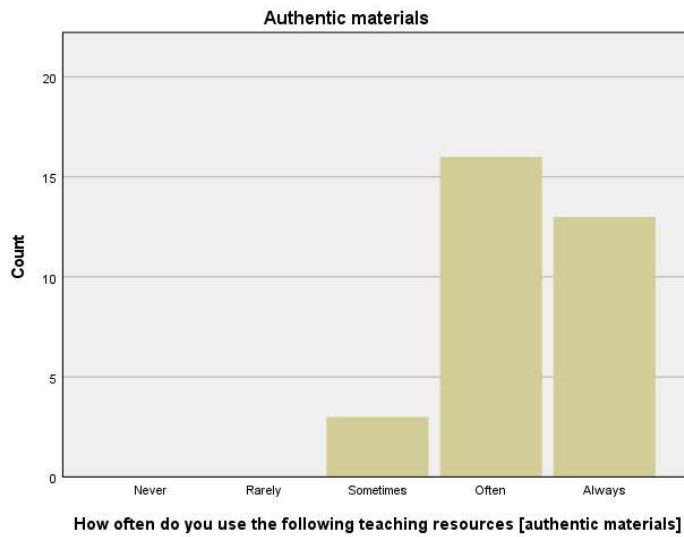
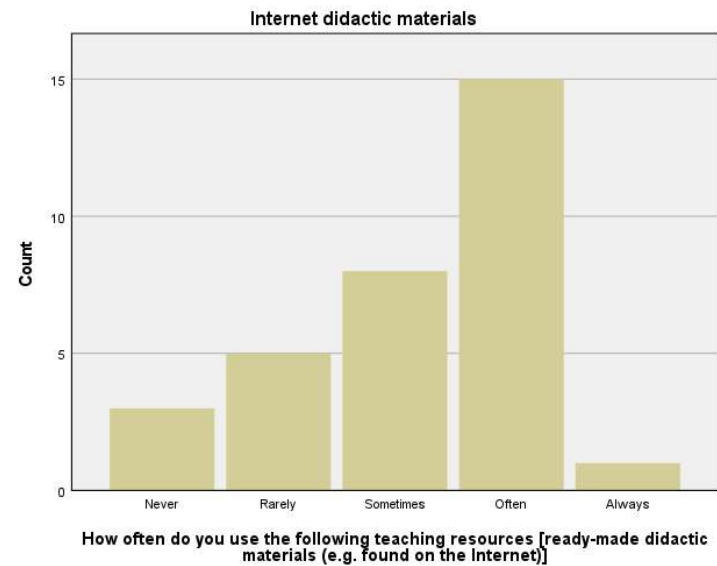
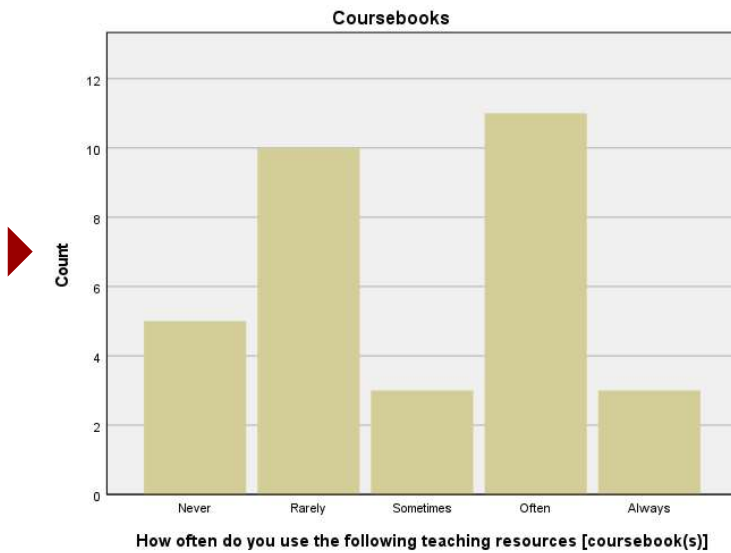


How often do you teach the following aspects of an academic subject as part of your English-language course(s)? [domain-specific knowledge (e.g. facts and figures pertaining to physics, archeology etc.)]



How often do you teach the following aspects of an academic subject as part of your English-language course(s)? [domain-specific skills (e.g. those required of a successful geographer, historian, architect, etc.)]

# Using:



# Authentic materials

- ▶ Research articles
- ▶ Latest/recent research of the speciality; parallel texts from Riigi Teataja (State Gazette)
- ▶ TedTalks, newspaper articles, broadcasts
- ▶ Grammar explanations / exercises
- ▶ Grammar charts
- ▶ Drawings and visual material for learning anatomical terminology



# Other resources

- ▶ Wikipedia
- ▶ IATE termbase
- ▶ Theatre, games, film making
- ▶ YouTube
- ▶ TED Talks
- ▶ Online exercises

# Methods

- ▶ Communicative approach – 25
- ▶ Task-based learning – 22
- ▶ Presentation-Practice-Production – 14

Other:

- ▶ Test-Teach-Test
- ▶ Project-based learning - 2
- ▶ Flipped classroom – 3
- ▶ Peer Instruction
- ▶ Games





# Techniques

- ▶ Project work – 21
- ▶ Role-play – 18
- ▶ Note taking – 14

Other:

- ▶ Pair / group work
- ▶ Games
- ▶ Presentations
- ▶ Debates, discussions
- ▶ Cooperative learning



# Assessment

- ▶ Presentations - 26
- ▶ Close-ended tests – 15
- ▶ Open-ended tests – 15

Other:

- ▶ Creative writing
- ▶ Formative assessment
- ▶ Peer revision
- ▶ Portfolios
- ▶ Academic writing (abstracts)

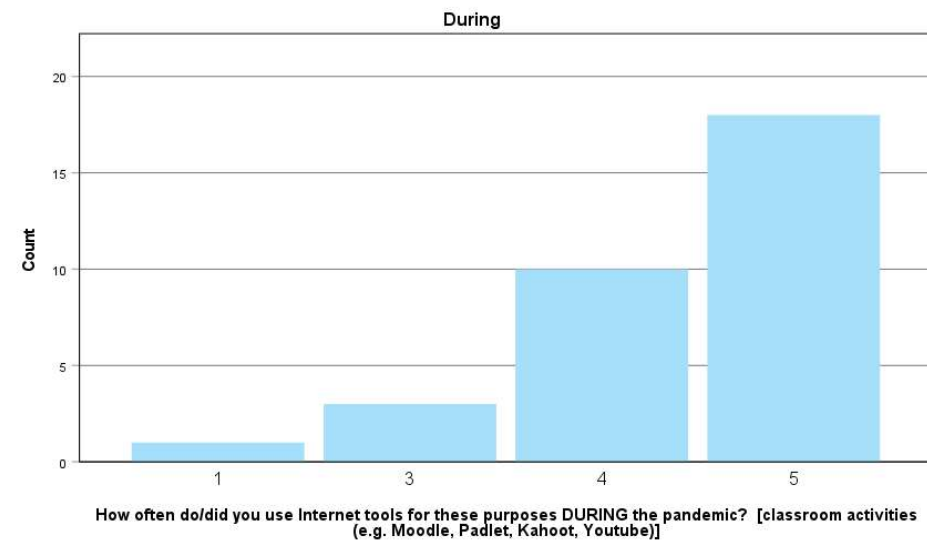
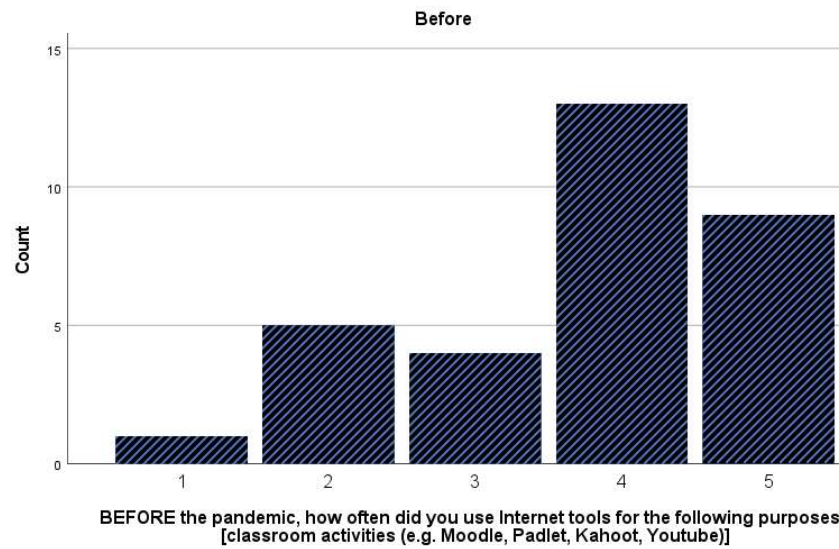
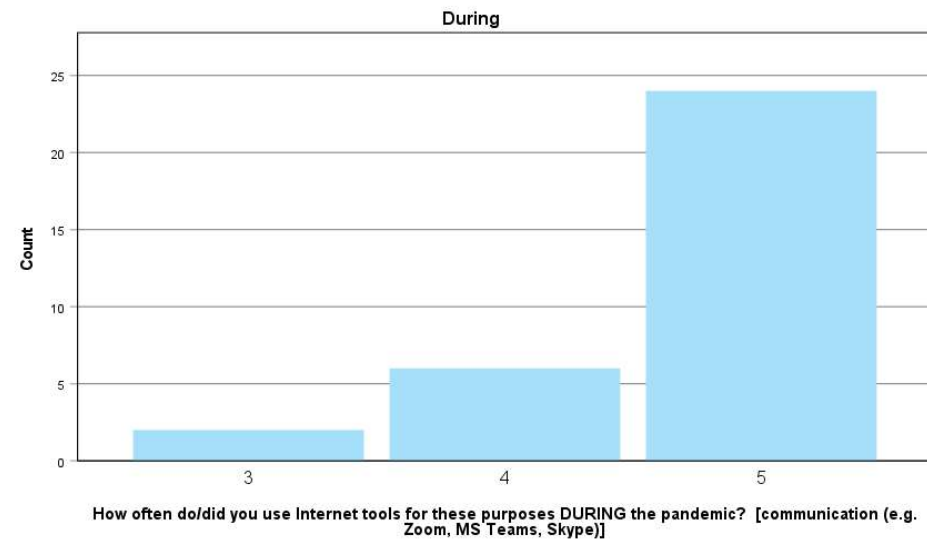
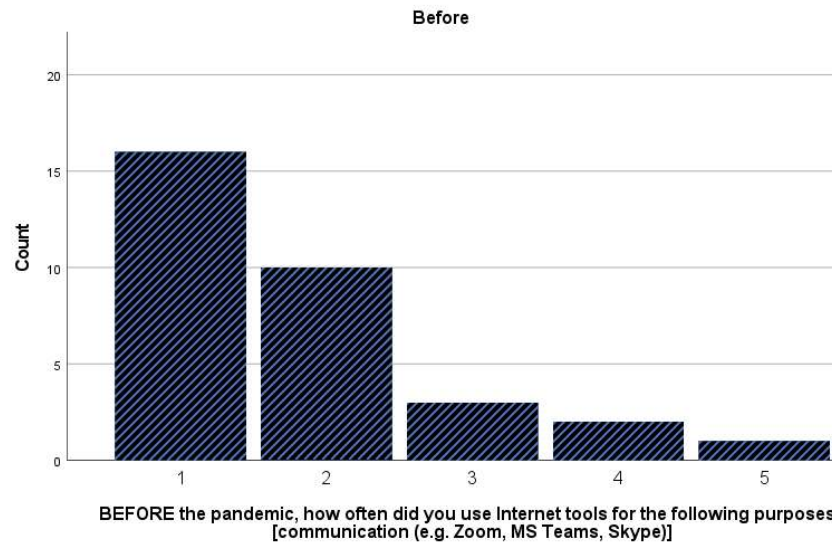


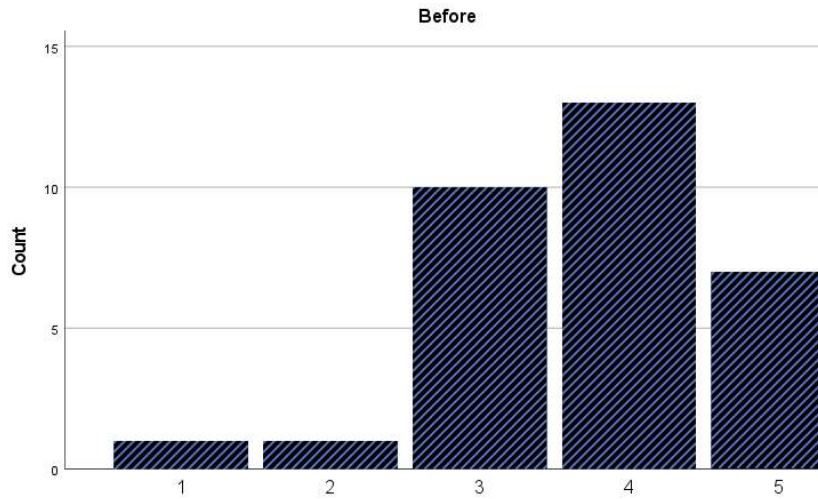
### Who talks?



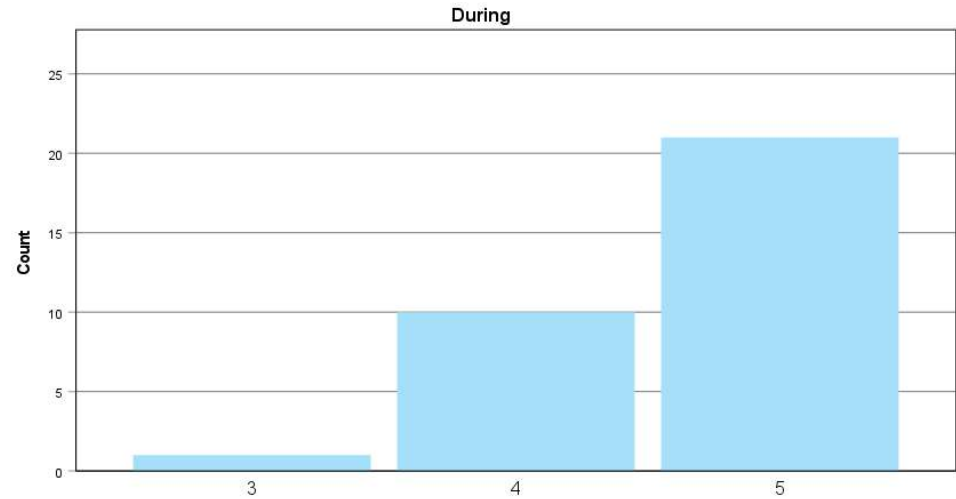
### In your EHE classes, who talks more in English?

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

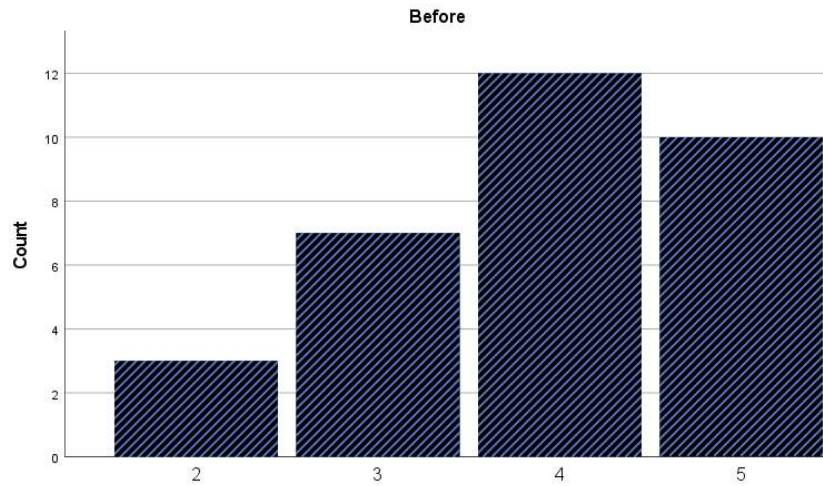




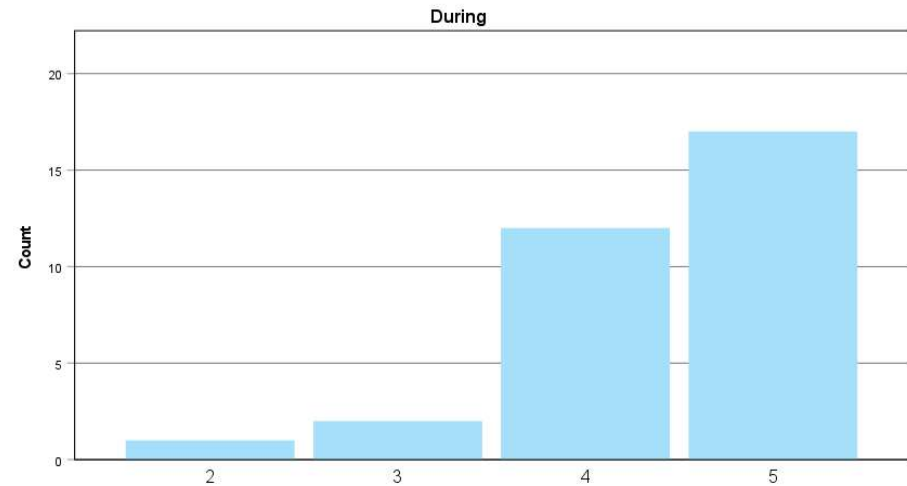
BEFORE the pandemic, how often did you use Internet tools for the following purpose [data storage and sharing (e.g. Google Drive)]



How often do/did you use Internet tools for these purposes DURING the pandemic? [data storage and sharing (e.g. Google Drive)]



BEFORE the pandemic, how often did you use Internet tools for the following purposes [research/class preparation (e.g. websearch)]



How often do/did you use Internet tools for these purposes DURING the pandemic? [research/class preparation (e.g. websearch)]



## Why?

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

yes

There are no other possibilities to have a class

Useful sources, easy to share materials, students are also able to manage a bit better.

It's already a beaten path. Why desert it?

Google Drive and Google Classroom are extremely useful.

These tools seem to make the teacher's life easier in addition to being attractive for students

For some fun activities, etc.... you do not have to invent a wheel when it already exists.... (that's my idea)

backup' of classes for students who are not present, individual consultations, data storage, web search for materials

Internet tools give academic freedom for both the students and the teachers



Because it is less time-consuming as you can share one file with all your students and don't have to design 5 separate handouts for 5 groups, for example. By using traditional teaching tools, absent students would miss the lessons, but nobody will ever miss a class when you record it and share its recording file with the entire class. Besides, you can give classes from anywhere on the earth, you don't need to be present on the premises.

Field-specific videos are very good tools for students to learn specific terminology, it is also good tool for teacher to examine students knowledge of terminology and understanding of the content. Using Google drive and other similar platforms enables students to access relevant materials for independent home assignments and preparation for the upcoming lessons

Students are used to it and a lot of teaching material has been created.

Convenient, fast, learner-friendly.

To provide variety

Using Google drive and other similar platforms enables students to access relevant materials for independent home assignments and preparation for the upcoming lessons

It is also more green and environment-friendly and more accessible.

# I would appreciate more didactic resources

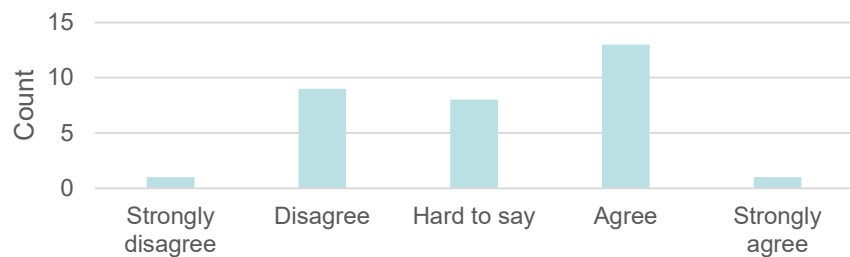
- ▶ For General English – mostly „**disagree**“
- ▶ For ESP / CLIL – mostly „**strongly agree**“
- ▶ For teaching content – „**hard to say**“ / „**agree**“
- ▶ For online teaching – „**agree**“ / „**strongly agree**“



# More training in:

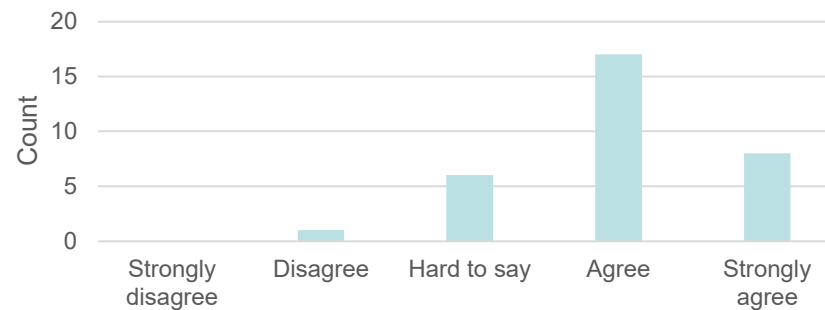
- ▶ How to create ESP online materials
- ▶ Teaching techniques (both f2f and online)
- ▶ CLIL, enhancing and teaching specific language
- ▶ teaching multilevel groups online,
- ▶ Subject areas (e.g. media studies)
- ▶ Just updating to what's going on in the world methodically
- ▶ Possibilities for moodle
- ▶ Sign languages. I know ASL, but I would like to learn more sign languages, like LSF, to incorporate into classes
- ▶ Educational technology, psychology
- ▶ How to Teach Terminology and Jargons to ESP students
- ▶ Audio-visual sciences
- ▶ Differentiated teaching, content and language integrated

### Distance learning is an effective educational approach



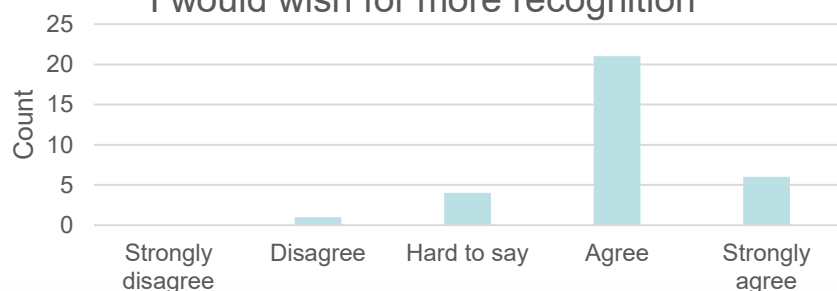
As an EHE teacher, to what extent do you agree with the following [Distance learning is an effective educational approach, comparable to traditional in-class instruction]

### Effective English teaching should be based on specialized content



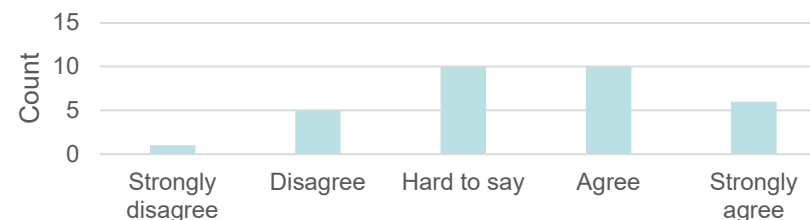
As an EHE teacher, to what extent do you agree with the following [Effective English teaching for university students should be based on specialized content (e.g....

### I would wish for more recognition

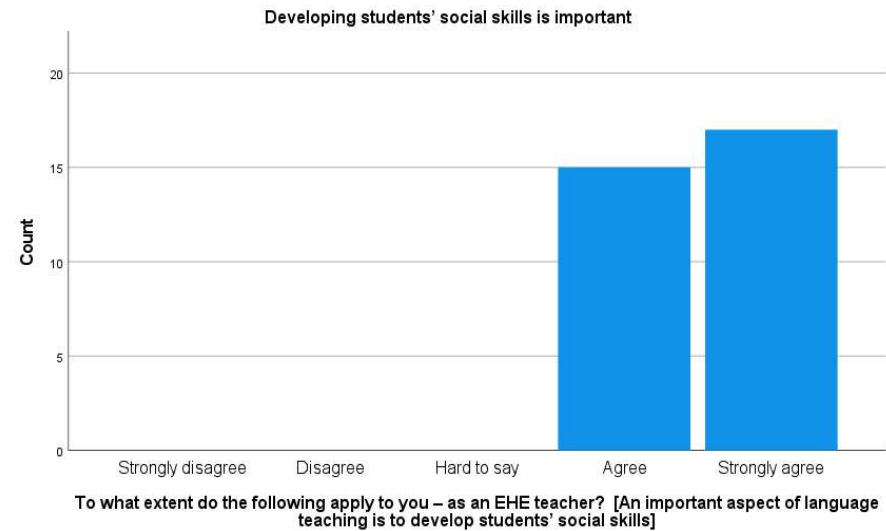
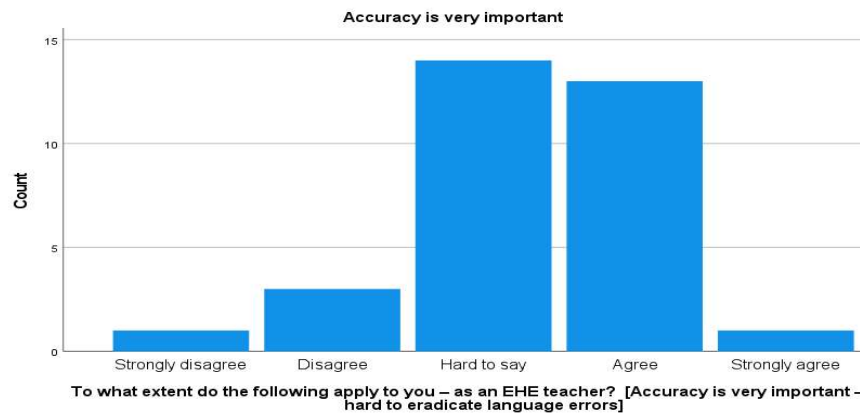
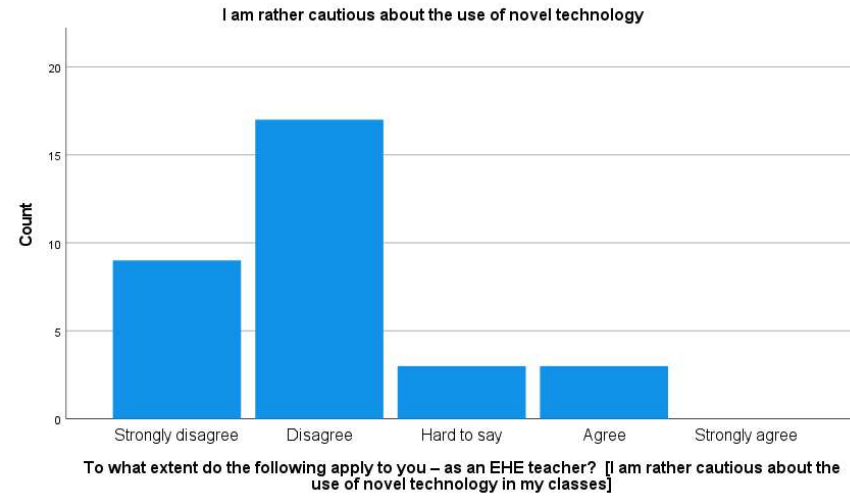
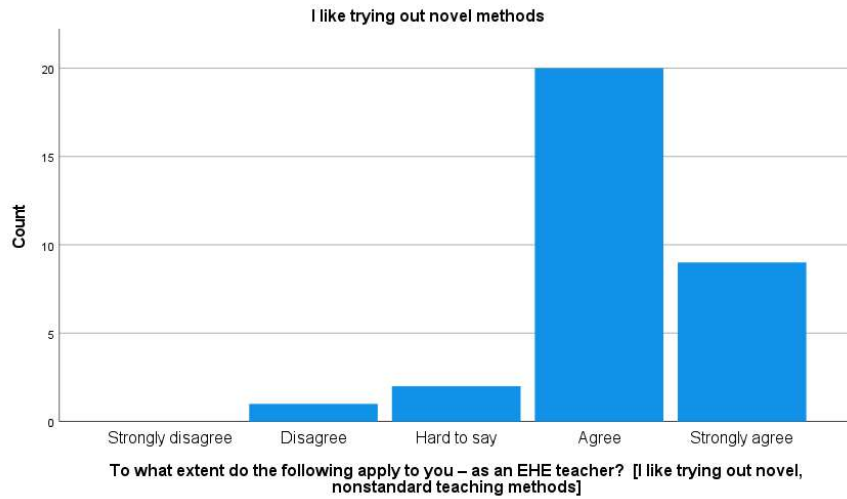


As an EHE teacher, I would wish for more... [recognition of the role of English teaching in university curricula (e.g....

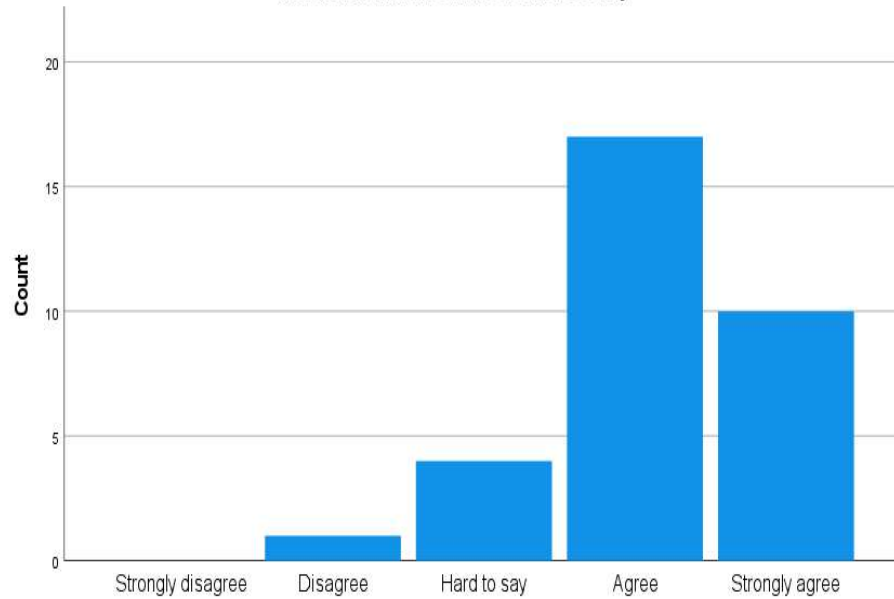
### I would wish for more institutional guidelines



As an EHE teacher, I would wish for more... [institutional guidelines for English teaching (e.g. pertaining to...

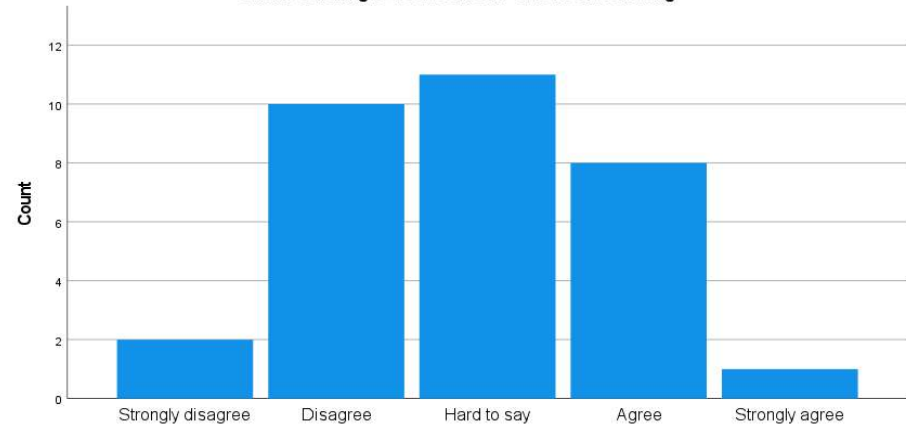


Interaction with classmates is the best way



To what extent do the following apply to you – as an EHE teacher? [The best way to learn a foreign language is through interaction with classmates]

Online teaching is as effective as classroom teaching



To what extent do the following apply to you – as an EHE teacher? [Online teaching is as effective as classroom teaching]

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

- ▶ Interaction with **students**
- ▶ **Students** motivate the teacher and it is possible to learn from them
- ▶ It's constantly changing and challenging
- ▶ **Students / Great students**
- ▶ **Learners** are adults and it is a challenge
- ▶ Communication, lifelong learning, classes
- ▶ Academic freedom
- ▶ Helps improve my own practical English skills and stay up-to-date with new teaching trends.
- ▶ Learning from **students** - field specific knowledge + cultural aspects



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

- ▶ The need to 'update' constantly - content-wise and the methods. And I like my **students** :) Also having a framework we agreed upon in our language centre and the academic freedom to decide on specifics
- ▶ I have a lot of insight to offer **students**, and have a very different approach to teaching than some of my peers. I love to see the **AHA moments** when students are really able to take their learning to the next level. Especially when I can tell they've incorporated some of their newly gained knowledge.



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

- ▶ I have a lot of freedom to design my English lessons. I can be creative with preparing materials and assessment tasks for my classes. Instead of giving grades I am expected to give personal feedback about all the coursework and independent homework to all of my **students**. I get a lot of immediate feedback from my **students** that helps me to understand what kind of methods and tasks are working with them. **Students'** immediate feedback also lets me know if my classes are generally interesting and informative or not.

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

- ▶ **Workload**, lack of materials
- ▶ No support whatsoever from the board: no examples of curricula, no materials shared
- ▶ Sometimes, language teacher is considered a lower level teacher than a subject teacher
- ▶ Preparing lessons (finding and creating teaching materials) is very time-consuming. Though, I believe that if I have the opportunity to teach the same levels and the same specialised contents in the future, the burden will be lighter.



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

- ▶ Class size
- ▶ can't think of anything, except for more classes with students. Well, the salary could always be better, too?!
- ▶ I get the impression the administration feels accuracy is the most important aspect. But this is antithetical to the essence of language, especially English. It means my students are fearful of getting a bad grade, and are therefore unfocused of the true learning objective of using their English skills in a more specialised way at a higher calibre.

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

- ▶ **Lack of communication** with colleagues
- ▶ How little materials there are, and the difficult it is to contact and collaborate in an effective way with teachers from the specific fields I'm teaching English for.
- ▶ Groups are often too large and heterogeneous - impossible to cater for every major.
- ▶ I do a lot of extra work preparing and designing materials for my classes without getting paid for it. I also have to spend extra time to design and adapt my lessons for every new group as each group has really different language proficiency level.



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

- ▶ Workload
- ▶ Smaller classes
- ▶ I would like to get some kind of support and also some guidance as to what I am doing right or wrong, some kind of reflection on my work, not from the students, but from (a) professional(s)
- ▶ Sometimes I wish I could have more creative ideas for classes
- ▶ More recognition from the authorities.

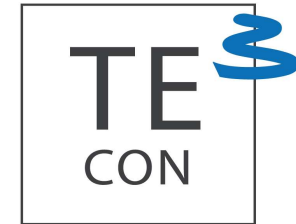
# What I would like to change about my work as an EHE teacher is:

- ▶ More support in seriously complicated personality issues in students (borderline to requiring a diagnosis) - very-very rare, but very difficult, as I really have no specific preparation for that.
- ▶ I wouldn't change my own work, but I would like to know more about what other teachers are doing. I have no idea even the content that was covered in the previous course the students took.
- ▶ Introduce regular EHE teachers meetings for synchronising course syllabi.
- ▶ Better collaboration with teachers from those specific fields and more specific materials.



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

- ▶ I would like to get a professional degree in teaching and educate myself more about differentiated learning and content and language integrated learning to be more efficient in my work.
- ▶ Come back to the classroom and experience the real vibe.
- ▶ Become more flexible in my teaching methods.
- ▶ Nothing



**Thank you for your attention!**

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