

Reforming Foreign Languages in Academia in Montenegro

Status Quo Analysis Report

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Executive summary

This study was carried out as part of the activities within Work Package 1 (WP1: Preparation) of the *Reforming Foreign Languages in Academia* (ReFLAME) project. The aim was to get an overview of the current state of play with regard to the foreign language teaching and the actual needs from the perspective of students, university staff members (both academic and nonacademic) and employers in Montenegro. To this end, we designed and distributed an online survey among the target group with the overall number of 1,985 participants. Furthermore, we conducted an online placement test among the first year students at the University of Montenegro, Mediterranean University and University of Donja Gorica with the overall number of 853 respondents. The gained insights will primarily be used for tailoring the up-coming activities within the WP2, WP3, and WP4 of the project which include such tasks as updating the syllabi, procuring the relevant literature, enhancing the foreign language teaching methodology through study visits and trainings, developing teaching materials, etc.

As for the students, the results suggest a high level of awareness of the importance of English language both for their education and future employment at all three universities. This is especially the case for the ESP which was identified as the type of training students seem to need the most. Most of the respondents stated that this should be a mandatory part of their university education. The need for improving the current state was suggested in terms of the relevance of the teaching materials for the current needs of their profession and improving the teaching methods by introducing more interactive approaches and modern technology as didactic aid. A need for introducing the courses for other foreign languages (mostly German, Italian and Russian) was identified as well, especially at the UoM and MU.

As for the university staff, a vast majority stated that they need English very much for their work. The results suggest that majority of staff would benefit from additional training in ESP (such as presenting skills) and EAP, especially academic writing. This is in line with the fact that quite a number of professors did not participate in any form of the international teaching mobility programmes and it seems that the language barrier, although not the primary reason in all cases, seems to have a significant share in this. The results also suggest that university staff would need another foreign language (mostly German, Italian and Russian) for their work.

As for the employers and labour market, the results show that there is a great need for English language proficiency at the labour market, which certainly did not come as a surprise. However, the results also suggest the general dissatisfaction with the English language proficiency level of the prospective employees that apply for job posts and the need for more ESP training. Most employers think that it should primarily be the responsibility of universities to provide training in foreign language skills by and

large because the HEIs are seen as a reliable partner in terms of quality control and assurance as well as raising the awareness of the importance of learning foreign languages among the students and helping them to have a serious approach to it. Employers stated the need for acquiring mastery in another foreign language (mostly German, Italian and Russian) among the prospective employees for the purpose of doing business in various sectors.

1. Overview

1.1. Introduction and background

This study was carried out as part of the activities within Work Package 1 (WP1: Preparation) of the *Reforming Foreign Languages in Academia* (ReFLAME) project. ReFLAME is a CBHE project co-funded by the Erasmus+ Programme of the European Union whose aim is to strengthen the capacities of Montenegrin universities to offer modern, market-oriented foreign language education for non-philology students in response to a growing demand for foreign language skills in most work positions. The project partners are University of Montenegro (UoM), Mediterranean University (MU), University of Donja Gorica (UDG), University of Warsaw, University of Zagreb, University for Foreigners of Perugia, and Ministry of Education of Montenegro (associated partner).

The aim of the present study is to get an overview of the current state of play with regard to the foreign language teaching and the actual needs from the perspective of students, university staff members (both academic and nonacademic) and employers in Montenegro. The gained insights will primarily be used for tailoring the up-coming activities within the WP2, WP3, and WP4 of the project which include such tasks as updating the syllabi, procuring the relevant literature, enhancing the foreign language teaching methodology through study visits and trainings, developing teaching materials, etc.

1.2. Methodology

For the purpose of this study, we designed three online surveys; one for each of the three target groups: students, university staff members and employers. For designing and distributing the survey, we used the online platform 1ka.si³, which is an open source application developed by the Faculty of Social Sciences, University of Ljubljana. The surveys consisted of combined questionnaires comprising of open-ended and closed-ended (mainly Likert scale, multiple choice, rating) questions and they are enclosed in Appendices 1-3. Foreign language professors at the three universities in Montenegro (UoM, MU, UDG) distributed the link to questionnaires among the students, university staff members and the Montenegrin Employers Federation and we are most grateful for their support. Most of the questionnaires were distributed and the data collected from December 17th 2019 until January 20th 2020. Some parts were distributed and collected during the project drafting phase in 2018. Upon the completion of the survey, the data were analysed using mainly basic descriptive statistics. Additionally, we designed an online placement test through the testmoz.com platform and distributed it among the first year students from various departments at the University of Montenegro, Mediterranean University

³ www.1ka.si

and complemented it with the first year students' placement test results available at the UDG for the academic year 2018. The placement test is enclosed in Appendix 4.

As already mentioned, in line with the overall goal of the study we had three target groups of participants: university students (1,439 respondents), university staff members (461 respondents) and employers (85 respondents) with the overall number of 1,985 participants who took part in the Status Quo study. As for the student background, the respondents were mainly from non-philological departments and faculties at the three universities among which Faculty of Economics, Faculty of Law, Faculty of Civil Engineering, Faculty of Tourism, Faculty of Natural Sciences and Mathematics, Faculty of Electrical Engineering, Faculty of Medicine, Faculty of Political Science, Faculty of Philosophy, Faculty of Polytechnics and others. The university staff members included both academic and non-academic (mainly administrative) staff members. As for the employers, the respondents come from various sectors including law firms, small and medium-sized businesses, healthcare institutions, banking sector, education, oil and gas sector, wood processing, maritime transport, civil engineering, IT and programming, trade and hospitality, etc. The number of respondents that took part in the online placement test at the UoM and MU was 264 and in the testing organized at the UDG was 589. The overall breakdown of the sample size is given in the table below.

Target group	Number of respondents
Students (overall)	1,439
UoM	752
MU	151
UDG	536
University staff (overall)	461
UoM	364
MU	36
UDG	61
Employers	85
Grand total	1,985

Table 1: The breakdown of the number of participants in the surveys

1.3. Report structure

The following sections will present the results of the questionnaires with questions translated into English. Results are given according to the key target groups and these are further broken down

according to the sub-groups. The key takeaways of the study are given in the introduction of each section followed by an extensive overview of results with more details.

2. LSP in academia: Students' perspective

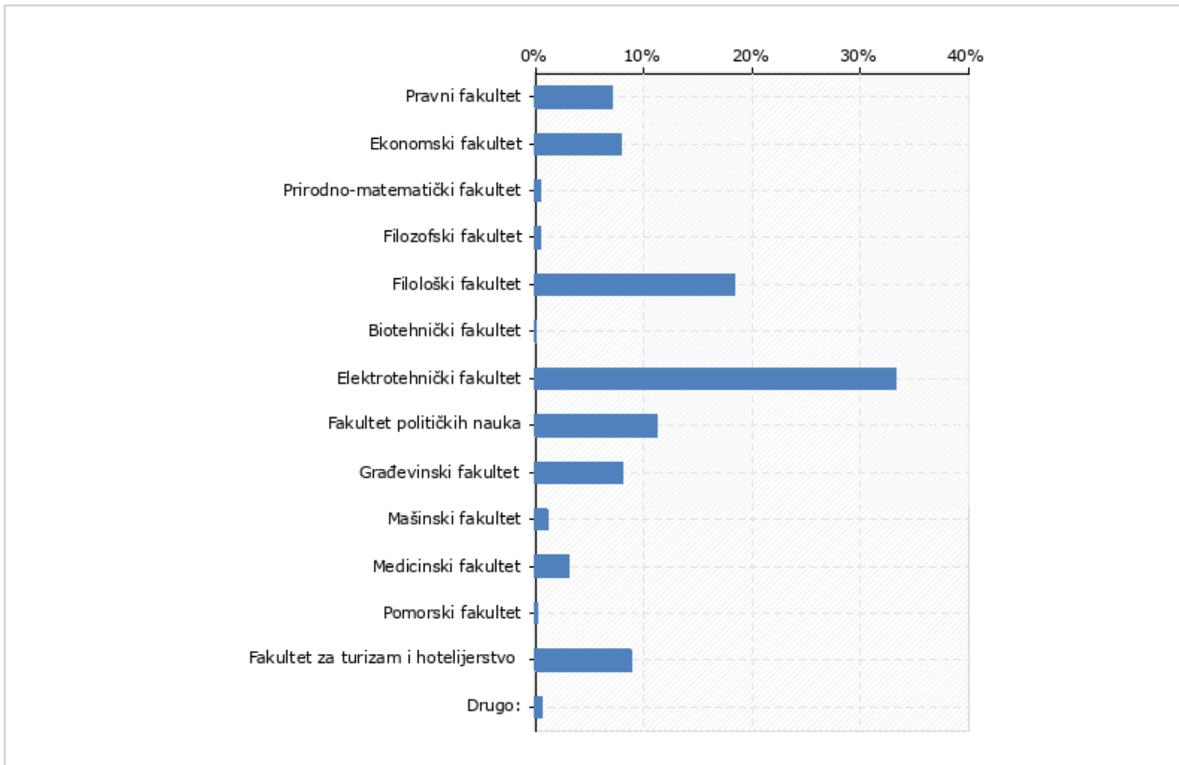
2.1. University of Montenegro

As indicated in the previous section, 752 students from the UoM took part in the survey. Regarding the importance and the status of English language at the university and for the labour market, a vast majority (65%) thinks that studying English is extremely important both for their studies and future profession. Half of the respondents (50%) thinks that the level of proficiency acquired through secondary schooling is not sufficient for their current educational and professional needs and 83% thinks that it should be a mandatory subject at their study programme, especially ESP. The top five reasons include: employability, further education, personal pleasure (travelling, interaction with people from other culture, etc.), the danger of forgetting the language if not practiced, expensive private schools and lack of ESP courses. As for the quality of current textbooks used, the majority expressed medium level of satisfaction stating that some of the disadvantages of current textbooks are that they are outdated, lack of relevant vocabulary for their future jobs. Furthermore, a vast majority (80%) thinks that modern technology should be used more in teaching, especially smartboards, apps for smartphones and tables, powerpoint presentations, etc.

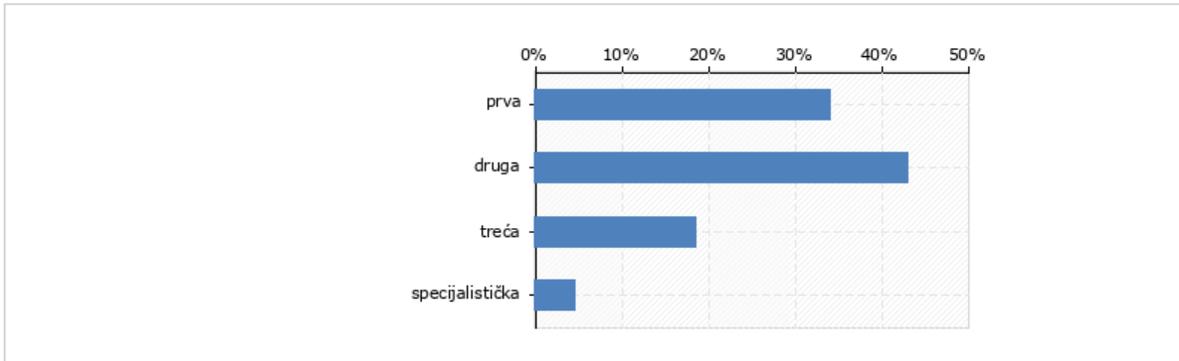
As for the second foreign language, 68% stated that it would be necessary to study it for their future profession (especially German, Italian and Russian), and 52% stated that they do not have the opportunity to study the second foreign language at their faculty. If they had the opportunity, 55% thinks it should be a general language course.

The extensive results of the questionnaire with more details are given below.

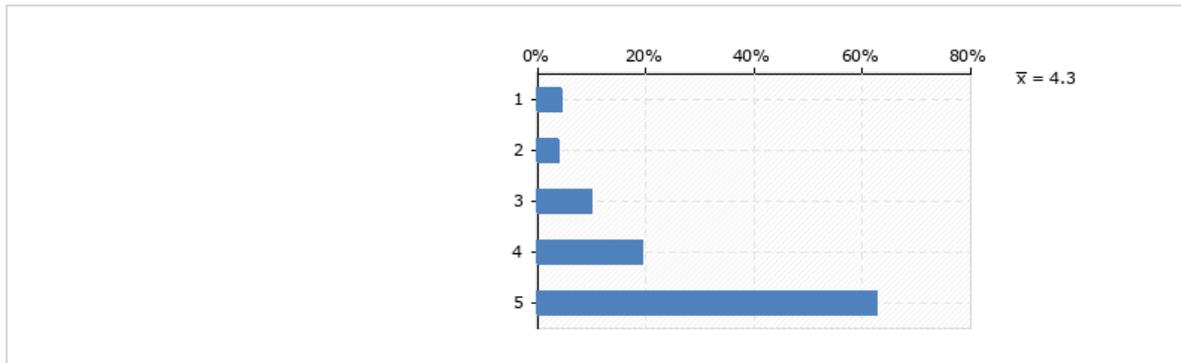
What faculty do you study at? (n = 752)



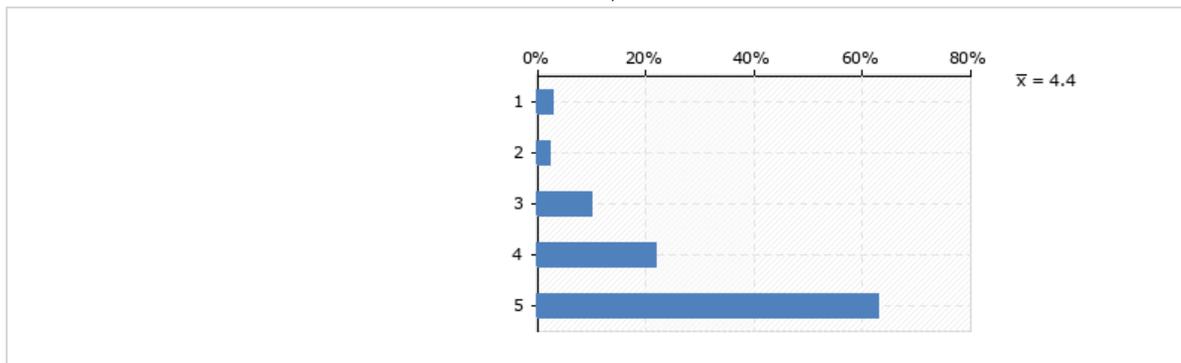
What year are you in? (n = 745)



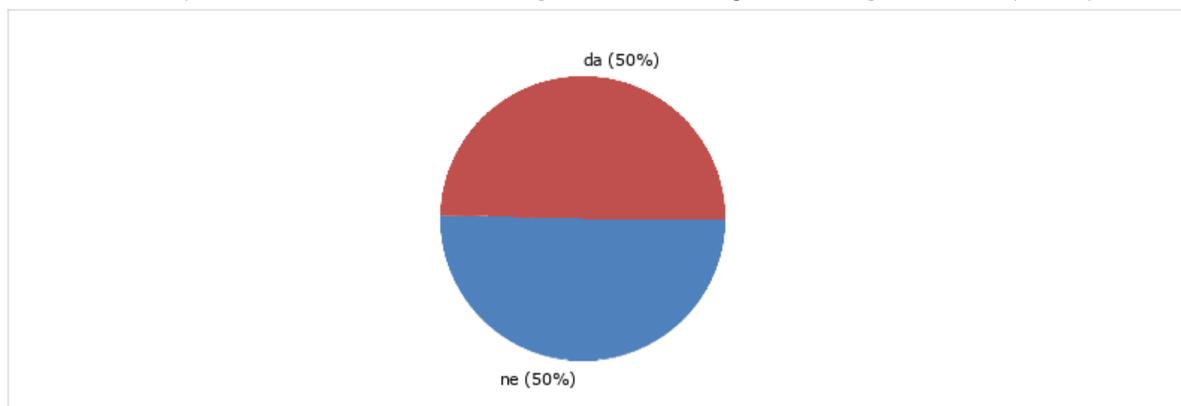
Please rate at the scale 1 to 5 how important is English for your university studies? (n = 736)



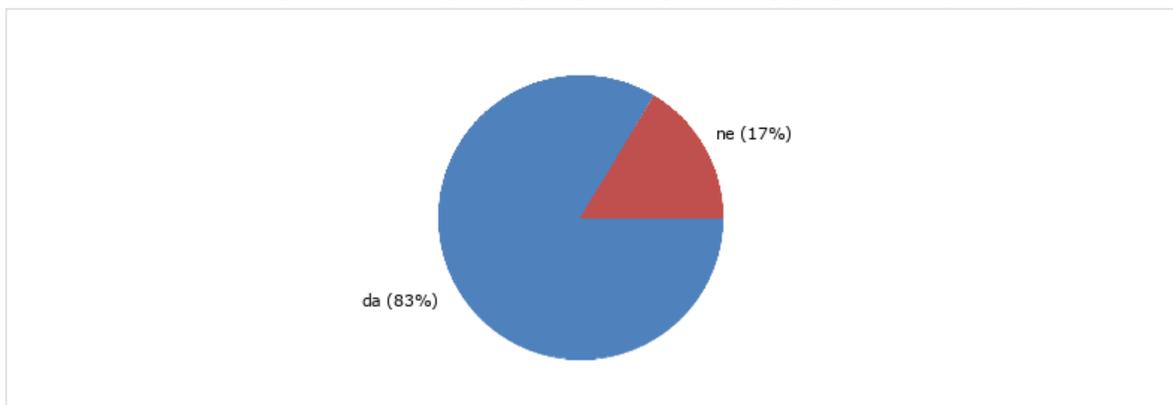
Please rate at the scale 1 to 5 how important is English for your future profession and employability? (n = 730)



Is the English proficiency level acquired through secondary schooling sufficient for the needs of your studies, international mobilities and specialization for your future profession? (n = 723)



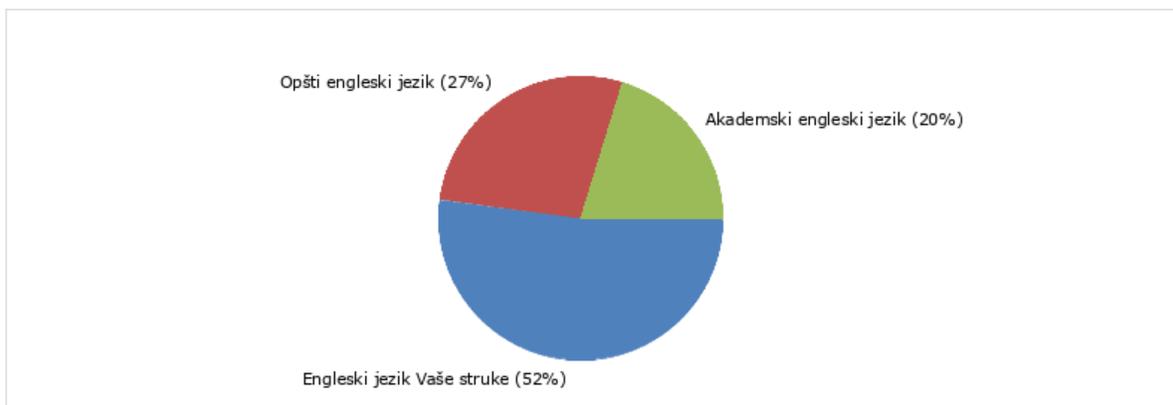
Should English be a compulsory subject at your study programme? (n = 714)



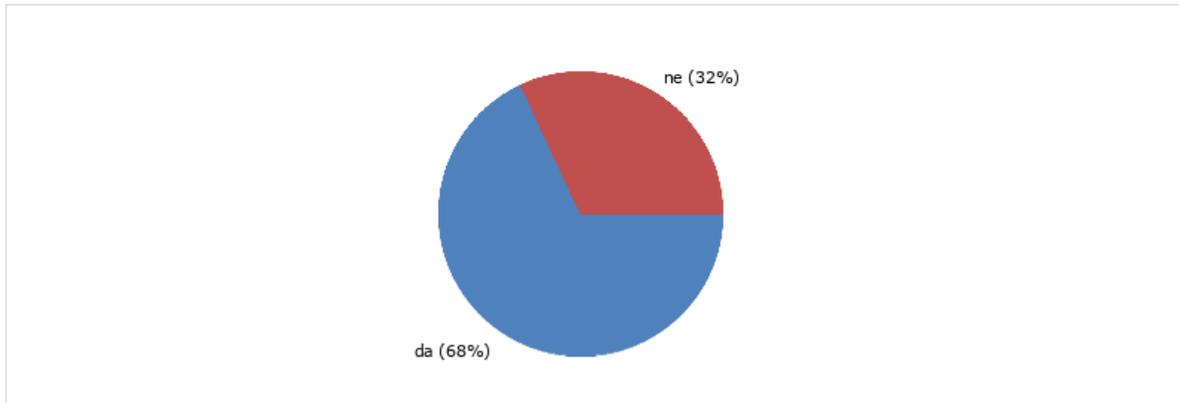
Please give the reason for your previous reply

Answers varied.

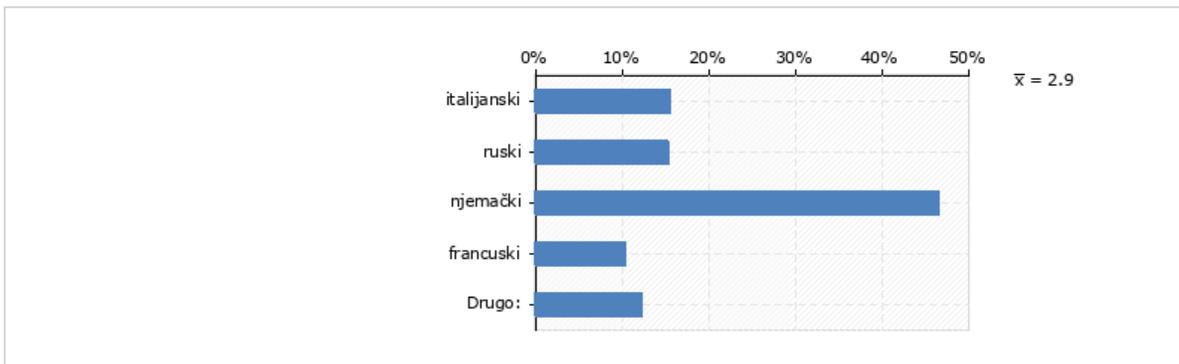
What type of English language course would especially be useful for you? (n = 709)



Apart from English, would the knowledge of another foreign language be necessary for your future profession? (n = 706)

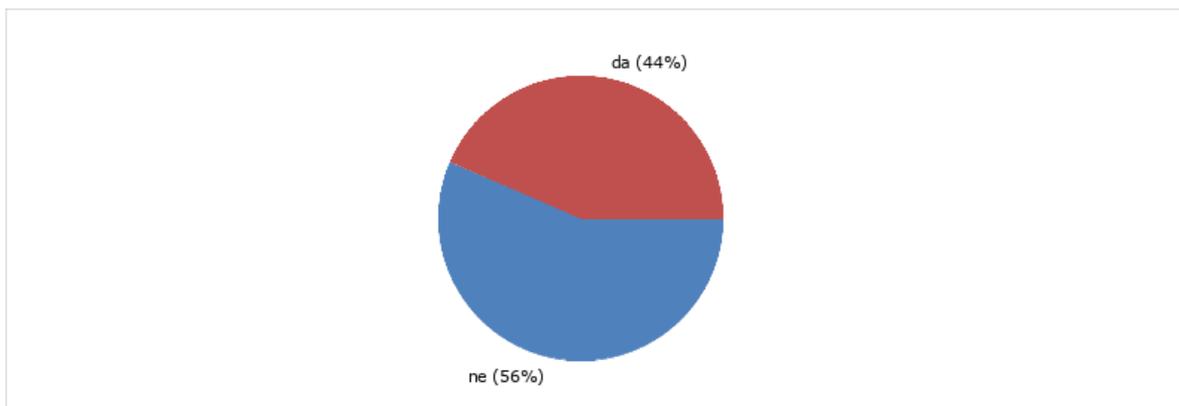


If yes, what language? (n = 490)

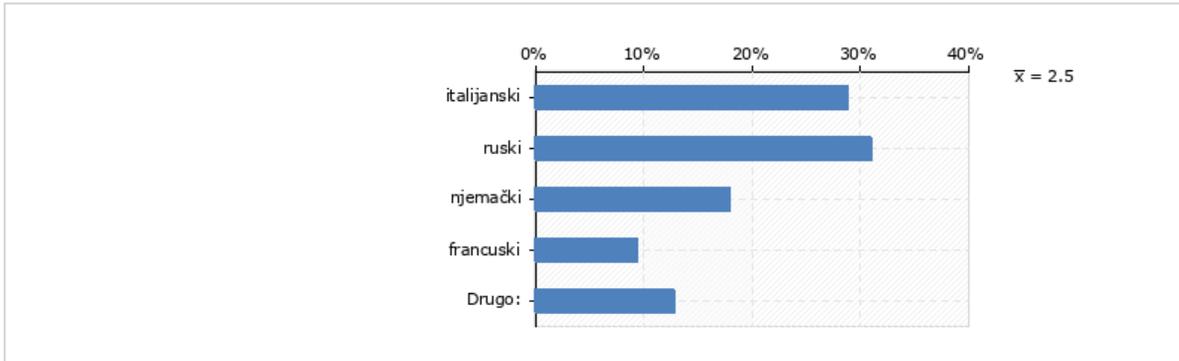


Answers varied.

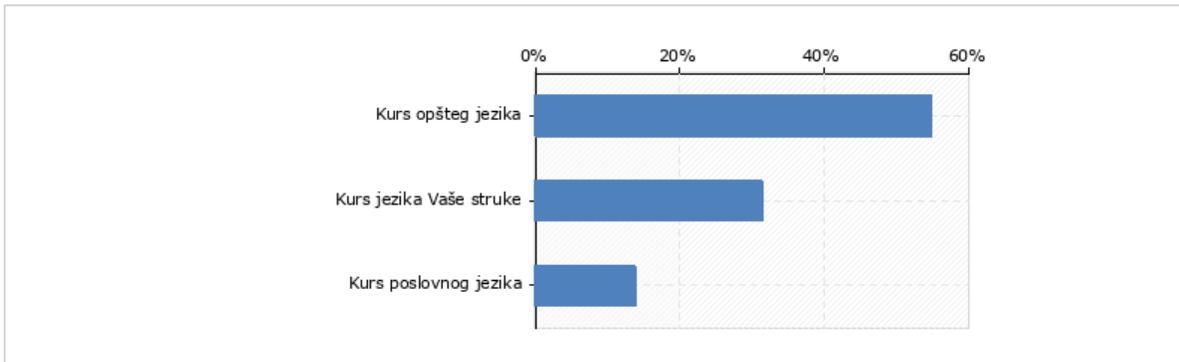
Apart from English, is any other language offered as a subject at your study programme? (n = 696)



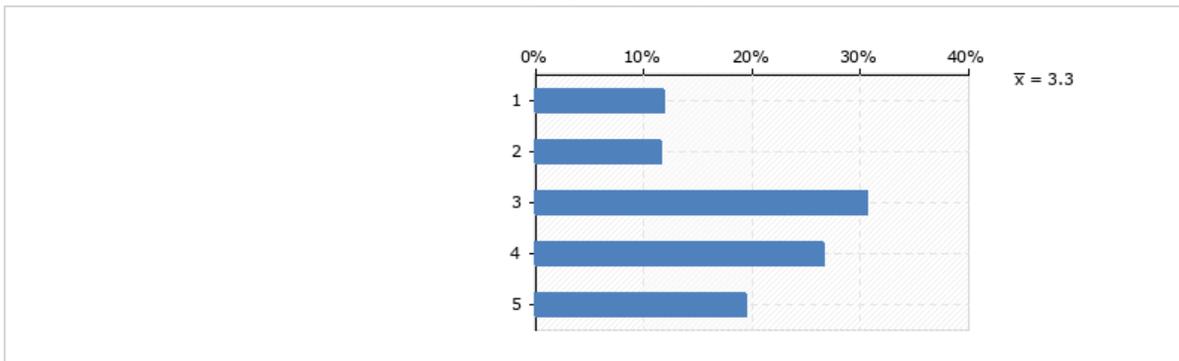
If your previous answer was “yes”, what language courses are offered? (n = 329)



Which type of the second foreign language course would especially be useful for you? (n = 545)



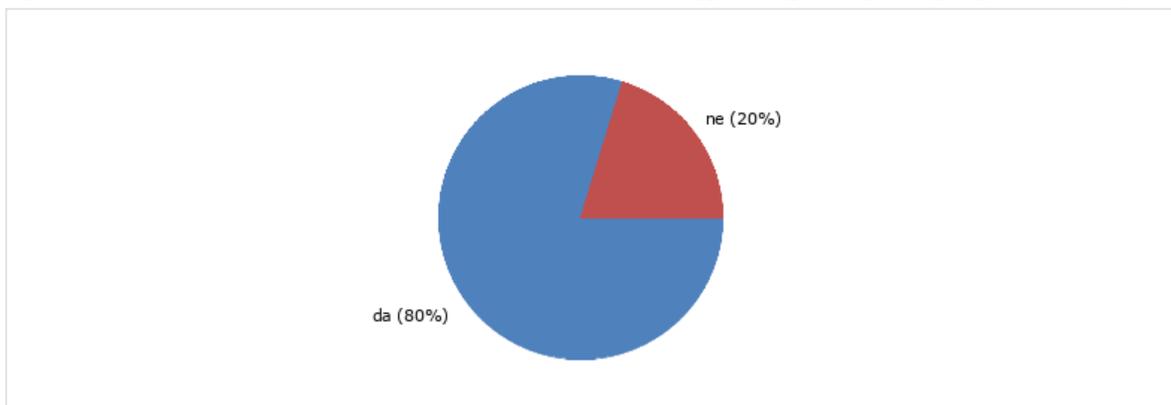
Please rate how satisfied are you with the textbook that is used during the lessons of the foreign language? (n = 685)



If any, please give some suggestions for the textbook.

Answers varied.

Do you think it would be useful to use more modern technology during foreign language classes? (n = 679)



Please give your suggestions, if any?

Answers varied.

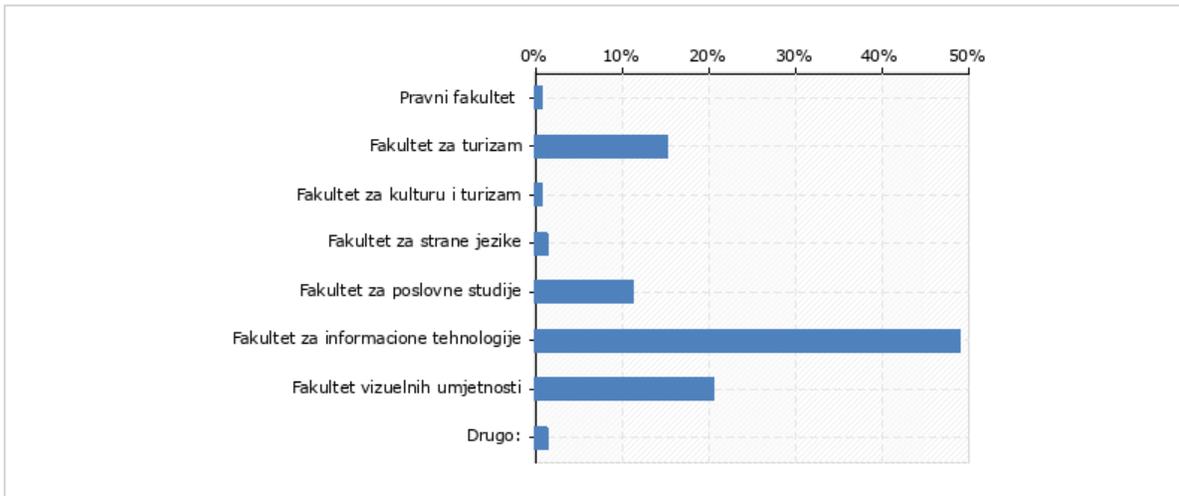
2.2. Mediterranean University

As indicated in the previous section, 151 students from the MU took part in the survey. Regarding the importance and the status of English language at the university and for the labour market, a vast majority (78%) thinks that studying English is extremely important both for their studies and future profession. Half of the respondents (50%) thinks that the level of proficiency acquired through secondary schooling is not sufficient for their current educational and professional needs and 80% thinks that it should be a mandatory subject at their study programme, especially ESP. The top five reasons include: employability, further education, personal pleasure (travelling, interaction with people from other culture, etc.), the danger of forgetting the language if not practiced, expensive private schools and lack of ESP courses. As for the quality of current textbooks used, the majority (39%) expressed they are very satisfied. As for those who are not satisfied, some of the key disadvantages of current textbooks are that they are lack of relevant vocabulary for their future jobs, emphasis on British English only, and inconsistency with what is requested for the testings. Furthermore, majority (69%) of respondents thinks that modern technology should be used more in teaching, especially computers, translation software, smartboards, apps for smartphones and tables, powerpoint presentations, etc.

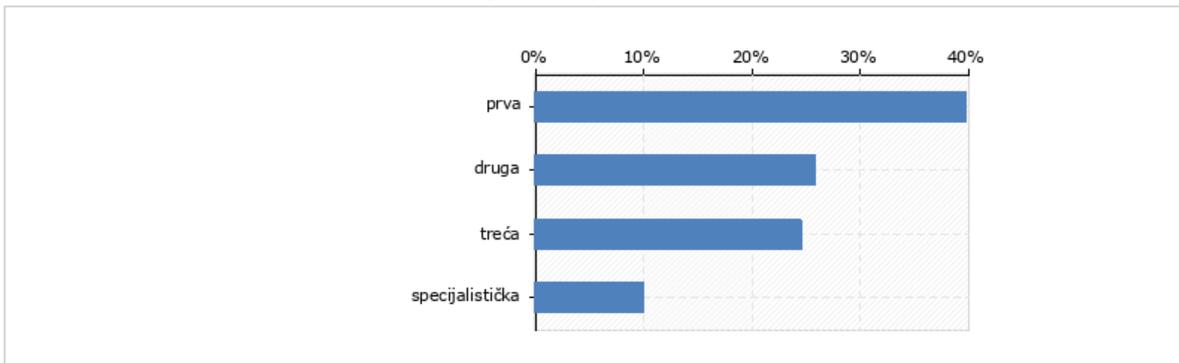
As for the second foreign language, 57% stated that it would be necessary to study it for their future profession (especially German, Italian and Russian), and 79% stated that they do not have the opportunity to study the second foreign language at their faculty. If they had the opportunity, 53% thinks it should be a general language course.

The extensive results of the questionnaire with more details are given below.

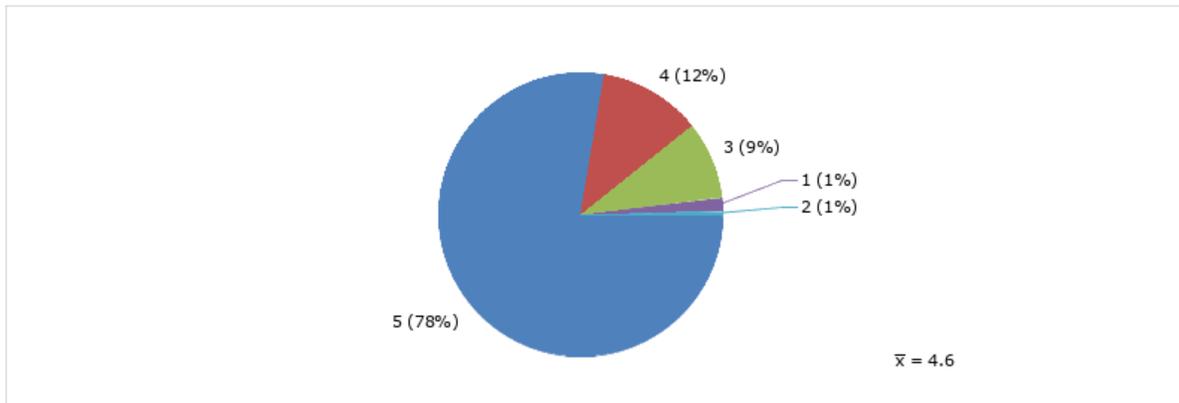
What faculty do you study at? (n = 151)



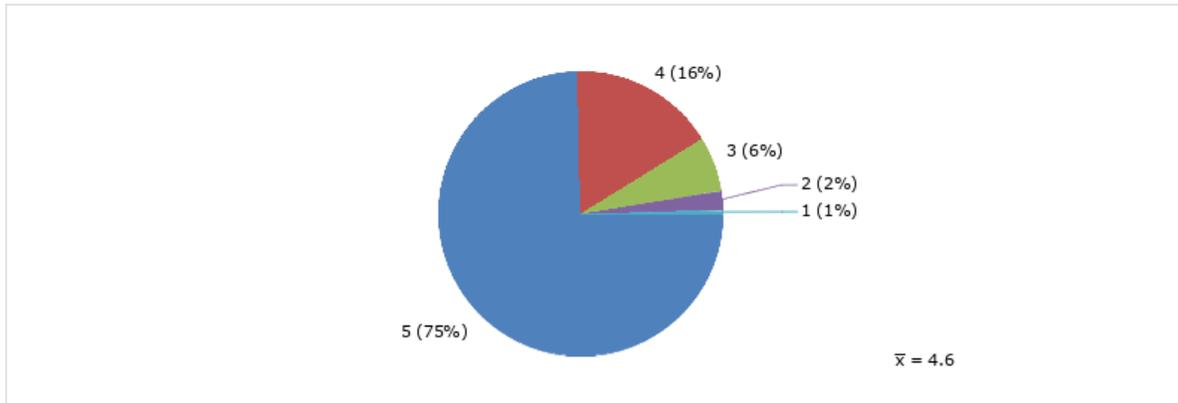
What year are you in? (n = 151)



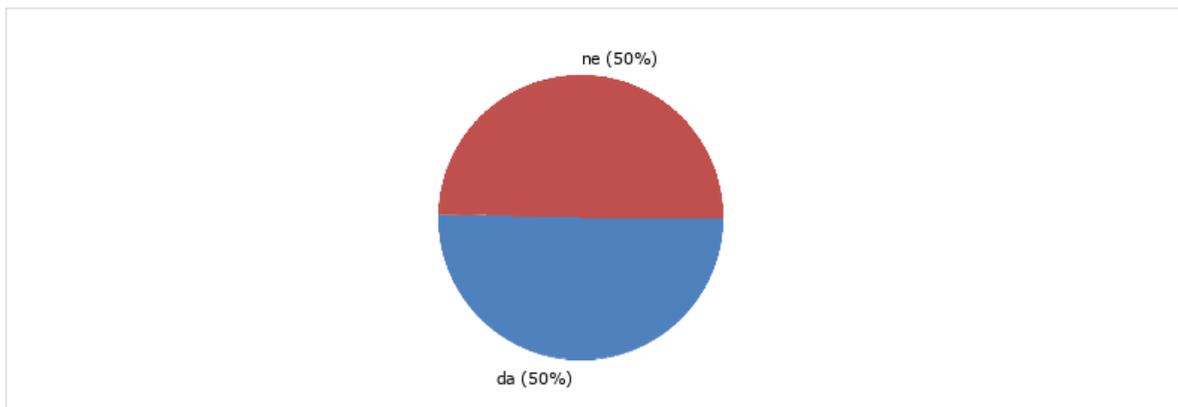
Please rate at the scale 1 to 5 how important is English for your university studies? (n = 147)



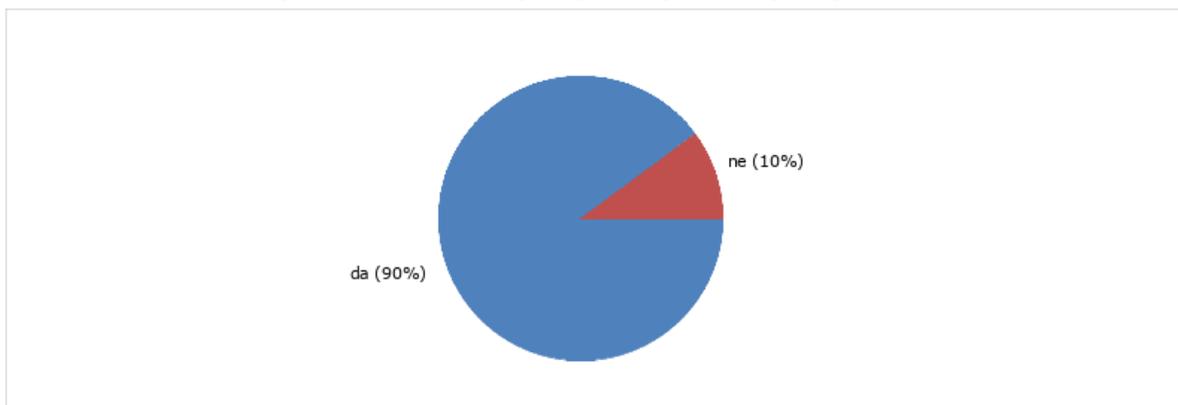
Please rate at the scale 1 to 5 how important is English for your future profession and employability? (n = 146)



Is the English proficiency level acquired through secondary schooling sufficient for the needs of your studies, international mobilities and specialization for your future profession? (n = 145)



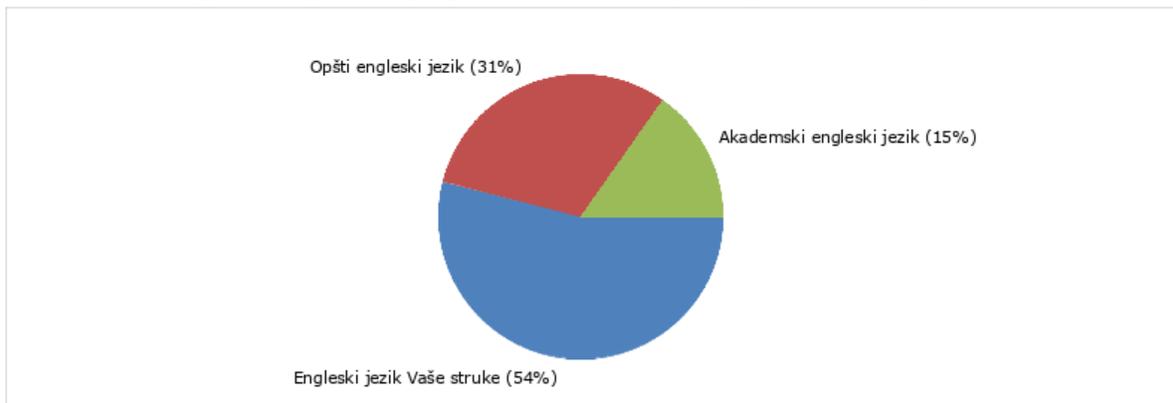
Should English be a compulsory subject at your study programme? (n = 137)



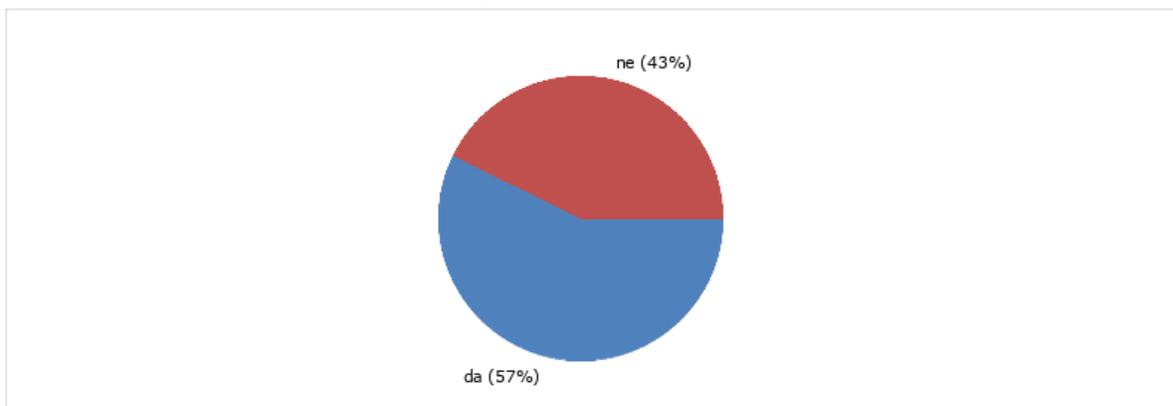
Please give the reason for your previous reply

Answers varied.

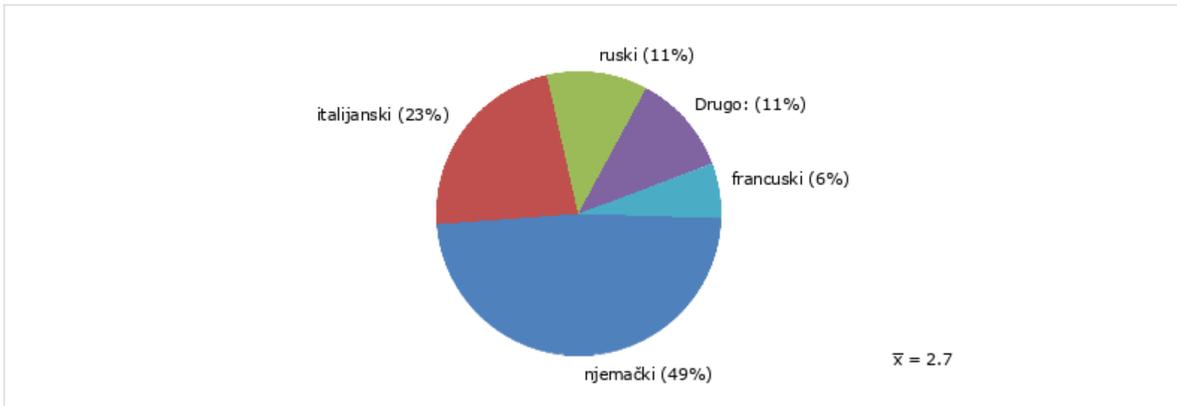
What type of English language course would especially be useful for you? (n = 137)



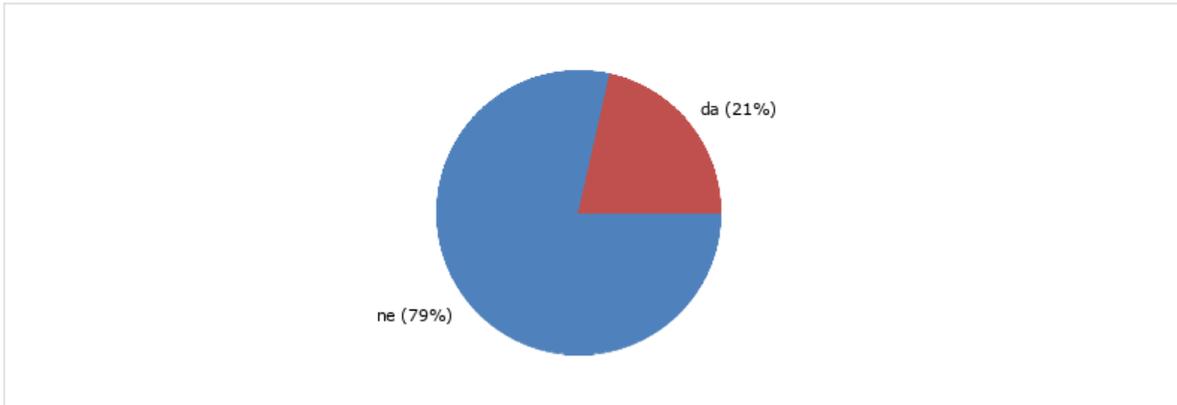
Apart from English, would the knowledge of another foreign language be necessary for your future profession? (n = 138)



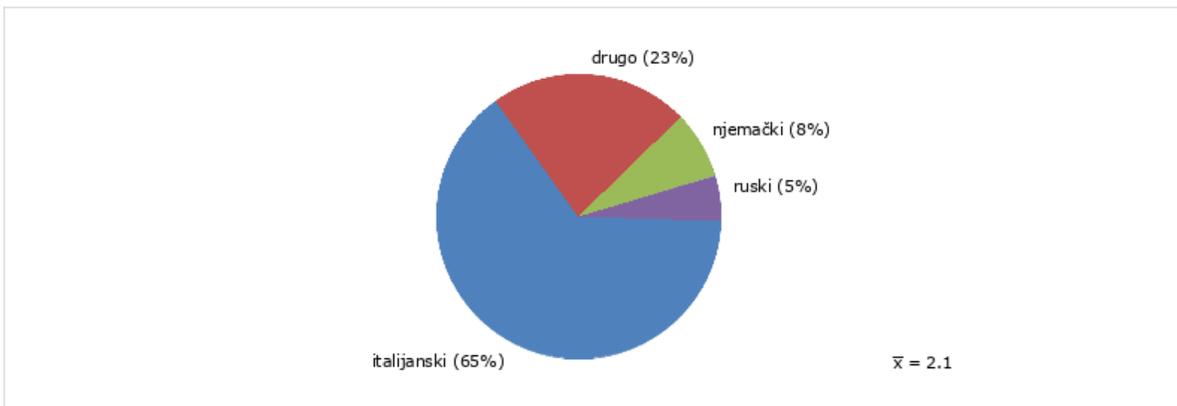
If yes, what language? (n = 80)



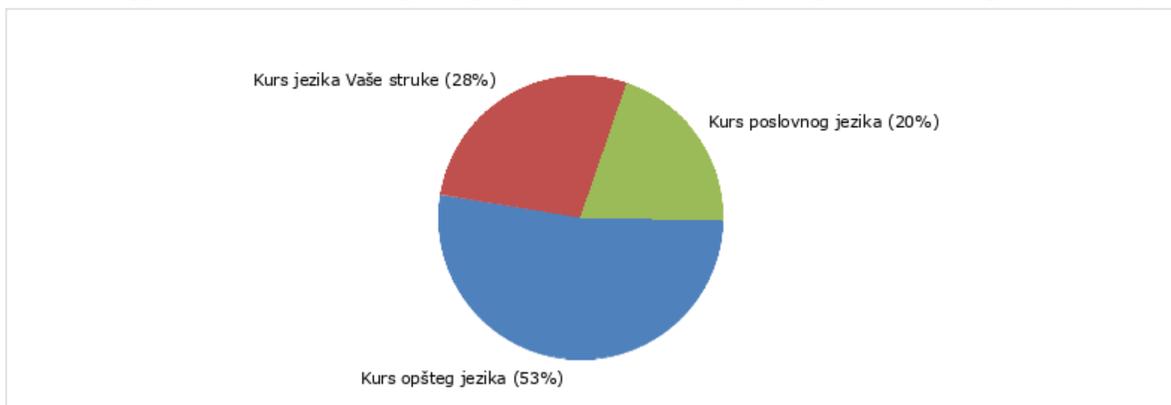
Apart from English, is any other language offered as a subject at your study programme? (n = 135)



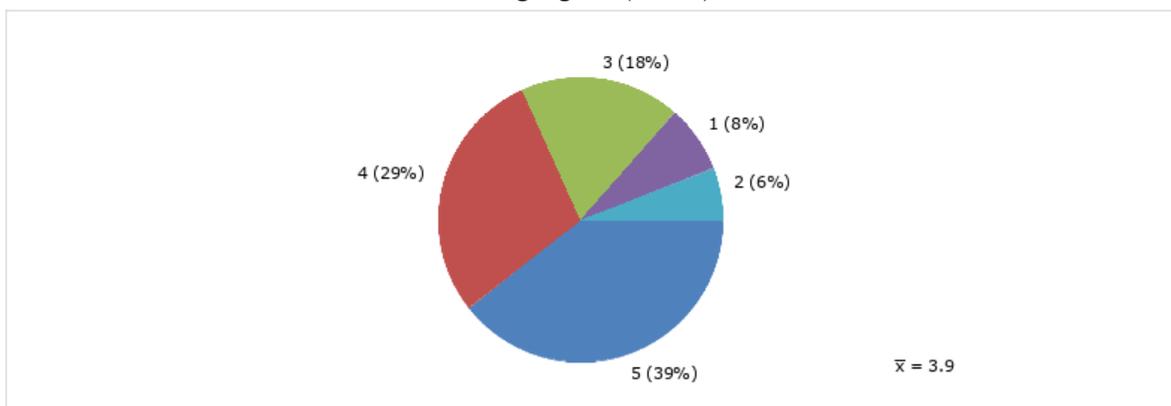
If your previous answer was "yes", what language courses are offered? (n = 40)



Which type of the second foreign language course would especially be useful for you? (n = 120)



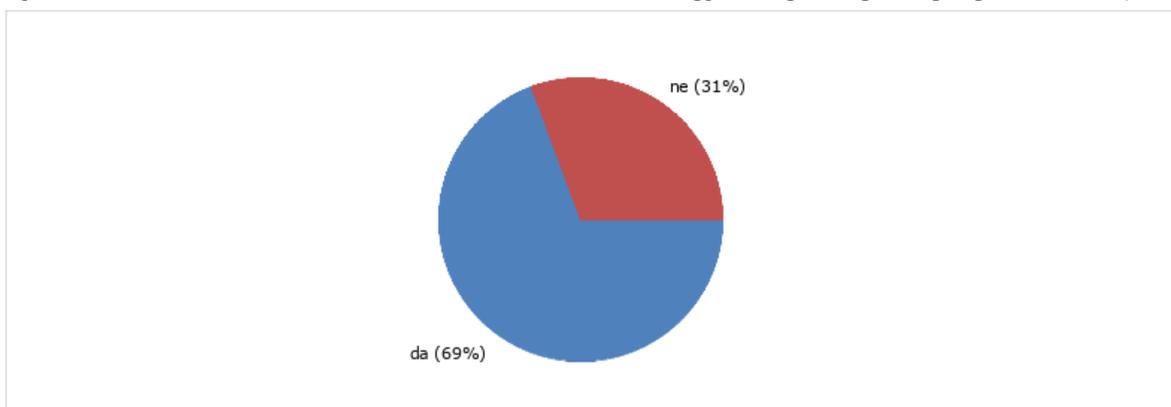
Please rate how satisfied are you with the textbook that is used during the lessons of the foreign language? (n = 132)



If any, please give some suggestions for the textbook.

Answers varied.

Do you think it would be useful to use more modern technology during foreign language classes? (n = 130)



If any, please give some suggestions for the textbook.

Answers varied.

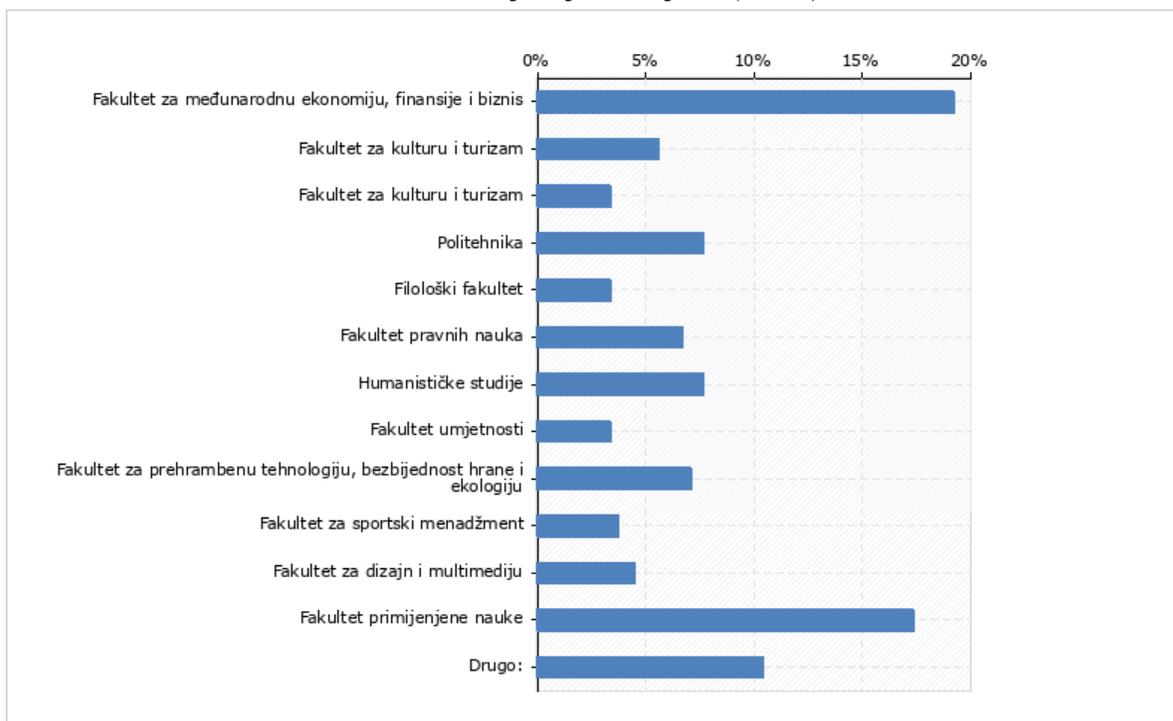
2.3. University of Donja Gorica

As indicated in the previous section, 536 students from the UDG took part in the survey. Regarding the importance and the status of English language at the university and for the labour market, a vast majority (68%) thinks that studying English is extremely important for their studies and 74% for their future profession. Most respondents (55%) think that the level of proficiency acquired through secondary schooling is not sufficient for their current educational and professional needs and 71% think that it should be a mandatory subject at their study programme, especially ESP. Among the top reasons for this are: employability, further education and participation in exchange programmes, personal pleasure (travelling, interaction with people from other culture, etc.), helps students taking it more seriously. As for the quality of current textbooks used, the majority (34%) expressed they are very satisfied. As for those who are not satisfied, some of the key disadvantages of current textbooks are that they are lack of relevant vocabulary for their future jobs, lack of translation at lower levels. Furthermore, majority (75%) of respondents thinks that modern technology should be used more in teaching, especially computers, online tests, smartboards, apps for smartphones and tables, powerpoint presentations, etc.

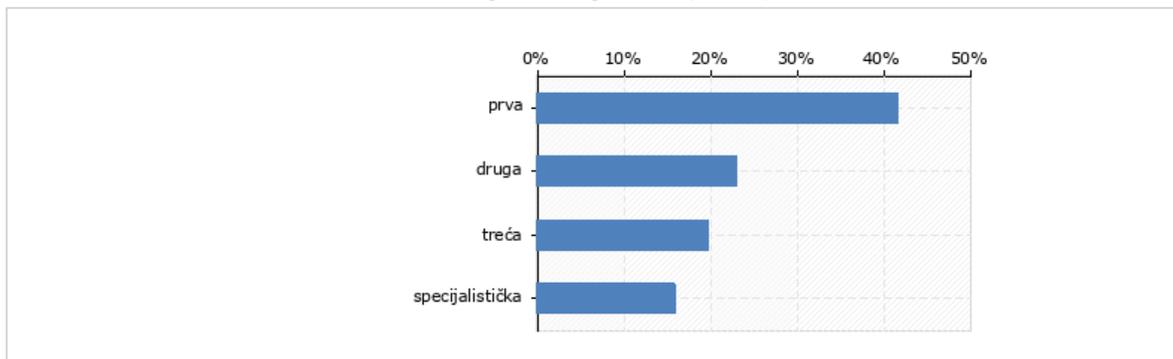
As for the second foreign language, 68% stated that it would be necessary to study it for their future profession (especially German, Italian and French), and 90% stated that they do have the opportunity to study the second foreign language at their faculty.

The extensive results of the questionnaire with more details are given below.

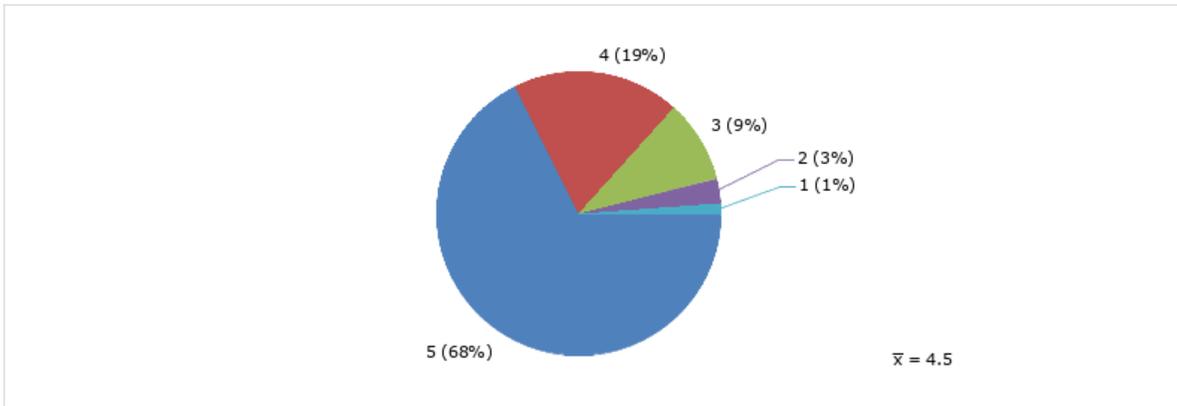
What faculty do you study at? (n = 536)



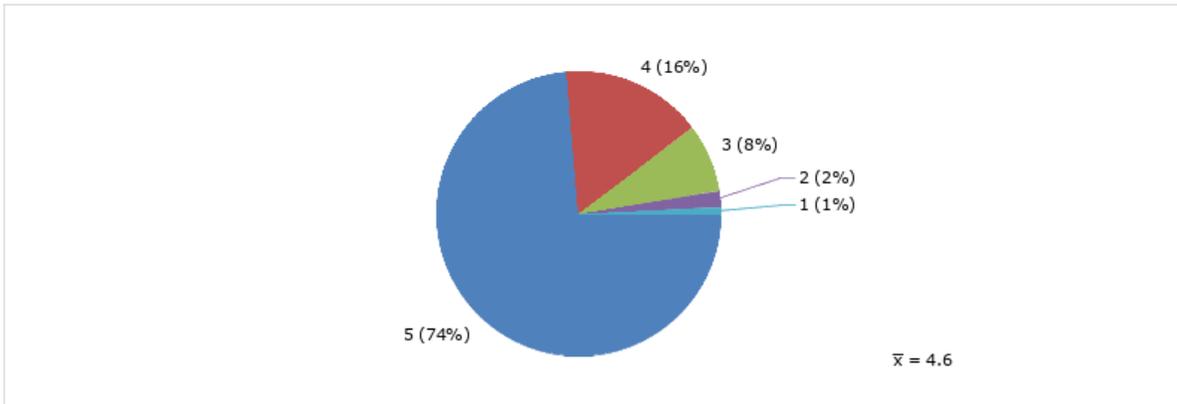
What year are you in? (n = 519)



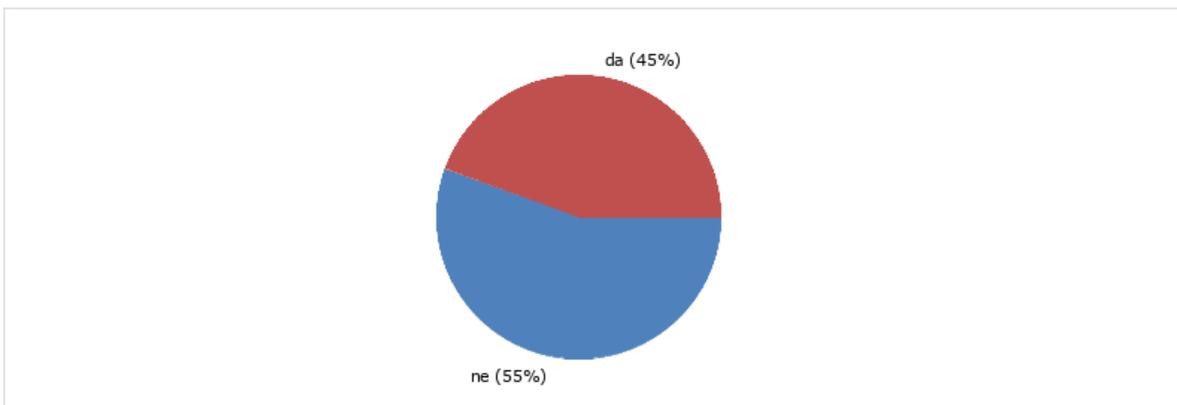
Please rate at the scale 1 to 5 how important is English for your university studies? (n = 521)



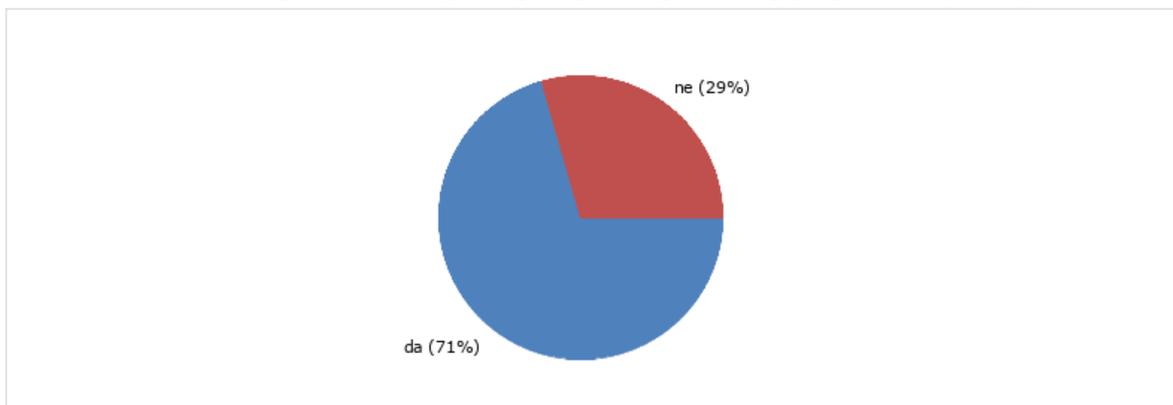
Please rate at the scale 1 to 5 how important is English for your future profession and employability? (n = 518)



Is the English proficiency level acquired through secondary schooling sufficient for the needs of your studies, international mobilities and specialization for your future profession? (n = 519)



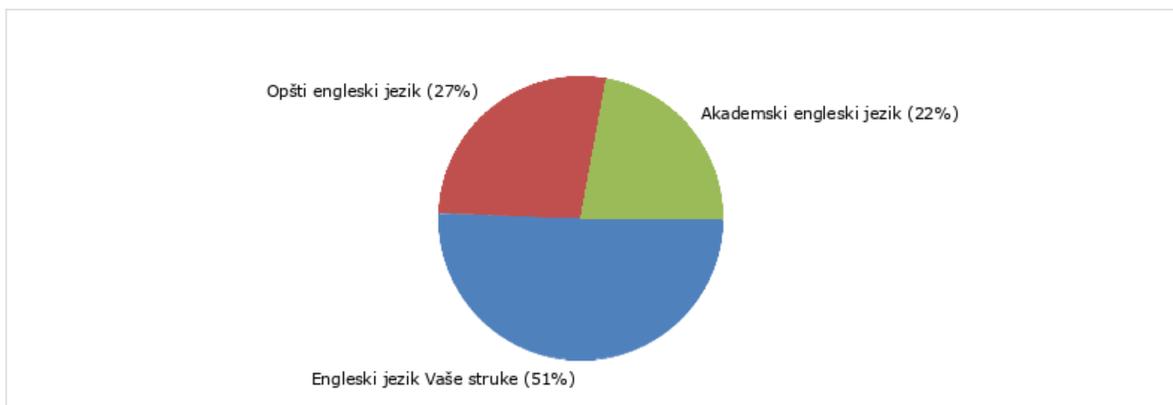
Should English be a compulsory subject at your study programme? (n = 499)



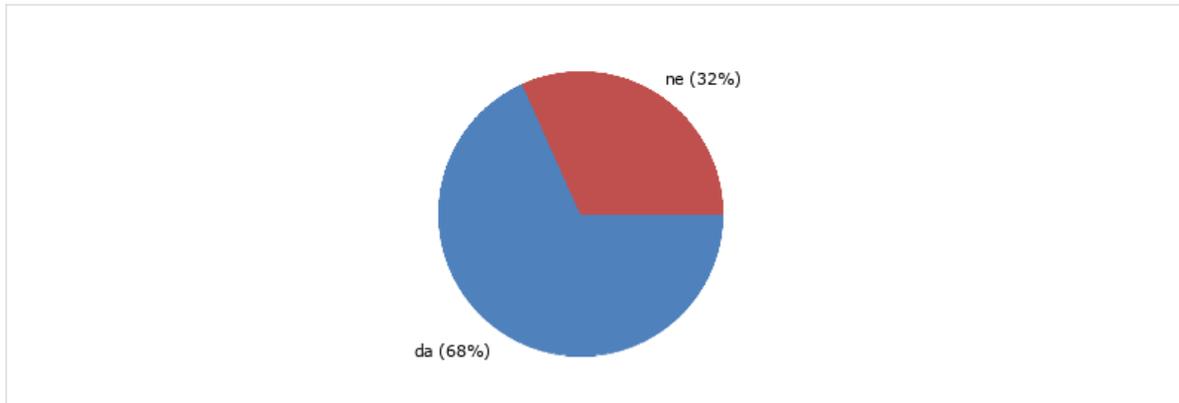
Please give the reason for your previous reply

Answers varied.

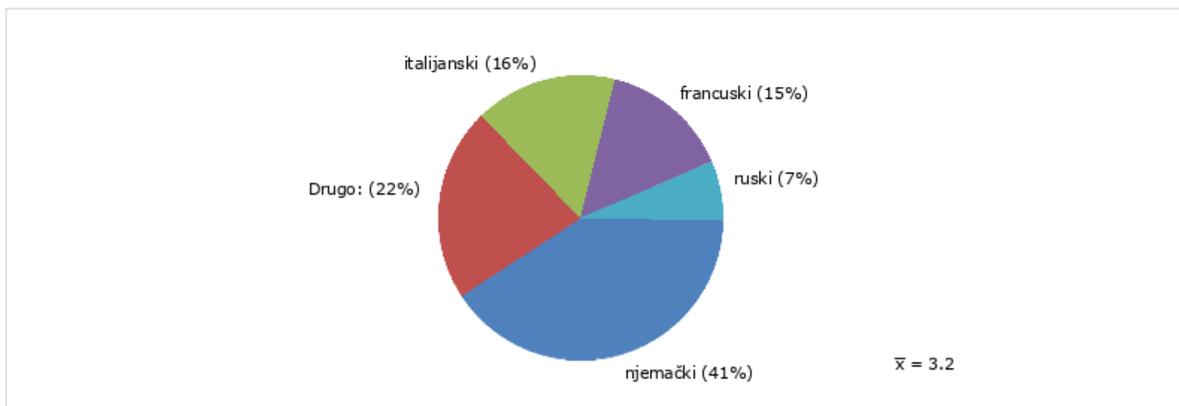
What type of English language course would especially be useful for you? (n = 502)



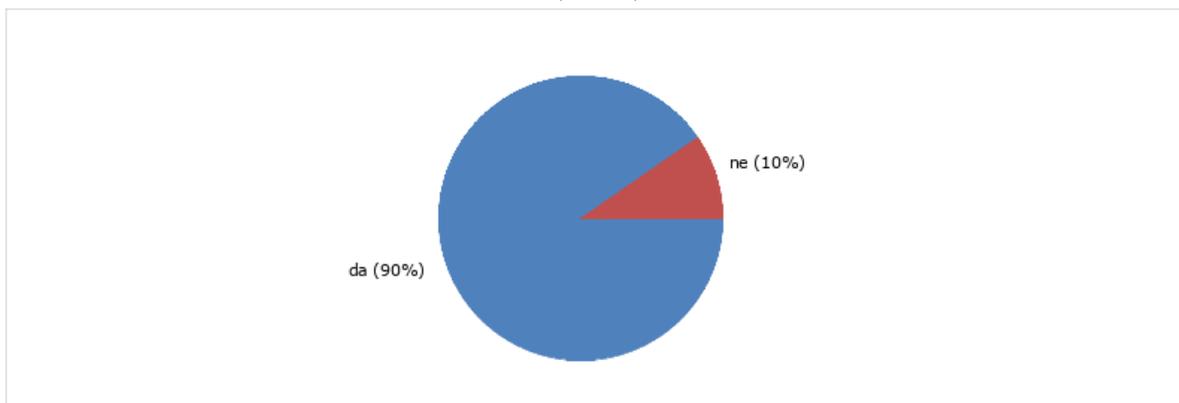
Apart from English, would the knowledge of another foreign language be necessary for your future profession? (n = 494)



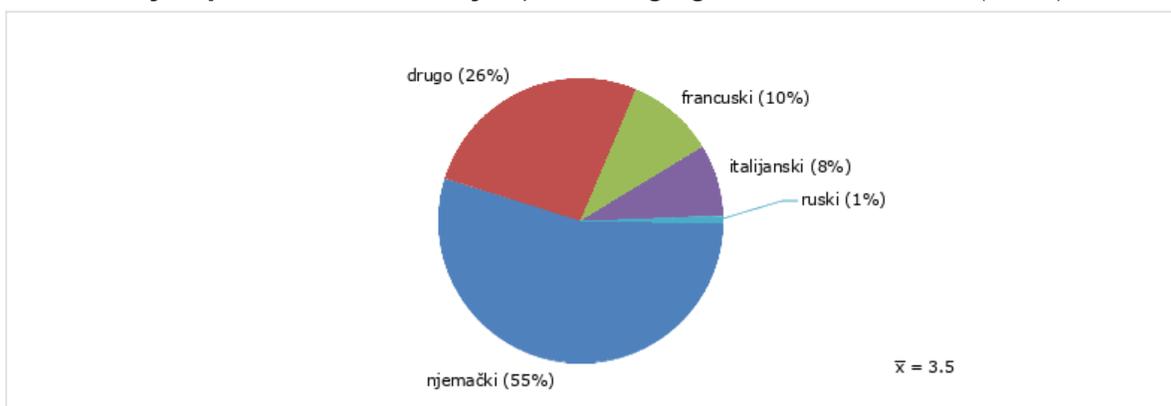
If yes, what language? (n = 356)



Apart from English, is any other language offered as a subject at your study programme? (n = 485)



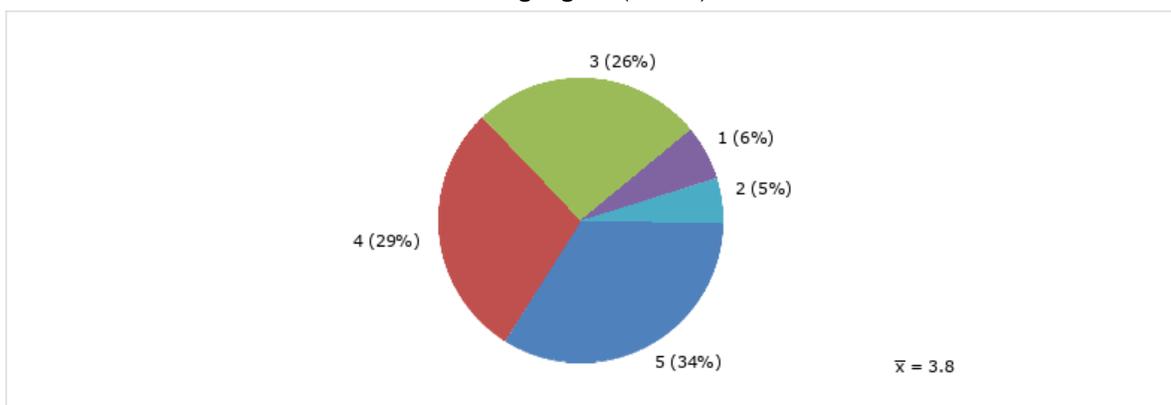
If your previous answer was “yes”, which language courses are offered? (n = 442)



Which type of the second foreign language course would especially be useful for you? (n = 482)



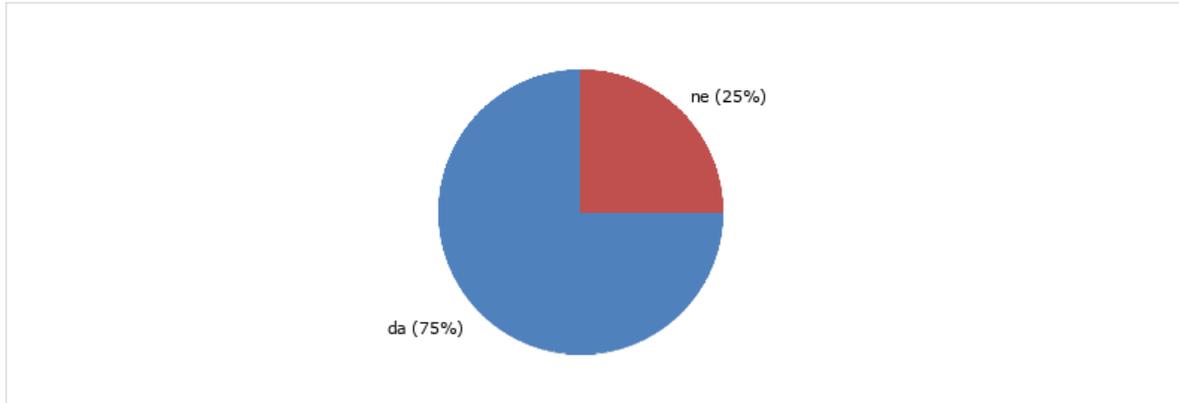
Please rate how satisfied are you with the textbook that is used during the lessons of the foreign language? (n = 469)



If any, please give some suggestions for the textbook.

Answers varied.

Do you think it would be useful to use more modern technology during foreign language classes? (n = 471)



If any, please give some suggestions for the textbook.

Answers varied.

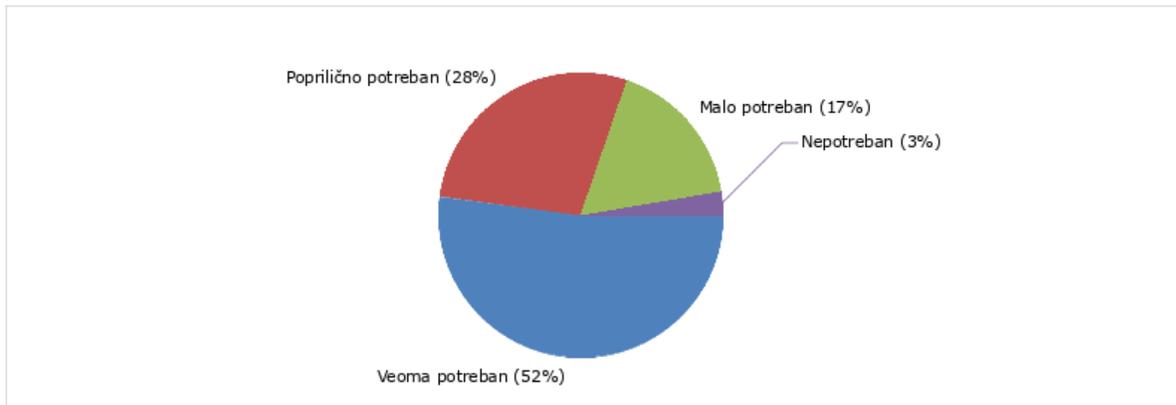
3. LSP in academia: University staff's perspective

3.1. University of Montenegro

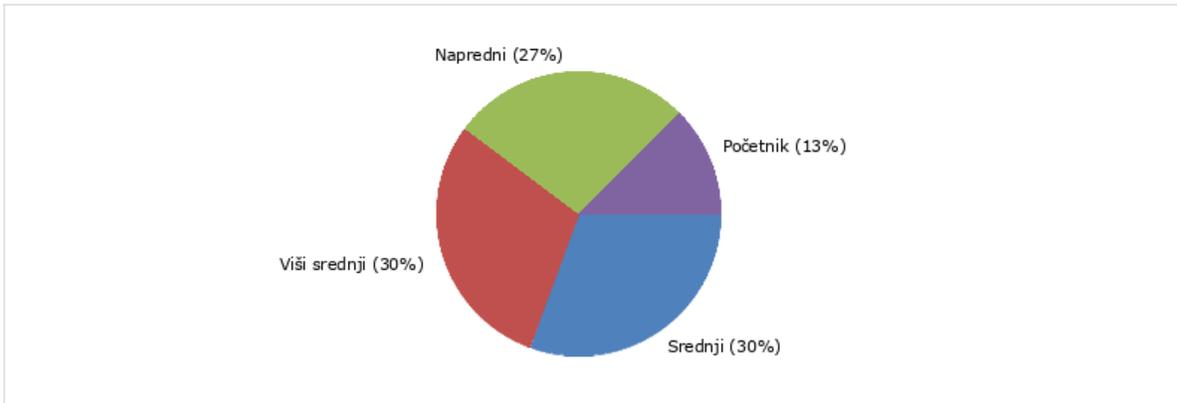
Among the 364 respondents who are employed at the UoM, of which 65% are teaching staff members, majority (52%) stated that English is necessary for their work with only 3% stated they do not need it. Based on the self-evaluation, most of the respondents are at the intermediate or upper intermediate (30% each) and 27% at the advanced level. A vast majority (90%) thinks they would benefit from additional training for improving English language skills. Additionally, 50% stated they could not teach in English, and 71% has never participated in any teaching mobility programmes for with the hindrance has been workload (the number of classes they teach), family obligations, language barrier (language anxiety and rustiness), and lack of transparency of the nomination process. 76% stated they would benefit from additional training in academic writing in English, while at the same time 56% stated they write their own journal articles in English. The recommendadtions that they give for language training include organizing specialized courses (e.g. presenting in English) and general language courses. Finally, 68% stated they would need the knowledge of another foreign language for their work, especially German, Italian and French.

The extensive results of the questionnaire with more details are given below.

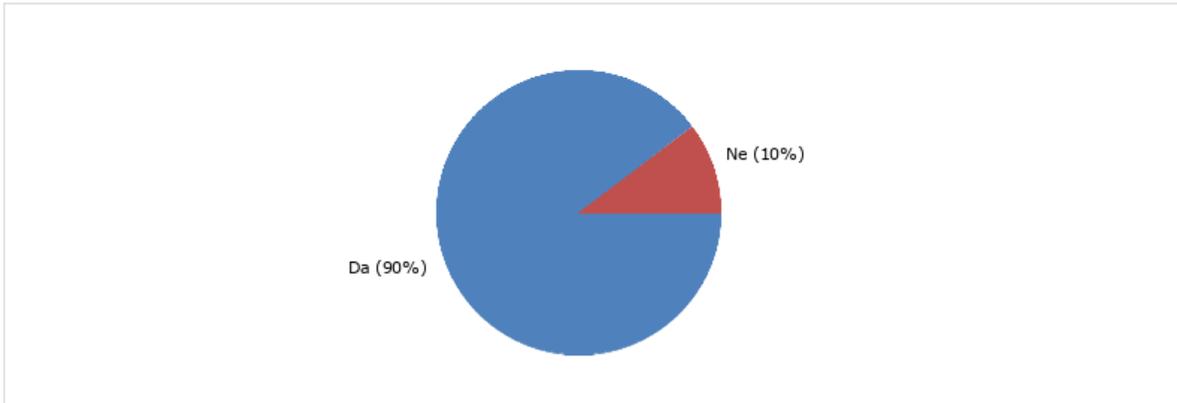
How important is English for your work? (n = 364)



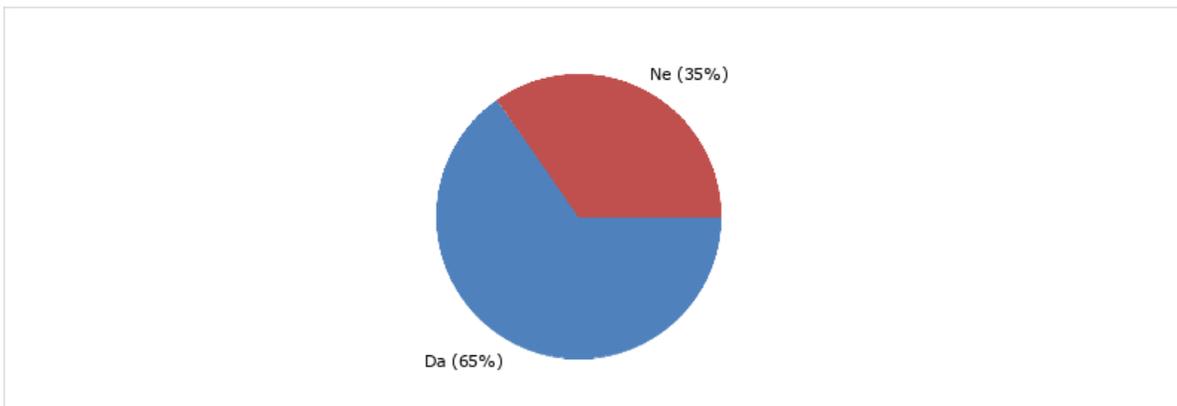
Please choose the level of English language proficiency you think you are at
(n = 361)



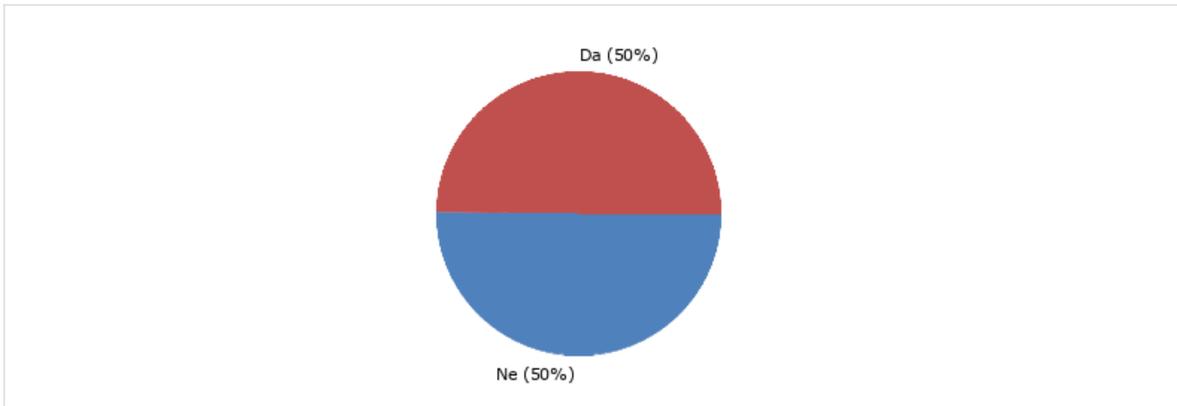
Do you think it would be useful to improve your English language skills? (n = 359)



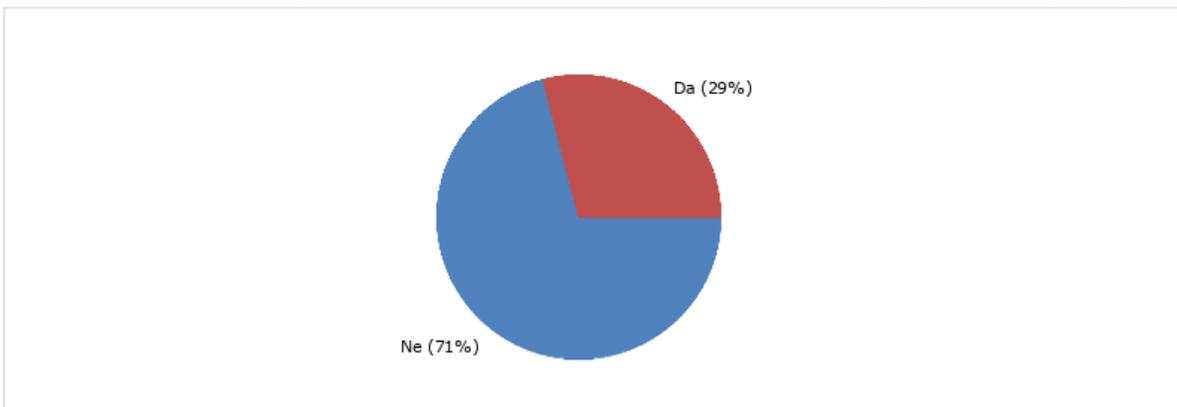
Are you a teaching staff member? (n = 359)



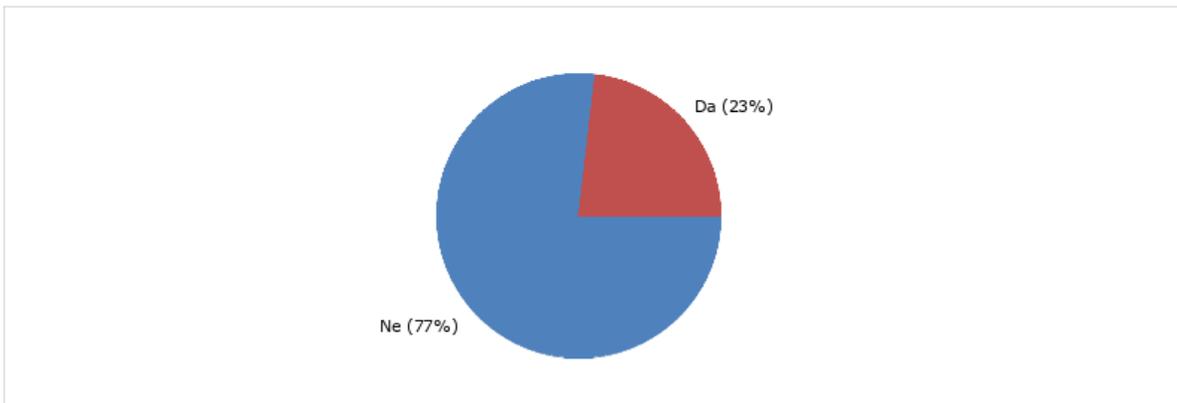
Do you think the level of your English language proficiency is sufficient for teaching in English? (n = 343)



Have you ever participated in any international teaching staff mobility programmes? (n = 333)



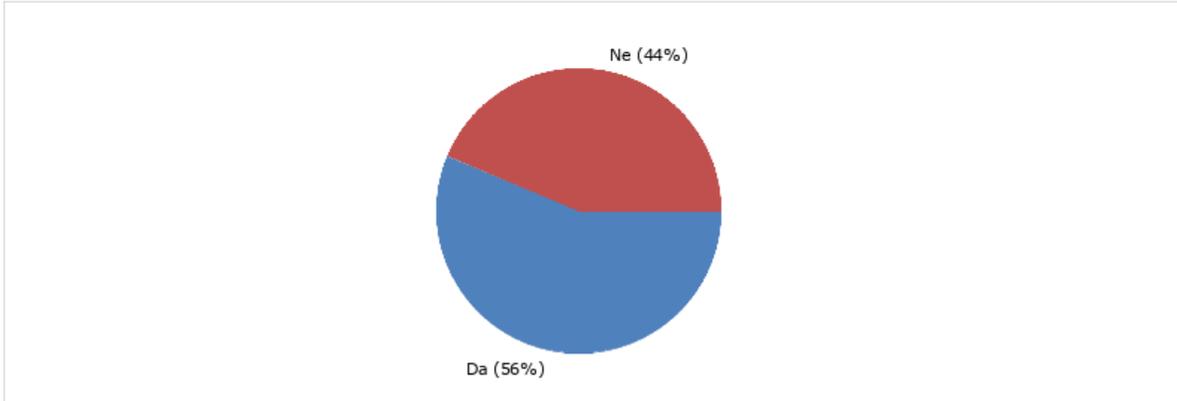
Is the level of English language proficiency preventing you from taking part in such mobilities? (n = 318)



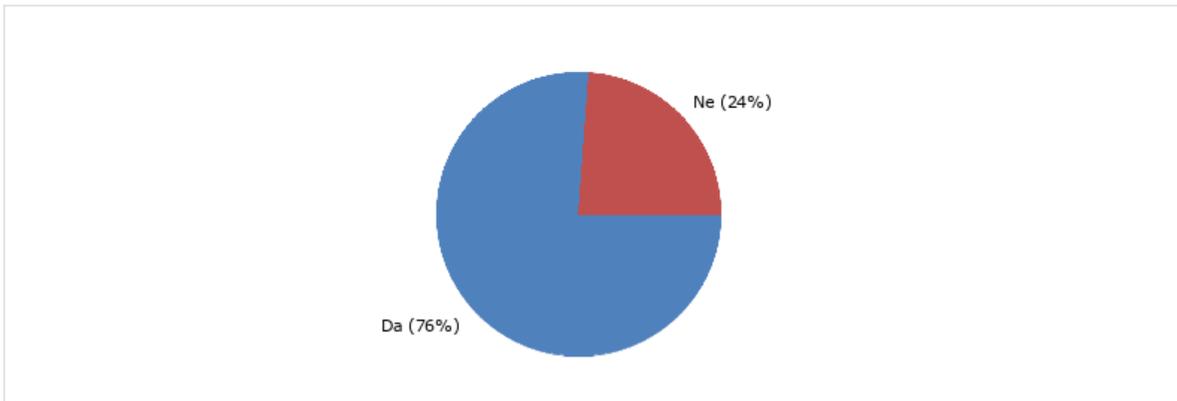
Please elaborate.

Answers varied.

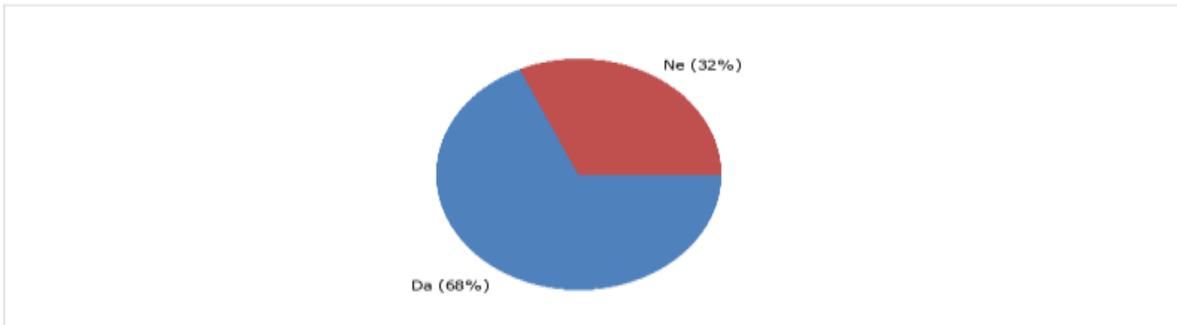
Do you write your scholarly articles in English? (n = 314)



Do you think you would benefit from training in academic writing in English? (n = 307)

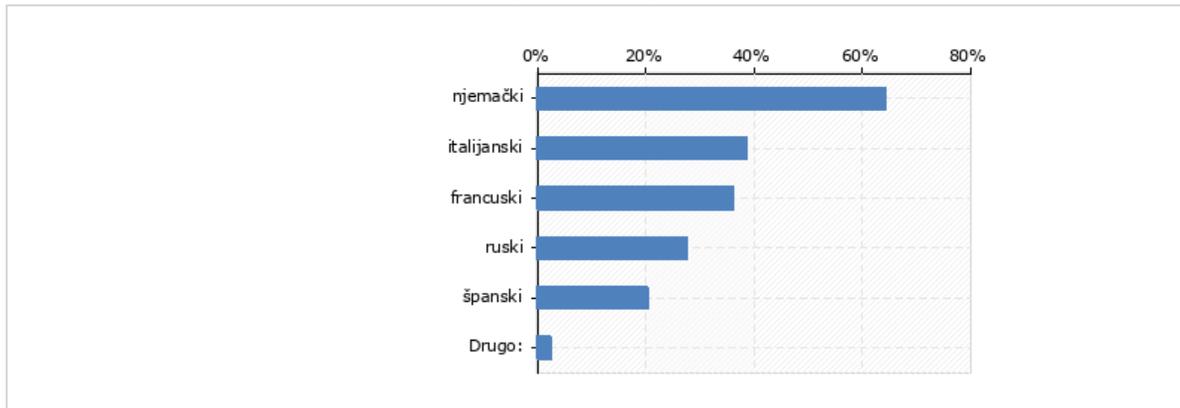


Do you think some other foreign languages would be useful for your work? (n = 309)



Please choose which language: (n = 207)

Multiple answers are possible



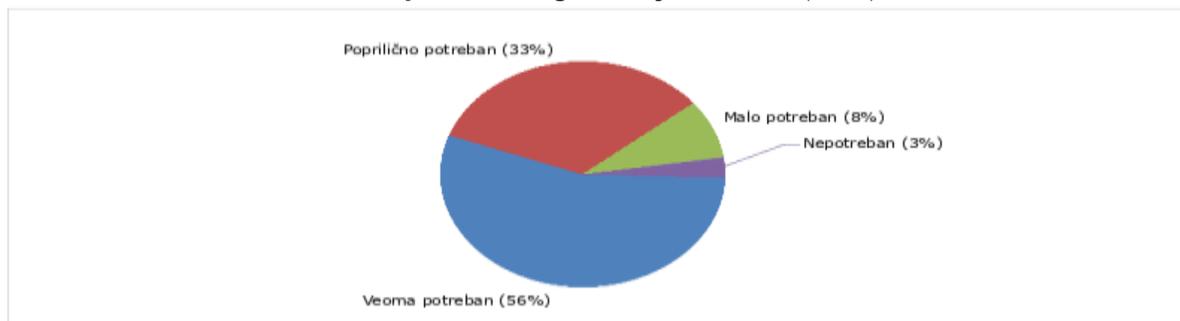
Other: answers varied.

3.2. Mediterranean University

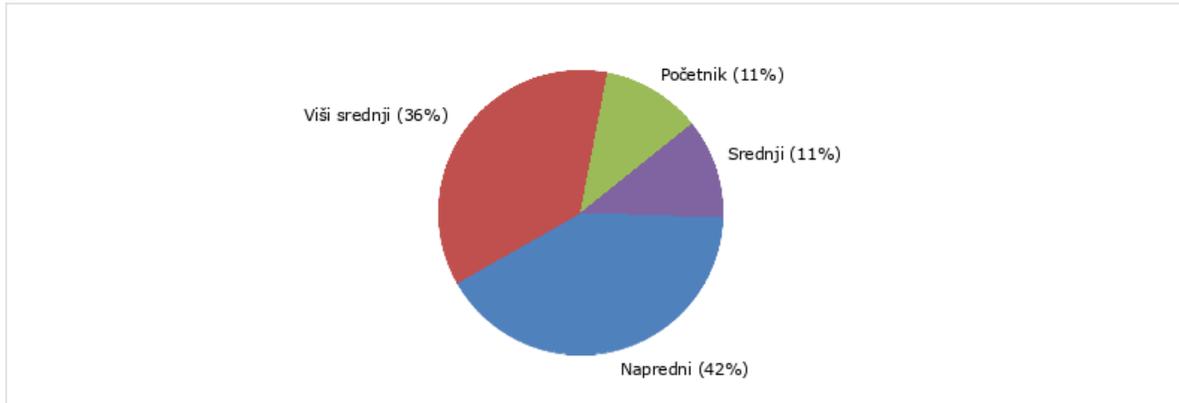
Among the 36 respondents who are employed at the MU, of which 86% are teaching staff members, majority (56%) stated that English is necessary for their work with only 3% stated they do not need it. Based on the self-evaluation, most of the respondents are at the advanced (42%) or upper intermediate (36%) and 11% at the intermediate level. A vast majority (89%) thinks they would benefit from additional training for improving English language skills. Additionally, 68% stated they could teach in English, and 67% has never participated in any teaching mobility programmes for with the hindrance has been lack of opportunities and language barrier (18%). 76% stated they would benefit from additional training in academic writing in English, while at the same time 70% stated they write their own journal articles in English. Finally, 79% stated they would need the knowledge of another foreign language for their work, especially German, Italian and French or Spanish.

The extensive results of the questionnaire with more details are given below.

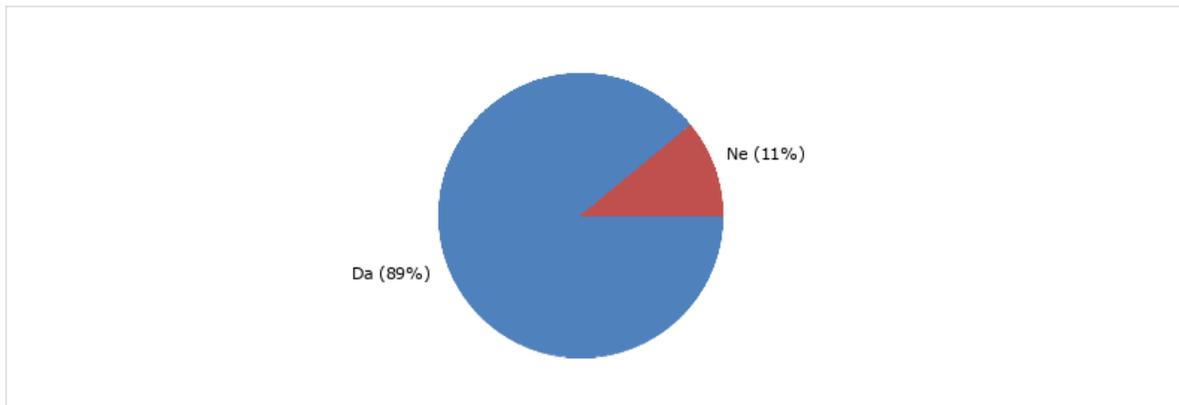
How important is English for your work? (n = 36)



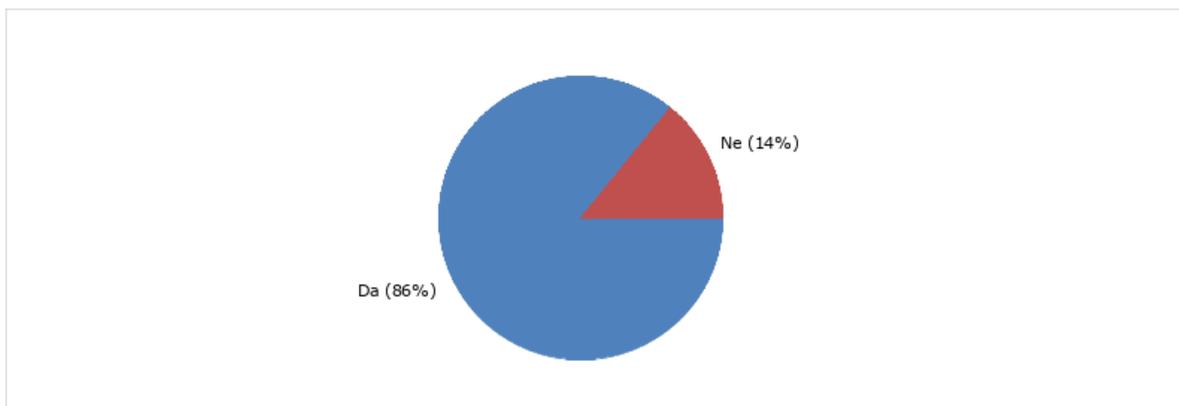
Please choose the level of English language proficiency you think you are at
(n = 36)



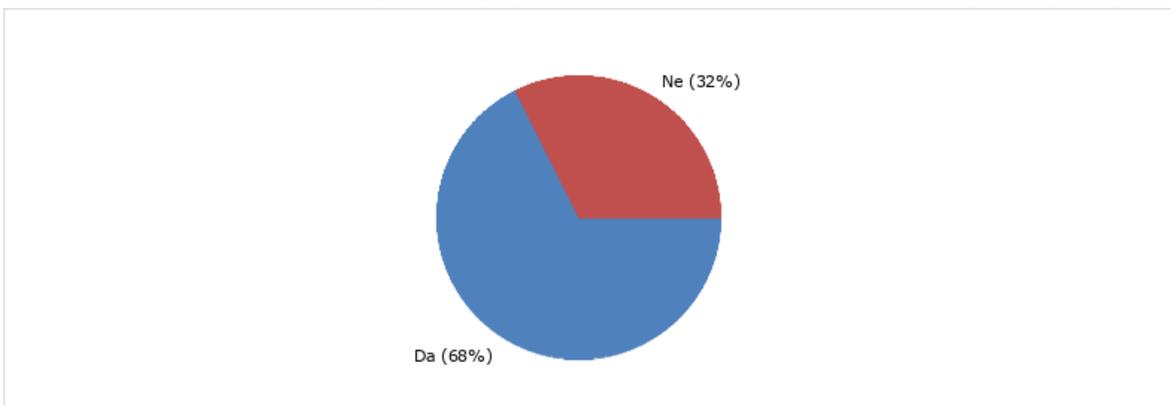
Do you think it would be useful to improve your English language skills? (n = 36)



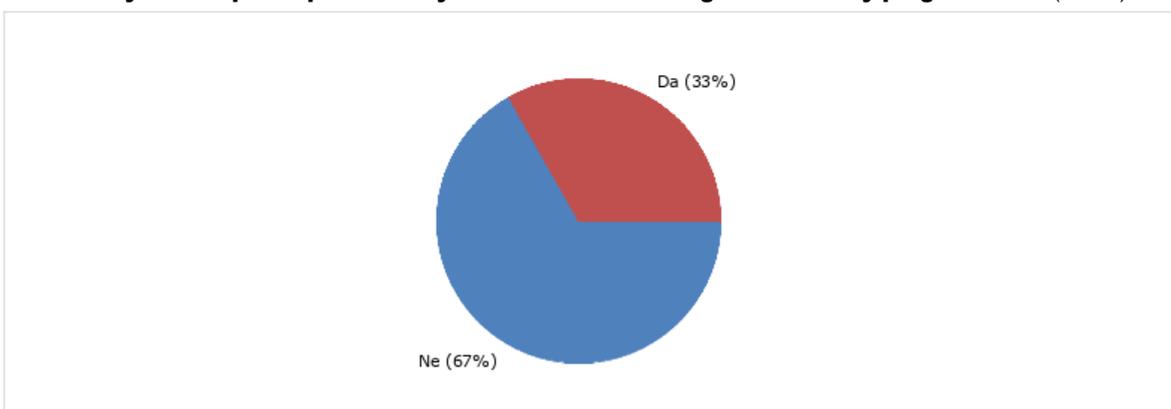
Are you a teaching staff member? (n = 35)



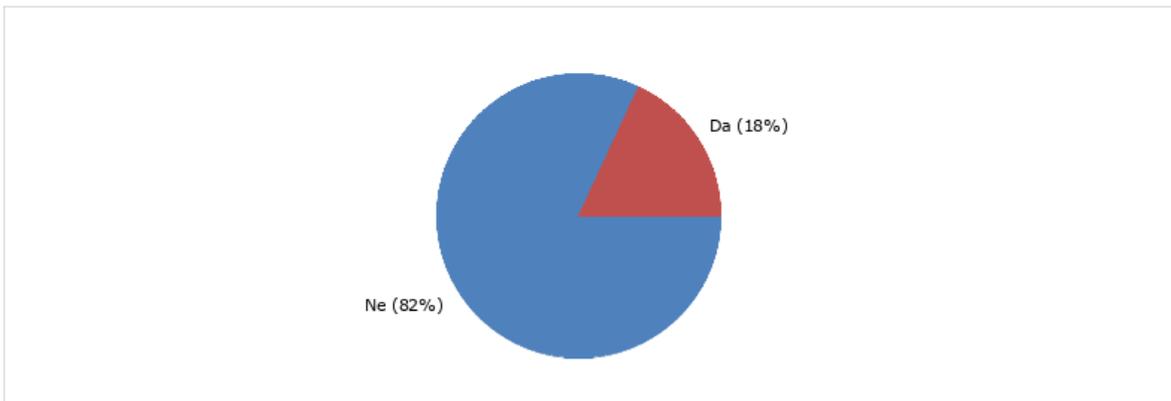
Do you think the level of your English language proficiency is sufficient for teaching in English? (n = 34)



Have you ever participated in any international teaching staff mobility programmes? (n = 33)



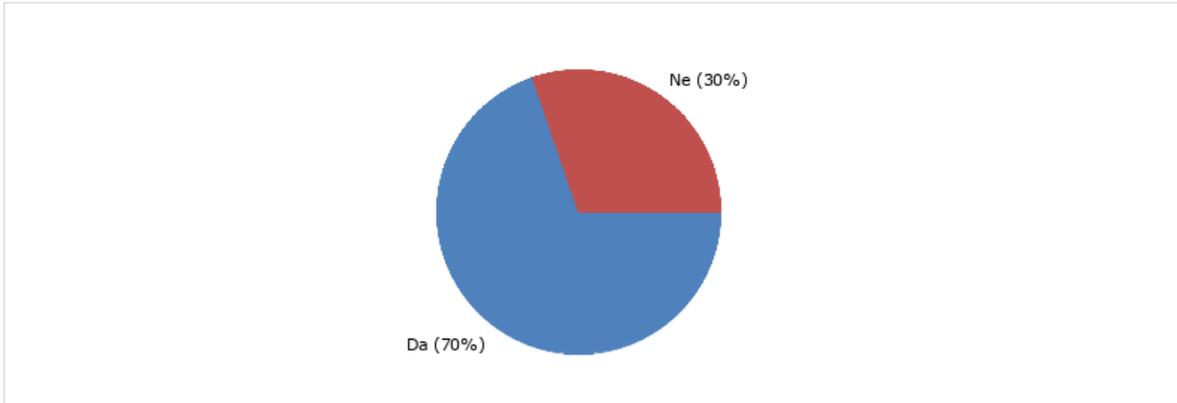
Is the level of English language proficiency preventing you from taking part in such mobilities? (n = 33)



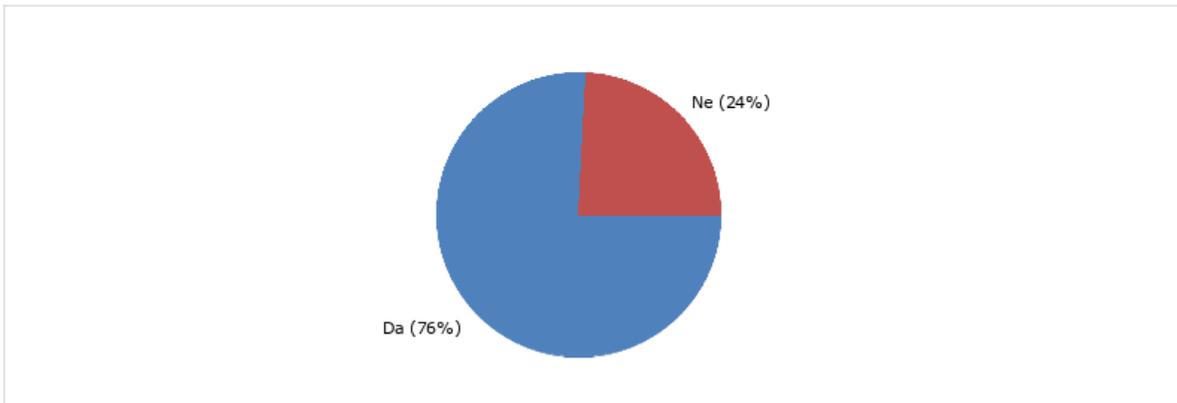
Please elaborate.

Answers varied.

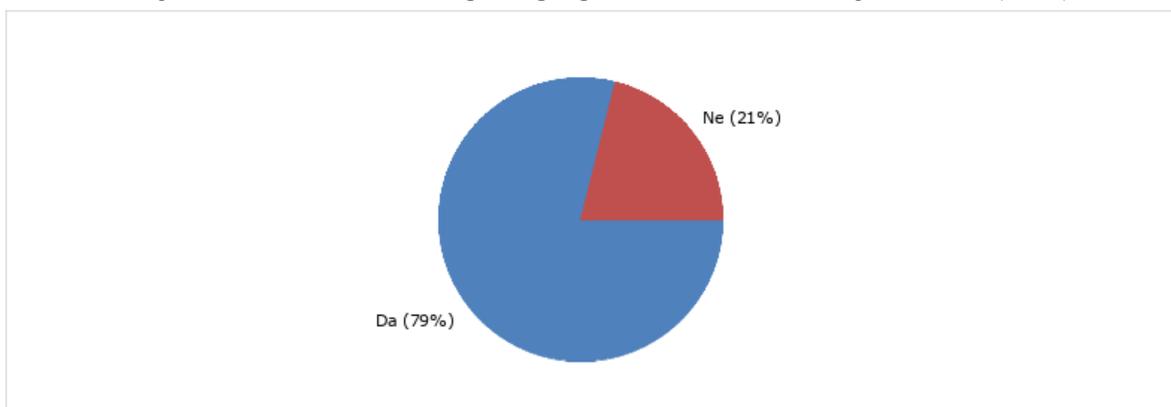
Do you write your scholarly articles in English? (n = 33)



Do you think you would benefit from training in academic writing in English? (n = 33)

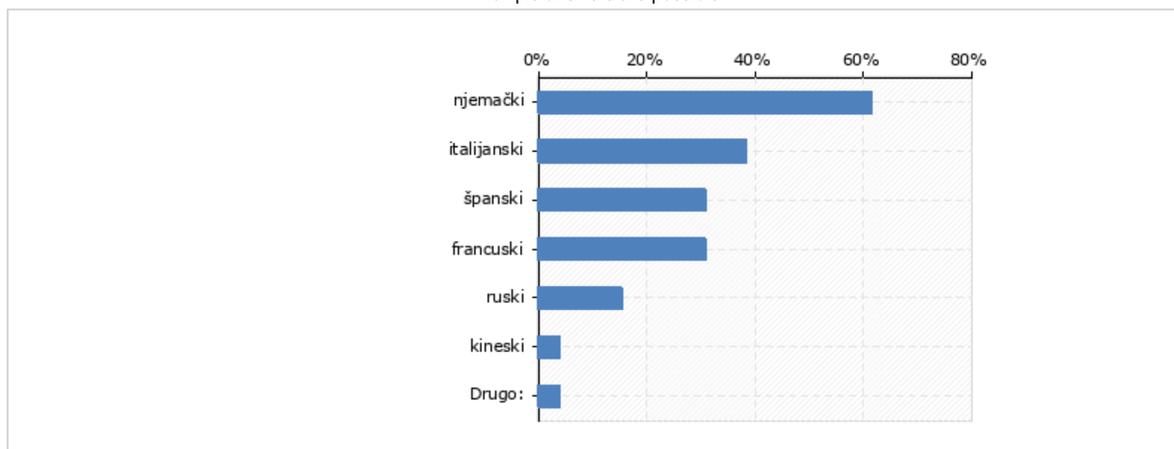


Do you think some other foreign languages would be useful for your work? (n = 33)



Please choose which language: (n = 26)

Multiple answers are possible



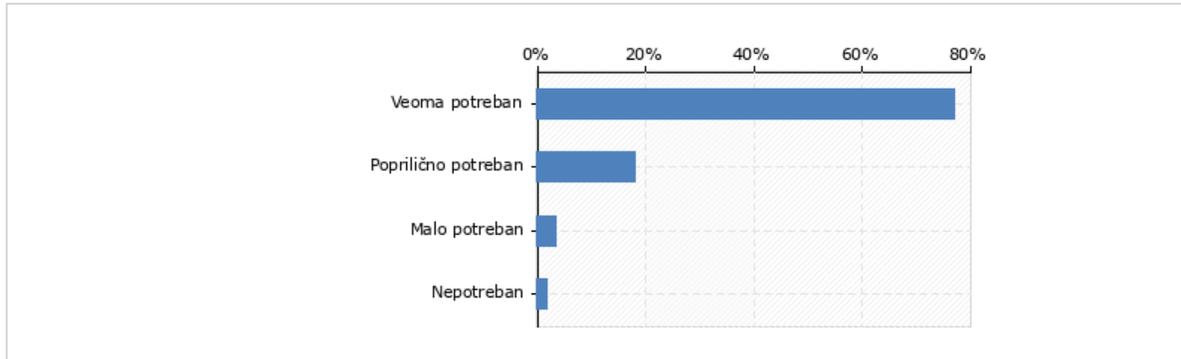
Other: answers varied

3.3. University of Donja Gorica

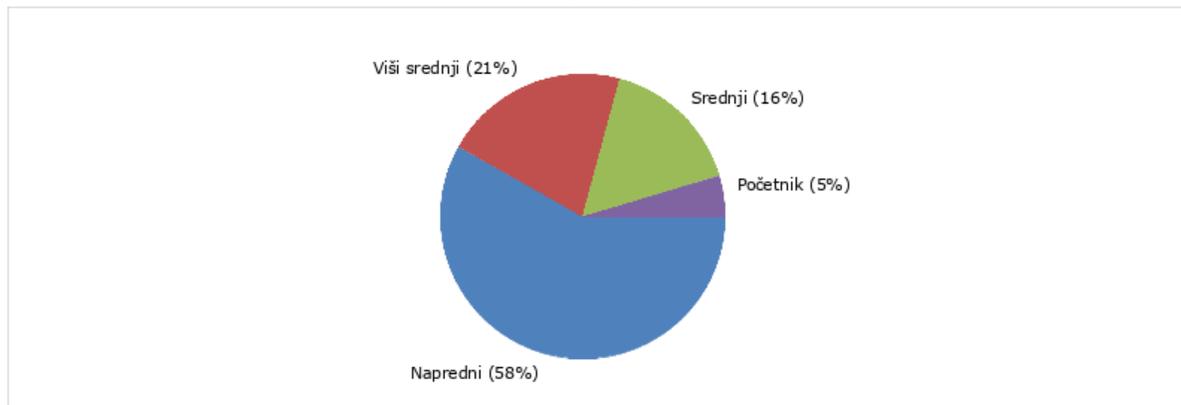
Among the 61 respondents who are employed at the UDG, of which 92% are teaching staff members, majority (77%) stated that English is necessary for their work with only 2% stated they do not need it. Based on the self-evaluation, most of the respondents are at the advanced (58%) or upper intermediate (21%) level and 16% at the intermediate level. A vast majority (85%) thinks they would benefit from additional training for improving English language skills. Additionally, 81% stated they could teach in English, and 60% has never participated in any teaching mobility programmes for with the hindrance has been lack of opportunities and language barrier (language anxiety and rustiness for 14% of respondents). 79% stated they would benefit from additional training in academic writing in English, while at the same time 70% stated they write their own journal articles in English. Finally, 84% stated they would need the knowledge of another foreign language for their work, especially German, Chinese and Spanish.

The extensive results of the questionnaire with more details are given below.

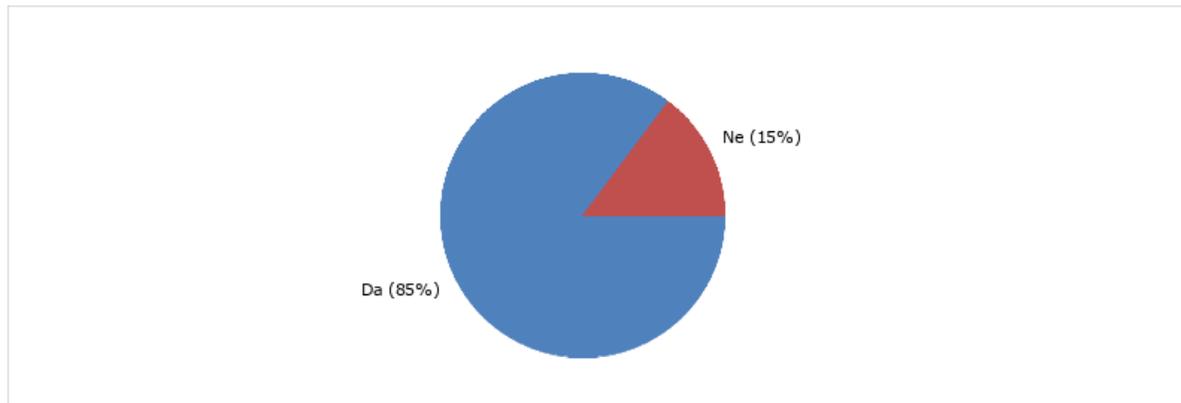
How important is English for your work? (n = 61)



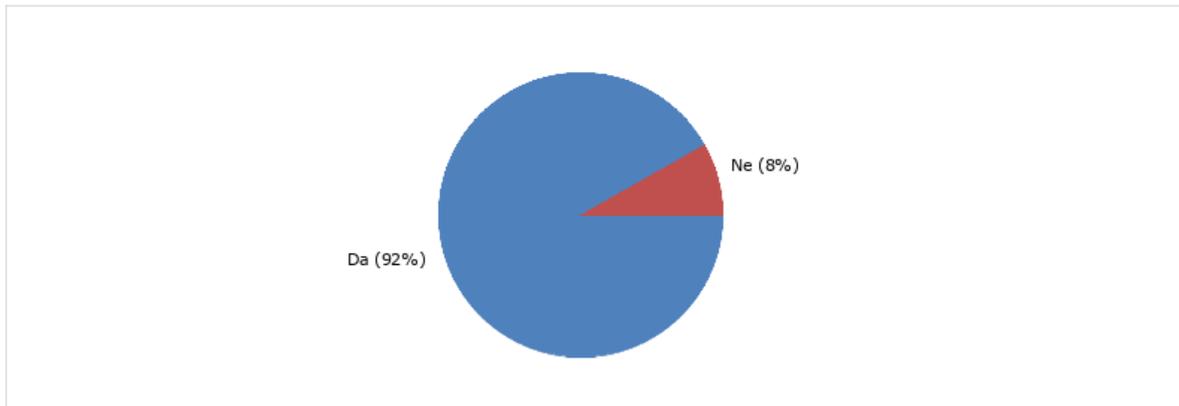
Please choose the level of English language proficiency you think you are at (n = 62)



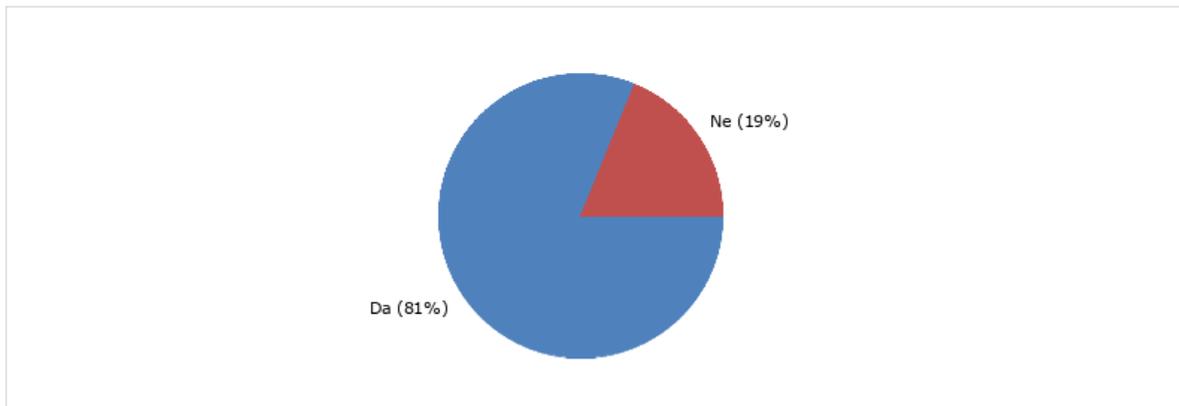
Do you think it would be useful to improve your English language skills? (n = 61)



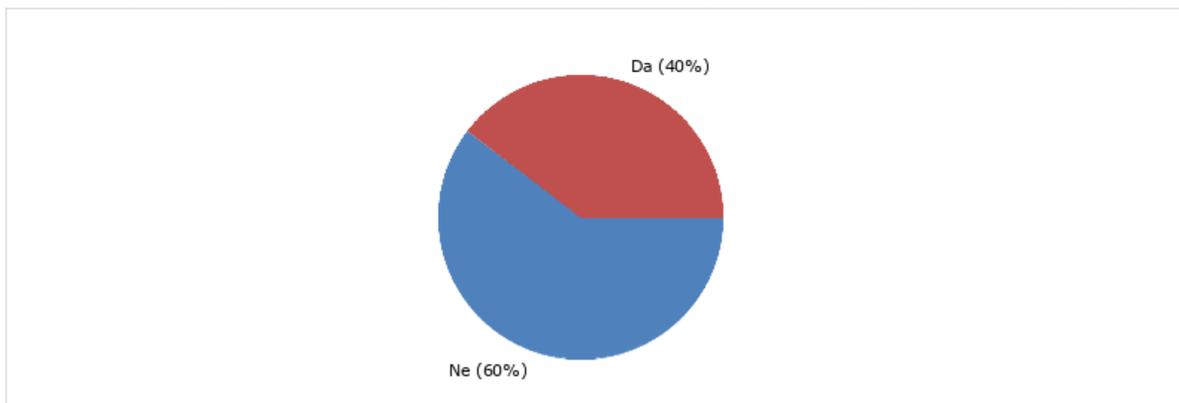
Are you a teaching staff member? (n = 61)



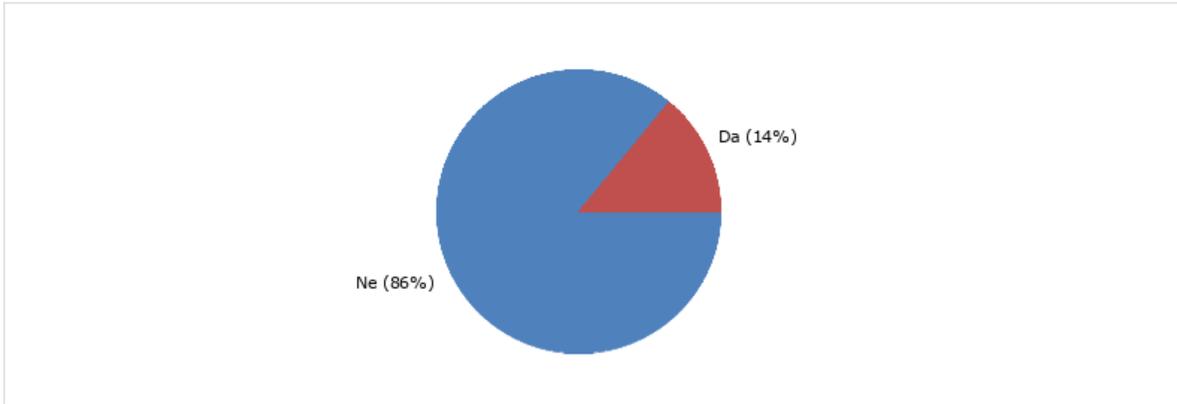
Do you think the level of your English language proficiency is sufficient for teaching in English? (n = 58)



Have you ever participated in any international teaching staff mobility programmes? (n = 58)



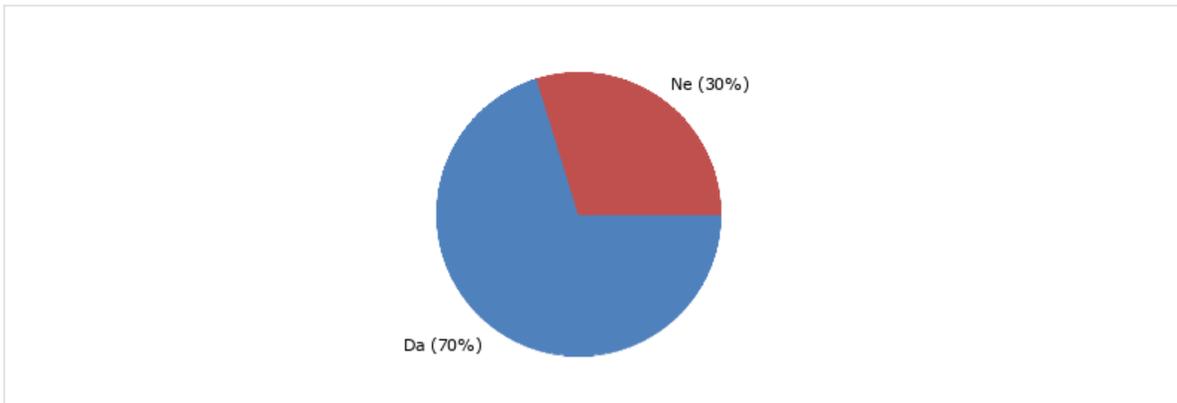
Is the level of English language proficiency preventing you from taking part in such mobilities? (n = 57)



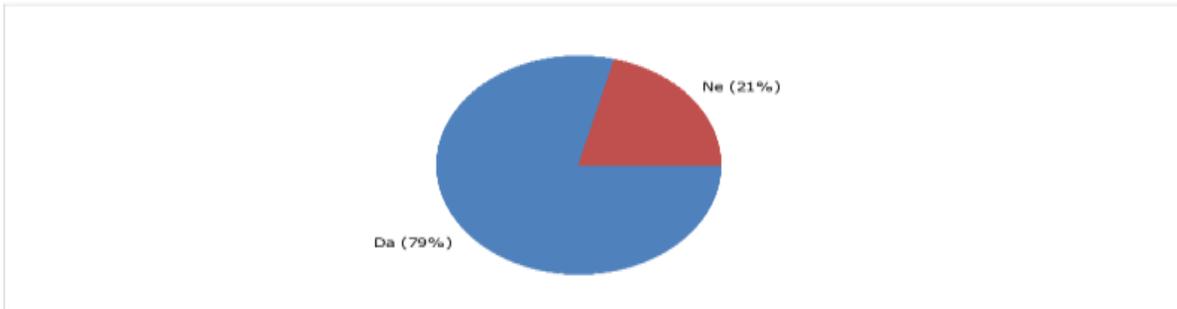
Please elaborate.

Answers varied.

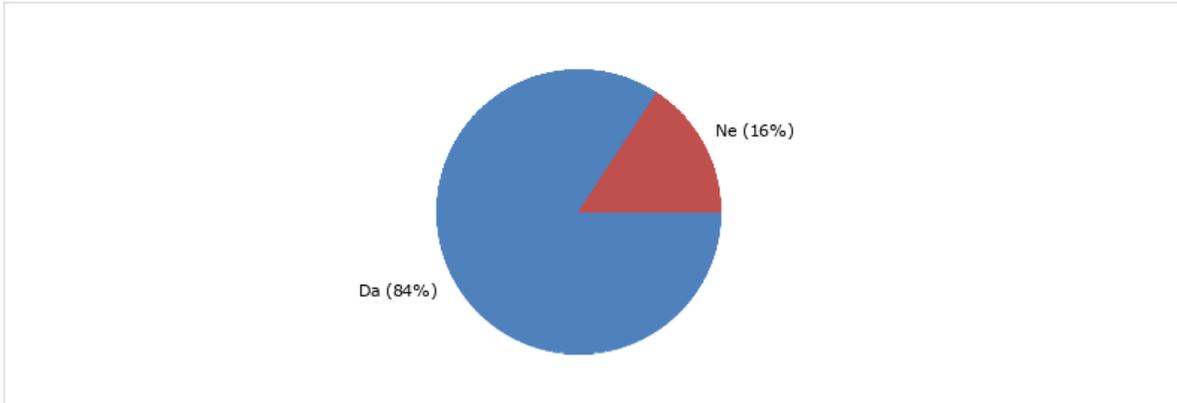
Do you write your scholarly articles in English? (n = 57)



Do you think you would benefit from training in academic writing in English? (n = 57)

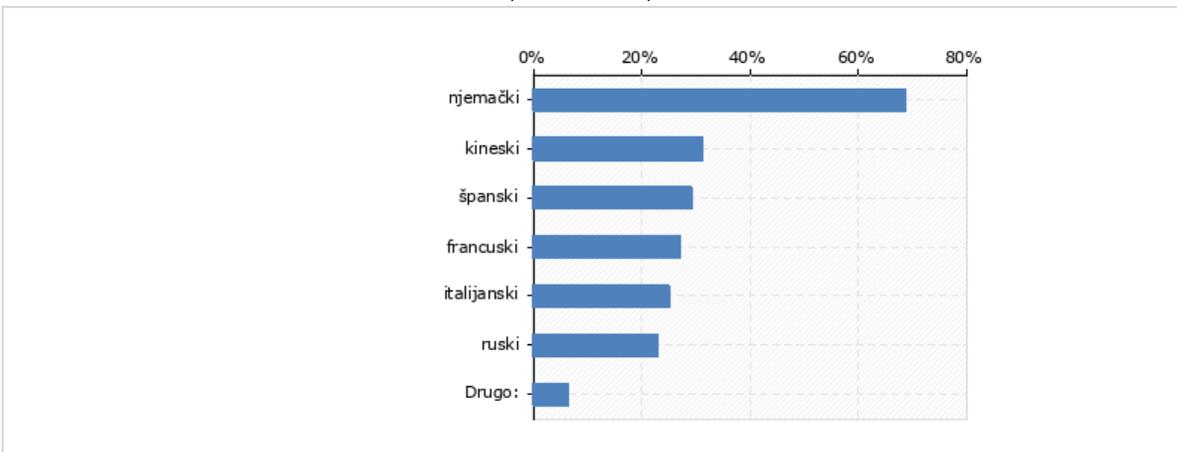


Do you think some other foreign languages would be useful for your work? (n = 57)



Please choose which language: (n = 48)

Multiple answers are possible



Other: Answers varied.

4. LSP in academia: Employer's perspective

4.1. Union of Employers of Montenegro

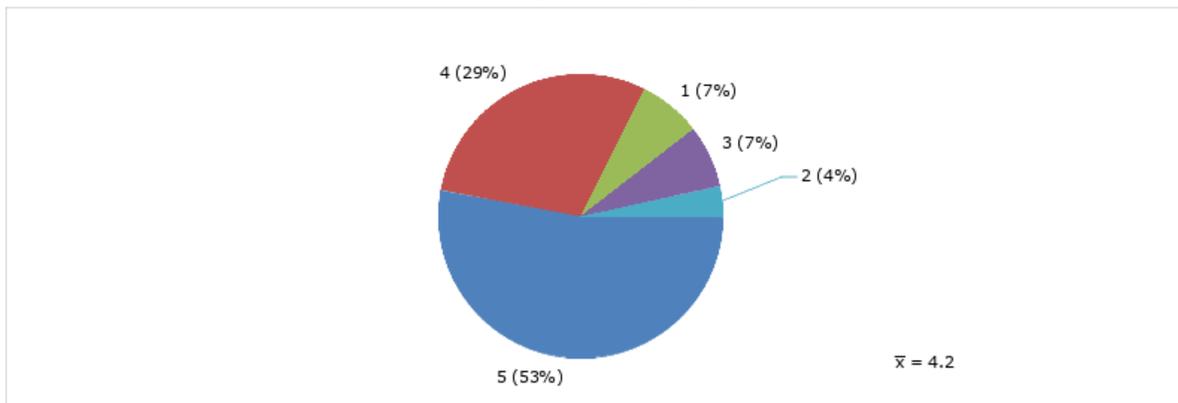
Among the 85 respondents from various business sectors (maritime transport, trade, civil engineering, education, retail and wholesale businesses, oil and gas, IT and programming, wood processing, entrepreneurship, healthcare, banking, law firms, etc.), 53% thinks that English language proficiency is extremely important for the employees at their companies. A vast majority (82%) thinks that job applicants need to have a higher level of English language proficiency. 58% thinks that University should be primarily responsible for English language training of prospective candidates, and 29% thinks that the private sector should be responsible. The top reasons include the quality assurance and control guaranteed by the HEI system, responsibility of education system, and that university helps students take language learning more seriously. The majority of employers (53%) stated that language training should be in ESP and 47% in general English. As for the language skills which are especially necessary for their profession, a vast majority (69%) chose all 4 key skills, while 23% chose specifically speaking, 5% writing, and 2% reading. As for another foreign language, 55% thinks their employees would need another foreign language apart from English especially German, Italian, and Russian.

The extensive results of the questionnaire with more details are given below.

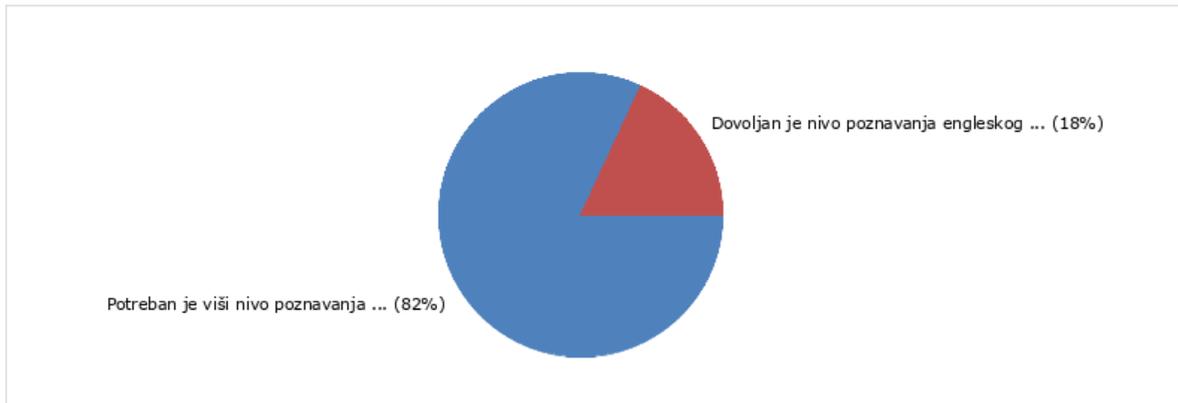
Which sector does your company operate in?

Answers varied.

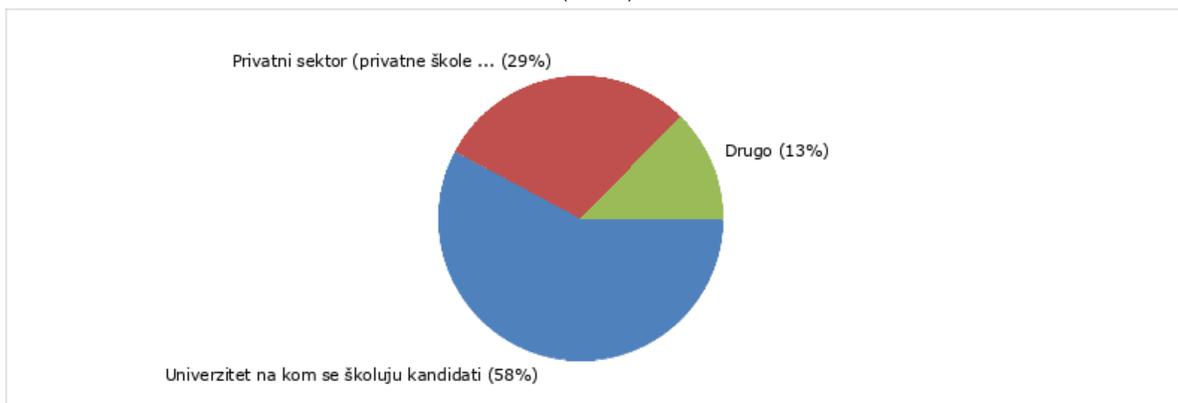
Please rate at the scale 1 to 5 how important is English language for the employees in order to do business in your company? (n = 85)



Generally, do you think that prospective employees who apply for job posts in your company have the knowledge of the English language at the level sufficient for the required work or should it be higher? (n = 83)



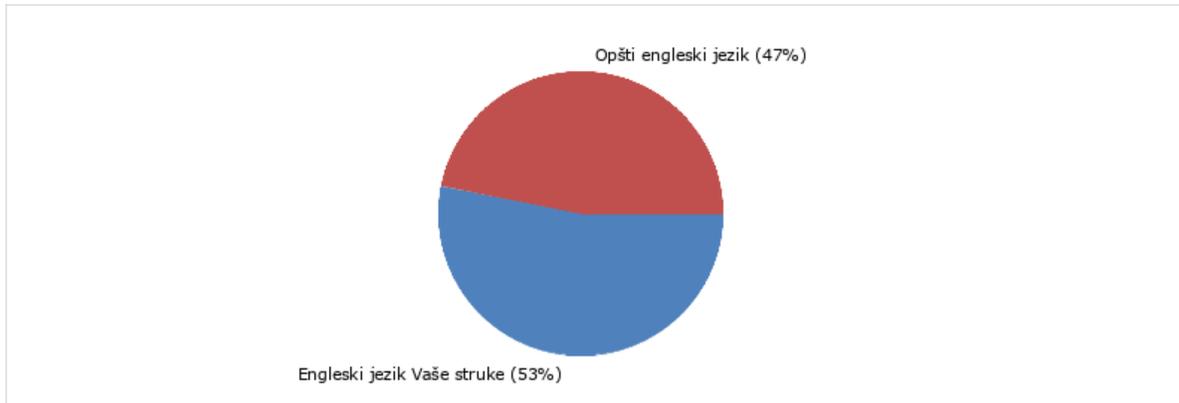
In your opinion, who should primarily be in charge of providing English language training for your prospective employees? (n = 78)



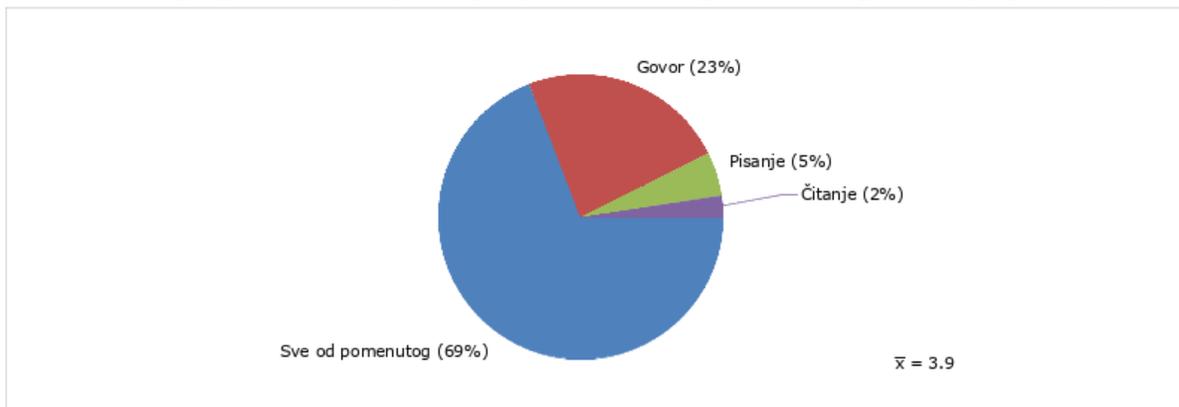
Please give a reason for your previous reply.

Answers varied.

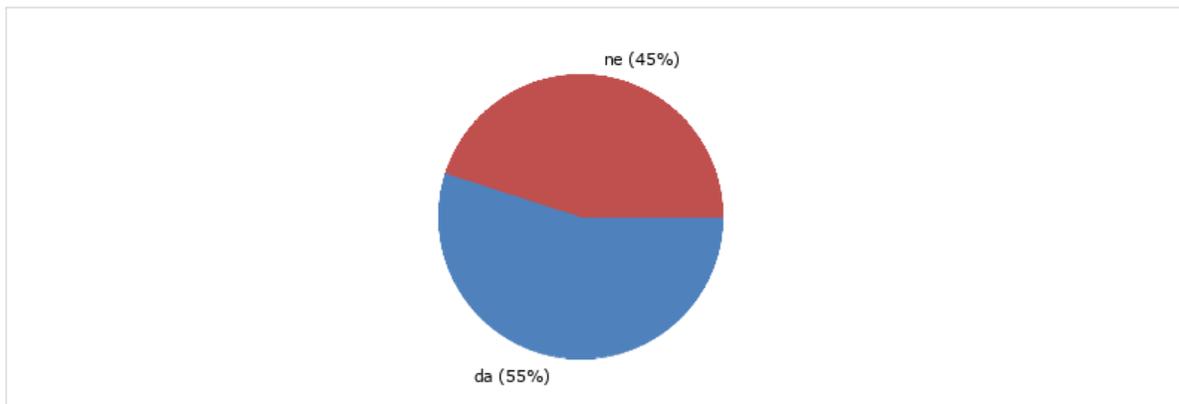
Which type of the English language would especially be useful for doing business in your company? (n = 79)



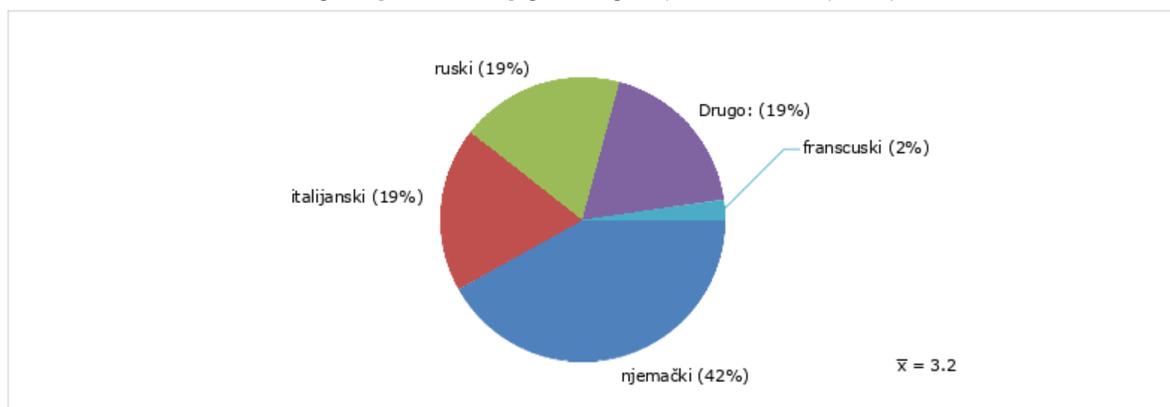
What language skills are especially important for doing business in your company? (n = 81)



Apart from English, would the knowledge of some other foreign language be important for doing business in your company? (n = 82)



If your previous reply was “yes”, which one? (n = 43)



Answers varied.

4.2. Employment Agency of Montenegro

This section presents the data obtained from the Employment Agency of Montenegro. The table below shows requirements for specific vacancies that were publically announced in the period from January 1st 2019 until December 17th 2019 and which explicitly state that certain level of English language proficiency is requested. It should be noted that not all vacancies explicitly state that English language knowledge is required. In some cases (e.g. IT sector, etc.) this is implied. Such announcements for vacancies were not obtained and are not given in the table below.

Required English language level as stated per specific vacancies (01/01/19 – 17/12/19)	Total	I	II	III	IV	V	VI 1	VI 2	VII 1	VII 2	VII I
English – elementary	89	0	0	1	78	0	0	0	10	0	0
English – intermediate	167	15	0	41	93	0	2	0	16	0	0
English – advanced or conversational level	338	7	0	40	113	0	5	0	164	9	0
English – A 1	13	0	0	0	0	0	0	0	13	0	0
English – A 2	8	0	0	0	0	0	0	0	8	0	0
English – B 1	81	0	0	0	7	0	1	0	73	0	0
English – B 2	51	0	0	0	0	0	0	0	51	0	0

English – C 1	5	0	0	0	0	0	0	0	5	0	0
Knowledge of the English language	1150	10 4	1 2	20 4	52 6	0	38	0	24 8	18	0
GRAND TOTAL =	1902	12 6	1 2	28 6	81 7	0	46	0	58 8	27	0

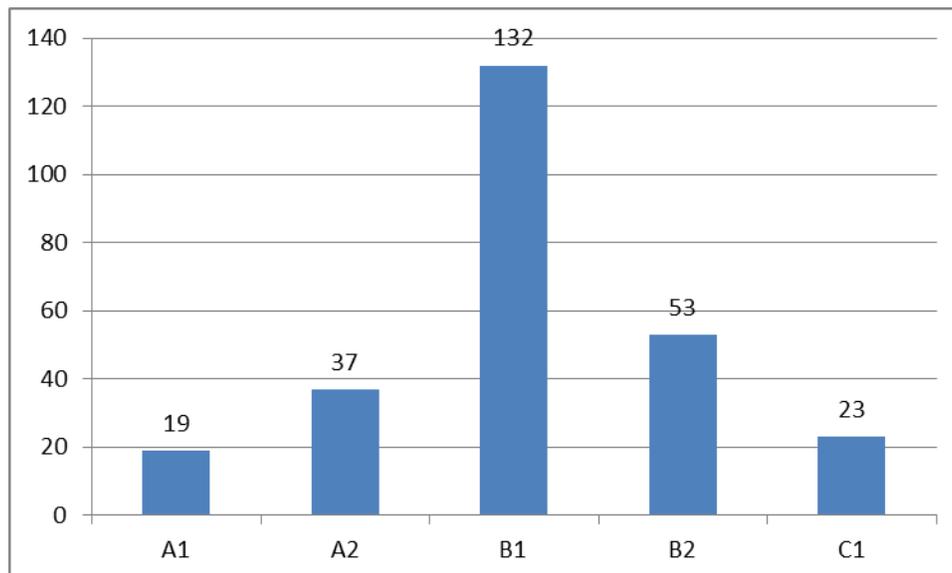
Table 2: Vacancies explicitly requiring specific level of English language proficiency for the period 01/01/19 – 17/12/19

5. Placement test results

The placement tests that were organized at the University of Montenegro, Mediterranean University and University of Donja Gorica in which 853 first year students took part suggest that as far as the English language proficiency is concerned, the average entry level at the HEI studies is B1 (intermediate).

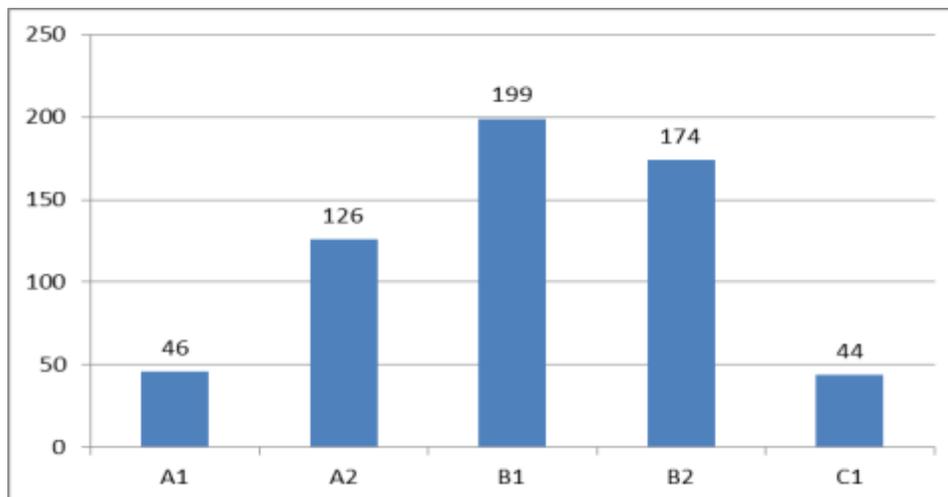
5.1. University of Montenegro and Mediterranean University

As indicated above, the online placement test was designed through the testmoz.com platform to cover A1 to C1 CEF levels. The respondents were first year students at various faculties at the UoM and MU and the link was distributed in February 2020. The overall number of respondents was 264. The average score was 64% which corresponds to B1 Intermediate level. A detailed breakdown of the results is given below:



5.2. University of Donja Gorica

This section presents the results of the placement test that was organized at the University of Donja Gorica for the first year students of various faculties. The testing was organized in 2018 and 589 took part. The average score was B1 Intermediate level. A detailed breakdown is given below.



6. Conclusions

This study presented the results of the status quo analysis which aimed at getting an overview into the state of foreign language teaching at the HEI institutions in Montenegro and the actual needs from the perspective of students, university staff members, employers, and labour market.

As for the students, the results suggest a high level of awareness of the importance of English language for their education and future employment at all three universities. This is especially the case for the ESP which was identified as the type of training students seem to need the most. Most of the respondents stated that this should be a mandatory part of their university education. The need for improving the current state was suggested in terms of the relevance of the teaching materials for the current needs of their future profession and improving the teaching methods by introducing more interactive approaches and modern technology as didactic aid. A need for introducing the courses for other foreign languages was identified as well, especially at the UoM and MU. As for the average English language proficiency entry level of the students at three universities in Montenegro, the results suggest that it is B1.

As for the university staff, a vast majority stated that they need English very much for their work. The results suggest that majority of staff would benefit from additional training in ESP (such as presenting skills) and EAP, especially academic writing. This is in line with the fact that quite a number of professors did not participate in any form of the international teaching mobility programmes and it seems that the language barrier, although not the primary reason in all cases, seems to have a significant share in this. The results also suggest that university staff would need another foreign language for their work.

As for the employers and labour market, the results show that there is a great need for English language proficiency at the labour market, which certainly did not come as a surprise. However, the results also suggest the general dissatisfaction with the English language proficiency level of the prospective employees that apply for job posts and the need for more ESP training. Most employers think that it should primarily be the responsibility of universities to provide training in foreign language skills by and large because the HEIs are seen as a reliable partner in terms of quality control and assurance as well as raising the awareness of the importance of learning foreign languages among the students and helping them to have a serious approach to it. Employers stated the need for acquiring mastery in another foreign language among the prospective employees for the purpose of doing business in various sectors.

It is hoped that the insights gained from this study will contribute to the success of the activities planned within the WPs 2, 3, and 4 of the ReFLAME project and help reach the overall goal of strengthening the capacities of Montenegrin universities to offer modern, market-oriented foreign language education for all students.

Appendix 1: Questionnaire for students

Strani jezici i potrebe studiranja i budućeg zaposlenja

Survey short title: UCG studenti

Survey long title: Strani jezici i potrebe studiranja i
budućeg zaposlenja

Question number: 17

Survey is active

Active from: 17.12.2019

Author: petar.montenegro

Date: 17.12.2019

Description:

Active until: 01.01.2099

Edited: petar.montenegro

Date: 17.12.2019

Molimo Vas da odvojite nekoliko minuta i odgovorite na pitanja iz ankete. Kada odgovorite, kliknite na plavo dugme u dnu stranice.

Q1 - Na kom fakultetu studirate?

- Pravni fakultet
- Ekonomski fakultet
- Prirodno-matematički fakultet
- Filozofski fakultet
- Filološki fakultet
- Biotehnički fakultet
- Elektrotehnički fakultet
- Fakultet političkih nauka
- Građevinski fakultet
- Mašinski fakultet
- Medicinski fakultet
- Pomorski fakultet
- Fakultet za turizam i hotelijerstvo
- Drugo:

Q2 - Koja ste godina studija

- prva
- druga
- treća
- specijalistička

Q3 - Molimo Vas da na skali od 1 do 5 ocijenite koliko je važno poznavanje engleskog jezika za Vaše školovanje?

- 1
- 2
- 3
- 4
- 5

Q4 - Molimo Vas da na skali od 1 do 5 ocijenite koliko je važno poznavanje engleskog jezika za Vašu buduću profesiju i mogućnost zaposlenja?

- 1
- 2
- 3
- 4
- 5

Q5 - Da li je stepen znanja engleskog jezika koji ste stekli u srednjoj školi dovoljan za potrebe Vaših studija, međunarodnih mobilnosti i usavršavanja za buduću profesiju?

- da
- ne

Q6 - Da li bi engleski jezik trebalo da bude obavezan predmet na Vašem studijskom programu?

- da
- ne

Q7 - Molimo navedite razlog za Vaš prethodni odgovor

Q8 – Koja vrsta kursa engleskog jezika bi bila naročito korisna za Vas?

- Opšti engleski jezik
- Engleski jezik Vaše struke
- Akademski engleski jezik

Q9 - Da li bi za Vašu buduću profesiju bilo potrebno znanje još nekog stranog jezika?

- da
- ne

Q10 - Ako da, kojeg?

- italijanski
- ruski
- njemački
- francuski
- Drugo:

Q11 - Da li na Vašem fakultetu imate mogućnost izbora nekog drugog stranog jezika pored engleskog?

- da
- ne

Q12 - Ako je Vaš prethodni odgovor "da", koji jezik imate mogućnost da učite na Vašem studijskom programu?

- italijanski
- ruski
- njemački
- francuski
- Drugo:

Q13 – Koja vrsta kursa navedenog drugog stranog jezika bi bila naročito korisna za Vas?

- Kurs opšteg jezika
- Kurs jezika Vaše struke
- Kurs poslovnog jezika

Q14 - Kako ste zadovoljni udžbenikom koji se koristi u nastavi stranog jezika?

- 1
- 2
- 3
- 4
- 5

Q15 - Molimo Vas unesite sugestiju po pitanju udžbenika, ukoliko je imate.

Q16 - Da li smatrate da bi bila korisna veća upotreba savremene tehnologije u nastavi stranog jezika?

- da
- ne

Q17 - Molimo Vas da u vezi sa prethodnim pitanjem date svoju sugestiju (koja vrsta tehnologije, i sl.)

Appendix 2: Questionnaire for university staff

Engleski jezik u akademskoj zajednici

Survey short title: UDG zaposleni

Survey long title: Engleski jezik u akademskoj zajednici

Question number: 12

Survey is active

Active from: 17.12.2019

Active until: 01.01.2099

Author: petar.montenegro

Edited: petar.montenegro

Date: 17.12.2019

Date: 17.12.2019

Description: Copy of survey: Akademsko osoblje na UCG-u

Molimo Vas da izdvojite nekoliko minuta i popunite kratku anonimnu anketu čiji je cilj unapređenje servisa na univerzitetu.

Q1 - Koliko Vam je u Vašem poslu potreban engleski jezik ?

- Nepotreban
- Malo potreban
- Poprilično potreban
- Veoma potreban

Q2 – Kako biste ocijenili svoj nivo poznavanja engleskog jezika?

- Početnik
- Srednji
- Viši srednji
- Napredni

Q3 – Da li smatrate da bi Vam koristilo bolje poznavanje engleskog jezika?

- Da
- Ne

Q4 - Da li izvodite nastavu na univerzitetu?

- Da
- Ne

Q5 – Da li smatrate da dovoljno dobro vladate engleskim jezikom da biste na njemu mogli izvoditi nastavu?

- Da
- Ne

Q6 – Da li ste učestvovali u nekom programu mobilnosti nastavnika (teaching mobility)?

- Da
- Ne

Q7 – Da li Vas stepen znanja engleskog jezika ograničava u učestvovanju u programima mobilnosti?

- Da
- Ne

Q8 - Molimo pojasnite.

Q9 – Da li pišete naučne radove na engleskom jeziku?

- Da
- Ne

Q10 – Da li smatrate da bi Vam koristila obuka iz akademskog pisanja na engleskom jeziku?

- Da
- Ne

Q11 – Da li smatrate da bi Vam u poslu koristilo znanje još nekih stranih jezika?

- Da
- Ne

Q12 - Molimo označite koji jezik:

Moguće je označiti više odgovora

- njemački
- italijanski
- španski
- ruski
- francuski
- kineski
- Drugo:

Appendix 3: Questionnaire for employers

Tržište rada i engleski jezik

Survey short title: Poslodavci

Survey long title: Tržište rada i engleski jezik

Question number: 9

Survey is active

Active from: 17.12.2019

Author: petar.montenegro

Date: 17.12.2019

Description:

Active until: 01.01.2099

Edited: petar.montenegro

Date: 17.12.2019

Molimo Vas da odvojite nekoliko minuta i odgovorite na pitanja iz ankete.

Q1 – Koji je sektor poslovanja Vašeg preduzeća (npr. obrazovanje, turizam, poljoprivreda i sl.)?

Q2 - Molimo Vas da na skali od 1 do 5 ocijenite koliko je važno poznavanje engleskog jezika za zaposlene u Vašem preduzeću?

- 1
- 2
- 3
- 4
- 5

Q3 – Da li smatrate da kandidati koji se javljaju na posao uglavnom poznaju engleski jezik u mjeri koja je dovoljna za poslovanje ili bi bio potreban viši nivo?

- Potreban je viši nivo poznavanja engleskog jezika
- Dovoljan je nivo poznavanja engleskog jezika sa kojim dolaze kandidati

Q4 – Po Vašem mišljenju, ko bi prvenstveno trebalo da pruža obuku iz engleskog jezika za Vaše buduće kandidate?

- Privatni sektor (privatne škole stranih jezika)
- Univerzitet na kom se školuju kandidati
- Drugo

Q5 - Molimo Vas da kratko navedete razlog za Vaš prethodni odgovor.

Q6 – Koja vrsta engleskog jezika bi naročito bila korisna za poslovanje u Vašoj firmi?

- Opšti engleski jezik
- Engleski jezik Vaše struke

Q7 – Koje jezičke vještine su naročito važne za Vašu oblast poslovanja?

- Govor
- Čitanje
- Slušanje
- Pisanje
- Sve od pomenutog

Q8 – Osim engleskog jezika, da li bi za poslovanje Vašeg preduzeća bilo potrebno znanje još nekog stranog jezika?

- da
- ne

Q9 - Ako je Vaš prethodni odgovor "da", kojeg?

- italijanski
- ruski
- francuski
- njemački
- Drugo:

Appendix 4: Online placement test

Dijagnostički test iz engleskog jezika

For questions 1-50, read the sentences below and then decide which answer, A, B, C, D best fits each space. You have 20 minutes available to finish the test.

When you finish the test, click the "SUBMIT" button and you will see the results.

1. What's her job? She's lecturer. (1 point)

- an university
- a university
- one university
- university

2. Are you a vegetarian? Yes, I never eat (1 point)

- meat
- the meat
- some meat
- a meat

3. is my favourite art. (1 point)

- A music
- The music
- Music

Some music

4. is your favourite? The White Horse or the Golden Hart? (1 point)

Which one

What one

Which ones

What ones

5. I'd like, please. (1 point)

four loaves of bread and two boxes of tomatoes

four loafs of bread and two boxs of tomatoes

four loave of bread and two boxes of tomatos

four loaves of bread and two boxes of tomatos

6. Look at cows in the field over there. (1 point)

these

that

those

this

7. Her eyes are blue and her dark. (1 point)

- hair are
- hair is
- hairs are
- hairs is

8. We don't need to buy milk. (1 point)

- a
- some
- any
- no

9. How many cinemas near here? (1 point)

- are they
- is there
- are there
- is it

10. My bike is red but blue. (1 point)

- she's
- her is
- hers is
- her one is

11. Your children are very good. They always help a lot. (1 point)

- themselves
- them
- each other
- each the other

12. Have you got ? (1 point)

- many luggages
- many luggage
- much luggages
- much luggage

13. Have you got any money? I've only got (1 point)

- little
- a little
- few
- a few

14. Paris isn't London. (1 point)

- big as
- as big as

as big that

so big that

15. In the photo Tom looks his friends. (1 point)

happier that

happier than

more happy than

more happy

16. Jane drives carefully but her sister drives (1 point)

fastly

very fast

more quick

very quick

17. I'm a vegetarian. I meat since I was a child. (1 point)

don't eat

am not eating

haven't eaten

haven't been eating

18. When Carol was younger, she in a jazz band. (1 point)

- use to sing
- sang usually
- was singing
- used to sing

19. Joe was thirsty so I made (1 point)

- a cup of tea to him
- him a cup of tea
- for him a cup of tea
- to him a cup of tea

20. did you get to Brighton? By train? (1 point)

- When
- Where
- Why
- How

21. How do you know? you? (1 point)

- Who did tell
- Who have told
- Who has told

Who did told

22. Whose is that bike? (1 point)

It's Tom's.

It's Toms'.

Its Toms'.

It's Toms'.

23. My sister and I from Scotland. (1 point)

we are

am

are

is

24. They in London. (1 point)

no live

don't live

live not

is

25. It's very cold today and (1 point)

- it's snowing
- it snows
- its snowing
- it snowing

26. close the window please. (1 point)

- No
- Not
- Don't
- You don't

27. They last week. (1 point)

- didn't come
- came not
- didn't came
- don't come

28. I didn't hear the phone because when it rang, I a shower. (1 point)

- had
- was having
- have had
- having

29. My cousins seen a kangaroo. (1 point)

haven't never

never have

has never

have never

30. I'm sorry. Mrs. Johnson hasn't (1 point)

arrived just

already arrived

arrived already

arrived

31. What do tomorrow? (1 point)

you are going to

are you going

you are going

are you going to

32. I can't see you tomorrow. lunch with Paul. (1 point)

I'm having

I'll have

I'm going have

I will to have

33. Can somebody come and help me? Yes, you. (1 point)

I'll help

I'm helping

I will to help

I help

34. I used to speak Italian fluently, but now it's a bit (1 point)

rusty

bad

awkward

forgot

35. 55 Oscars mysteriously vanished while they from Chicago to Los Angeles. (1 point)

were taking

took

were being taken

did take

36. The pills with food. (1 point)

- should take
- should to take
- must to take
- should be taken

37. In the past, British children were frequently encouraged to try out their performing skills for the of adults. (1 point)

- advantage
- benefit
- profit
- gain

38. Fiat a group of Italian businessmen. (1 point)

- is started for
- is started by
- was started by
- was started for

39. If I you, I'd go to the police. (1 point)

- would be
- should be

were

am

40. I wish I to bed earlier last night. (1 point)

went

had gone

was going

have gone

41. Your cousin she lived in a small flat. (1 point)

said me

said to me

told

told me

42. the fact that nobody thought he should do it, he did it. (1 point)

However

While

In spite of

Because

43. There was no truth to his story. He simply (1 point)

- made up it
- made it up
- drew it out
- drew out it

44. It's difficult to a living with a part-time job. (1 point)

- get
- make
- work
- do

45. In the last few years has there been growth in your country? (1 point)

- economical
- economic
- economics
- economically

46. A dictionary calls a secretary "anyone who correspondence, keeps records and does clerical work for others". (1 point)

- deals
- handles

- runs
- controls

47. At the of the 20th century, Edward Muybridge was experimenting with photographs of movement. (1 point)

- introduction
- turn
- origin
- arrival

48. Roaring across the bay in a motorised rubber boat, we were told by the captain to our eyes open. (1 point)

- stand
- keep
- hold
- fix

49. The weather across much of the British Isles settled last week. (1 point)

- kept
- lasted
- held
- remained

50. You know as they say, once bitten twice

(1 point)

scared

afraid

shy

frightened