

Background of the respondents in the EALTA survey – a regional view

In this section of the report we will describe the background of the respondents to the ENLTA/EALTA survey, region by region. In some cases we will also give an account of their background at the country level – for such countries only where the response rate makes such reporting meaningful. Only the European based respondents (n=855) are included here.

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The survey contained the following background questions:

1. *If you are, or have been a teacher, what do you teach / have you taught?*

a language
another subject
I have never taught

2. *If you teach or have taught a language please complete the list below*
(mark all that apply)

(choices given: a long list of European languages)

3. *Your qualification:*

language degree
teacher training
combination of language degree and teacher training
other qualification

4. *Type of student you currently work with (mark all that apply):*

Under 10 years old
11 – 15 years old

16 – 18 years old
Adults in university / higher education
Adults in vocational education
Adults in work
Adults in evening classes
Other

5. *Your role / profession (mark all that apply):*

Language teacher/lecturer
Teacher trainer/educator
Textbook / teaching materials writer
Employee of a testing organization / exam board
Head of a testing organization / exam board
Head of institution / programme
other

Definition of the regions used in this report

The regions used in this part of the survey report are defined in the following way:

1 = Northern Europe (Finland, Iceland, Norway, Sweden, Denmark)
2 = Baltic region (Estonia, Latvia, Lithuania)
3 = Western Europe (Ireland, UK, France, Belgium, Netherlands)
4 = Central Europe (Germany, Austria, Switzerland, Poland, Czech rep., Slovakia.)
5 = South-Eastern Europe (Slovenia, Croatia, Serbia and Montenegro, Macedonia, Greece, Turkey)
6 = Eastern Europe (Hungary, Romania, Bulgaria, Russia, Ukraine, Azerbaijan)
7 = Southern Europe (Portugal, Spain, Malta, Italy, Andorra)

The non-European respondents were removed from these background analyses. Also, the very small number of respondents from ‘other European countries’ were removed as it was not possible to place them into any region of Europe.

Summary of the descriptive background information

1: Teachers / non-teachers

Almost all European respondents (97.4%) were, or had been, language teachers. Only in Southern Europe was that figure slightly lower: ‘only’ about 91% of them were language teachers. On average, about 15% of the respondents reported that they taught another subject; in most cases, they, however, also taught a language. Only 12 of the total of 855 European respondents reported they had not taught anything in their career. Teachers who were (or had been) teaching both a language and another subject were relatively more frequent among our central European respondents (20%), followed by Western and Southern Europeans, whereas it was less common in Eastern and South-Eastern Europe and in the Baltic region.

2: Languages that the respondents taught

English was by far the most often taught language: 74% of our respondents who identified themselves as language teachers taught or had taught it as a foreign language, and a sizable number of them had also taught it as a second and/or first language. German and French came second but clearly behind English: some 15 – 16% of the respondents had taught these two languages as a foreign language, and some also as a first or second language. The respondents also included a fair number of teachers of Swedish, Russian, Spanish and Finnish. It was possible that there was some confusion among the respondents as to what ‘foreign’ and ‘second’ language meant and from whose perspective (the teacher’s or the learners’) a language is taught as a first language – a problem which surveys in the future may need to address.

3: Qualifications of the respondents

On average, more than half of the respondents were fully qualified to teach languages in the sense that they had both a language degree and that they had teacher training. On the other hand, this also means that almost half of them were only partially qualified for language teaching as far as formal qualifications are concerned. One fifth (21%) had a language degree only and about 10% had either only teacher training (without a language degree) or some other type of qualification. Some regional and national differences could be observed but the small number of respondents per country prevents generalisations.

4: Types of student that the respondents worked with

About half (52%) of the European respondents worked with adults in universities and other types of higher education (such as polytechnics). Although quite a few of them may also have worked with other target groups, adults in higher education formed clearly the biggest group across almost all regions, particularly among the Western, Central and Southern European respondents. The second most frequent group of students that our respondents worked with was the 16 – 18 year olds – students in upper secondary education (about 30%). Working with lower secondary students (11 – 15 year olds). These were followed by ‘adults in work and adults in evening classes’ (about 20%), ‘adults in vocational education’ 13%, and, finally, Young children under 10 years of age’ with 9% of respondents. About 55% or 467 of the 855 European respondents reported that they work exclusively with one type of student. This was most common in the Northern and Western Europe (67% and 62%), and least common in the Baltic, Eastern and Southern European countries (33 – 39%).

5: Roles or professions of the respondents

The great majority, almost 83% of the respondents working in Europe were engaged in language teaching, half of them as language teachers only, and another half combining teaching with one or several other professions and roles. A third of the respondents were engaged in teacher training and a quarter in professional language testing as members of testing and examining organisations. Less than a fifth were involved in textbook or other materials design, and about 10% were also heads of their institutions or study programmes.

Background 1: Teachers / non-teachers

The first background question in the questionnaire asked if the respondent was or had been a language teacher:

If you are, or have been a teacher, what do you teach / have you taught?

and the choices given to the respondent were:

*a language
another subject
I have never taught*

Table BG-1: The number and proportion of the respondents who were teachers of language, of another subject, or who did not teach

Region of Europe		Teaches a language	Teaches a language and another subject	Teaches another subject (total)	Has never taught	Total (of region)
Northern Europe	Count	267	37	40	2	272
	%	98.2%	13.6%	14.7%	.7%	100.0%
Baltic region	Count	54	5	5	0	54
	%	100.0%	9.3%	9.3%	.0%	100.0%
Western Europe	Count	154	27	29	3	158
	%	97.5%	17.1%	18.4%	1.9%	100.0%
Central Europe	Count	63	13	14	0	64
	%	98.4%	20.3%	21.9%	.0%	100.0%
South-Eastern Europe	Count	132	14	15	0	133

	%	99.2%	10.5%	11.3%	.0%	100.0%
Eastern Europe	Count	114	12	13	5	120
	%	95.0%	10.0%	10.8%	4.2%	100.0%
Southern Europe	Count	49	8	11	2	54
	%	90.7%	14.8%	20.4%	3.7%	100.0%
Total number	Count	833	116	127	12	855
% of total number of respondents (855)	%	97.4%	13.6%	14.9%	1.4%	100.0%

As Table BG-1 shows, **almost all European respondents (97.4%) were, or had been, language teachers.** Only in Southern Europe was that figure slightly lower: ‘only’ about 91% of them were language teachers. On average, about 15% of the respondents reported that they taught another subject; in most cases, they, however, also taught a language. Only 12 of the total of 855 European respondents reported they had not taught anything in their career. Teachers who were (or had been) teaching both a language and another subject were relatively more frequent among our central European respondents (20%), followed by Western and Southern Europeans, whereas it was less common in Eastern and South-Eastern Europe and in the Baltic region.

Background 2: Languages that the respondents taught

The background section of the questionnaire contained the following question for the respondents who were language teachers:

If you teach or have taught a language please complete the list below (mark all that apply)

That was followed by a long drop-down list of languages from which to choose.

Below we will describe the background of our respondents in terms of the languages they taught. The first table shows how many respondents, overall, taught different languages. That is followed by three tables that report, region by region, the frequencies and percentages of our respondents who were engaged in teaching the three most commonly taught languages: English, German and French.

Table BG-2a: The languages taught by the respondents in the survey

- European respondents only; all regions of Europe combined; n = 833

Language taught	Number of respondents who taught the language ...		
	as a foreign language	as a second language	as mother tongue
English	620	104	76
German	131	11	9
French	124	16	11
Swedish	43	49	33
Russian	43	4	5
Spanish	38	5	12
Finnish	25	32	42
Italian	13	3	6
Greek	9	5	15
Dutch	6	8	14
Estonian	4	6	12
Slovene	3	2	17
Romanian	3	1	14
Norwegian	2	1	14
Other European language	4	7	5
Hungarian	2	2	9
Polish	1	0	10
Turkish	3	2	5
Bulgarian	2	0	7
Latvian	2	2	4
Catalan	2	2	2
Other non-European language	4	1	1

Table BG-2b: The number teachers in the survey who taught English

(FL = foreign language; L2 = second language; L1 = first language)

(note that because the same respondent could teach the language as a foreign and second language, or in other combinations, the total percentages may add up to more than 100%)

Region of Europe	English as FL	English as L2	English as L1	English total	TOTAL # of
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						teachers from the region
Northern Europe	Count	165	27	14	206	267
	%	62%	10%	5%	(77%)	
Baltic region	Count	46	2		48	54
	%	85%	4%		(89%)	
Western Europe	Count	94	41	35	170	154
	%	61%	27%	23%	(Over 100%)	
Central Europe	Count	51	3	7	61	63
	%	81%	5%	11%	(97%)	
South-Eastern Europe	Count	121	13	5	139	132
	%	92%	10%	4%	(Over 100%)	
Eastern Europe	Count	108	11	3	122	114
	%	95%	10%	3%	(Over 100%)	
Southern Europe	Count	35	7	12	54	49
	%	71%	14%	24%	(Over 100%)	
TOTAL number	Count	620	104	76	800	833
% of total number of teachers (833)	%	74%	12%	9%	(96%)	

Table BG-2c: The number teachers in the survey who taught German

(FL = foreign language; L2 = second language; L1 = first language)

(note that because the same respondent could teach the language as a foreign and second language, or in other combinations, the total percentages may add up to more than 100%)

Region of Europe		German as FL	German as L2	German as L1	German total	TOTAL # of teachers from the region
Northern Europe	Count	79		1	80	267
	%	30%		< 1%		100%

Baltic region	Count	6			6	54
	%	11%			11%	100%
Western Europe	Count	29	2	2	33	154
	%	19%	1%	1%	21%	100%
Central Europe	Count	1	3	6	10	63
	%	2%	5%	10%	16%	100%
South-Eastern Europe	Count	11	3		14	132
	%	8%	2%		11%	100%
Eastern Europe	Count	3	3		6	114
	%	3%	3%		5%	100%
Southern Europe	Count	2			2	49
	%	4%			4%	90.7%
TOTAL number	Count	131	11	9	151	833
% of total number of teachers (833)	%	16%	1%	1%	18%	

Table BG2-d: The number teachers in the survey who taught French

(FL = foreign language; L2 = second language; L1 = first language)

(note that because the same respondent could teach the language as a foreign and second language, or in other combinations, the total percentages may add up to more than 100%)

Region of Europe		French as FL	French as L2	French as L1	French total	TOTAL # of teachers from the region
Northern Europe	Count	52	6	3	61	267
	%	19%	2%	1%	23%	100%
Baltic region	Count	1			1	54
	%	2%			2%	100%
Western Europe	Count	43	4	5	52	154
	%	28%	3%	3%	34%	100%
Central Europe	Count	8	4	3	15	63

	%	13%	6%	5%	24%	100%
South-Eastern Europe	Count	5	1		6	132
	%	4%	< 1%		5%	100%
Eastern Europe	Count	9	1		10	114
	%	8%	< 1%		9%	100%
Southern Europe	Count	6			6	49
	%	12%			12%	100%
TOTAL number	Count	124	16	11	151	833
% of total number of teachers (833)		15%	2%	1%	18%	

To some extent, the distribution of the languages taught by the respondents to the ENLTA survey matches what is known about the popularity of various languages as a foreign or second language in Europe. Among our respondents, **English was by far the most often taught language: 74%** of our respondents who identified themselves as language teachers taught or had taught it **as a foreign language**, and a sizable number of them had also taught it as a second and/or first language. **German and French came second** but clearly behind English: some 15 – 16% of the respondents had taught these two languages as a foreign language, and some also as a first or second language.

The respondents also included a fair number of teachers of Swedish, Russian, Spanish and Finnish. Of these languages, Russian and Spanish are quite widely taught in Europe but the relatively big number of Finnish and Swedish teachers is due to the fact that so many of the respondents came from Finland (where Swedish is the second national language) and from Sweden.

All the other languages listed in Table BG-2a were taught by some 5 – 25 teachers each – languages with fewer teachers are not listed here. It can be noted that for some languages the majority of the respondents taught the language as a mother tongue rather than as a foreign or second language: Greek, Dutch, Estonian, Slovene, Romanian, Norwegian, Hungarian, Polish, and Bulgarian. Also, proportionately, many teachers of Finnish and Swedish reported they taught these languages as the first language. This is in contrast with the most widely taught languages in Europe such as English, German and French (and also Russian, Spanish and Italian) where the clear majority of respondents were foreign language teachers.

The accuracy of the background information above is hampered by at least two potential sources of confusion among the respondents. The first is the distinction between a ‘foreign’ and ‘second’ language, which may not always be clear in all teaching contexts, and whose exact meaning may not have been entirely clear to all respondents. The second source of different interpretations is the perspective from which the respondent answers the questions: that of the learners’ or that of the teacher’s. If you are a native speaking teacher of, say, English and you teach the language in a non-English speaking country, you could argue that you teach the language as a foreign (or sometimes, a

second) language when the matter is viewed from the learners’ point of view. However, the teacher could equally well say he/she teaches English as L1 since it is his/her mother tongue.

While it is difficult to say to what extent the **distinction between foreign and second languages** may have caused confusion or difficulties for the respondents, the data show that the second issue (**from whose perspective the language viewed as a mother tongue**) may have caused confusion for some respondents. For example, only 31 of the 76 respondents who reported they teach English as L1 worked in the UK or Ireland which are the only European countries where one would normally expect to find many teachers who teach English as a mother tongue to native speakers of English. The same applies to teachers of French as L1: only one third of them worked in a country where French is spoken as L1 by large groups of people. An alternative explanation to why so many respondents reported teaching mother tongue despite being located in a country where the language is not spoken as L1 by a sizable proportion of the population, is that they had taught the language as L1 at some earlier point of their career – the questionnaire does not distinguish between current and past teaching. This issue is not explored further here but the fact that some of the L1 teachers (e.g. 11 of the 76 in the case of English) report teaching more than one language as L1 suggests that the FL/L2/L1 question is a complex one and may be interpreted in different ways. Future questionnaires probing the teaching of FL / L2 / L1 might wish to clarify the meaning of these terms to ensure all respondents understand them in the same way.

Background 3: Qualifications of the respondents

The qualification of the respondents was probed by asking them to select from a list the type of qualification that best fitted them:

Your qualification:

language degree

teacher training

combination of language degree and teacher training

other qualification

Table BG-3a describes the qualifications of all European respondents (n=855) and Table BG-3b presents the same information for those of them who were, or had been language teachers (n=833).

Table BG-3a: Qualifications of all respondents working in Europe (n=855)

Regions of Europe	Qualification					Total
	language degree	teacher training	combination of language degree and	other qualification		

				teacher training		
Northern Europe	Count	45	27	186	14	272
	%	17	10	69	5%	100%
Baltic region	Count	22	8	18	6	54
	%	41	15	33%	11%	100%
Western Europe	Count	27	21	88	22	158
	%	17%	13%	56%	14	100%
Central Europe	Count	9	9	35	11	64
	%	14%	14%	55	17%	100%
South-Eastern Europe	Count	39	11	69	14	133
	%	29%	8%	52	11	100%
Eastern Europe	Count	29	9	65	17	120
	%	24%	8	54%	14%	100%
Southern Europe	Count	13	5	23	13	54
	%	24%	9%	43	24%	100%
	Total Count	184	90	484	97	855
	Total %	22	11	57	11%	100%

Table BG-3b: Qualification of respondents working in Europe who taught or had taught a language (n = 833)

Regions of Europe		Qualification				Total
		language degree	teacher training	combination of language degree and teacher training	other qualification	
Northern Europe	Count	44	25	186	12	267
	%	17	9%	70	5	100%
Baltic region	Count	22	8	18	6	54

	%	41	15	33%	11%	100%
Western Europe	Count	24	21	88	21	154
	%	16	14	57%	14	100%
Central Europe	Count	9	9	35	10	63
	%	14%	14%	56	16	100%
South-Eastern Europe	Count	39	11	68	14	132
	%	30	8%	52	11	100%
Eastern Europe	Count	28	9	64	13	114
	%	25	8	56%	11%	100%
Southern Europe	Count	11	4	23	11	49
	%	22%	8%	47	22%	100%
	Total Count	177	87	482	87	833
	Total %	21%	10%	58	10%	100%

On average, **more than half of the respondents were fully qualified to teach languages** in the sense that they had both a language degree and that they had teacher training. On the other hand, this also means that **almost half of them were only partially qualified** for language teaching as far as formal qualifications are concerned. **One fifth (21%) had a language degree only** and about 10% had either only teacher training (without a language degree) or some other type of qualification.

Some regional differences can be seen in the data. Whether they reflect a more general state of affairs in the regions or individual countries is hard to say since the survey is not based on a truly representative sample. Such generalisations would require comparison of our results with e.g. official statistics about acting teachers' qualifications in different countries.

In this survey, the best qualified language teachers came from Northern Europe where 70% had both a language degree and teacher training. In Eastern, Western, South-Eastern and Central Europe over half were fully qualified, closely followed by Southern Europe. Only in the Baltic countries did only a third of the respondents have full formal qualification to teach.

The number of teachers who taught without either a language degree or teachers training was not very big (about 10% of the respondents who were teachers), which makes it tentative at best to say whether teaching without formal qualifications is more common in certain regions. In our data, that was rare in Northern European countries but somewhat more common in Southern and Central Europe in particular.

Table BG-3c qualifications by the country: Crosstabulation by the countries with the biggest response rates

(Only those included who reported teaching or having taught a language)

Country		Qualification				Total
		language degree	teacher training	combination of lg degree and teacher training	other qualification	
Belgium	Count	2	1	15	3	21
	%	10%	5%	71%	14%	100%
Bulgaria	Count	8	2	16	3	29
	%	28%	7%	55%	10%	100%
Estonia	Count	10	8	10	5	33
	%	30%	24%	30%	15%	100%
Finland	Count	27	12	124	8	171
	%	16%	7%	73%	5%	100%
Greece	Count	10	3	27	4	44
	%	23%	7%	61%	9%	100%
Hungary	Count	3	4	18	2	27
	%	11%	15%	67%	7%	100%
Ireland	Count	2	2	14	5	23
	%	9%	9%	61%	22%	100%
Netherlands	Count	8	3	20	2	33
	%	24%	9%	61%	6%	100%
Norway	Count	4	4	13	2	23
	%	17%	17%	57%	9%	100%
Poland	Count	5	5	18	4	32

	%	16%	16%	56%	13%	100%
Romania	Count	17	2	25	5	49
	%	35%	4%	51%	10%	100%
Slovenia	Count	15	4	24	3	46
	%	33%	9%	52%	7%	100%
Spain	Count	9	4	16	6	35
	%	26%	11%	46%	17%	100%
Sweden	Count	13	8	48	2	71
	%	18%	11%	68%	3%	100%
Turkey	Count	13	3	14	7	37
	%	35%	8%	38%	19%	100%
United Kingdom	Count	9	15	38	11	73
	%	12%	21%	52%	15%	100%
Other European countries	Count	22	7	44	15	88
	%	25%	8%	50%	17%	100%
Non-European countries	Count	8	8	27	4	47
	%	17%	17%	58%	9%	100%
Totals	Count	185	95	511	91	882
Totals	%	21%	11%	58%	10%	100.0%

Of the countries with more than 20 respondents, the best qualified teachers in this survey were from Belgium, Finland, Hungary and Sweden where at least two thirds (66% or more) of the teachers had both a language degree and teacher training. Also in Ireland and Greece more than 60% had that combined qualification.

Less than half of the respondents working in Estonia, Turkey and Spain had the combined language teaching qualifications. Ireland, Estonia, Turkey, Spain and the UK were countries where at least 15% of the teachers surveyed here reported having neither a language degree nor teacher training. Since the absolute number of such respondents per country is quite small, this finding is suggestive at best.

Background 4: Types of student that the respondents worked with

The respondents were asked to list all the types of language learners which kinds of learners they worked with. This was done with the following question:

Type of student you currently work with (mark all that apply):

- Under 10 years old*
- 11 – 15 years old*
- 16 – 18 years old*
- Adults in university / higher education*
- Adults in vocational education*
- Adults in work*
- Adults in evening classes*
- Other*

Table BG-4: The types of student that the respondents worked with in different regions of Europe

Region of Europe		Type of student (note that a respondent may work with more than one type of student which is why the percentages add up to more than 100%)								Total
		under 10 years old	11-15 years old	16-18 years old	adults in higher / university education	adults in vocational education	adults in work	adults in evening classes	other	
Northern Europe	Count	16	64	55	136	29	33	34	23	272
	%	6%	24%	20%	50%	11%	12%	13%	9%	
Baltic region	Count	11	30	26	12	7	15	8	2	54
	%	20%	56%	48%	22%	13%	28%	15%	4%	
Western	Count	4	25	39	99	23	29	27	18	158

Europe										
	%	3%	16%	25%	63%	15%	18%	17%	11%	
Central Europe	Count	3	12	26	37	12	21	21	3	64
	%	5%	19%	41%	58%	19%	33%	33%	5%	
South-Eastern Europe	Count	26	55	34	63	16	16	22	8	133
	%	20%	41%	26%	47%	12%	12%	17%	6%	
Eastern Europe	Count	12	38	58	64	7	40	30	5	120
	%	10%	32%	48%	53%	6%	33%	25%	4%	
Southern Europe	Count	6	11	22	33	13	23	18	9	54
	%	11%	20%	41%	61%	24%	42%	33%	17%	
Total	Count	78	235	260	444	107	177	160	68	855
	%	9%	28%	30%	52%	13%	21%	19%	8%	

About half (52%) of the European respondents worked with **adults in universities and other types of higher education** (such as polytechnics). Although quite a few of them may also have worked with other target groups, adults in higher education formed clearly the biggest group across almost all regions, and it was particularly prominent in the case of Western, Central and Southern European respondents: around 60% of respondents from those regions worked with this target group. The only exception to this pattern was the Baltic region where only 22% of the respondents taught or worked in some other way in university level education.

The second most frequent group of students that our respondents worked with was **the 16 – 18 year olds** – students in upper secondary education. On average, almost a third (**about 30%**) worked with them. In the Baltic region and Eastern Europe almost 50% of the respondents were engaged in e.g. teaching this target group but also some 40% of Central and Southern Europeans worked with them. The lowest figures were for Northern Europeans (20%) and for Western and South-Eastern Europeans where only a quarter of the respondents worked with such students.

Working with **lower secondary students (11 – 15 year olds)** was almost as common as working with the 16 – 18 year olds: it was the target group for teaching etc. for **28%** of our respondents. Proportionately, the regions differed quite significantly from each other. More than half of the Baltic respondents worked with this target group, as did over 40% of South-Eastern Europeans. In contrast, only 16 – 19% of Western and Central Europeans were involved with working with lower secondary students.

Adults in work and adults in evening classes were the next most common target groups for the teachers and others surveyed in this study. On average, **about 20%** of all respondents worked with

these two types of student. Again, different regions differed quite clearly from each other. Working with adults in work was rather common for Southern Europeans (43%) and for Eastern and Central Europeans (33%), but rarer for respondents from Northern and South-Eastern Europe (12%). Teaching adults in evening classes was most common among Central and Southern European respondents (33%) and rarest among Northern Europeans (13%).

Adults in vocational education was not a very common type of student: on average, only **13%** worked with them. Regional differences are not very great, ranging from the high of 24% in Southern Europe to the low of 6% in Eastern Europe.

Young children under 10 years of age was the smallest target group for the teachers and others surveyed here. Only about **9%** worked with them. However, a significant proportion (20%) of Baltic and South-Eastern respondents worked with this type of student.

Working with only one type of student vs. several types of student

About 55% or 467 of the 855 European respondents reported that they **work exclusively with one type of student**. Regions of Europe – or our respondents – differed significantly from each other in this respect ($\chi^2 = 53.9, P=.000$). To work only with one type of student was most common in the Northern and Western Europe (67% and 62%), and least common in the Baltic, Eastern and Southern European countries (33 – 39%).

The most common combinations of students that our respondents were working with were these:

- both 11 – 15-year olds and 16 – 18-year olds (5%)
- both under 10-year olds and 11 – 15-year olds (4%)
- both adults in universities/higher education and adults in work (3%)
- both adults in universities/higher education and adults in evening classes (2%)
- adults in universities, in work, and in evening classes (2%)

Background 5: Roles or professions of the respondents

The respondents were asked to state their roles or professions by listing them in the following way:

Your role / profession (mark all that apply):

Language teacher/lecturer

Teacher trainer/educator

Textbook / teaching materials writer

Employee of a testing organization / exam board

Head of a testing organization / exam board

Head of institution / programme

other

Table BG-5a: The respondents role / profession in different regions of Europe

Regions of Europe		Respondent's role / profession							Total of region
		(note that one respondent may have several simultaneous roles, which is why the row percentages add up to more than 100%)							
		Language teacher / lecturer	Teacher trainer / educator	Text-book / teaching materials writer	Employee of a testing organization / exam board	Head of a testing organization / exam board	Head of institution / programme	Other	
Northern Europe	Count	239	56	39	43	5	22	13	272
	%	88%	21%	14%	16%	2%	8%	5%	
Baltic region	Count	46	14	12	12	1	4	3	54
	%	85%	26%	22%	22%	2%	7%	6%	
Western Europe	Count	114	55	39	48	4	20	22	158
	%	72%	35%	25%	30%	3%	13%	14%	
Central Europe	Count	47	39	13	15	2	9	9	64
	%	73%	61%	20%	23%	3%	14%	14%	
South-Eastern Europe	Count	116	42	22	22	5	7	4	133
	%	87%	32%	17%	17%	4%	5%	3%	
Eastern Europe	Count	107	41	19	24	6	8	7	120
	%	89%	34%	16%	20%	5%	7%	6%	
Southern Europe	Count	37	16	8	15	5	13	3	54
	%	69%	30%	15%	28%	9%	24%	6%	
	Total count	706	263	152	179	28	83	61	855
	Total % (of 855)	83%	31%	18%	21%	3%	10%	7%	

Not unexpectedly, **the most common role or profession of our respondents was that of a language teacher / lecturer**. On average, **83%** of the European-based respondents worked in that profession – or, possibly, had been working, as it was possible to answer that question either from the point of view of the current profession only or from that of the current or past profession. The proportion of language teachers was the highest among the Eastern European respondents (89%) and almost as high among the Northern and South-Eastern Europeans (88% and 87%, respectively). In contrast, ‘only’ 69% of the Southern Europeans and 72-73% of the Western and Central Europeans reported to be (or having been)

language teachers. The overall differences between the regions were statistically significant ($\chi^2 = 34.2$, $P = .000$).

Tables BG-5b and BG-5c indicate that a sizable proportion – **almost 41%** – of all the European respondents **worked only as language teachers**. They were the biggest group in our survey in terms of professional background. This was true for the Northern European respondents in particular: almost 53% of them worked only as language teachers. Teaching was also the only role for almost half of the Baltic and South-Eastern European respondents. In marked contrast, only a few (13 – 28%) of the Central, Western and Southern Europeans surveyed in our study worked only as language teachers. (Since calculating the statistical significance of these differences would involve considerable data manipulation, it has not been done for this report; however, the magnitude of the differences between regions makes it almost certain that the differences, overall, are also statistically significant.)

The **combination of the teacher’s role with one or more other roles** was as common as working solely as a teacher – in fact, the total number of all combinations of roles in which teaching was included was slightly higher (359 or 42%) than working as a teacher only. The most typical combinations were the following:

- | | | |
|---|------|------------------|
| • teacher + teacher trainer: | 8.9% | (76 respondents) |
| • teacher + employee of a testing organisation: | 7.5% | (64 respondents) |
| • teacher + textbook writer: | 4.4% | (38 respondents) |
| • teacher + teacher trainer + textbook writer: | 4.0% | (34 respondents) |
| • teacher + head of institutions / programme: | 2.6% | (22 respondents) |
| • teacher + teacher trainer + employee of testing org.: | 2.6% | (22 respondents) |
| • teacher + trainer + textbook writer + employee: | 2.1% | (18 respondents) |

Since the number of respondents in each of the above categories is nevertheless not very big, it has not been studied if certain combinations of the roles were more common in certain regions of Europe.

After language teaching, **the second most common profession was teacher training / teacher education**. About **31%** of all European respondents had worked in that profession. Again, regional differences are considerable: whereas most of the Central European respondents (61%) worked in that sector, only one fifth (21%) of the Northern Europeans did so.

Only slightly over 10% of the teacher trainers worked only in that role; most of them in fact worked in multiple roles (see Table BG-5b). From the list above, we can see that quite often the roles of a trainer and teacher were combined (for at least a quarter for all teacher trainers). Also, teacher trainers often worked as textbook writers or were employed in testing organisations.

The third most common role or profession was **working for a testing or examining organisation / board**. **21% were employees** of such organisations and **3% were responsible for directing them**. The differences between regions are rather big although not as marked as in the case of teacher trainers. About a third of Western European respondents worked for testing organisations in some capacity whereas less than 20% of the Northern and South-Eastern Europeans were so employed.

Employment by a testing organisation as an employee or as a head was the sole employment of only 39 European respondents, 21 of them coming either from Western or Central European countries. Proportionately that is under 20% of all who reported working for testing organisations; thus, in the great majority of all cases, professional language testing was combined with other work – teaching in particular, but also teacher training or textbook writing.

Writing textbooks or other teaching materials was almost as common a profession as working for examination boards: **18%** of the respondents were engaged in this activity but practically nobody reported doing only that. Rather, it was a role that was always combined with language teaching in particular, but also with teacher training or working for a testing organisation. Textbook writing was more or less as common, or rare, in all regions of Europe: depending on the region, between 14 and 25% of the respondents wrote teaching materials.

On average, **one in ten respondents was a head of an institution or a programme**. For only eight of them, the role of the head was the only one; typically, that role was combined with teaching (22 respondents or about 25%) or with textbook writing, teacher training, or a combination of several roles.

There were regional differences but since the number of persons working in the capacity of an institution head was not very big, no firm conclusions can be drawn. Suffice it to say that almost a quarter of the Southern European respondents stated they were heads of their institution or programme. At the other extreme, only 5% of the South-Eastern European respondents worked in that role in their institutions.

Finally, it could be noted that, overall, a slight majority (53%) of the respondents worked in one role or profession only. Almost as many (47%) combined two or more roles/professions in their work. Table BG-5b gives an overall breakdown by the role, and Table BG-5c compares the different regions of Europe in terms of the frequency of the respondents who only worked in one profession.

To sum up the professional background of the respondents to this survey, it can be noted that the great majority, almost 83% of those working in Europe were engaged in language teaching, half of them as language teachers only, and another half combining teaching with one or several other professions and roles. A third of the respondents were engaged in teacher training and a quarter in professional language testing as members of testing and examining organisations. Less than a fifth were involved in textbook or other materials design, and about 10% were also heads of their institutions or study programmes.

Table BG-5b: Number of European-based respondents who worked only in one role / profession

Role / profession	Count	% of all European-based respondents (n = 855)
Language teacher / lecturer	347	40.6%
Teacher trainer / educator	31	3.6%
Employee of a testing organization /	31	3.6%

exam board		
Other	21	2.5%
Head of institution / programme	15	1.8%
Head of a testing organization / exam board	8	0.9%
Text-book / teaching materials writer	3	0.4%
TOTAL:	456	53.4%

Table BG-5c: Respondents who had only one role or professions: the three most common roles compared by the region

Region of Europe		Language teacher only	Teacher trainer only	Employee of testing organization only	TOTAL for region
Northern Europe	Count	143	6	3	272
	%	52.6%	2.2%	1.1%	100%
Baltic region	Count	26	1	2	54
	%	48.1%	1.9%	3.7%	100%
Western Europe	Count	36	7	12	158
	%	22.8%	4.4%	7.6%	100%
Central Europe	Count	8	4	6	64
	%	12.5%	6.3%	9.4%	100%
South-Eastern Europe	Count	66	8	1	133
	%	49.6%	6.0%	.8%	100%
Eastern Europe	Count	53	3	3	120
	%	44.2%	2.5%	2.5%	100%
Southern Europe	Count	15	2	4	54
	%	27.8%	3.7%	7.4%	100%
TOTAL	Count	347	31	31	855
	%	40.6%	3.6%	3.6%	