



Te-Con3 Report on the Approaches to EHE

IO1

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TE-Con3 – Intellectual output 1 aims

- understand the current situation of English across European Higher Education institutions
- comprehend the existing language policies at the national and/or local levels
- gather information in partner countries regarding
 - the demographics of participating faculty
 - teaching and learning practices
 - needs / wishes of faculty
 - perspectives of online teaching
 - resources

Status of EFL in HE

- entrance requirements for HE faculty teaching English vary
- organisation of European HEIs is different, depending on national, regional or local cultures
- EU regulations and orientations are considered, not fully implemented
- degree of autonomy varies from country to country and (sometimes) from institution to institution and/or from department to department

Language Policy in National Reports

- no specific orientations at the national level for languages in HE
- HEI have the autonomy to shape curriculum (respecting quality criteria and qualifications framework, (e.g., Poland)
- students' English language competence is expected upon entrance of HE
- internationalisation is a strategic aim for all institutions. However, language (including the English language) may not be a relevant factor.
- English is referred to almost everywhere as a mean of internationalisation and international recognition.
- English is also presented as a threat to national/regional/local languages and multilingualism.

Numerical data about national systems (HEI, courses, students)

- a decrease of students (e.g., Poland), in Sciences and Technologies (e.g., Portugal)
- the concept of *international student* needs further clarification (student from abroad vs. international student)
- in some partner countries (e.g., Germany), specific programs are delivered exclusively (or almost) for international students.
- in international degree programs, around 70% of 3rd cycle involve English, and in 1st cycle, the percentage of programmes in English is about 33%
- English is often considered a must in the tuition of international students, totally or partially (as it is in Germany).
- In Portugal, more than 70% of international students are from Portuguese speaking countries, English use can be a real problem.
- EMI is a real practice, despite problems reported (e.g., no verification/accreditation of professors, staff, and student's competence in the English language)
- data about the presence of English as a content in HE were very difficult to collect because most of the available information is about EMI or outputs in English, not about English teaching.

Teaching English at the Tertiary Level

- **General English** - increased use in public and private universities (administration, economy, IT, nursing, tourism or General English studies)
- **English as a Medium of Instruction (EMI)** - internationalisation (students and researchers)
- **English for Academic Purposes (EAP)** - student-focused, for academic success in philological and non-philological specialisations
- **English for Specific Purposes (ESP)** - key English language trend in partner countries (business, technical, medical, tourism, IT, architecture, and aerospace engineering)
- **Content and Language Integrated Learning (CLIL)** - diverging status across partner countries, not feasible in some cases

Teachers needs and/or beliefs

- Need for more future professionals due to aging teaching staff
- Need to reconsider the beliefs of the social relevance of the profession
- Need for continued professional development in mediation, multilingualism, and multiculturalism
- Need for transparent learning objectives and assessment criteria
- Need for continued development of didactic materials
- Need for sensitizing teaching staff and students for the linguistic, cultural, and professional advantages in promoting multilingual teaching and learning environments
- Need for improvement in teaching staff working conditions
- Need for implementation of language policies.
- Need for conceptual revision of English (Lingua franca / Global English / Englishes)

Findings

- Language policies - national Language Policies are needed
- Pedagogy and labour market - the 21st-century labour market is both national and international thus HE needs to use pedagogy to prepare students for a glocal market
- Linguistic status -
 - ESP as an established and growing strand in English language teaching and learning
 - ESP may coexist with General English and EMI
 - CLIL aims to articulate between Secondary and HE curricula and syllabus (e.g., Estonia and Romania) and prepare students for the labour market.
- English in HE must have clear objectives, methodologies, appropriate didactic materials, and transparent assessment criteria.
- EHE – a language or just a mean of communication??