

Appendix to ”Underviseres holdninger til engelsk som undervisningssprog”

English summary

The use of English as the medium of instruction is on the rise at Danish universities. This increased use of English at universities has resulted in a debate – not just in the university sector, but also in the media and in Parliament.

Themes in the debate

Five significant themes can be derived from this debate. The first theme can be described as pro-English: there are merits associated with the increased use of English as an element in the ever increasing internationalization of (Danish) higher education. This increased use of English makes it easier to recruit the best international lecturers and students and therefore elevates the level of instruction. This increased use of English also provides graduates with greater opportunities in an increasingly international – and English speaking – marketplace. Then, three separate but still related opposing themes can be identified, i.e. themes which are more sceptical about the increased use of English. The first of these relates to Danish society at large. An increased use of English in higher education may result in difficulties for the general public in keeping abreast of scientific advancements. The second opposing theme is related to domain loss. As more and more people are educated through the medium of English, they may find it more difficult to discuss their field in Danish. In the long term, the increasing use of English may mean that Danish can no longer be used to disseminate or discuss academic subjects because the discipline specific terminology will be neglected and will not develop. The third opposing theme focuses on the concern that an increased use of English in the classroom will negatively affect the quality of instruction because neither the Danish lecturers nor the Danish students are working to their full potential since English is a foreign language for both parties. Instruction may be less precise or teaching methodology may be compromised. In addition to the pro-English theme and the three opposing themes, a fifth and final theme in the debate focuses on the question of who decides which language is to be used in the university sector. Is this a question for individual universities to address, or is this up for public debate to be decided by elected politicians?

Method

Although this topic has been debated at universities, in the press and in the Danish Parliament, no one has systematically considered the attitudes and opinions of those employed in the university sector. This is what this study strives to do.

The study is based on a survey which was electronically distributed in the summer of 2009 to all teaching staff at the University of Copenhagen. In the survey, teaching staff were asked to take a position on a number of statements that stem from the five themes outlined above:

- Theme 1: Increased use of English in higher education impedes knowledge dissemination to the public
- Theme 2: Teaching through English results in a reduced learning outcome for the students

- Theme 3: Increased use of English in higher education threatens Danish as an academic language
- Theme 4: An increased amount of English-medium teaching leads to higher academic standards and improved competitive capacities internationally
- Theme 5: Decisions regarding language of instruction should be made by the universities.

Respondents were then requested to evaluate their own English proficiency skills and answer a series of questions related to the various potential problems that could arise from teaching through the medium of English. These potential problems were divided into: a) problems concerning language deficiencies when teaching, b) problems concerning a lack of language precision and accuracy and c) problems concerning a general lack of ability to discuss the discipline in English.

Background variables utilized in the study were: place of employment (which faculty), age and teaching load in English. This report presents the main findings. First the overall results will be presented, followed by differences by faculty, age groups and lecturers with various teaching obligations in English.

Attitudes among academic staff at the University of Copenhagen

Theme 1: Regarding the questions concerning knowledge dissemination to the public, there is broad agreement that Danish researchers must disseminate their findings in Danish, and slightly less agreement that it is a problem if Danish does not develop as an academic language. Respondents are divided as to whether Danish students should be taught through Danish and if the use of English in the classroom will inhibit knowledge dissemination ([Table 3.1](#)).

Theme 2: Respondents agree to a great extent that not all lecturers are prepared to teach through the medium of English and that students learn best when they are taught through their mother tongue. However, the respondents were essentially divided on the question concerning the extent to which the academic level falls when teaching is conducted through a foreign language or if this results in a greater difference in overall academic level ([Table 3.2](#)).

Theme 3: The respondents tend to agree that it is important to continuously develop Danish academic terminology, and to a lesser degree that Danish is threatened as an academic language. A majority agree that English terminology is more developed in their fields than Danish terminology ([Table 3.3](#)).

Theme 4: The respondents tend to agree that it is necessary and desirable to increase the number of courses offered in English. However, they are split regarding whether courses offered in English lead to higher academic levels ([Table 3.4](#)).

Theme 5: There is overwhelming agreement that universities should make decisions about language choice themselves ([Table 3.5](#)).

Attitudes within subgroups

Responses to the first four themes can be defined as either English positive or English critical. Respondents affiliated to the Faculty of Humanities and the Faculty of Theology, and to a lesser extent the Faculty of Health Sciences, were most critical of the use of English, whereas those affiliated with the Faculty of Pharmaceutical Sciences and

the Faculty of Science, and to a lesser extent the Faculty of Life Sciences, were the most positive (Tables [3.6](#), [3.7](#), [3.8](#), [3.9](#)).

The same four themes result in a clear picture when it comes to the relationship between attitudes and teaching load in English: the greater the teaching load in English, the more positive the respondents are to English (Tables [3.11](#), [3.12](#), [3.13](#), [3.14](#)).

The relationship between age and attitude is equally clear: the younger the respondents, the more English positive they are (Tables [3.16](#), [3.17](#), [3.18](#), [3.19](#)).

The responses to the questions in theme 5, responsibility for decision making, did not result in any clear correlations with faculty affiliation, age or teaching load (Tables [3.10](#), [3.15](#), [3.20](#)).

Self-assessment of English proficiency

The respondents generally assess their English skills to be strong. On the four different skills, between 20 % and 50 % evaluated their English to be at the highest level of a 6-point scale – most in regard to their receptive skills, i.e. reading and listening comprehension; fewer in relation to their productive skills, i.e., speaking and writing (Table [4.1](#)).

There is a fairly clear relationship between self-assessment of academic English and teaching load in English: the more teaching respondents have in English, the greater the likelihood that they assess their English as strong (Table [4.3](#)).

The issue of age results in similar results; the younger the respondents, the greater the likelihood that they assess their skills as strong, though with the greatest degree of difference between the youngest (under 30 and 30-40) and the rest, while there is little difference between respondents from 41 and up (Table [4.4](#)).

Problems teaching in English

Respondents with a teaching load in English of 10 % or more were asked to respond to a series of questions focused on potential problems that can result when teaching in English.

The respondents report, to a very strong degree, that they do not experience problems teaching in English. Overall, approximately 75 % disagree that problems arise, while for some questions this result is up to 90 % (Tables [5.1](#), [5.2](#), [5.3](#)). The areas with the greatest degree of agreement (although still quite low) were in relation to how to activate students, how to find appropriate vocabulary in a teaching situation and whether teaching in English demands more preparation time.

The relationship between teaching load in English and problems teaching in English is that the greater the teaching load in English, the lower the agreement that problems exist (Tables [5.7](#), [5.8](#), [5.9](#)).

The relationship between age and problems teaching in English is systematic but nonlinear. The youngest and oldest respondents disagree most with the statements on the survey regarding problems when teaching in English (Tables [5.10](#), [5.11](#), [5.12](#)).

Table 2.1. Distribution of respondents across faculties.

Faculty	Number	Per cent
The Faculty of Life Sciences (LIFE)	190	17.2
The Faculty of Pharmaceutical Sciences (FARMA)	40	3.6
The Faculty of Humanities (HUM)	224	20.3
The Faculty of Law (JUR)	77	7.0
The Faculty of Science (NAT)	265	24.0
The Faculty of Social Sciences (SAMF)	86	7.8
The Faculty of Health Sciences (SUND)	210	19.0
The Faculty of Theology (TEO)	12	1.1

Table 2.2. Distribution of respondents across job categories.

Position	Number	Per cent
Professor	142	12.9
Associate professor	444	40.2
Assistant professor	63	5.7
Postdoc	85	7.7
PhD student	192	17.4
Research assistant/fixed-term lecturer	17	1.5
Part-time teacher (part-time lecturer/TA)	138	12.5
Other	23	2.1

Table 2.3. Distribution of respondents across age groups.

Age group	Number	Per cent
Under 30	111	10.1
30-40	360	32.6
41-50	259	23.5
51-60	221	20.0
Over 60	153	13.9

Table 2.4. Distribution of respondents across gender.

Gender	Number	Per cent
Male	712	64.5
Female	392	35.5

Table 2.5. Distribution of respondents by teaching load in English (N = 1043 at this point in the questionnaire).

Load	Number	Per cent
0-10 %	457	43.8
10-20 %	121	11.6
20-30 %	69	6.6
30-40 %	42	4.0
40-50 %	69	6.6
50-60 %	46	4.4
60-70 %	31	3.0
70-80 %	48	4.6
80-90 %	38	3.6
90-100 %	122	11.7

Table 3.1. Theme 1: Increased use of English in higher education impedes knowledge dissemination to the public (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know	N
Students who will be employed in the Danish labour market should be taught in Danish	16.6	28.4	29.6	23.0	2.4	1129
The use of English in teaching and research means that the general population has less access to research results	12.5	23.6	28.6	31.2	4.2	1130
Researchers have an obligation to disseminate their research findings to Danish society in Danish	46.7	31.1	10.7	10.0	1.5	1130
It is a societal problem if all specialised areas cannot be explained in Danish	30.7	29.0	19.8	16.9	3.6	1131

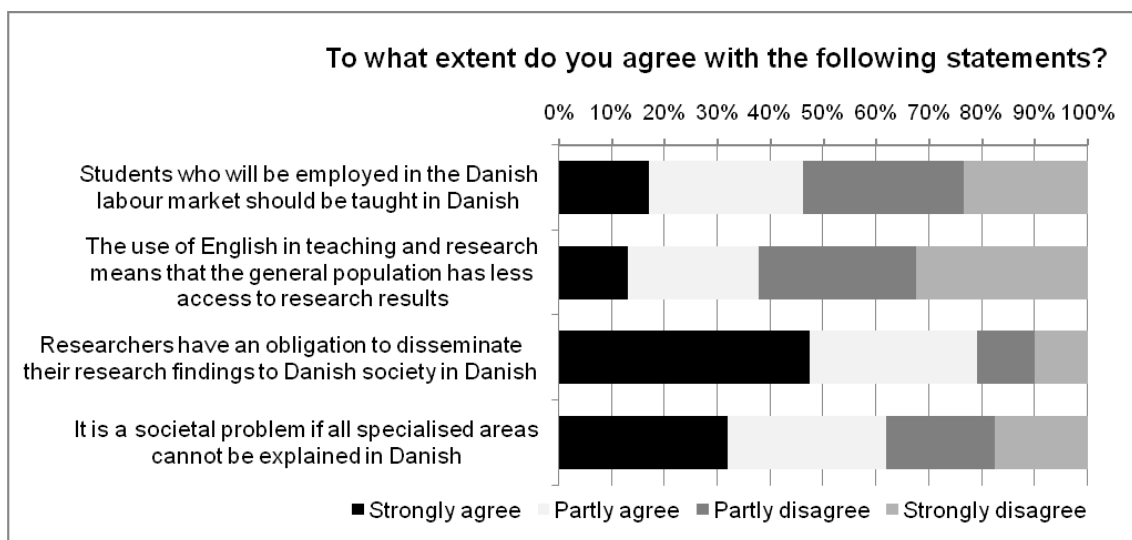


Figure 3.1. Theme 1: Increased use of English in higher education impedes knowledge dissemination to the public (distribution of responses in per cent).

Table 3.2. Theme 2: Teaching through English results in a reduced learning outcome for the students (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know	N
Far from all university teachers have the necessary skills for teaching in English	40.5	32.6	12.7	6.7	7.4	1130
Academic standards fall when the medium of instruction is English	19.1	28.2	19.2	29.8	3.5	1130
Students learn best when they are taught in their mother tongue	36.8	31.4	17.5	9.9	4.8	1130
Teaching in English could lead to a wider gap between students' levels of ability	15.9	31.7	22.5	15.6	14.3	1131
If the course material is in English, teaching in English creates a better link between the teaching and the course material	19.6	24.4	25.8	26.6	3.5	1130

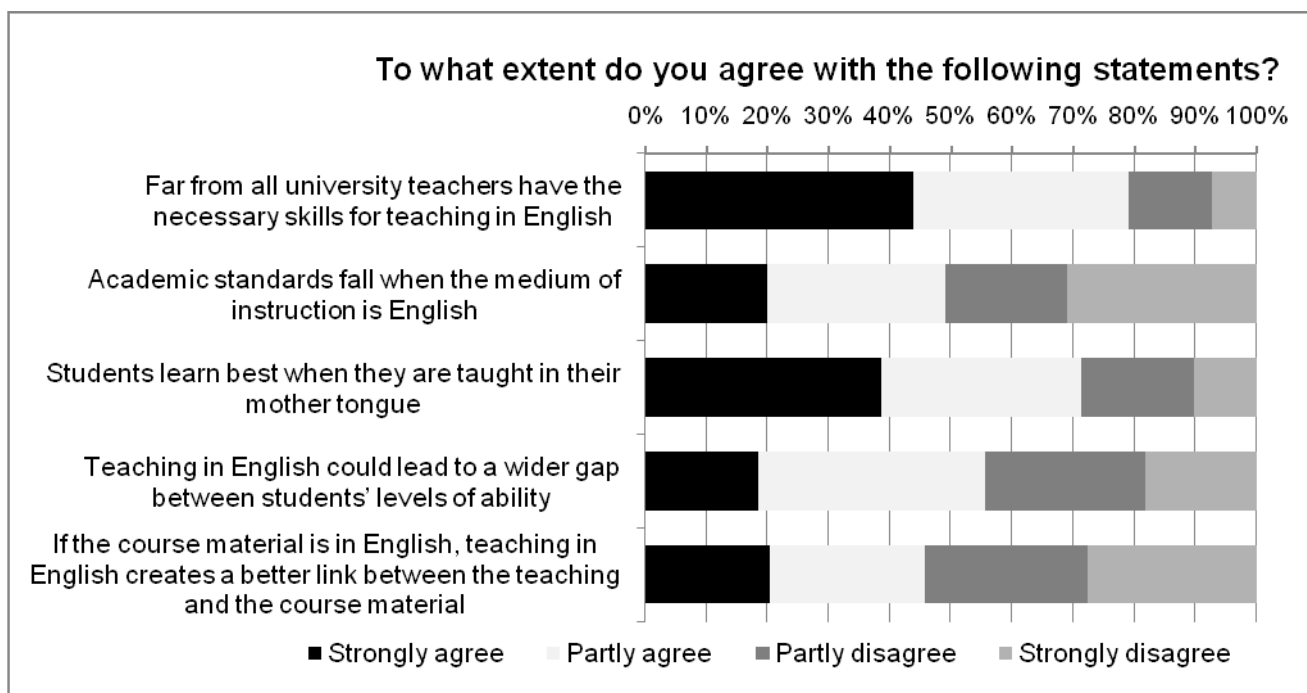


Figure 3.2. Theme 2: Teaching through English results in a reduced learning outcome for the students (distribution of responses in per cent).

Table 3.3. Theme 3: Increased use of English in higher education threatens Danish as an academic language (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know	N
It is important to continue developing Danish technical terminology	40.2	31.1	16.5	8.9	3.3	1130
The University should offer courses in Danish at both the bachelor's and master's levels	30.1	30.0	19.8	16.3	3.8	1108
Danish technical language will disappear if a lot of teaching is conducted in English	21.6	42.8	21.4	10.8	3.4	1108
Within my field, the English technical language is more developed than the Danish	41.5	23.1	15.5	17.1	2.8	1108

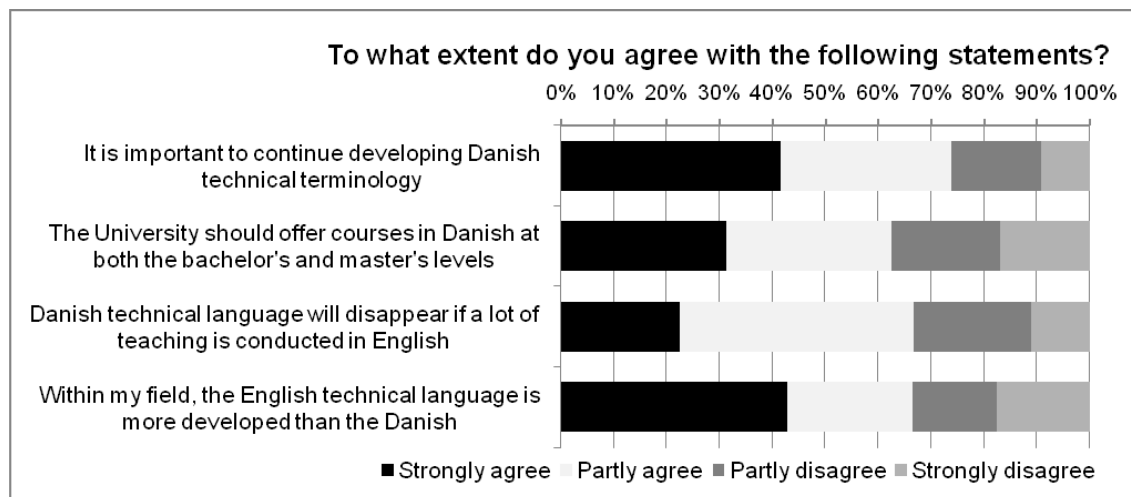


Figure 3.3. Theme 3: Increased use of English in higher education threatens Danish as an academic language (distribution of responses in per cent).

Table 3.4. Theme 4: An increased amount of English-medium teaching leads to higher academic standards and improved competitive capacities internationally (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know	N
The number of courses taught in English in my department should be increased in order to attract more international students	28.1	31.3	20.8	11.8	8.0	1130
The number of courses taught in English in my department should be increased in order to attract more international researchers	28.1	29.1	23.6	11.4	7.9	1107
By teaching students in English, the University ensures that they are well-prepared for the future	29.2	36.6	21.7	9.5	3.0	1108
Teaching more programmes in English will raise academic standards at the University	19.6	26.5	29.7	17.4	6.8	1108
If we are to compete at an international level, we have to offer more courses in English	37.6	32.9	17.5	7.5	4.5	1108

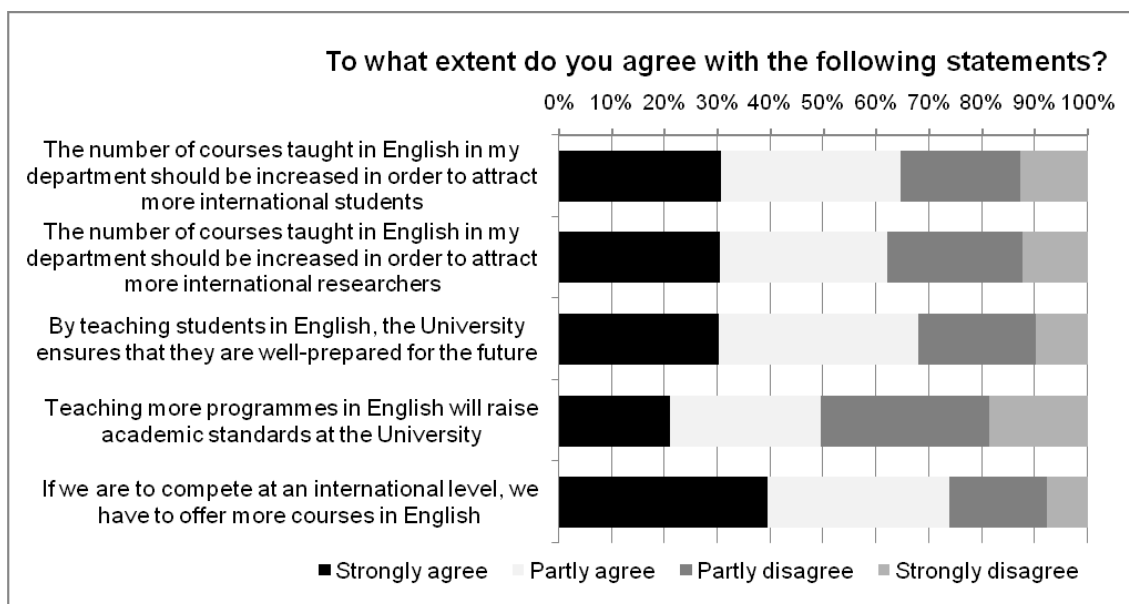


Figure 3.4. Theme 4: An increased amount of English-medium teaching leads to higher academic standards and improved competitive capacities internationally (distribution of responses in per cent).

Table 3.5. Theme 5: Decisions regarding language of instruction should be made by the universities (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know	N
It should be up to the universities to decide to what extent English is used as the medium of instruction	52.0	30.1	11.0	3.9	3.1	1108
It should be up to the individual study board to decide whether courses are taught in English	44.9	33.7	12.5	5.5	3.3	1108
Decisions about the medium of instruction are so important that they should be made by parliament	5.9	9.7	19.2	59.1	6.0	1108

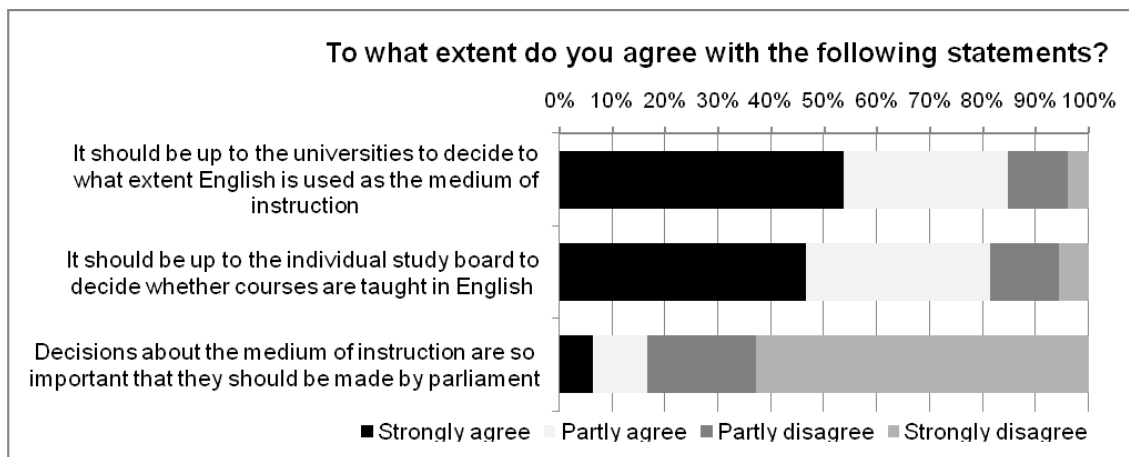


Figure 3.5. Theme 5: Decisions regarding language of instruction should be made by the universities (distribution of responses in per cent).

Table 3.6. Theme 1: Increased use of English in higher education impedes knowledge dissemination to the public (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
LIFE	24.8	29.1	24.8	21.4
FARMA	20.1	28.9	24.5	26.4
HUM	37.0	30.7	19.0	13.3
JUR	23.6	27.6	23.9	24.9
NAT	22.1	24.7	25.3	27.9
SAMF	24.2	31.4	21.8	22.7
SUND	29.9	31.3	22.0	16.8
TEO	42.6	29.8	19.1	8.5

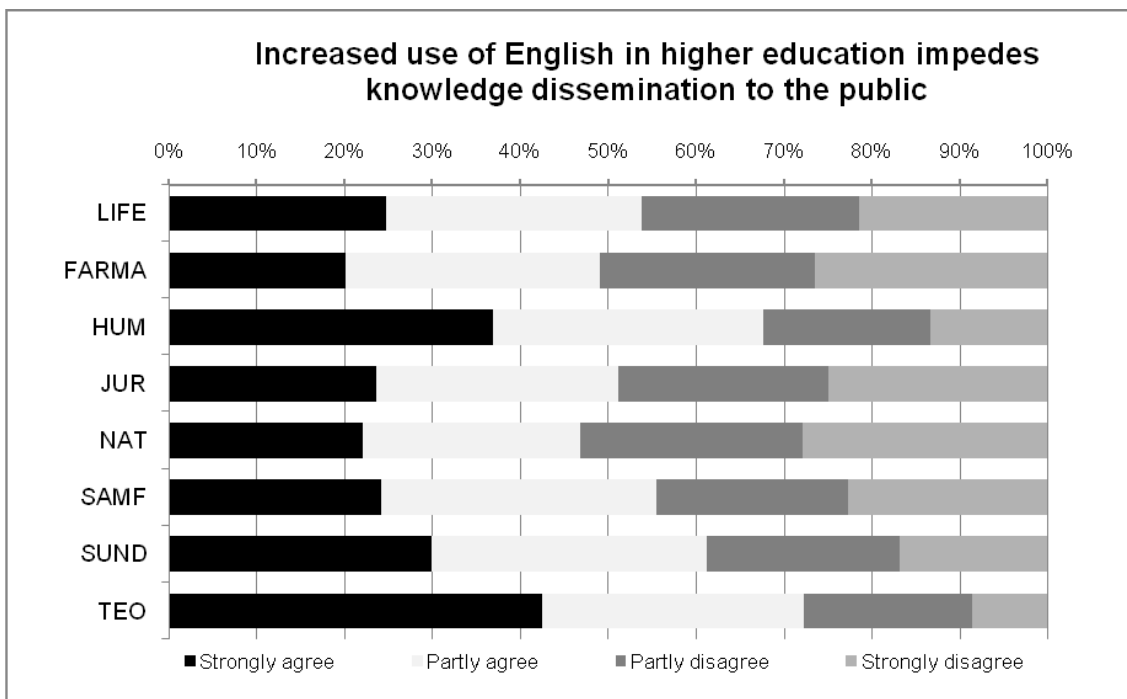


Figure 3.6. Theme 1: Increased use of English in higher education impedes knowledge dissemination to the public (distribution of responses in per cent).

Table 3.7. Theme 2: Teaching through English results in a reduced learning outcome for the students (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
LIFE	23.8	34.9	21.5	19.9
FARMA	17.6	35.3	24.1	23.0
HUM	43.9	31.4	14.7	10.0
JUR	31.5	33.5	16.1	18.9
NAT	18.9	30.6	26.2	24.3
SAMF	30.6	29.0	24.7	15.7
SUND	35.5	32.0	17.8	14.7
TEO	46.6	29.3	10.3	13.8

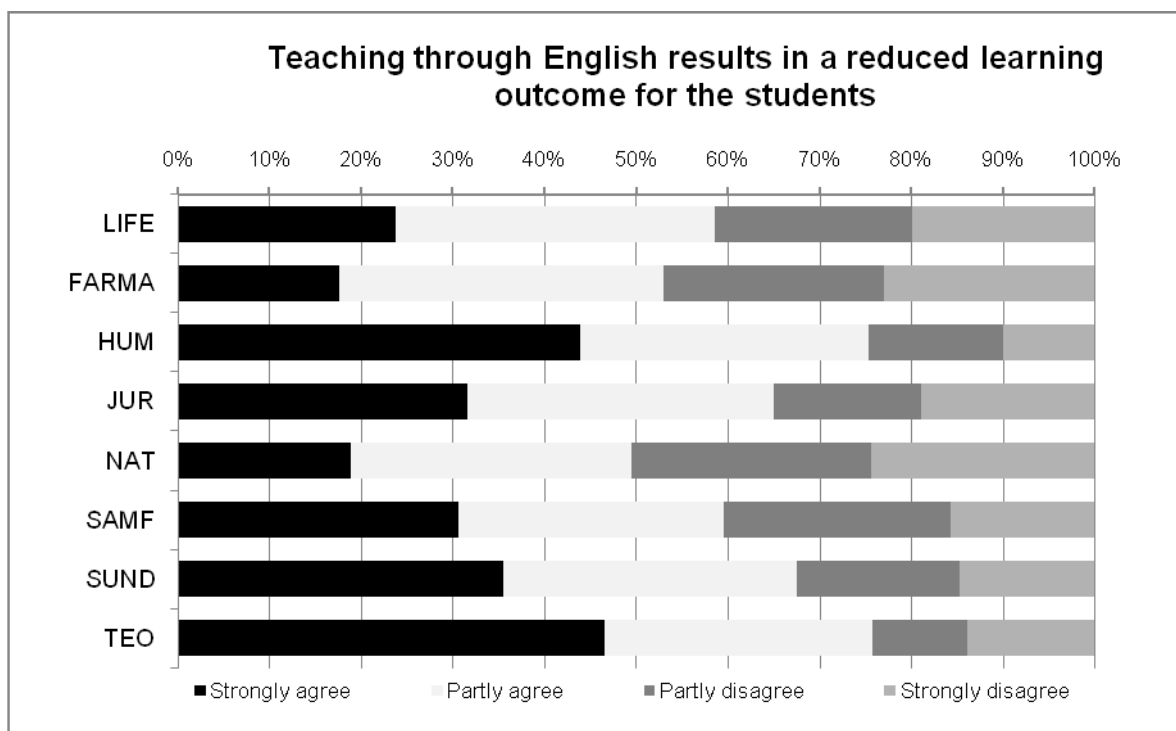


Figure 3.7. Theme 2: Teaching through English results in a reduced learning outcome for the students (distribution of responses in per cent).

Table 3.8. Theme 3: Increased use of English in higher education threatens Danish as an academic language (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
LIFE	19.9	31.5	25.6	23.0
FARMA	13.5	31.6	25.8	29.0
HUM	43.4	29.2	15.5	11.9
JUR	40.0	34.6	12.9	12.5
NAT	17.7	28.4	25.0	28.9
SAMF	26.7	33.3	20.1	19.8
SUND	30.0	32.2	20.7	17.2
TEO	55.6	28.9	11.1	4.4

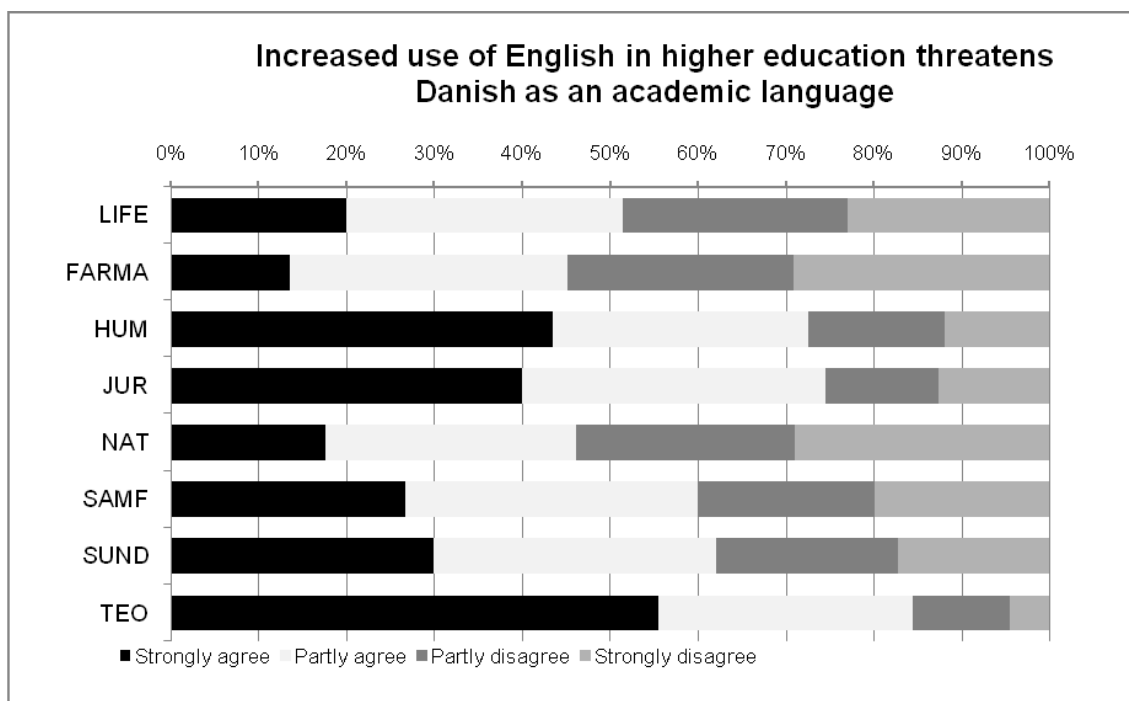


Figure 3.8. Theme 3: Increased use of English in higher education threatens Danish as an academic language (distribution of responses in per cent).

Table 3.9. Theme 4: An increased amount of English-medium teaching leads to higher academic standards and improved competitive capacities internationally (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
LIFE	35.1	34.8	22.6	7.6
FARMA	45.0	36.0	14.8	4.2
HUM	19.8	32.3	30.8	17.1
JUR	34.4	32.7	22.3	10.6
NAT	37.6	34.0	19.2	9.2
SAMF	30.6	37.6	17.3	14.5
SUND	24.8	30.7	29.1	15.4
TEO	23.2	25.0	25.0	26.8

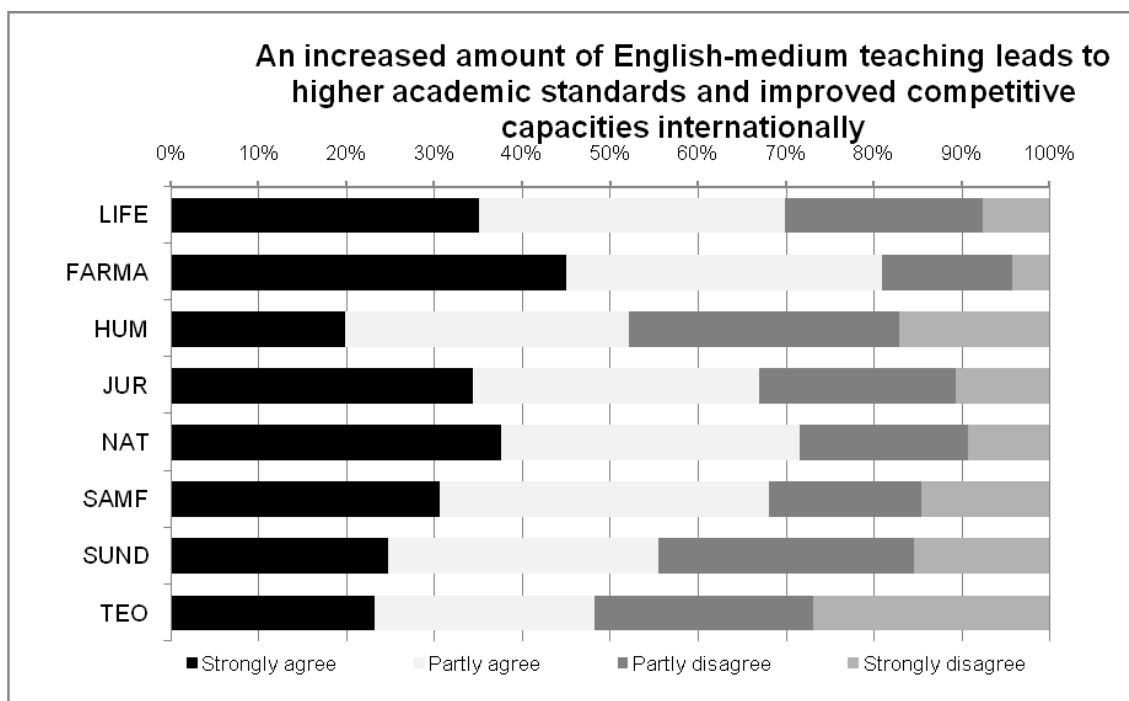


Figure 3.9. Theme 4: An increased amount of English-medium teaching leads to higher academic standards and improved competitive capacities internationally (distribution of responses in per cent).

Table 3.10. Theme 5: Decisions regarding language of instruction should be made by the universities (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
LIFE	52.1	30.5	12.8	4.5
FARMA	44.2	28.3	21.2	6.2
HUM	52.2	30.9	11.3	5.5
JUR	55.3	28.6	10.1	6.0
NAT	61.6	26.1	9.5	2.8
SAMF	59.8	26.3	9.6	4.4
SUND	47.7	30.5	13.2	8.6
TEO	69.4	13.9	5.6	11.1

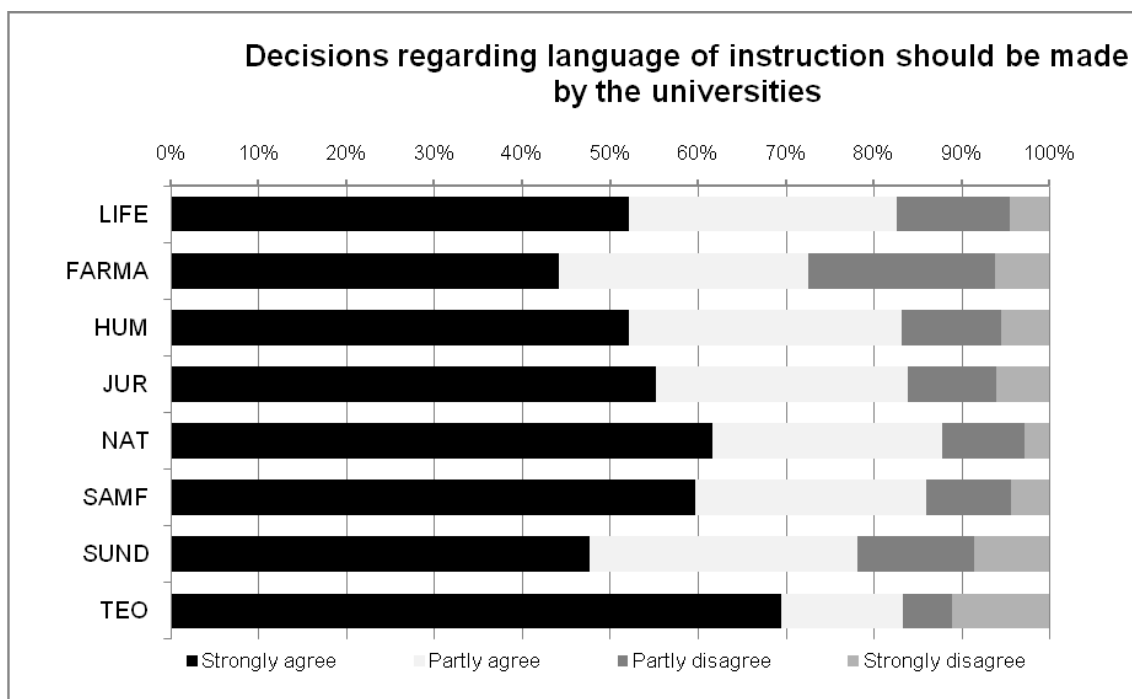


Table 3.10. Theme 5: Decisions regarding language of instruction should be made by the universities (distribution of responses in per cent).

Table 3.11. Theme 1: Increased use of English in higher education impedes knowledge dissemination to the public (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
0-10 %	37.6	31.5	19.7	11.2
10-30 %	28.3	30.1	23.9	17.7
30-60 %	19.5	26.1	26.7	27.7
60-90 %	17.3	27.9	26.8	27.9
90-100 %	13.2	22.1	24.3	40.3

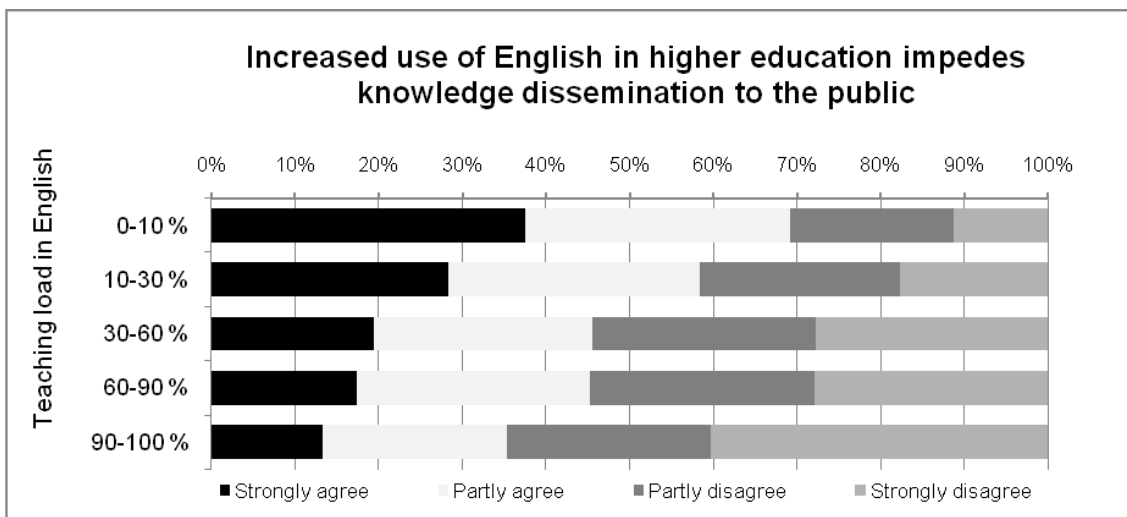


Figure 3.11. Theme 1: Increased use of English in higher education impedes knowledge dissemination to the public (distribution of responses in per cent).

Table 3.12. Theme 2: Teaching through English results in a reduced learning outcome for the students (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
0-10 %	42,9	35,7	13,8	7,7
10-30 %	29,3	35,9	22,9	11,8
30-60 %	19,8	28,8	29,4	22,0
60-90 %	17,4	27,2	26,7	28,7
90-100 %	13,3	25,3	22,9	38,5

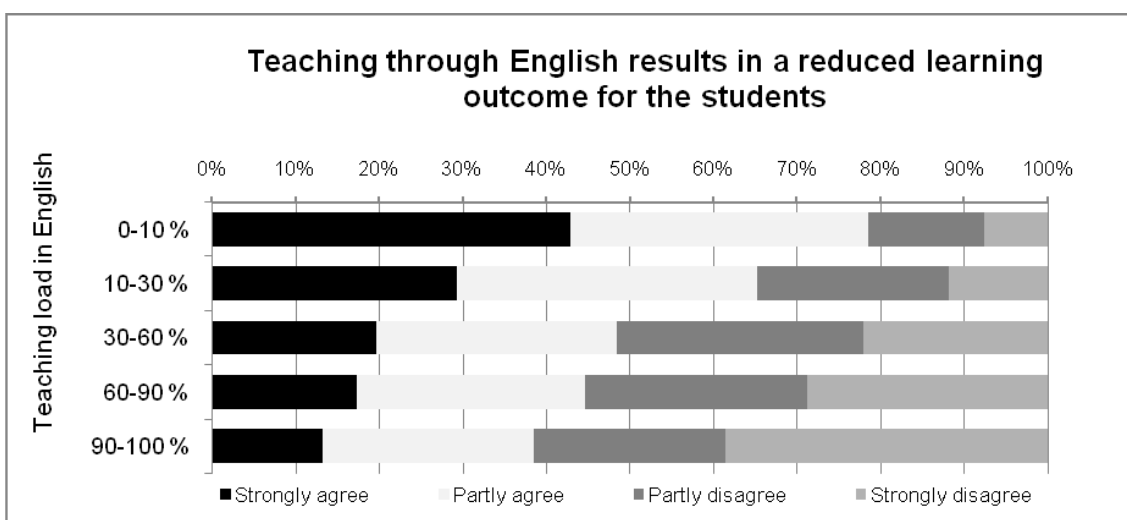


Figure 3.12. Theme 2: Teaching through English results in a reduced learning outcome for the students (distribution of responses in per cent).

Table 3.13. Theme 3: Increased use of English in higher education threatens Danish as an academic language (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
0-10 %	40.8	32.7	16.0	10.5
10-30 %	25.1	34.0	22.8	18.2
30-60 %	19.4	28.7	24.6	27.4
60-90 %	12.7	28.3	30.9	28.1
90-100 %	16.0	24.9	21.6	37.6

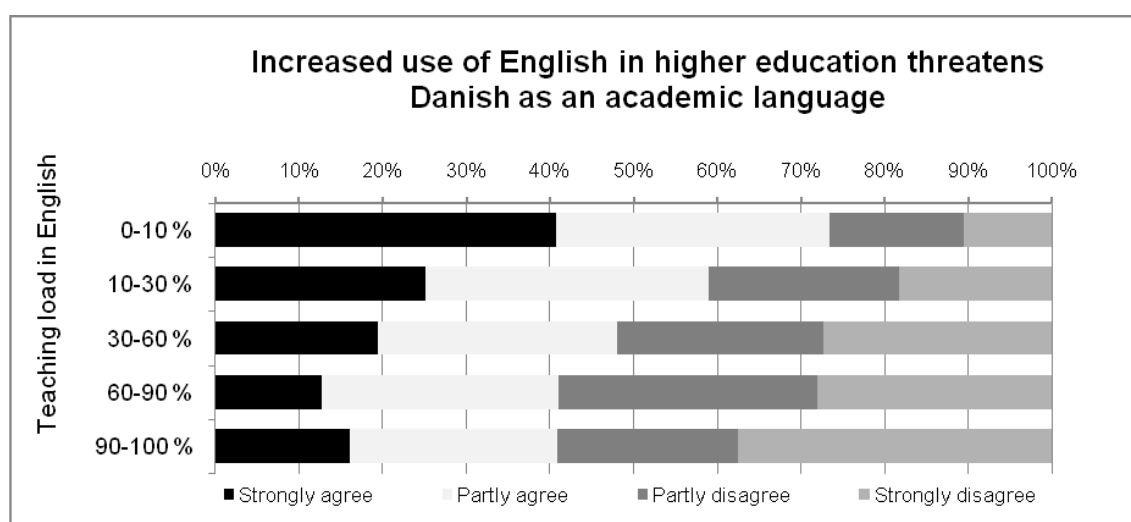


Figure 3.13. Theme 3: Increased use of English in higher education threatens Danish as an academic language (distribution of responses in per cent).

Table 3.14. Theme 4: An increased amount of English-medium teaching leads to higher academic standards and improved competitive capacities internationally (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
0-10 %	14.9	33.6	32.1	19.3
10-30 %	25.2	36.5	28.8	9.5
30-60 %	41.6	35.1	16.1	7.2
60-90 %	44.5	34.3	14.3	7.0
90-100 %	57.5	27.0	9.7	5.8

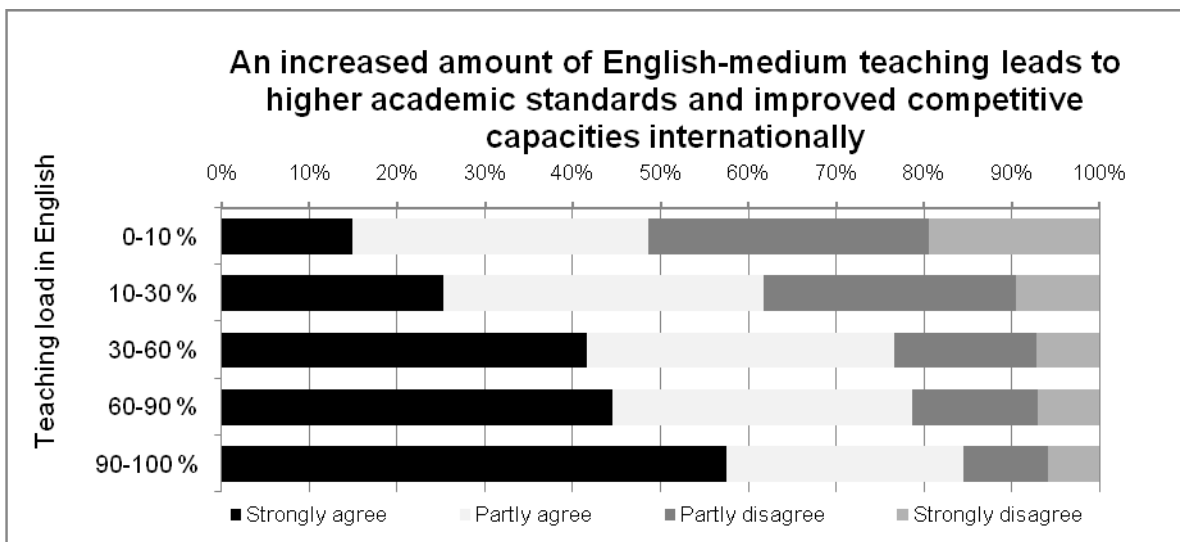


Figure 3.14. Theme 4: An increased amount of English-medium teaching leads to higher academic standards and improved competitive capacities internationally (distribution of responses in per cent).

Table 3.15. Theme 5: Decisions regarding language of instruction should be made by the universities (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
0-10 %	50.6	30.4	12.3	6.8
10-30 %	60.1	26.9	10.3	2.7
30-60 %	61.5	25.1	8.2	5.2
60-90 %	54.0	29.0	12.0	5.0
90-100 %	48.2	30.6	15.6	5.6

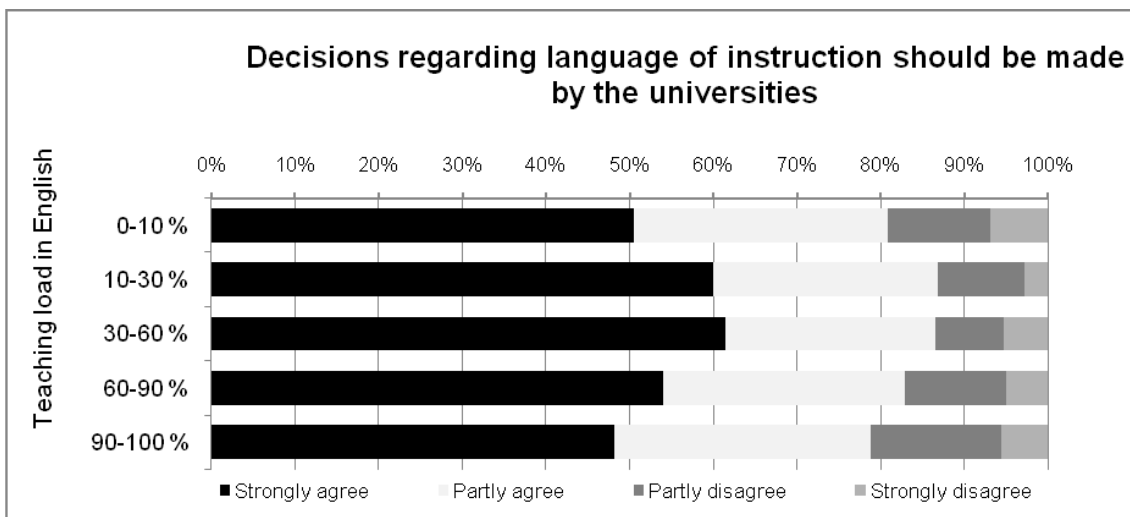


Figure 3.15. Theme 5: Decisions regarding language of instruction should be made by the universities (distribution of responses in per cent).

Table 3.16. Theme 1: Increased use of English in higher education impedes knowledge dissemination to the public (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
Under 30	15.2	30.5	25.4	28.9
30-40	23.3	28.4	25.6	22.7
41-50	26.2	29.0	25.5	19.3
51-60	33.3	28.7	19.1	18.9
Over 60	40.3	28.9	15.1	15.6

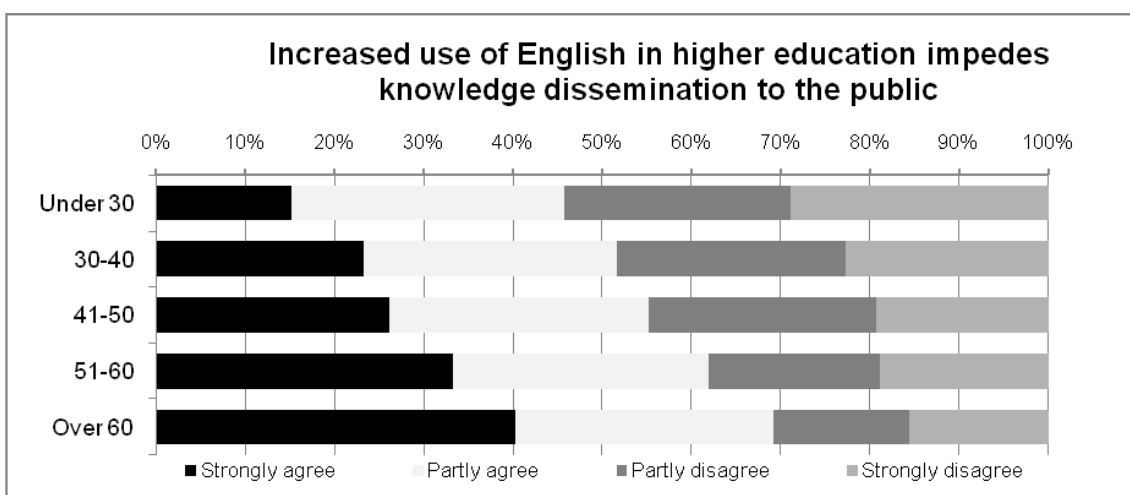


Figure 3.16. Theme 1: Increased use of English in higher education impedes knowledge dissemination to the public (distribution of responses in per cent).

Table 3.17. Theme 2: Teaching through English results in a reduced learning outcome for the students (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
Under 30	16.5	33.4	25.6	24.5
30-40	28.5	32.5	21.1	17.9
41-50	27.5	32.6	21.6	18.4
51-60	36.4	29.7	18.3	15.6
Over 60	38.6	32.3	15.7	13.4

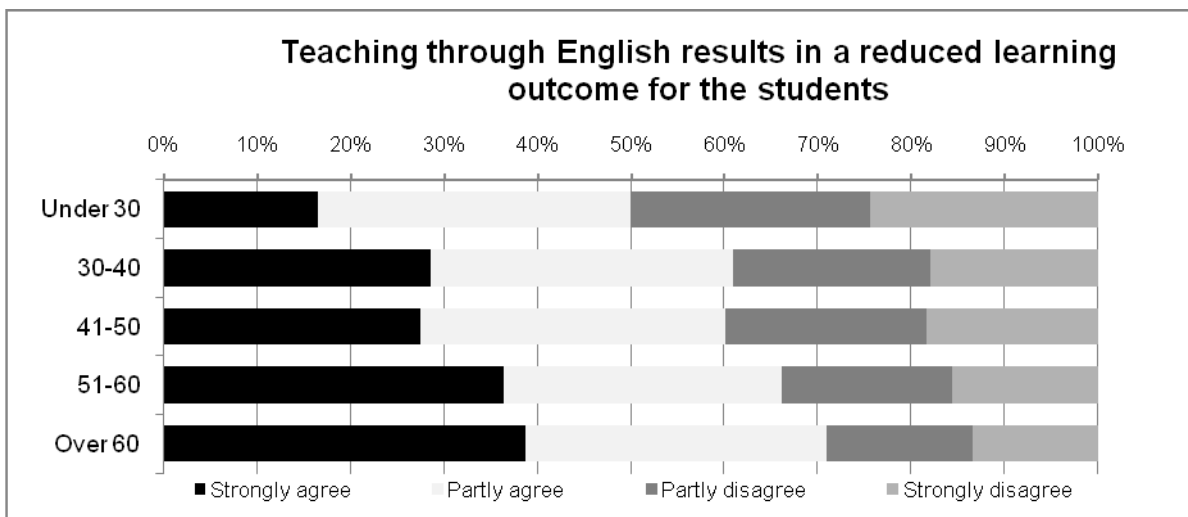


Figure 3.17. Theme 2: Teaching through English results in a reduced learning outcome for the students (distribution of responses in per cent).

Table 3.18. Theme 3: Increased use of English in higher education threatens Danish as an academic language (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
Under 30	15,0	29,0	29,5	26,6
30-40	24,8	32,9	21,6	20,7
41-50	26,9	32,6	21,4	19,2
51-60	35,1	28,4	16,5	20,0
Over 60	37,6	27,3	19,5	15,6

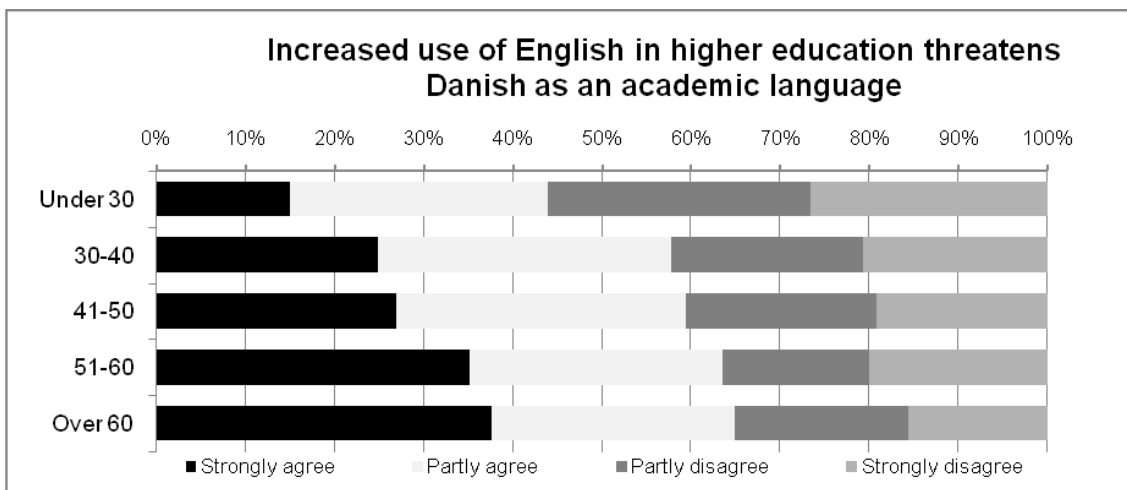


Figure 3.18. Theme 3: Increased use of English in higher education threatens Danish as an academic language (distribution of responses in per cent).

Table 3.19. Theme 4: An increased amount of English-medium teaching leads to higher academic standards and improved competitive capacities internationally (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
Under 30	42.3	36.9	17.3	3.5
30-40	31.0	33.1	25.2	10.7
41-50	30.1	35.3	23.0	11.6
51-60	27.4	32.9	22.9	16.7
Over 60	25.8	28.5	29.3	16.5

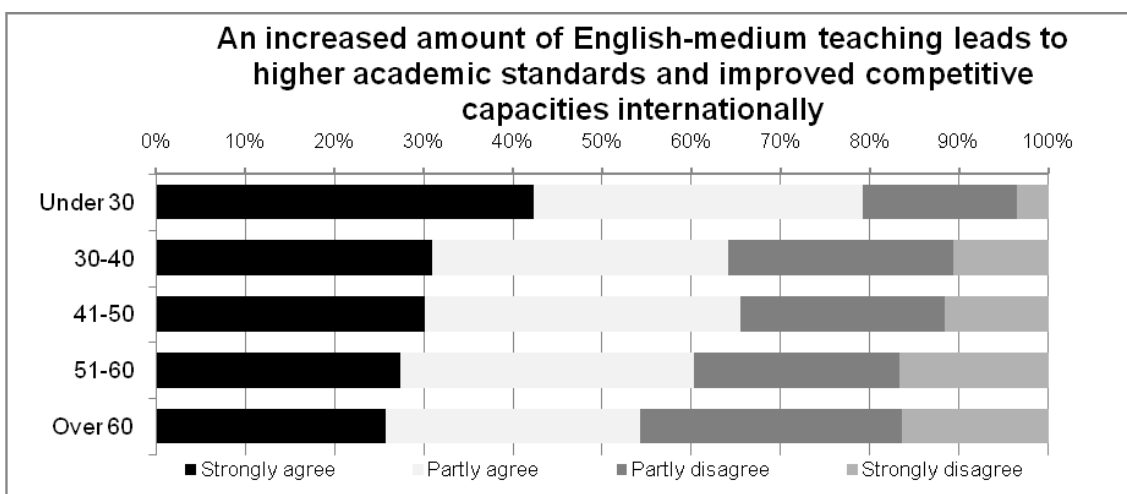


Figure 3.19. Theme 4: An increased amount of English-medium teaching leads to higher academic standards and improved competitive capacities internationally (distribution of responses in per cent).

Table 3.20. Theme 5: Decisions regarding language of instruction should be made by the universities (distribution of responses in per cent).

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
Under 30	49.2	33.6	14.6	2.5
30-40	54.8	30.6	10.3	4.3
41-50	50.9	30.6	13.0	5.4
51-60	53.8	27.7	11.6	6.9
Over 60	63.4	19.9	9.7	7.0

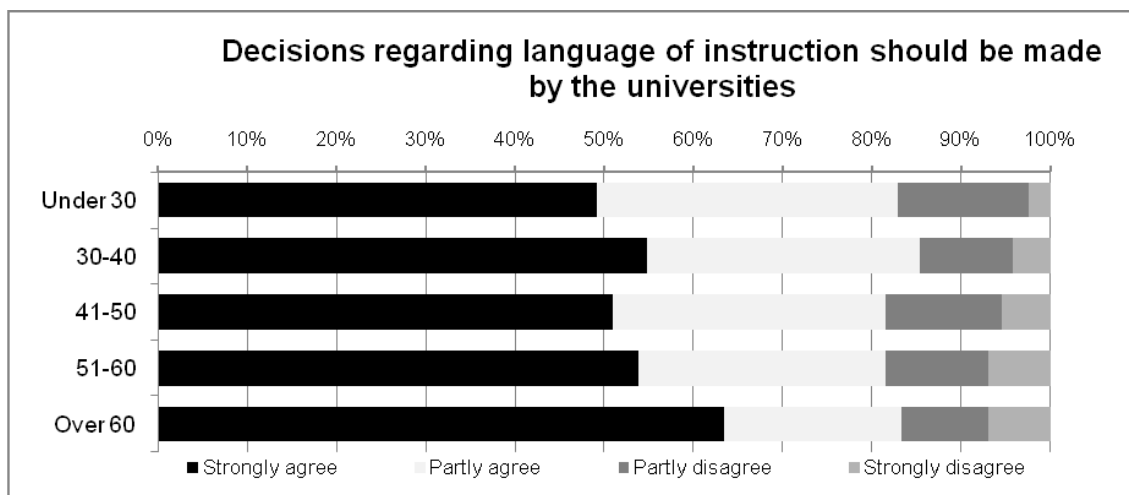


Figure 3.20. Theme 5: Decisions regarding language of instruction should be made by the universities (distribution of responses in per cent).

Table 4.1. Distribution in per cent of reported self-assessed competence in English. General English and English for academic purposes (EAP, four skills separately).

	Excellent	Very good	Good	Satisfactory	Sufficient	Not sufficient	N
General English	22.0	42.6	21.7	7.5	4.5	1.7	949
<i>EAP</i>							
Reading English	48.7	41.6	7.2	2.1	0.4	0.0	948
Writing English	18.8	43.5	22.3	8.0	5.4	2.1	948
Understanding spoken English	41.1	43.9	10.4	3.4	1.2	0.0	948
Speaking English	21.0	42.1	22.9	9.0	3.5	1.6	948

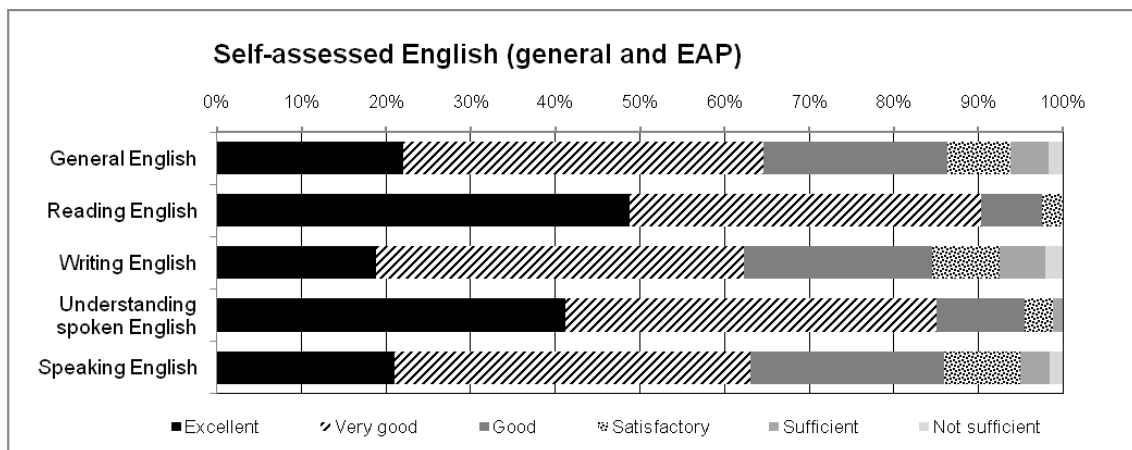


Figure 4.1. Distribution in per cent of reported self-assessed competence in English. General English and English for academic purposes (EAP, four skills separately).

Table 4.2. Self-assessed competence in EAP across faculties. All four skills combined.

	Excellent	Very good	Good	Satisfactory	Sufficient	Not sufficient
LIFE	28.1	45.2	17.7	6.0	3.1	0.0
FARMA	33.0	44.6	14.3	7.1	0.9	0.0
HUM	32.9	36.9	17.0	7.1	3.7	2.3
JUR	33.3	42.8	15.2	4.0	3.3	1.4
NAT	37.4	44.2	13.6	3.0	1.7	0.1
SAMF	37.2	36.5	15.3	7.6	3.1	0.3
SUND	27.2	48.0	15.5	5.9	2.0	1.4
TEO	32.5	32.5	17.5	15.0	2.5	0.0

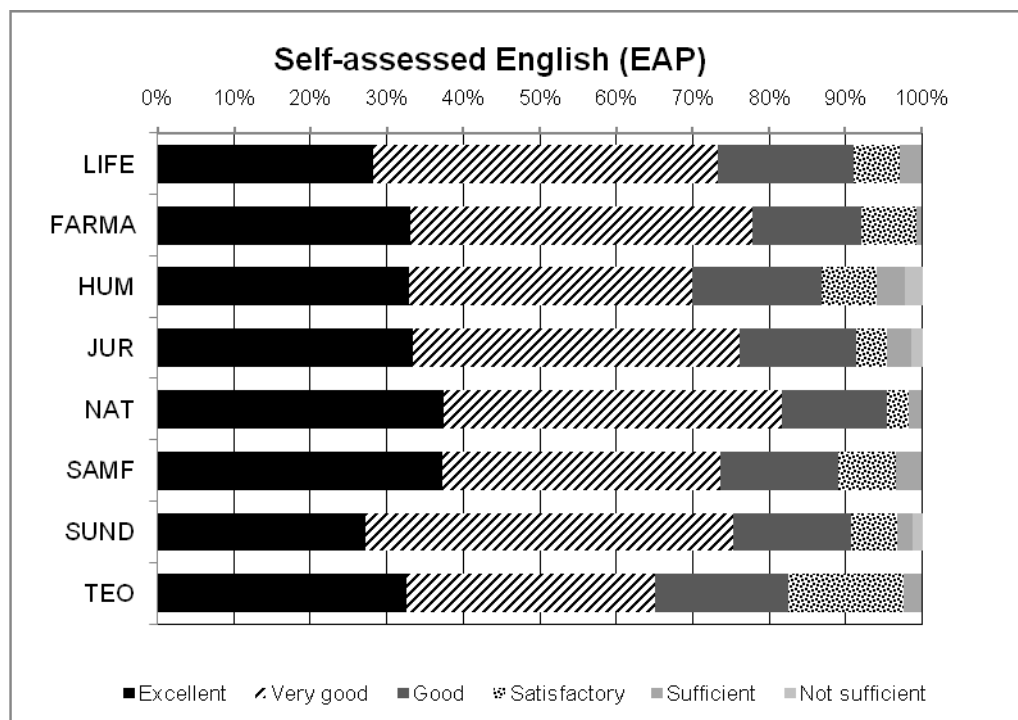


Figure 4.2. Self-assessed competence in EAP across faculties. All four skills combined.

Table 4.3. Self-assessed competence in EAP by teaching load in English. All four skills combined.

	Excellent	Very good	Good	Satisfactory	Sufficient	Not sufficient
0-10 %	25.6	41.9	18.8	7.8	4.3	1.7
10-30 %	33.7	44.9	14.8	4.6	1.4	0.7
30-60 %	42.1	42.8	10.1	4.0	1.0	0.0
60-90 %	34.6	49.0	13.9	2.0	0.5	0.0
90-100 %	50.0	33.6	12.7	2.6	1.1	0.0

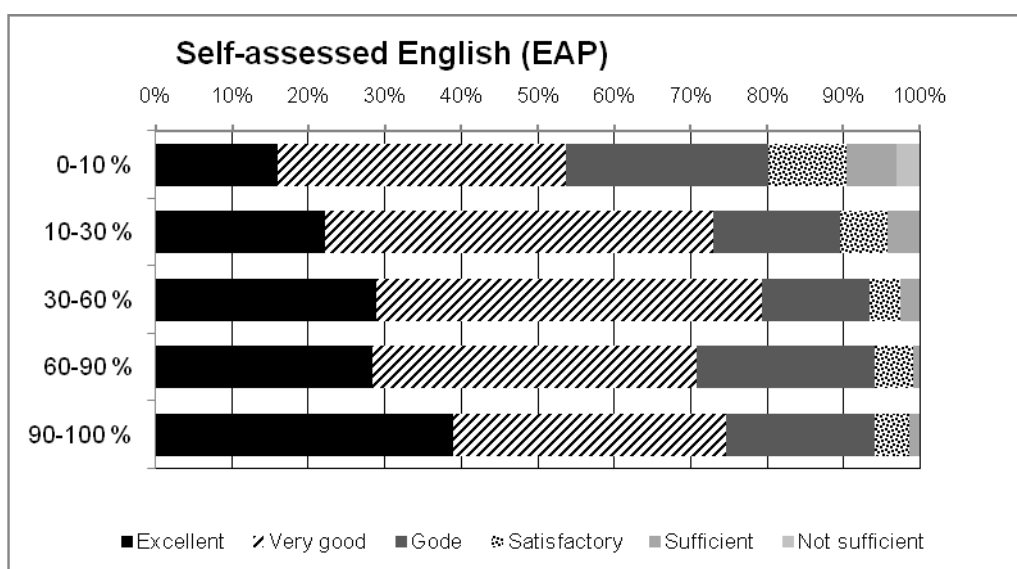


Figure 4.3. Self-assessed competence in EAP by teaching load in English. All four skills combined.

Table 4.4. Self-assessed competence in EAP across age groups. All four skills combined.

	Excellent	Very good	Good	Satisfactory	Sufficient	Not sufficient
Under 30	40.8	36.4	14.2	4.7	3.3	0.6
30-40	35.4	41.7	14.6	4.8	2.5	1.1
41-50	29.2	42.0	20.3	5.9	1.8	0.7
51-60	28.7	46.1	15.8	6.1	3.0	0.4
Over 60	30.7	45.8	11.6	7.0	3.0	1.9

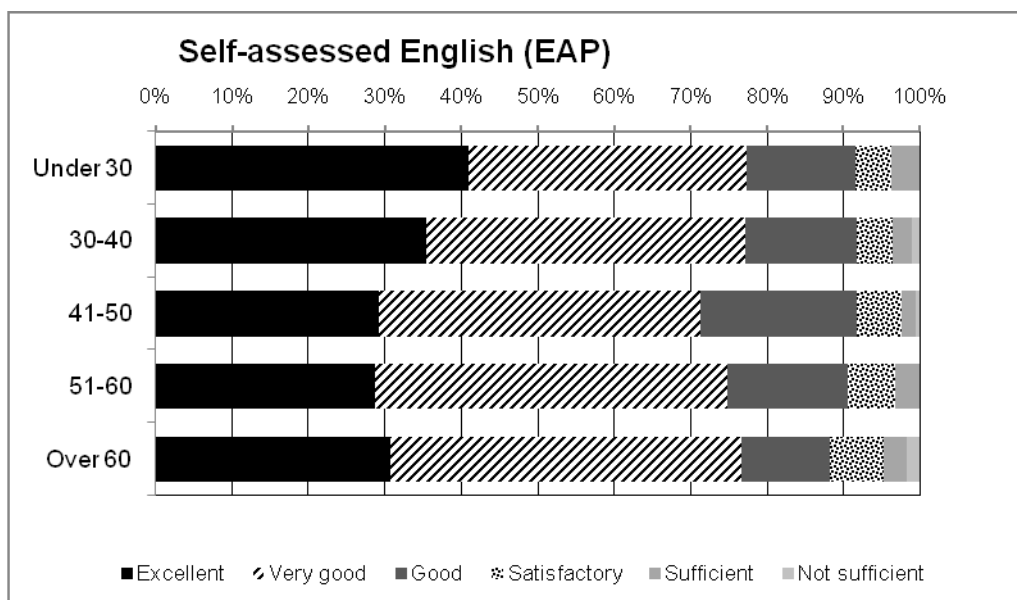


Figure 4.4. Self-assessed competence in EAP across age groups. All four skills combined.

Table 5.1. Problems concerning language deficiencies when teaching. Distribution of responses in per cent. N = 586.

<i>When I teach in English, I often find it difficult to...</i>	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know
... answer questions spontaneously	1.4	9.2	17.2	71.2	1.0
... explain something in different ways	2.7	16.2	17.7	61.9	1.4
... summarise important points	1.2	7.3	18.3	71.7	1.5
... involve the students	4.8	21.2	22.9	47.8	3.4
... deviate from a script or other notes	1.4	4.9	14.7	77.3	1.7

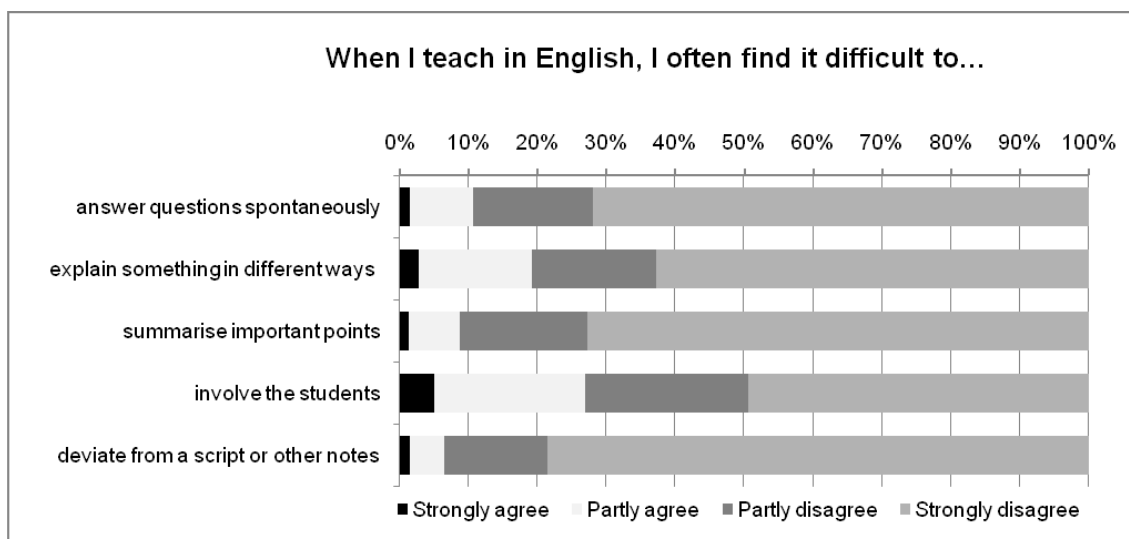


Figure 5.1. Problems concerning language deficiencies when teaching. Distribution of responses in per cent. N = 586.

Table 5.2. Problems concerning a lack of language precision and accuracy. Distribution of responses in per cent. N = 585.

<i>When I teach in English, I often find that I...</i>	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know
... lack words to describe what I want to describe	4.6	20.2	26.3	47.7	1.2
... have to pause to search for the right word	1.7	15.6	27.5	53.8	1.4
... am unsure of whether my English is grammatically correct	3.2	19.5	26.7	52.0	1.9
... am unsure of how subject-specific terms should be pronounced	1.5	8.0	22.4	66.5	1.5
... am unsure of how non-subject-specific terms should be pronounced	1.5	7.7	25.3	63.8	1.7
... am unsure of whether I am using a word correctly	1.9	9.6	28.4	58.3	1.9

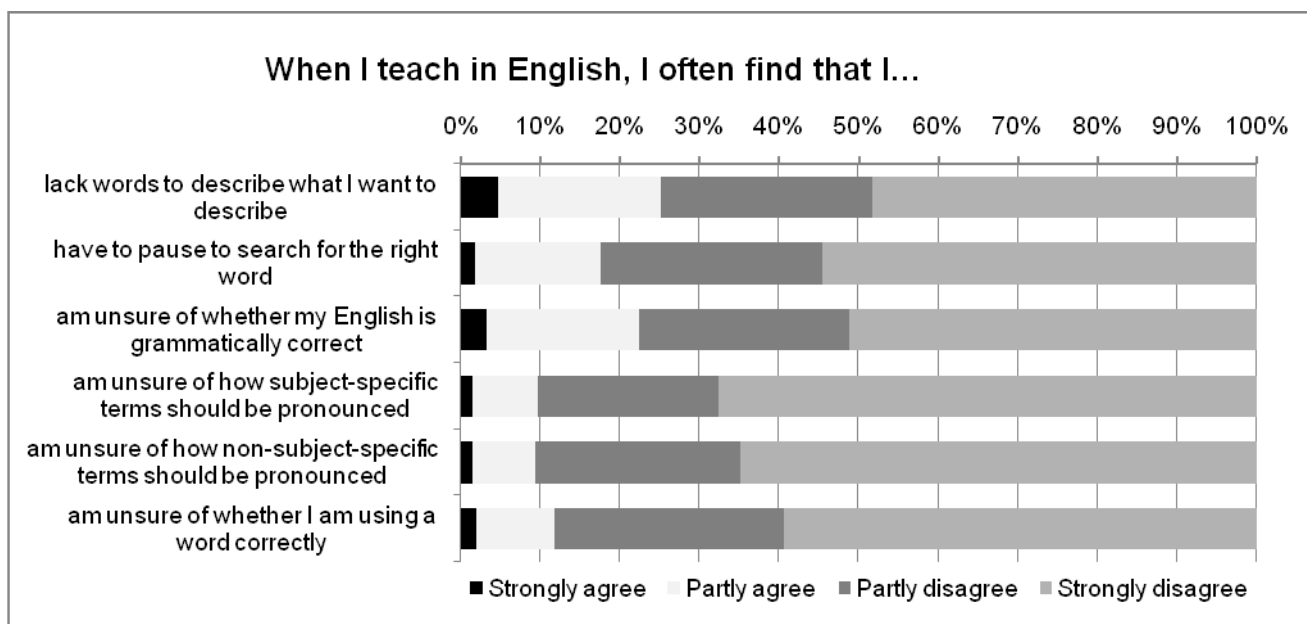


Figure 5.2. Problems concerning a lack of language precision and accuracy. Distribution of responses in per cent. N = 585.

Table 5.3. Problems concerning a general lack of ability to discuss the discipline in English. Distribution of responses in per cent. N = 583.

<i>To what extent do you agree with the following statements?</i>	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know
I spend more time preparing for teaching in English than in my mother tongue	13.9	18.0	15.6	51.5	1.0
It is more difficult for me to have a discussion related to my specialist field in English than in my mother tongue	9.1	16.1	19.0	55.4	0.3
I get tired more easily when I teach in English than in my mother tongue	10.3	15.8	17.0	51.5	5.5
I feel less confident when I teach in English than in my mother tongue	8.4	13.7	20.2	56.3	1.4
I feel I am a less succesful teacher when I teach in English than in my mother tongue	7.5	12.7	17.8	58.5	3.4

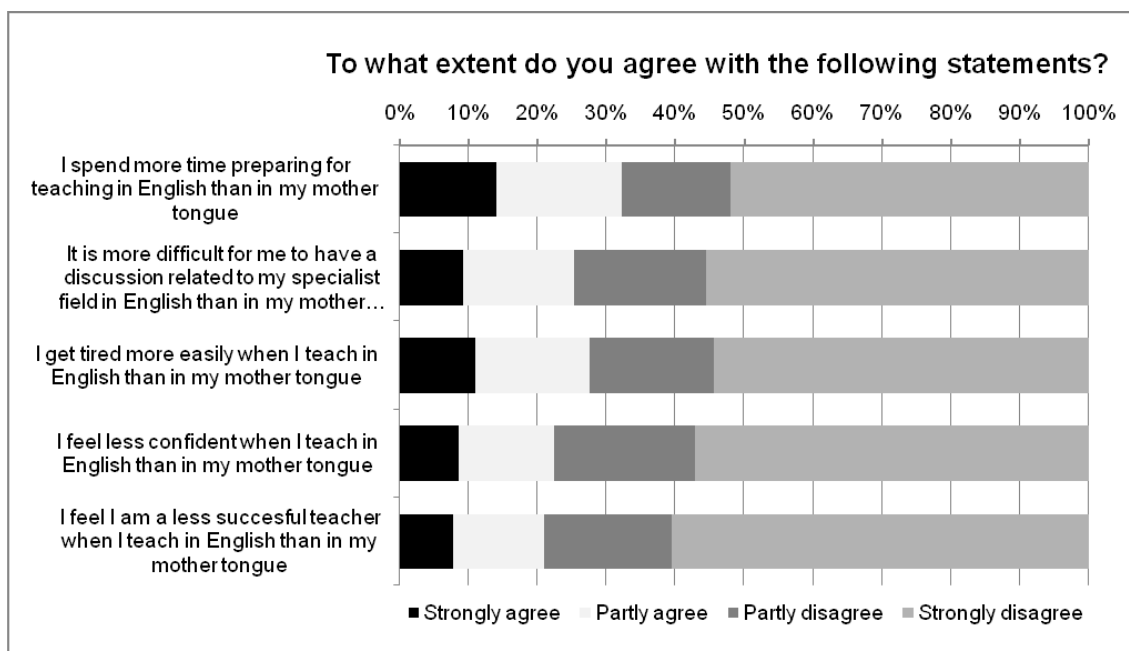


Figure 5.3. Problems concerning a general lack of ability to discuss the discipline in English. Distribution of responses in per cent. N = 583.

Table 5.4. Problems concerning language deficiencies when teaching (across faculties). Distribution of responses to all statements within this topic combined.

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know
LIFE	3.2	13.5	17.7	64.1	1.4
FARMA	1.7	14.8	15.7	67.0	0.9
HUM	1.3	9.0	15.7	72.0	2.0
JUR	3.7	14.8	11.9	68.1	1.5
NAT	1.5	8.7	18.0	70.6	1.2
SAMF	2.7	10.7	19.1	64.0	3.6
SUND	2.8	16.5	23.5	53.9	3.3
TEO	0.0	16.0	12.0	72.0	0.0

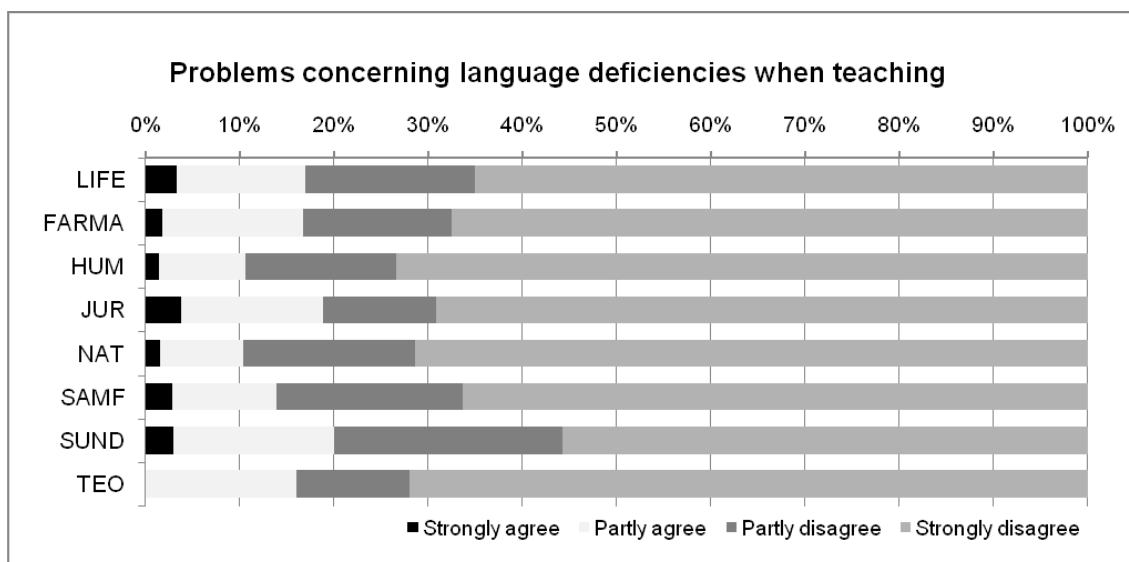


Figure 5.4. Problems concerning language deficiencies when teaching (across faculties). Distribution of responses to all statements within this topic combined.

Table 5.5. Problems concerning a lack of language precision and accuracy (across faculties). Distribution of responses to all statements within this topic combined.

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know
LIFE	4.7	13.1	32.7	47.5	1.9
FARMA	2.9	7.2	23.2	66.7	0.0
HUM	0.8	11.9	17.8	67.5	1.9
JUR	1.9	10.9	14.1	73.1	0.0
NAT	1.3	11.1	24.5	61.9	1.2
SAMF	1.1	15.2	23.0	58.1	2.6
SUND	2.9	18.2	29.8	46.7	2.4
TEO	3.3	13.3	40.0	43.3	0.0

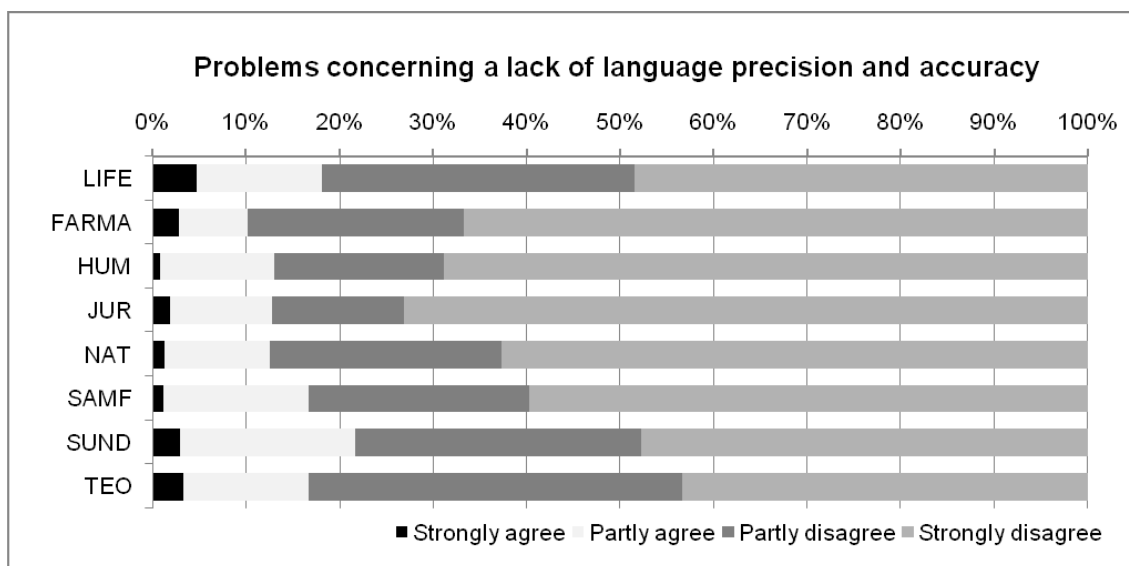


Figure 5.5. Problems concerning a lack of language precision and accuracy (across faculties). Distribution of responses to all statements within this topic combined.

Table 5.6. Problems concerning a general lack of ability to discuss the discipline in English (across faculties). Distribution of responses to all statements within this topic combined.

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know
LIFE	11.3	18.0	19.7	48.8	2.1
FARMA	8.7	7.8	26.1	56.5	0.9
HUM	13.7	12.3	12.0	59.7	2.3
JUR	13.1	16.2	10.0	57.7	3.1
NAT	5.9	13.3	17.9	61.1	1.8
SAMF	12.4	16.0	17.3	50.2	4.0
SUND	12.1	19.0	19.8	46.0	3.1
TEO	4.0	12.0	20.0	60.0	4.0

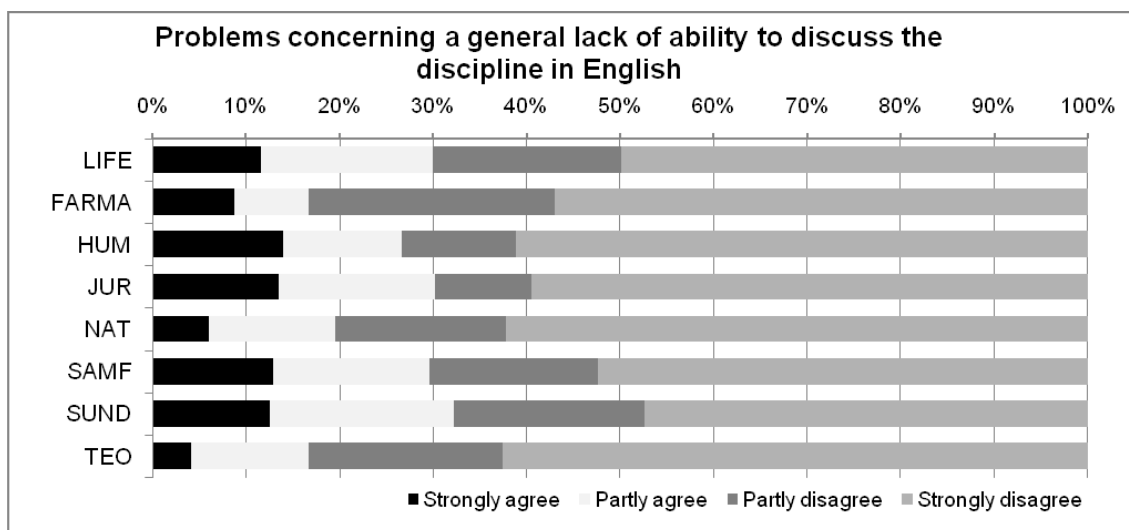


Figure 5.6. Problems concerning a general lack of ability to discuss the discipline in English (across faculties). Distribution of responses to all statements within this topic combined.

Table 5.7. Problems concerning language deficiencies when teaching (by teaching load in English). Distribution of responses to all statements within this topic combined.

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know
10-30 %	3.2	16.5	23.3	55.4	1.7
30-60 %	2.0	10.4	17.5	67.8	2.3
60-90 %	1.5	9.7	16.9	71.5	0.3
90-100 %	2.0	8.0	12.3	74.9	2.8

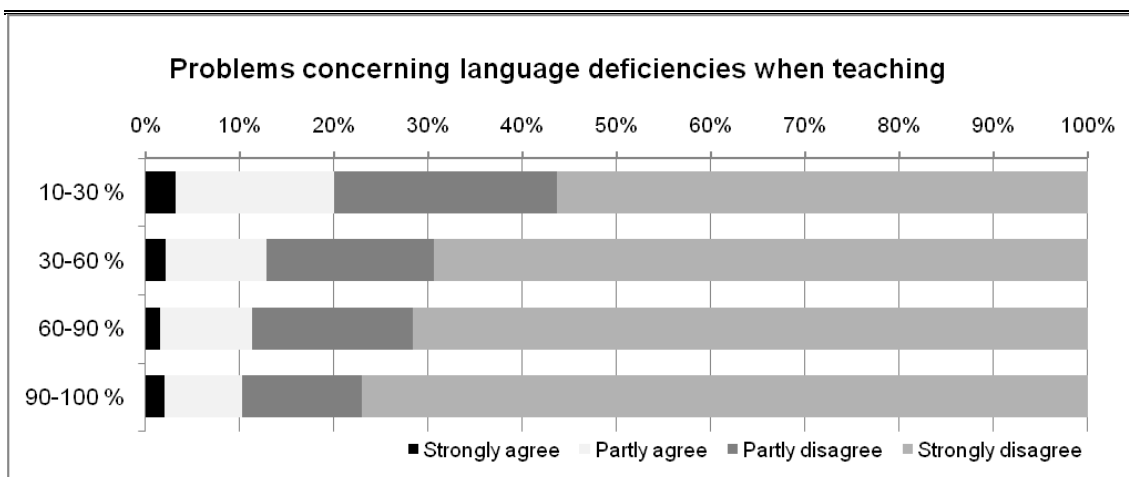


Figure 5.7. Problems concerning language deficiencies when teaching (by teaching load in English). Distribution of responses to all statements within this topic combined.

Table 5.8. Problems concerning a lack of language precision and accuracy (by teaching load in English). Distribution of responses to all statements within this topic combined.

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know
10-30 %	4.3	17.9	29.2	46.7	1.9
30-60 %	1.8	11.8	24.6	60.3	1.5
60-90 %	1.6	8.8	29.1	60.4	0.1
90-100 %	1.1	10.3	20.2	65.7	2.6

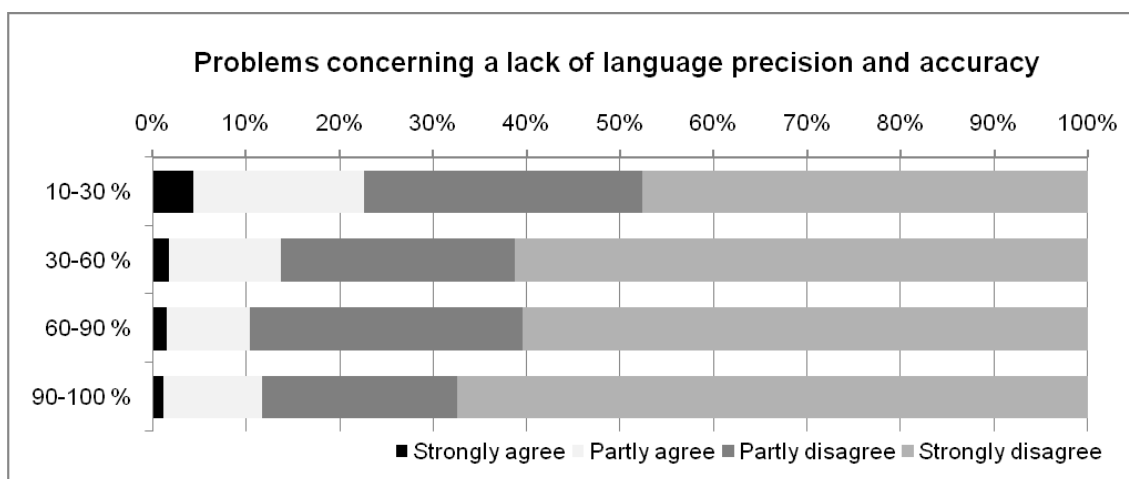


Figure 5.8. Problems concerning a lack of language precision and accuracy (by teaching load in English). Distribution of responses to all statements within this topic combined.

Table 5.9. Problems concerning a general lack of ability to discuss the discipline in English (by teaching load in English). Distribution of responses to all statements within this topic combined.

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know
10-30 %	16.1	20.1	22.9	38.3	2.6
30-60 %	8.0	13.9	17.7	58.0	2.4
60-90 %	5.6	13.0	19.8	60.5	1.0
90-100 %	6.5	11.7	8.7	70.2	3.0

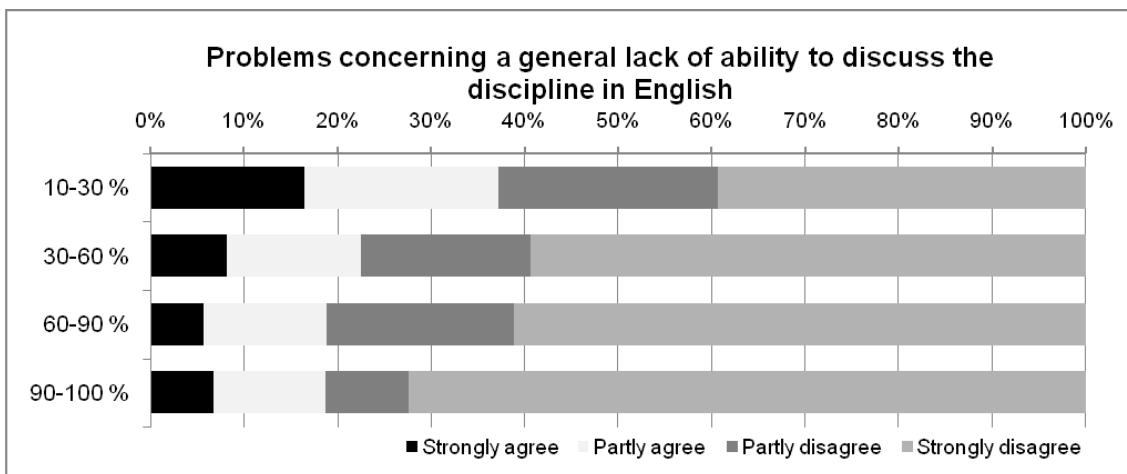


Figure 5.9. Problems concerning a general lack of ability to discuss the discipline in English (by teaching load in English). Distribution of responses to all statements within this topic combined.

Table 5.10. Problems concerning language deficiencies when teaching (across age groups). Distribution of responses to all statements within this topic combined.

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know
Under 30	0.9	12.6	18.5	58.8	9.1
30-40	4.7	11.1	21.5	61.8	0.9
41-50	1.4	13.9	16.9	66.6	1.2
51-60	1.1	12.1	14.1	72.1	0.5
Over 60	0.9	7.6	17.9	73.2	0.3

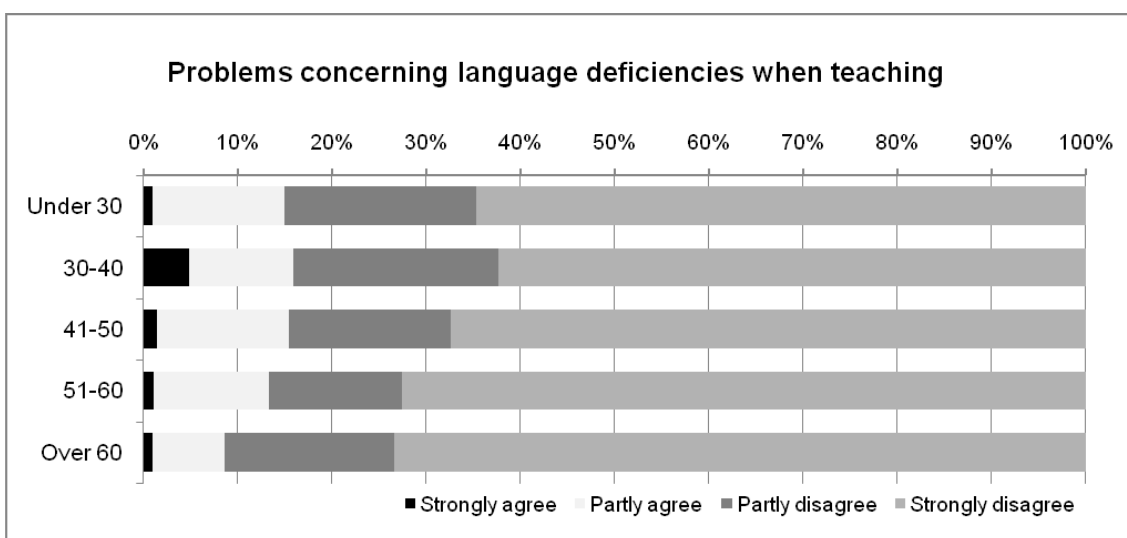


Figure 5.10. Problems concerning language deficiencies when teaching (across age groups). Distribution of responses to all statements within this topic combined.

Table 5.11. Problems concerning a lack of language precision and accuracy (across age groups). Distribution of responses to all statements within this topic combined.

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know
Under 30	0.5	12.0	26.5	52.2	8.8
30-40	4.3	11.7	26.9	57.0	0.1
41-50	2.2	15.4	26.8	54.4	1.2
51-60	1.3	12.2	25.4	60.0	1.0
Over 60	1.5	12.7	23.0	62.5	0.2

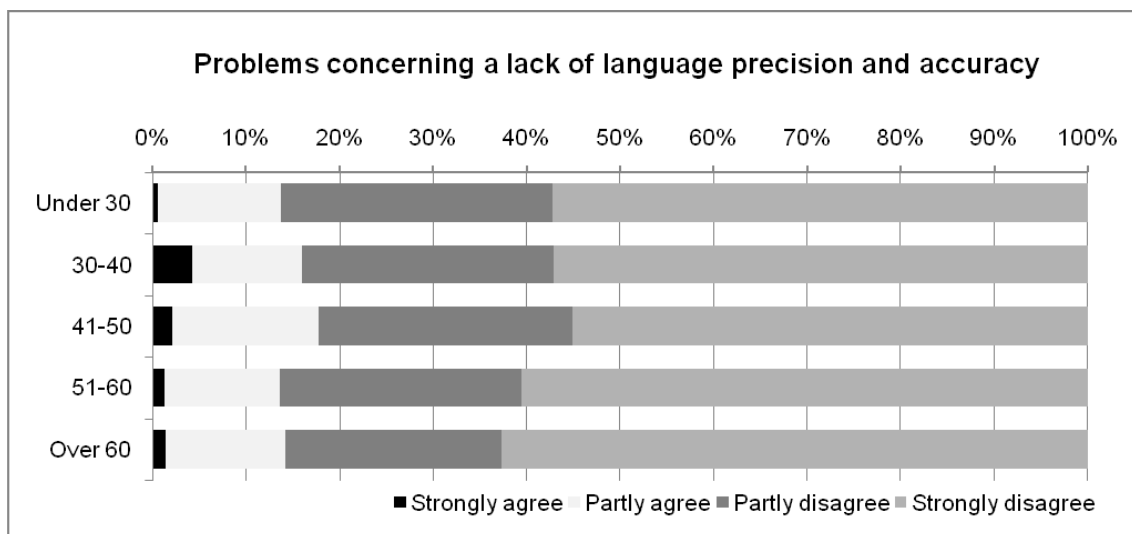


Figure 5.11. Problems concerning a lack of language precision and accuracy (across age groups). Distribution of responses to all statements within this topic combined.

Table 5.12. Problems concerning a general lack of ability to discuss the discipline in English (across age groups). Distribution of responses to all statements within this topic combined.

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Don't know
Under 30	4.1	13.5	18.8	56.5	7.1
30-40	9.8	14.7	16.9	55.7	2.8
41-50	10.9	18.6	15.4	54.7	0.4
51-60	13.7	13.0	18.9	52.6	1.8
Over 60	7.2	14.9	23.9	52.8	1.2

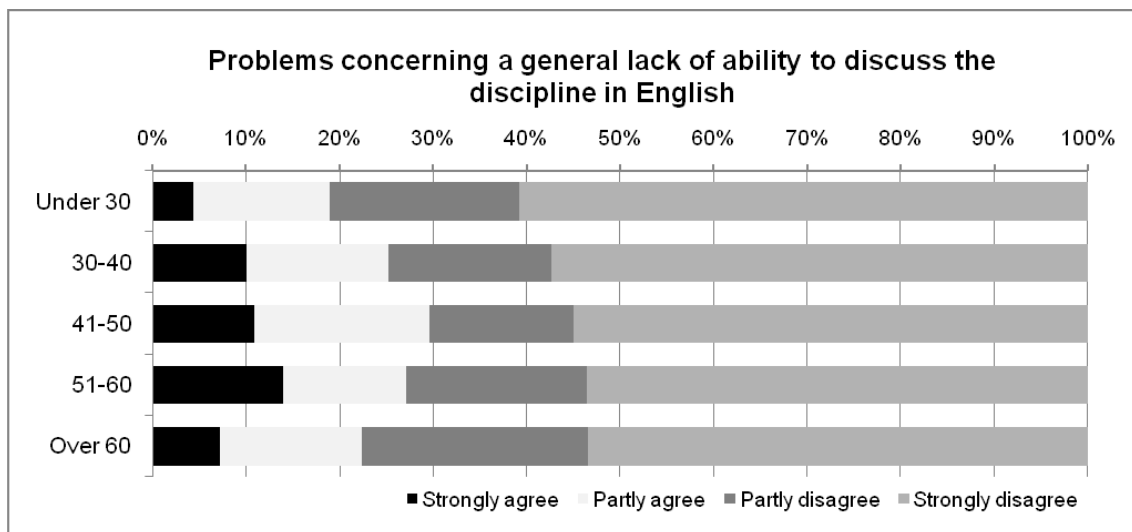


Figure 5.12. Problems concerning a general lack of ability to discuss the discipline in English (across age groups). Distribution of responses to all statements within this topic combined.