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STUDENTS' FOREIGN LANGUAGES TEACHING QUALITY ASSURANCE: A CASE OF POLISH HEIs

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The article describes the peculiarities of students' foreign languages teaching quality assurance at Polish higher educational establishments. The models of studies and varieties of courses of foreign language teaching used in the modern educational environment of Poland are outlined. Three essential components to the model of foreign language teaching used in the modern Polish higher educational environment are distinguished: face-to-face studies, self-study learning, and online collaborative learning.

Research results showed that higher educational establishments in Poland provide technical infrastructure, organizational and technical support of language courses accompanied by methods and techniques of distance studies. Tutors that carry out the studies of foreign languages must be acquainted with the virtual environment of studies and the newest facilities of work with students on essential electronic educational platforms.

It is investigated that for effective language teaching, the tutors of higher educational establishments of Poland realize the complex approach to the organization of educational material and sequence of its working. Except that, unity of education and developing functions of studies are performed, as well as the availability of language base to the level of students' knowledge, activity and independence of their



educational-cognitive activity is provided.

It is found out that the efficiency of the quality of students' foreign languages teaching substantially depends on facilities of the combined studies on software. Therefore, at the choice of facilities of distance courses creation and network electronic studies organization in higher educational establishments of Poland, the following criteria are followed by the tutors: functionality, reliability, stability, presence of facilities of educational materials development, presence of possibility to estimate students' knowledge in online mode (facilities for the creation of tests, tasks and control of students' activity). Furthermore, one of the essential criteria is the comfort of applying essential parameters at solving the task of students' language competence forming.

Key words: foreign languages teaching, quality assurance, higher educational establishments, Poland.

У статті охарактеризовано особливості забезпечення якості викладання іноземних мов студентам у польських вищих навчальних закладах. Представлено моделі навчання та різновиди курсів викладання іноземних мов, що використовуються в сучасному освітньому середовищі Польщі. Виокремлено три основні компоненти моделі викладання іноземних мов, яка використовується в сучасному польському вищому навчальному середовищі, а саме: навчання в аудиторії, самостійна робота студента та спільне вивчення мови студента з викладачем за допомогою дистанційних засобів навчання.

Результати досліджень показали, що вищі навчальні заклади Польщі мають організаційну та технічну підтримку мовних курсів, що супроводжується використанням відповідних методів та засобів дистанційного навчання. Викладачі, які навчають студентів іноземним мовам, повинні бути ознайомлені з віртуальним середовищем навчання та новітніми можливостями роботи зі студентами на базових електронних освітніх платформах.

Розкрито, що для забезпечення якості викладання іноземних мов викладачі вищих навчальних закладів Польщі здійснюють комплексний підхід до організації навчального матеріалу та послідовності роботи з ним. Крім цього, виконується поєднання навчальної та розвиваючої функцій навчання, а також забезпечується доступність мовної бази рівню знань студентів, активності та самостійності їх навчально-пізнавальної діяльності.

З'ясовано, що ефективність якості викладання іноземних мов студентам істотно залежить від можливостей комбінованого вивчення програмного забезпечення. При виборі засобів створення дистанційних курсів та організації мережевих електронних навчальних засобів у вищих навчальних закладах Польщі викладачі дотримуються таких критеріїв: функціональність, надійність, стабільність, наявність засобів розробки навчальних матеріалів, наявність можливості оцінити знання студентів в он-лайн режимі (засоби для створення тестів, завдань та контролю діяльності студентів). Одним із важливих критеріїв є комфортність застосування – важливий параметр при вирішенні завдання формування іншомовної компетентності студентів.



Ключові слова: викладання іноземних мов, якість навчання, вищі навчальні заклади, Польща.

Introduction. The development of the newest information technologies is predetermined by the necessity of the system of education reformation with the aim of the level of its quality availability and efficiency rises. The leading out of higher education on a qualitatively new level and improvement of quality of highly skilled specialists training is impossible without computerization of educational process, the introduction of Internet-technologies and creation of corporate networks in higher educational establishments. It results in substantial changes in traditional didactics, where the appearance of a new form of distribution and receipt of knowledge with the help of distance courses is urgent. Quite a bit of multimedia products and materials are worked out nowadays for the distance courses of different disciplines. In the studies of foreign speech activity conception, distance education has been only inculcated. However, many computer-assisted programs are known already for English, French, German, Italian, Spanish languages teaching. In connection with the development of international cooperation, especially true today is a necessity of distance courses on foreign languages teaching development that would provide to the students access to the primary educational resources, in particular to language material, information about the foreign country, would assist the personal interest in a language and culture of foreign countries.

The perspective direction in the teaching of foreign languages is the use of blended learning, that is a combination in a different proportion distance with traditional full-time or external form of education, going out from possibilities of the educational establishment, students, tutors, presence of powerful connection, and also cost of access to the Internet.

The questions of the introduction of distance courses in foreign languages teaching strengthened the interest of many domestic researchers (N. Mochulina, P. Serdiuk, B. Shunevych, O. Soroka) in this problem. Without regard to the considerable interest of the Ukrainian scientists in the use of distance courses in foreign languages teaching, the experience of foreign countries in this context was not the subject of scientific research.

Thus, the article aims to ground the experience of students' foreign languages teaching quality assurance at Polish universities.

Methodology. Practical realization of the article's main goals is considered through the general scientific and interrelated methods' usage: the general scientific analysis, synthesis was used to determine general understanding of the process of foreign languages' teaching quality assurance; comparative generalization and systematization methods made it possible to clarify the theoretical, conceptual and practical approaches to underlying the policy of students' foreign languages teaching quality assurance in Polish higher educational establishments and means of its implementation and development; the structural and logical method was used to outline organizational and content-procedural foundations of the studied phenomenon.

Results and discussion. Poland's higher educational establishments entered the possibility of receiving knowledge remotely at the beginning of the XXI century.



However, the use of the newest technologies in foreign languages teaching was founded considerably later. The suggestion of language courses provides for traditional language classes, classes using informative new technologies, additional classes, and distance classes through the Internet network. The Polish scientist M. Świerk distinguishes three essential components to the model of foreign languages teaching that is used in the modern educational environment:

- face-to-face studies – a traditional format of audience classes with a tutor and a student;
- self-study learning – envisages independent work of students; a search of materials using resource map, local and global networks;
- online collaborative learning – when the work of students and tutors takes place in online mode, for example, through Internet-conferences, Skype, Zoom, Google meet and others like that (Świerk, 2016).

Classes that envisage the use of informative new technologies are essentially traditional in which a tutor and students use electronic educational facilities and the Internet. This form of language class continues to prevail in higher educational establishments of Poland. However, lately the mixed classes appear more frequently, which takes place on virtual educational platforms. A traditional component usually folds 30–50% from the general course hours. Language Internet courses for today are not popular. It is constrained, foremost, with the attachment of participants of courses to the traditional methods of studies and the idea that a language cannot be learned without direct contact with a tutor and a group.

The main advantages of the daily form of studies for a student are the possibility to intermingle with experienced tutors, well-known scientists and specialists directly, study educational material consistently during a term, and execute control tasks rhythmically and others like that. Nevertheless, the traditional types of classes can not provide to a full degree the study of educational discipline by a student because the individual psychological features of his perception and rates of mastering of material are not taken into account. Formal studies introduce the educational process of a limited content of the information as linear text, which does not have time to renovate. In cases when a complex of electronic materials from the discipline (notes of lectures, methodical recommendations to implementation of practical tasks, sets of test tasks and others like that) is a lack in number, the possibilities of independent work of students as well as the process of self-control for the level of educational material mastering realization by them are limited. Realization of tutor's consultations according to the chart set beforehand can not satisfy the necessity of a student to get help in the required time.

Correctly organized distance courses give to the students freedom of choice of time for mastering of course and possibility of studies realization regardless of time of studies of every particular student; free access is to the various information: e-libraries, multimedia textbooks, distance courses from discipline, reference sources (dictionaries, encyclopaedias and other); use of wide choice of educational materials that constantly renovate and besides are presented on a background of bright graphic images (pictures, charts, tables and others like that), in accompaniment of audio and video presentations; possibility of self-control realization by testing in real-time; providing of feed-back with a tutor is possibility of receipt of rapid answer for the executed con-



ontrol or individual task, consultations in relation to the removal of lacks of material mastering; transparency results of success evaluation for implementation of separate tasks, tests and final estimations from module control and others like that.

In the process of foreign language teaching, a significant value has the methodical educational providing. Therefore, for practical language teaching, the tutors of higher educational establishments of Poland realize the complex approach to the organization of educational material and sequence of its working. Except that, unity of education and developing functions of studies are performed, as well as the availability of language base to the level of students' knowledge, activity and independence of their educational-cognitive activity is provided.

The efficiency of the quality of students' foreign language teaching substantially depends on the combined studies on software facilities. Therefore, at the choice of facilities of distance courses creation and network electronic studies organization in higher educational establishments of Poland, the following criteria are followed by the tutors: functionality, reliability, stability, presence of facilities of educational materials development, presence of possibility to estimate students' knowledge in online mode (facilities for the creation of tests, tasks and control of students' activity). In addition, one of the critical criteria is the comfort of the use – an essential parameter at solving the task of students' professional competence forming.

The courses, created within the framework of institution of higher education or inter-institutional projects usually financed by European funds, prevail in higher educational establishments of Poland. There are three variants of projects: courses, worked out by the command of language experts, methodists of studies (rarely by the methodists of the distance studies), tutors of IT, technicians, and sometimes psychologists. They are created during a few months then a pilotage course is conducted, after which students fill questionnaires where they give the estimation to the course, tutors mark suffered errors that are at once removed, and a course is entered into the educational process of the institution of higher education;

Courses, created in tandems, by academic tutors that practice language classes in affiliated institutions of higher education and a co-ordinator that chooses a leading textbook used on traditional classes and comes forward as the basis for creating accessible exercises on an educational platform. Educational materials in an electronic form after realization of their corresponding evaluation is an obligatory part of every language course in an institution of higher education in Poland;

The institution of higher education orders digital didactics materials from a language expert who is also an IT tutor. These materials are adjusted to the textbooks of related courses, levels of foreign language learning, and students' interests. They come forward as an additional source of language exercises that tutors interpret as an optional part of the course, intended for students absent from the classes and rarely folded integral parts of the course (Wolski, 2016).

In addition, higher educational establishments in Poland offer the language courses worked out by tutors, who began work in a virtual environment, created their didactics electronic materials, and selected educational textbooks. Polish scientist M. Piasecka names them methodical experiments (Piasecka, 2008). In her opinion, just the same language courses determine the direction of distance studies' methodology



development. However, such courses fold the small percentage of electronic language suggestion of the institution of higher education, as the creation of digital didactics materials as well as the realization of classes in the distance format is a labour-intensive process and requires the considerable engaging of many new competencies of the tutor, in particular technical and informative.

Formal language studies are also broadened due to the electronic courses of language publishing houses. However, they are presented as a manual for self-tuition controlled by a lecturer who conducts traditional classes in affiliated higher education institutions. Therefore, such materials are maladjusted to the groups' necessities and unrelated to the traditional part of the course of students' foreign language teaching.

For the implementation of such didactics requirements and the correct organization of educational-cognitive activity of students in the process of foreign languages teaching in institution of higher education of Poland, the following methods of education are widely used:

- informative-receptive that envisages perception of educational material and its mastering;
- reproductive (recreation of the studied information);
- method of in-practical language teaching is based on the implementation of training exercises (Januszewska, Dernowska, 2017).

These methods are realized by applying various ways, each of which envisages particular action, sent to the achievement of the partial aim. Modern computer technologies provide vast possibilities for the realization of different methodical ways in the process of education.

During 2018–2019 among higher educational establishments of Poland a study, aimed at envisaging the quality of foreign complementary education evaluation with the use of distance constituent was undertaken. Electronic courses, system work of tutors and students with these technologies, standards and disciplines, that touch providing qualities of distance studies that were adjusted to the studies of foreign languages, were the subject of such evaluation. During the research, tutors and coordinators of electronic courses were also canvassed to evaluate authors of didactics further electronic materials. In the second stage of research, the analysis of courses' quality was conducted by questioning students using a questionnaire.

Research results showed that higher educational establishments in Poland provided a technical infrastructure, organizational and technical support of language courses accompanied by the use of methods and techniques of distance studies. Tutors that carry out the studies of foreign languages must be acquainted with the virtual environment of studies and the newest facilities of work with students on primary electronic educational platforms. Tutors that develop multimedia and interactive educational materials regularly in-plant training pass by participating in webinars, Internet courses and conferences.

Research educed that digital didactics materials are much better adjusted to the necessities of students and the labour market than textbooks used in traditional classes. Their excellency is authenticity, interactiveness and multimedia. Moreover, they function using educational platforms (for example, Campus, Edux) in the form of modules and lessons on implementation that a student has a set time (Pfeiffer, 2018).



Communication between the participants, of course, tutor and institution of higher education takes place in a set time, presented to the student before a course. Students regularly get the reverse pointing on the task and ground of suffered language errors processing, and also methods and ways of their removal are offered.

All institutions of higher education of Poland guarantee access to the information related to work principles on electronic courses organization, principles and methods of getting credits, methods and facilities of work. At every higher school, a worker carries out the administration of a platform and is responsible for technical support of the distance studies. However, sometimes professional technical support fails for tutors that carry out the distance studies, authors of digital didactics materials, which results in their excessive burden and attention focusing on technical courses.

Control and evaluation of results of the distance part of studies come proper through a computer, mutual evaluation (so-called peer evaluation), and a tutor. Students get individualized help adjusted to their styles of learning. An alternative evaluation is more often used because it is more authentic, dynamic, and engaging for students.

The final evaluation of all constituents of students' foreign languages teaching occurs at the end of a term and the end of a year, on their completion. With the aim of the distance, constituent improvement students are offered questionnaires, where they must mark advantages and lacks multimedia and interactive educational materials. Finally, their recommended changes are inculcated with the further updating such courses during the next five years.

The work methods are also subject to evaluation, which include: methods of studies, their adequacy concerning the given aims, the environment of work, their friendliness for students and supporting of individual and collective studies, encouraging to active and systematic voice in an educational process.

Research participants underlined the influence of the selection of multimedia didactics resources on the efficiency and attractiveness of their use on classes of electronic courses. The shortage of direct, interpersonal substantial contact with a tutor and participants causes the search of various methods of knowledge transmission and initiates the search for new learning techniques. The offered electronic forms of teaching are based on the differentiated methods and forms of studies using the technology of Web 6.0 and mobile technologies.

Conclusions. The study showed that foreign language teaching quality improvement in Polish universities is a close collaboration between the tutors, authors of courses, technicians, and consultants in platform matters. A model of forms of students' foreign languages teaching quality improvement envisages the combination of a full-time form of education and distance courses, where the independent types of works prevail. It is essential for a tutor to define, what types of students' activities need to be applied to full-time classes, and what kinds can be carried on the independent distance form. Thus, full-time form envisages the acquaintance of students with new material that needs direct tutor's participation. In an audience, discussions are conducted in groups, particularly those types of activity that need direct contact on different levels (with a tutor, between students). The distance part, of course, is provided for study of educational material employing interactive manual on a hypertext,



that uses all facilities of influence on a reader, that is only possible technically in the system – from primarily literary (choice of corresponding strategy and stylistics) through publishing (types, make-up, illustrations) and to most complicated computer systems (sound, animation, reference to other materials; implementation of practical tasks and exercises that assist mastering of material; collective implementation of tasks of creative character (projects); consultations with a tutor; realization of the educational and intermediate control testing; independent searching, research activity with Internet-resources and other.

The integration of full-time and distance forms of studies allows studying in a group with a tutor and at home in comfort to the student time. In such type of education, a student can set optimal speed and intensity of the educational process. So the development of self-organization, self-discipline of a student, forming of inter-personal communications, ability to work in a command that is necessary for the professional becoming of specialist is accelerated. This model requires tutors' high level of competence, both in the traditional and in the newest methods of studies, and presence for the students' sufficient skills of work in distance teaching.

It is educed that for students' foreign languages teaching quality assurance at Polish higher educational establishments. The combined studies give the most expansive possibilities. However, the methodology of electronic educational and methodical complexes of discipline development, determination tutors' in-plant training directions needs further study concerning the planning of the combined departmental teaching. Introduction in forming technologies of the distance studies will assist in obtaining a qualitatively new educational product. Considerable expansion of educational infomedia, increase of students' and tutors' possibility of communication with the colleagues of other institutions of higher education, access to the world informative resources will all assist the increase of students' motivation to the studies, strengthening of their creative self-realization, to the capture of work skills with telecommunications as necessary terms of life in informative society.

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