Robert Oliwa
State University of Applied Sciences in Przemyśl
Poland

https://orcid.org/0000-0002-5251-1086

Fostering Positive Language Education Practices: Exploring the Synergy of Institutional Practices and Learner Characteristics

Abstract

The following quantitative study investigates the impact of institutional practices at the State University of Applied Sciences in Przemyśl on the language education of Generation Z students. By examining their educational preferences and characteristics, the research explores how these practices foster positive language learning experiences. A questionnaire was used to assess key aspects, including student motivation, learning environments and alignment of study programs with personal and career goals. Findings indicate that supportive institutional practices, personalised teaching methods and an appreciation for diversity enhance the effectiveness of English language classes. The study also highlights significant differences in satisfaction levels between undergraduate and graduate students. The research offers insights into the interplay between institutional practices and student needs. The study underscores the necessity for a dynamic and responsive educational environment that aligns with contemporary student expectations. Future research should aim to validate these findings across diverse student populations and further investigate the factors influencing language education outcomes.

Keywords: language education, institutional practices, Generation Z, teaching methods

"Education is not the filling of a pail, but the lighting of a fire."

Plutarch, in O'Sullivan, 1999.

A transformative picture of education, as articulated by Plutarch (in O'Sullivan, 1999), asserts that education is more than the mere acquisition of knowledge. It advocates for a holistic approach that encourages intellectual curiosity, promotes critical thinking and instils a lifelong passion for learning. This vision aligns with the growing importance of positive education practices which focus on creating a learning environment that supports both academic achievement and personal well-being. This approach integrates academic learning with social-emotional development, developing skills like resilience or self-awareness. It emphasises a holistic approach to education, where students are encouraged to progress not only intellectually but also emotionally and socially.

Positive language education practices involve creating an environment where learning extends beyond linguistic proficiency to support the holistic development of the learner. This approach aligns closely with the principles of both 21st-century skills and social-emotional learning (SEL), which are recognised within English language teaching (ELT) as vital components of education. SEL emphasises fostering emotional growth, self-care, interpersonal communication and independence in learners (Penton Herrera, 2020), while 21st-century skills focus on critical thinking, collaboration and creativity—skills essential for navigating an interconnected, complex world. Though this study was not explicitly designed with an SEL lens, it is essential to acknowledge the growing importance of SEL and 21st-century skills in creating meaningful, well-rounded educational experiences (Jones & Bouffard, 2012; Kaspar & Massey, 2022).

Institutions often referred to as "enabling institutions" or "supportive ecosystems" play a crucial role in nurturing this holistic development. These institutions create environments that promote not only linguistic proficiency but also motivation, engagement and overall well-being. Their policies and practices integrate approaches aligned with both SEL and 21st-century learning, addressing the holistic needs of learners by fostering skills like self-awareness, emotional regulation, collaboration and critical thinking (Pentón Herrera & Darragh, 2024). Recognising and addressing individual learner characteristics—such as needs, expectations, personality traits, learning styles and intelligence types—allows educators to tailor their teaching methods, making the learning process more inclusive and effective.

In addition, recent scholarship has raised concerns about the dichotomy between "positive" and "negative" language, with researchers arguing that these terms can be subjective. What might be perceived as "positive" for one learner

may not be the same for another. Scholars such as Fredrickson (2001) and MacIntyre and Mercer (2014) suggest using more descriptive terms like "helpful," "supportive," and "beneficial" to better reflect the diverse range of learner experiences. This shift towards a more nuanced vocabulary resonates with the broader goals of SEL, which emphasises the importance of addressing diverse social and emotional needs within language education (Kaspar & Massey, 2022).

The research presented in this study explored the relationship between supportive institutional practices and individual learner needs and expectations. By examining how institutions can foster environments that address not only linguistic development but also the broader personal growth of students, this study aimed to identify best practices applicable across various educational contexts. The integration of SEL and 21st-century skills within positive language education practices provides valuable insights into how we can create more enriching, transformative and supportive educational experiences for learners.

Review of Literature

The attempt to foster positive language education practices demands a nuanced understanding of the dynamic synergy between institutional frameworks and the diverse characteristics of individual learners. This complex interplay encapsulates the essence of optimising language teaching and learning within educational settings. Institutions embarking on this journey must harness past learning experiences, linguistic diversity and pedagogical innovation, as underscored by Wijayanti (2024). Such an approach not only accommodates the complex nature of language education but also adapts to evolving linguistic initiatives designed to enhance educational quality and inclusivity. Moreover, the reflective and respectful engagement with linguistic varieties, as demonstrated in the work of Mouboua et al. (2016), serves as a foundational pillar for developing language competence that incorporates the nature of language itself with all its components. This perspective emphasises the importance of fostering settings where learners can discover and value the richness of language variety, contributing to better understanding and appreciation of linguistic complexities.

Community Language Learning, highlighted by Entwistle (2020), advocates a holistic relationship between educators and learners. This model prioritises removing uneasiness from the learning process and encouraging learners to become self-sufficient in their language use. Such an approach significantly contributes to creating a supportive learning setting that empowers students and makes the process of language acquisition learner-friendly. Bearing in mind

various pedagogical strategies, combining communicative principles with learning strategies has shown effective implications for language education, fostering an environment ripe for the adoption of positive and effective teaching practices (Oxford et al., 1989). This combination of methodological approaches underlines the transformative potential of pedagogical innovation in fostering enriched language learning experiences that exceed traditional instruction. Furthermore, a suitable understanding of social representations and learner attitudes towards language, as explored by Selvi et al. (2023), brings to light the key impact of native and non-native speaker dynamics on language learning outcomes. Addressing these dimensions can significantly enhance engagement and performance, especially in diverse sociolinguistic contexts where representations can either facilitate or hinder language learning processes.

Institutional practices being rooted in supportive policies and environments cannot be overstated, as evidenced by the work of Kibler and Román (2013). Their research highlights the transformative impact of institutional support in encouraging teachers to integrate students' native languages in classroom instruction, moving from mere acknowledgment to active inclusion and integration, thereby enriching the educational experience. These attempts emphasise the role of positive attitudes, motivation and the teacher-learner relationship. Mantiri (2015) emphasises these as crucial elements for successful language learning and teaching, pointing towards the importance of developing positive educational climates that combines institutional frameworks and the individual characteristics and needs of learners. All in all, fostering positive language education practices is a complex undertaking that entails deliberate actions from educational institutions to craft policies and practices that reflect an understanding of the complex interaction between the institutional environment, teacher methodologies and learner diversity. Through such efforts, the goal of creating effective, inclusive and empowering language education experiences becomes an achievable reality, promising enriching outcomes for learners.

Goodman et al. (2021) conducted a mixed-methods study exploring the factors that support or limit language development in English-medium instruction programs in Kazakhstan. They identified structural, pedagogical, sociolinguistic and cultural factors as critical components influencing language development. The study highlighted challenges such as inadequate policy support, varying English proficiency levels among students and faculty and the dominance of Russian and Kazakh languages, which impact the creation of an effective English-speaking environment. The authors highlighted the need for professional development and a supportive institutional framework to enhance language learning. The study titled "Foreign Language Learning and Its Impact on Wider Academic Outcomes: A Rapid Evidence Assessment" conducted by Murphy et al. (2020) explores the broader academic benefits of foreign language learning. The review assessed the impact of foreign language instruction on

other academic subjects and cognitive abilities. It was found that foreign language learning can enhance metalinguistic awareness and potentially improve outcomes in other subjects, although the evidence is mixed and varies according to context and implementation. The review also highlighted the need for rigorous and systematic research to better understand these relationships, particularly the effects of content-based instruction and immersion models.

Research on language education practices concerning the Polish language offers an insight into a variety of approaches, challenges and innovations tailored to meet the needs of diverse learner populations, including both native and non-native speakers. The most recent research sheds light on the effectiveness of Polish language teaching practices for non-native speakers, including Ukrainian refugee students in early education. The article by Ćwirynkało et al. (2024) focuses on the essential theoretical and practical competencies required by teachers to support Ukrainian refugee students in achieving Polish language proficiency for social interactions and learning. These represent broader efforts and challenges in language education in Poland, highlighting the country's commitment to addressing the linguistic and cultural integration needs of diverse learners in changing socio-political landscapes. The teaching of Polish as a foreign language to Ukrainian refugee students in early education highlights the adaptability of language education in Poland to address current socio-political challenges, focusing on practical competencies necessary for social integration and learning (Ćwirynkało et al., 2024). Such initiatives emphasise the interconnectivity of language education with societal needs and the capacity of educational systems to respond to humanitarian crises with targeted educational support. In higher education, Pentón Herrera and Byndas (2023) explore the effects of interrupted education on Ukrainian refugee students in Polish higher education institutions, noting that language plays a critical role in their access to academic opportunities. The ability to acquire Polish language skills significantly influences these students' integration into higher education and their potential for academic success, demonstrating how language education not only addresses immediate needs but also contributes to long-term academic and professional trajectories.

The field of foreign language teaching and learning, both in Poland and abroad, is a dynamic area characterised by diverse methodologies, challenges and innovations driven by globalisation, technological advances and evolution of education. In Poland, foreign language education has become a pivotal aspect of the educational system, reflecting the country's efforts to integrate with the European Union and the global market. While English remains the most popular foreign language taught in Polish higher education institutions, other languages such as German, French and Spanish are also widely offered, often depending on the specific educational context and student preferences (Świerk, 2016; Wolski, 2016). This trend is mirrored in the emphasis placed

on improving the quality of language education at Polish universities, where inter-person cooperation, differentiation based on language mastery levels and the exchange of experience between educators have been identified as effective strategies (Sheverun, 2022). Additionally, the linguistic education landscape in Poland has been responsive to the needs of multicultural classrooms, with a focus on developing inclusive teaching materials and methods to engage both native Polish speakers and second language learners.

In the broader context of international language education, there is a growing emphasis on communicative language teaching, task-based learning and the integration of technology, reflecting a global trend toward adapting language instruction to meet the practical needs of learners in real-life communication (Abdelhamid, 2021). Poland's approach to foreign language education, which balances traditional grammar instruction with modern communicative methods, aligns with these international practices. This approach not only prioritises language proficiency as a tool for global communication, collaboration and cultural exchange but also integrates essential 21st-century skills such as critical thinking, creativity, collaboration and communication. These skills are crucial in preparing students to effectively navigate the complexities of a multilingual, interconnected world, fostering both academic success and social-emotional growth (Łączek, 2019; Pawlak, 2021).

The landscape of foreign language teaching and learning is marked by an ongoing progress shaped by the demands of globalisation, technological innovation and socio-political changes. Poland's engagement in foreign language education, both within its borders and abroad, demonstrates a commitment to developing linguistic competencies that connect cultures and promote international dialogue and understanding.

Holistic Understanding of Learner Traits

Contemporary students or digital natives, as they are often referred to because they have grown up surrounded by technology, are adept at navigating digital environments. Their familiarity with tools and platforms suggests that incorporating various forms of technologies into language education can effectively engage them. By integrating multimedia-based learning methods, educators can improve understanding and retention levels (Fitzpatrick et al., 2019). Modern students, often called digital natives due to their upbringing in a technology-rich environment, are skilled at navigating digital spaces. Their comfort with digital tools and platforms suggests that incorporating technology into language learning can enhance student engagement. Using multimedia-based methods can improve both

comprehension and retention (Fitzpatrick et al., 2019). However, these learners tend to have shorter attention spans, stressing the importance of dynamic teaching strategies. Therefore, language educators should implement interactive lessons, varied tasks and frequent strategy shifts to maintain student focus and interest. Thus, language teachers could employ lessons, interactive tasks and frequent changes in strategies to sustain student interest and concentration.

Moreover, contemporary learners highly value authenticity. They are more inclined to interact with material that feels authentic and relevant to their lives. In language education this can be accomplished by incorporating real world materials and contexts like events, popular media and authentic dialogues to make the learning process more relatable and significant (Harris & Ó Duibhir, 2011). Educational institutions should establish inclusive environments that not only support academic development but also address emotional well-being. Teachers of language have a role to play in creating stress-free environments for learners. This unique combination can be applied in language education by discussing issues and promoting projects that involve community participation and activism. These approaches not only enhance learning but also give it a social significance (Palfreyman & Al-Bataineh, 2018). Additionally, these students are practical, focused on matters that are directly applicable in real-life situations. Language courses can meet this practical orientation by emphasising skills like business communication, travel or academic needs, aligning with their pragmatic concerns (Posecznick, 2015).

The emphasis on embracing diversity and inclusivity in student populations demands language education. This involves recognising differences and ensuring inclusivity for students from various linguistic backgrounds. Furthermore, modern learners often exhibit a mindset marked by innovation and initiative. Language education can nurture this spirit through promoting projects, problem solving tasks and opportunities for self-directed learning, like language clubs or independent projects. Furthermore, these students value self-improvement as well as freedom to guide their own learning experiences. Teachers can assist them by offering resources for self-directed study which enable them to continue learning beyond the confines of a classroom. In addition, modern learners place increasing importance on social awareness. Language instruction can address this by including topics related to sustainability and caring for the environment in the curriculum connecting course content with students values and interests.

The abovementioned traits underscore the significance of student focused teaching methods, in promoting language education practices. By identifying and integrating these characteristics into class planning educators can boost student motivation and enhance achievements while fostering inclusive and supportive educational settings.

Research Methodology

Research Tools

The research was carried out at the State University of Applied Sciences in Przemyśl (henceforth university). The reason for the research presented in this report was driven by the university's continuous efforts to enhance the quality of education. The study, carried out between March and April 2024, sought students' opinions on various aspects of the university's operations, particularly the teaching programs across different fields of study, the organisation and delivery of the educational process and the distinction between general university courses and English language classes. To ensure clarity and comfort for participants, given the diverse student population, the questionnaire was provided in both Polish and Ukrainian.

The research employed a highly standardised quantitative online questionnaire, created using MS Office's Forms, consisting of 33 questions (see Appendix 1). This methodology was chosen for its wide reach, cost-effectiveness and quick implementation, allowing the university to gather timely feedback from a large number of students. The ability to export data to programs like Excel also facilitated efficient data analysis. Additionally, the modern digital format was expected to appeal to younger generations, encouraging higher participation rates. However, limitations included a lack of control over the sample, as it relied on self-selected volunteers rather than a deliberate or probabilistic sampling method and the potential for technical issues during the data collection process. Despite these challenges, the methodological rigor of the study and its alignment with the demographic structure of the student population provide a solid basis for drawing general conclusions.

Research Objectives and Scope

The below described research was a part of a large-scale research project which focused on several key areas of inquiry concerning all the students. All the areas were of great importance to the university authorities as they all concern the assessment of the existing and development of the future curriculum offerings. The research project aimed to explore the motivations behind their decision to pursue studies at this institution, examining the conditions of the learning process for these students. Additionally, the study sought to assess the students' perceptions of the opportunities for self-development provided by the university and the extent of support offered by the institution in facilitating their knowledge acquisition. The evaluation extended to the study

programmes, considering how students perceived the alignment of general university courses with their personal needs, their relevance for future careers and the engagement of faculty in the teaching process. Furthermore, the research investigated students' opinions about the English language classes, focusing on the preparation and delivery of these classes and the involvement of instructors in the educational process. Lastly, the study explored the extent to which students used the English language outside the university. The exact list of all the research areas included the below:

1. Motivation to pursue studies;
2. Assessment of learning conditions;
3. Evaluation of self-development prospects in relation to studies;
4. Evaluation of the level of support from the institution;
5. Assessment of study programmes;
6. Course alignment with personal needs, career usefulness and teacher engagement in the educational process;
7. **Evaluation of English language classes in terms of their synergy with education practices.**

The primary objective of the research which concerned the last element, namely, the evaluation of English language classes in terms of their synergy with education practices, aimed to uncover how students evaluate their English language classes in relation to their preferences and needs. This included examining students' perceptions of the course content, teaching methods and overall learning experience, as well as how these aspects align with their personal goals and expectations for language learning. The further aim was to identify strengths and areas for improvement in the current language teaching practices to better support student learning and development. Therefore, the problem statement and its objectives were as follows:

Problem Statement:

Fostering positive language education practices:

Exploring the synergy of institutional practices and individual characteristics of learners.

Objectives:

Discover how students evaluate the English language classes in terms of their preferences and needs.

Institutional Practices

Prior to the launch of the research, over the period of the previous academic year, the following general institutional practices were introduced to facilitate and support language learning.

– Interfaculty English language groups where students from different faculties are grouped together to learn English. On the one hand, it aims to create a more dynamic and diverse learning environment by bringing together students with varying academic backgrounds, perspectives and levels of language proficiency. On the other hand, it lowers running costs by creating students groups of optimal sizes and resources.

– Coursebooks available in the library which allows students to borrow rather than buy their own coursebooks, reducing individual expenses.

– An online language platform which provides students with access to additional learning resources and exercises, enhancing their language practice outside regular class.

– Regular class times: 3 pm—8 pm to offer flexibility for students to attend classes alongside other, often professional, commitments.

– Classrooms equipped with modern technology (e.g., interactive whiteboards, projectors, computers) to facilitate interactive and engaging lessons, improving the learning experience.

– Companion website for the coursebook which provides additional digital resources and exercises that complement the coursebook, reinforcing students' learning.

– 90–minute classes which provide ample time for in-depth learning and practice, allowing for comprehensive coverage of material.

– Small group sizes ensure personalised attention and more active participation, enhancing the overall learning experience.

– International Projects (e.g., Global Partners in Education) which offer students real-world language use opportunities and exposure to global issues.

– Qualified teachers bring expertise and effective teaching methods to the classroom, ensuring high-quality language instruction.

– Placement tests which ensure students are grouped according to their proficiency levels, allowing for more tailored and effective learning.

The abovementioned institutional practices impacted language learning by creating a diverse environment through interfaculty groups and optimising resources. Access to coursebooks, an online platform and a companion website provided additional learning resources. Flexible class times and well-equipped classrooms facilitated engagement, while small groups allowed for personalised instruction. International projects provided real-world language practice and placement tests ensured instruction was aligned with students' proficiency levels, all under the guidance of qualified teachers.

The Structure of the Student Population

During the research conducted in April 2024, the university's educational offerings comprised 16 fields of study, including 12 first-cycle programs and four second-cycle programmes. The total number of students in the period under review was 797 people, with Nursing (first-cycle studies) as the largest field of study at the time being, with 130 students., that is, approx. 16% of all students, and the smallest number was the phased-out Cosmetics and Dietary Supplements Engineering and Production. In addition to Nursing (1st cycle), the relatively numerous fields of study also include: Nursing (2nd cycle), which accounts for approx. 16% of the population and Cross-border Security (2nd cycle), which accounted for approx. 13% of the student population (see Figure 1).

Figure 1

Structure of the Student Population by Field of Study (Data in %, N = 797)

Field of Study	%
Nursing (1st cycle)	16.3
Nursing (2nd cycle)	15.6
Cross-Border Security (1st cycle)	13.0
Security and Cross-Border Relations (2nd cycle)	8.7
Graphic Design (1st cycle)	8.4
International Relations (1st cycle)	7.9
Transport and Logistics Engineering (1st cycle)	7.0
Computer Science in Business (1st cycle)	5.5
Intelligent Technologies (2nd cycle)	4.5
Interior Design (1st cycle)	3.0
Food Safety and Production (1st cycle)	3.0
Mechatronics (1st cycle)	2.8
Graphic Design (2nd cycle)	2.0
History (1st cycle)	1.4
English Philology (1st cycle)	0.8
Cosmetics and Supplement Production Engineering…	0.1

Source: own research.

The vast majority of the students were first-cycle students (approx. 70%), compared to approx. 30% of second-cycle students (see Figure 2).

Figure 2

Structure of the Student Population by Level of Study (Data in %, N = 797)

second-cycle studies
(Master's)...

first-cycle studies
(Bachelor's/engineer's)
69,1
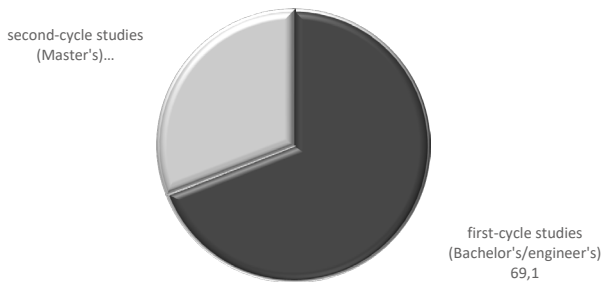
Source: own research.

The majority of the students at the time of the study were women (approx. 59%) compared to approx. 41% men (see Figure 3).

Figure 3

Gender Structure of the Student Population

Men
40.7

Women
59.3
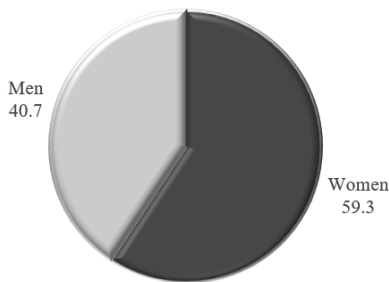
Source: own research.

Half of the courses offered by the university can be described as feminised due to the predominance of female students over the male ones. This is particularly visible in the case of courses such as Nursing (2nd cycle), where about 94% of students were women and Nursing (1st cycle) with about 92% women.

The Structure of the Research Sample

As many as 220 students took part in the conducted research, which constituted approx. 28% of the total student population (see Figure 4).

Figure 4

Sample Size (Data in %, N = 797)

Participation in
research
27.6

No participation
in research
72.4
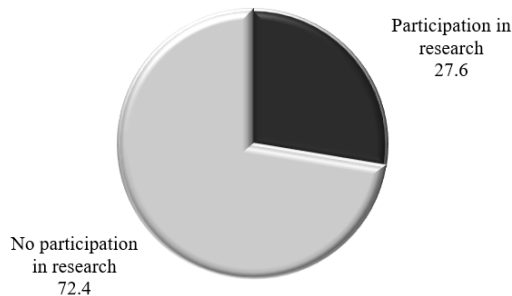
Source: own research.

The largest percentage of respondents were students of Nursing (2nd cycle) – approx. 19%. A significant share in the research was also taken by students of the following fields: Nursing (1st cycle) – approx. 16%, Graphic Design (1st cycle) and International Relations (1st cycle) – approx. 11% each (see Figure 5).

Figure 5

Structure of the Research Sample by Field of Study (Data in %, N = 220)

Field of Study	%
Nursing (2nd cycle)	18.6
Nursing (1st cycle)	15.5
Graphic Design (1st cycle)	11.4
International Relations (1st cycle)	11.4
Cross-Border Security (1st cycle)	8.6
Computer Science in Business (1st cycle)	6.4
Security and Cross-Border Relations (2nd…	5.5
Transport and Logistics Engineering (1st…	5.0
Interior Design (1st cycle)	4.1
Mechatronics (1st cycle)	3.6
Graphic Design (2nd cycle)	3.6
Intelligent Technologies (2nd cycle)	2.7
Food Safety and Production (1st cycle)	1.8
History (1st cycle)	1.4
English Philology (1st cycle)	0.5
Cosmetics and Supplements Production…	0.0

Source: own research.

Almost 2/3 of the respondents were first-cycle students (approx. 70%). The remaining respondents were second-cycle students (approx. 31%) (see Figure 6).

Figure 6

Sample Structure by Level of Studies (Data in %, N = 22)
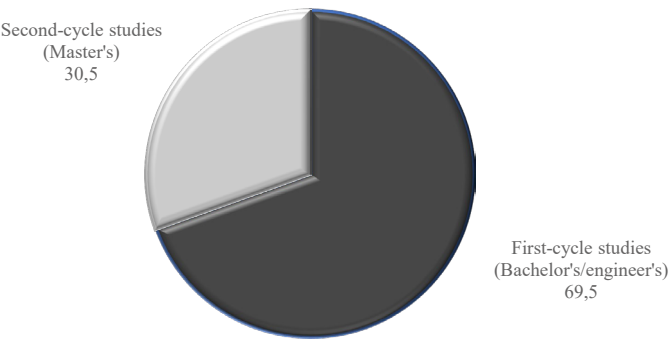
Source: own research.

In the research sample, more than half of the respondents were women (approx. 55%), compared to approx. 34% of men. The remaining respondents did not want to answer the question about gender (approx. 11%) (see Figure 7).

Figure 7

Gender Structure in the Research Sample (Data in %, N = 220)
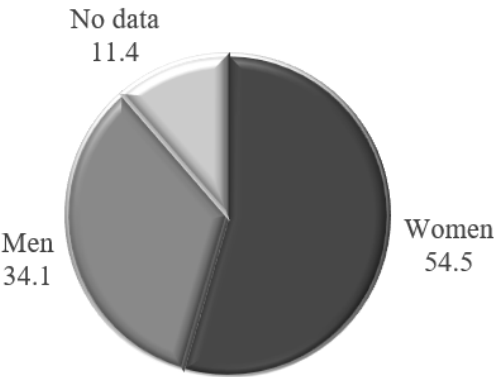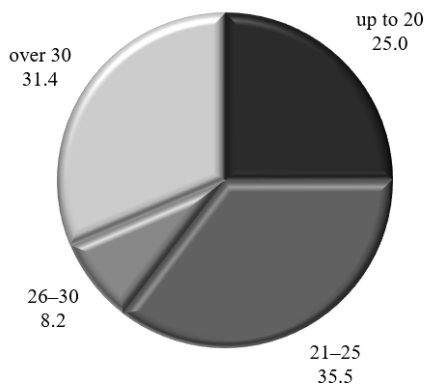

Source: own research.

Among the study participants, the largest percentage were people aged 21–25 (approx. 36%). A significant percentage of the respondents were over 30 (approx. 31%). Every fourth respondent was under 20 (approx. 25%) and only approx. 8% of the respondents were between 26 and 30 years old (see Figure 8).

Figure 8

Age Structure in the Sample (Data in %, N = 220)

Source: own research.

The comparison of the age of the analysed students with the level of studies showed that in the case of Bachelor's or engineering studies, the largest percentage of them fell into the age group of 21–25 (approx. 39%), with a significant share of students under 20 (approx. 35%) at this level of studies. In the case of second-cycle studies, the largest percentage of students was over 30 (approx. 63%). Students aged 21 to 25 also had a large share in this category of respondents (approx. 26%). There is, therefore, a clear correlation between the age of the respondents and the level of studies, indicating that the overwhelming majority of younger people, that is, up to 25 years of age, study first-cycle studies and the overwhelming majority of older students, that is, over 30 years of age, study second-cycle studies (chi2 3, $N = 220 = 52.72$; $p < 0.001$; Gamma = 0.756).

The comparison of the population structure, taking into account the individual fields of study offered, with the corresponding structure obtained in the research sample showed that in the sample, in the case of twelve out of sixteen fields of study, the deviation from the actual proportions is within the range of +/– 3%. Only in relation to four fields of study there was a slight overrepresentation of respondents noted in the sample, that is, International Relations (1st cycle) and Nursing (1st cycle) or a slightly lower than expected share of respondents, that is, Cross-border Security (1st cycle) and Cross-border

Security and Relations (2nd cycle). Based on the Relative Structure Similarity Index, it can be seen that the population and the research sample are very similar to each other ($Z = 0.756$).

In terms of the proportion between first-cycle and second-cycle students, the study sample almost exactly reflects the population. In both the population and the sample, first-cycle students constituted a significant majority (approx. 69% and approx. 70%, respectively). On the other hand, second-cycle students had a share of approx. 31% in the population and the sample. The difference between the sample and the population was within the range of +/– 0.3%.

Comparison of the gender structure developed on the basis of collected data showed that the sample largely reflects the gender proportions in relation to the population, with the sample having about 5% fewer women than in the population and about 7% fewer men. Overall, based on the Relative Structure Similarity Index, it can be stated that the gender structure of the population and the sample are very similar ($Z = 0.796$).

In conclusion of the above data sets concerning the population and the research sample, it can be assumed that despite the fact that the selection of the sample used in this study does not directly allow for generalising the obtained results to all students due to the structure of the obtained data and the number of research participants, the obtained results can be considered reliable for the population. The arguments supporting this statement are twofold: (1) the sample closely mirrors the population in terms of key independent variables, such as the field and level of studies (i.e., first and second-cycle programs) and gender and (2) over a quarter of all students participated in the study.

Findings

Assessment of the English Classes

The vast majority of study participants rated the quality of the English language course positively, with approximately 83% expressing satisfaction. Around 12% provided an average assessment, while only about 5% gave a negative evaluation (Figure 9).

Figure 9

Overall Assessment of the Quality of English Language Classes (Data in %, N = 220)
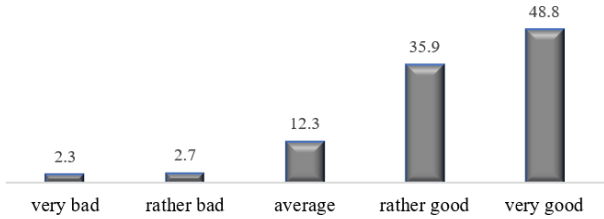
Source: own research.

English classes were rated as very good significantly more often by second-cycle students than by first-cycle students, with approximately 69% and 37% respectively. However, for ratings of "rather good," the situation was reversed, as first-cycle students expressed this opinion much more frequently than second-cycle students, with approximately 44% and 17% respectively. A significant difference is also evident in the case of average grades, which were assigned more frequently by first-cycle students than by second-cycle students (approximately 14% and 8%, respectively). These results suggest that the surveyed first-cycle and second-cycle students showed a moderate level of similarity in their assessment of the quality of the English language course (Relative Structure Similarity Index $Z = 0.499$) (see Table 1).

Table 1

Assessment of the Quality of English Classes by Level of Study (Data in %)

English language classes quality rating	Level of studies		Total
	first-cycle studies (Bachelor's/engineer's)	second-cycle studies (Master's)	
	N = 155	*N* = 65	*N* = 220
Very good	37.4	69.2	46.8
Rather good	43.9	16.9	35.9
Average	14.2	7.7	12.3
Rather bad	2.6	3.1	2.7
Very bad	1.9	3.1	2.3
Total	100.0	100.0	100.0

Source: own research.

The very good assessment of the quality of the language classes, as the research results show, increases with the age of the respondents. This type of very positive opinions were given in the youngest age category of the surveyed students, that is, up to 20 years of age (approx. 35%). Among people aged 21–25, it was approx. 37%, in the age group 26–30, it was already approx. 56%. Almost 2/3 of the students over 30 who took part in the survey expressed a very good opinion of the quality of the classes (approx. 65%). In the case of good assessments the trend was the opposite and such answers were most often given by the youngest students (approx. 46%). In the following age groups it was approx. 44% (21–25 group), approx. 28% (26–30 group) and approx. 22% (over 30 group). Also in relation to average assessments, it can be noted that they were most frequent among the youngest participants in the study (approx. 16%), while with age this percentage decreased and the result being very similar in the age categories 26–30 and 30 and over. On the other hand, negative assessments of the quality of the language course discussed here appeared relatively frequently among people in the age group 26–30 (approx. 11%). However, it should be emphasised here that due to the small numbers of individual age categories, the above findings cannot be treated categorically as a statistically significant relationship, but rather as an indication (see Table 2).

Table 2

Assessment of the Quality of English Classes by Age (Data in %)

English language classes quality rating	Age (in years)				Total
	below 20	21–25	26–30	over 30	
	N = 55	*N* = 78	*N* = 18	*N* = 69	*N* = 220
Very good	34.5	37.2	55.6	65.2	46.8
Rather good	45.5	43.6	27.8	21.7	35.9
Average	16.4	15.4	5.6	7.2	12.3
Rather bad	1.8	1.3	11.1	2.9	2.7
Very bad	1.8	2.6	0.0	2.9	2.3
Total	100.0	100.0	100.0	100.0	100.0

Source: own research.
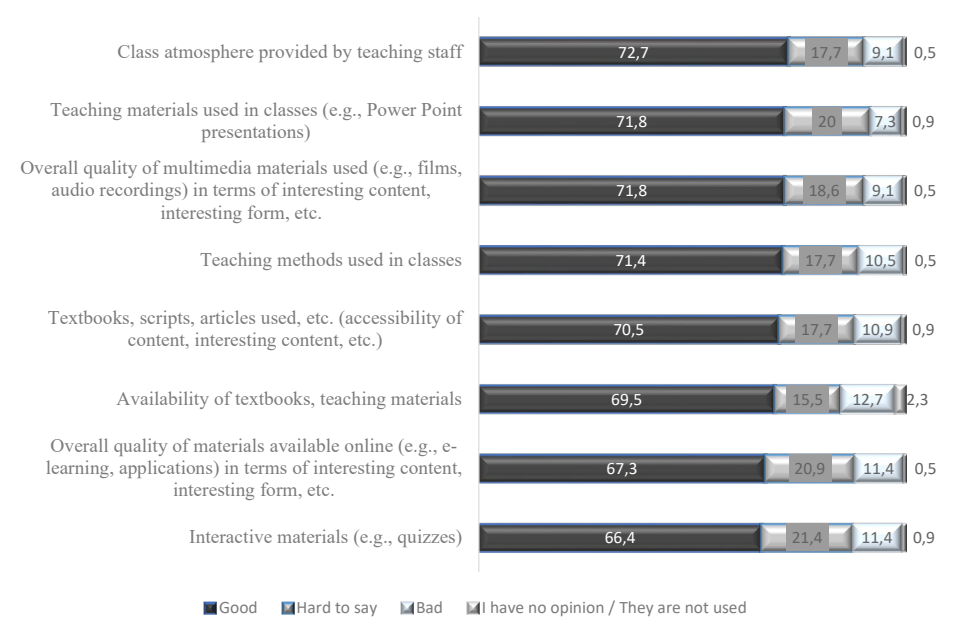
Students who participated in the study had the opportunity to evaluate various aspects of the preparation and delivery of the English language classes. The highest rating was given to the atmosphere fostered by the teaching staff, with approximately 73% of students expressing their satisfaction. Other aspects also received predominantly positive evaluations, including the teaching materials

used in classes, such as PowerPoint presentations and multimedia resources (e.g., films, audio recordings), with approximately 72% approval for each. Additionally, the teaching methods employed, as well as the use of textbooks, scripts and articles—especially in terms of content accessibility and engagement—were rated positively by approximately 71% of students.

Furthermore, the availability of textbooks and teaching materials was assessed favourably by around 70% of respondents. The quality of online materials, including e-learning platforms and applications, was also well received, with approximately 67% of students expressing approval, while interactive materials, such as quizzes, were positively rated by approximately 66% (see Figure 10).

Figure 10

Overall Assessment of the Preparation and Delivery of the English Classes—Individual Aspects (Data in %, N = 220)

	Good	Hard to say	Bad	I have no opinion / They are not used
Class atmosphere provided by teaching staff	72,7	17,7	9,1	0,5
Teaching materials used in classes (e.g., Power Point presentations)	71,8	20	7,3	0,9
Overall quality of multimedia materials used (e.g., films, audio recordings) in terms of interesting content, interesting form, etc.	71,8	18,6	9,1	0,5
Teaching methods used in classes	71,4	17,7	10,5	0,5
Textbooks, scripts, articles used, etc. (accessibility of content, interesting content, etc.)	70,5	17,7	10,9	0,9
Availability of textbooks, teaching materials	69,5	15,5	12,7	2,3
Overall quality of materials available online (e.g., e-learning, applications) in terms of interesting content, interesting form, etc.	67,3	20,9	11,4	0,5
Interactive materials (e.g., quizzes)	66,4	21,4	11,4	0,9

Source: own research.

By treating the questions regarding the quality of general academic courses (Cronbach's alpha = 0.942; KMO = 0.914; $p < 0.001$) and English language classes (Cronbach's alpha = 0.955; KMO = 0.921; $p < 0.001$) as scales, it was possible to employ the parametric Student's t-test for independent samples

to compare opinions on various aspects of the preparation and delivery of both categories of subjects taught at PANS in Przemyśl. The analysis revealed that, across all evaluated aspects, the English language course received slightly higher ratings than the general academic courses. These differences were statistically significant, with particularly pronounced distinctions observed in the areas of interactive materials and the availability of textbooks and teaching resources. Moreover, the English language course was rated significantly higher than the general academic courses in terms of the quality of textbooks, scripts and articles used. The smallest differences were noted in areas such as teaching methods and the classroom atmosphere fostered by the teaching staff (see Figure 11).

Figure 11

Evaluation of English Classes in Comparison to the General Academic Courses (Average Mark)
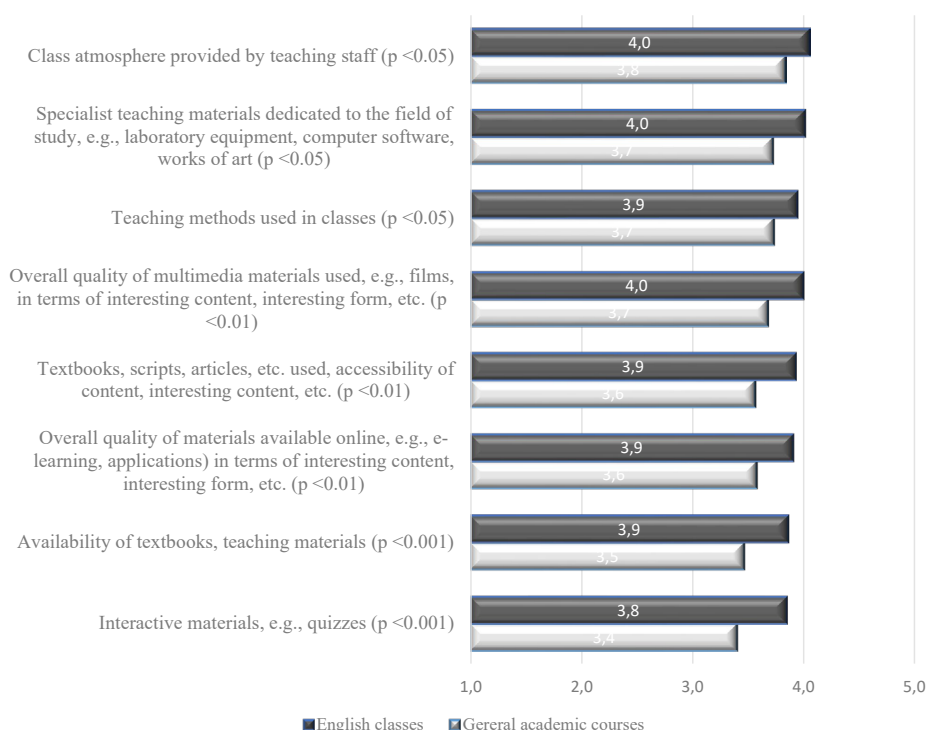
Response scale: 1 – definitely bad, 2 – rather bad, 3 – average, 4 – rather good, 5 – definitely good.

Source: own research.

The majority of study participants acknowledged that various teaching methods are employed during English classes to enhance the appeal of the content, including project work, gamification (the integration of games into the teaching process) and the use of language platforms, with approximately 68% affirming this. About 20% of the respondents were unable to provide a definitive opinion on this matter, while only around 12% indicated that such methods are not utilised (see Figure 12).

Figure 12

Application of Teaching Methods in English Classes Aimed at Making the Teaching Content More Attractive (Data in %, N = 220)
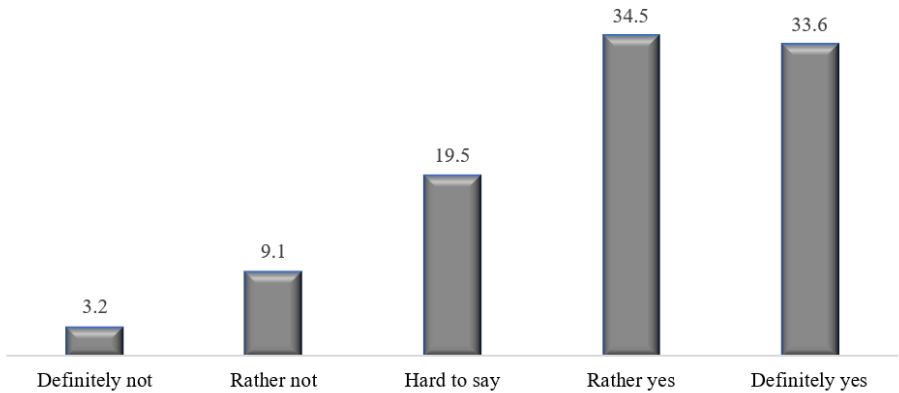
Source: own research.

The comparison of the issue of using teaching methods aimed at making the teaching content delivered in English classes more attractive with the assessment of the quality of the English language course showed that when the aforementioned methods were used, almost exclusively positive responses were given (approx. 91%). The research results suggest that using such teaching methods contributes to better assessment of the language course in terms of the quality of classes. On the other hand, the lack of use of such methods may result in an increase in average and bad opinions in relation to the quality of the course. Although the structure of the data is unambiguous here, the research result should be approached with a certain amount of caution due to the distribution of data in absolute numbers, the relatively small research sample, which, given the construction of variables, does not allow for the credibility of this relationship, for example, using the chi2 independence test.

The study participants indicated that teaching methods aimed at making the didactic content taught in English classes more attractive are clearly more often used in second-cycle studies than in first-cycle studies (approx. 86%

and approx. 61%, respectively). On the other hand, the lack of use of such methods was more often reported by first-cycle students than by second-cycle students (approx. 15% and approx. 6%, respectively). The relationship between the declaration of using the above-mentioned methods and the level of studies is statistically significant, but given the overwhelming majority of affirmative answers, it is not strong (chi2 4, $N = 220 = 27.605$; $p < 0.001$; Contingency coefficient $C = 0.354$).

Respondents who admitted that teaching methods aimed at making the teaching content more attractive were used during English classes were asked to determine whether these methods met their expectations. In this context, the vast majority of respondents gave affirmative answers (approx. 93%). The remaining people usually had a problem expressing an unequivocal opinion on this matter (approx. 7%) (Figure 13).

Figure 13

Adaptation of Teaching Methods Aimed at Making the Teaching Content More Attractive Used in English Classes to the Needs of the Students (Data in %, N = 150*)
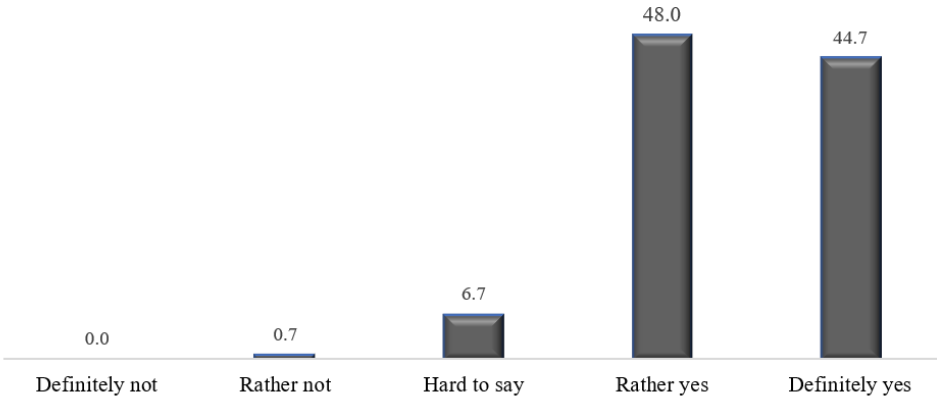
Note: *Only the responses of respondents who stated that teaching methods aimed at making the teaching content more attractive were taken into account.*

Source: own research.

The students who considered that the teaching methods used in the English language course did not meet their expectations in this regard were asked to justify their opinion in this regard. They indicated a problem with the teaching methodology, including the lack of focus on the specialist languages. Another

difficulty that was indicated was the lack of knowledge of the language and thus the problem with effective participation in classes.

Regarding the availability of teachers outside regular class hours (e.g., during office hours at the university or through electronic communication), the majority of the respondents provided a positive assessment, with approximately 67% expressing satisfaction. About 26% of the respondents gave an average rating, while only around 7% offered negative feedback (see Figure 14).

Figure 14

Assessment of Teachers' Availability Outside of Classes (Data in %, N = 220)
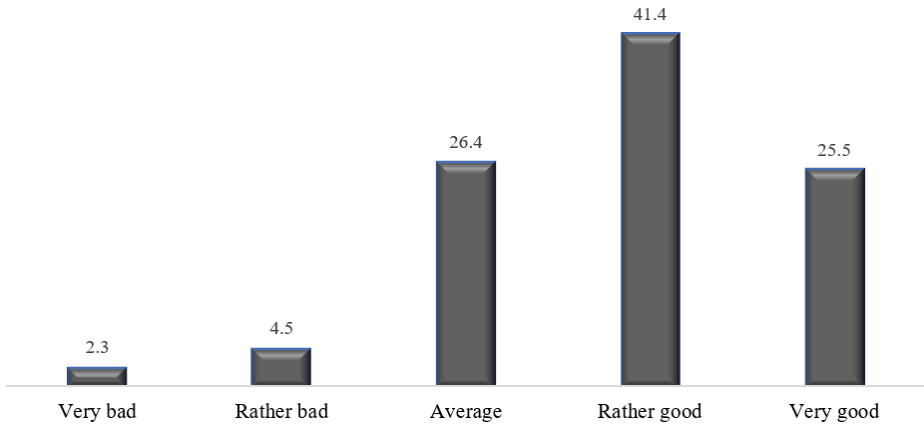
Source: own research.

The availability of teachers was more frequently reported as satisfactory by second-cycle students compared to first-cycle students, with approximately 83% and 60%, respectively, indicating positive assessments. Conversely, first-cycle students were more likely to rate this availability as average, with approximately 32% compared to 12% of second-cycle students. Negative responses were slightly more common among first-cycle students as well, at approximately 8% compared to 5% for second-cycle students. The relationship between the level of study and the assessment of teacher availability is statistically significant; however, given the clear predominance of positive responses, the association is not particularly strong ($\chi^2(2, N = 220) = 11.220$; $p < 0.01$; Contingency Coefficient $C = 0.220$).

The majority of the responses indicate that English classes generally meet current needs related to learning languages, resulting from, for example, the type of work performed, travel, Erasmus mobilities, etc. (approx. 40%). The problem with taking a clear stance on this issue was evident in approx. 26% of the responses received. Critical opinions in this regard were noted in approx.

24% of the responses obtained. Every tenth respondent who took a position on this issue stated that the issue discussed here does not concern them because they do not need to use English in everyday life (Figure 15).

Figure 15

Assessment of the Fit of the English Classes to the Current Needs of the Students (Data in %, N = 104*)
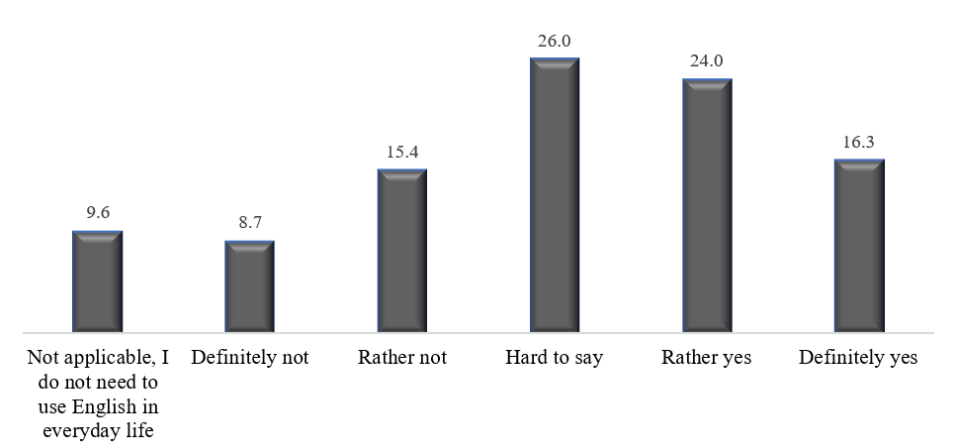
Note: *Missing data omitted N = 116.

Source: own research.

On top of the above, the research participants offered several recommendations for enhancing the effectiveness of English classes in the open-ended questions section of the study. These suggestions can be summarised and organised into the following key areas:

– Rational division of exercise groups

Participants stressed the need for a better division of students into groups based on their actual language proficiency. This includes the creation of distinct groups for beginners and more advanced students, ensuring that each group receives instruction tailored to their skill level.

– Enhancement of course content

Participants suggested a particular focus on incorporating specialist vocabulary, such as medical terminology, to better meet the needs of students in specialised fields.

– Improved teaching methodology

Some students suggested more interactive and engaging teaching methods. Participants expressed a desire for classes that go beyond traditional lecture formats, incorporating practical language exercises, discussions on everyday

topics and activities that involve all students. The use of quizzes and computer-based tasks was also recommended as an alternative to conventional lectures.

– Interaction with native speakers

Many participants highlighted the importance of incorporating more opportunities for students to interact with native English speakers. This could include conversational practice, reading and communication exercises aimed at enhancing speaking skills.

– Increase of course hours

There was a recommendation to increase the number of instructional hours per week, allowing more time for comprehensive language learning and practice.

– Improved access to learning resources

Participants also called for better availability of textbooks and other learning materials, which they believe are essential for supporting their studies.

In summary, the detailed feedback from the participants underscores a strong preference for more interactive, practical and student-cantered learning experiences, along with greater access to native speakers and specialised vocabulary. These changes, combined with adjustments in group placement and increased instructional hours, are seen as crucial steps in enhancing the effectiveness of English language classes.

Finally, it is worth quoting a statement from one of the students, who expressed their opinion related to studying in the following way: "Studying at PANS in Przemyśl has been an exceptional experience. I truly feel at home here, thanks to the supportive environment created by the lecturers. Their effective communication skills and thoughtful approach to each student have made a significant impact on my studies" (Q).

Discussion

The large-scale research project which focused on several key areas of inquiry related to the education practices at the State University of Applied Sciences in Przemyśl. It aimed to understand the motivations behind students' choice to study at this university and evaluated the learning conditions they experienced. The research also assessed students' perceptions of the opportunities for self-development and the support provided to facilitate their knowledge acquisition. Additionally, it examined the alignment of the academic program, particularly how well the general academic courses met students' personal needs and future career relevance, as well as the engagement of faculty in teaching. Lastly, which was the foremost objective of this paper, the study looked into students' opinions about English language classes.

The current research emphasises how institutional methods are crucial in creating friendly language education settings. These results support existing literature that emphasizes the need for approaches that consider both academic and emotional aspects of learning. Within this context the idea of social and emotional learning along, with 21st-century skills have been distinguished as key components in modern education, as they emphasise not only academic proficiency but also interpersonal skills, emotional intelligence and resilience (Jones & Bouffard, 2012; Kaspar & Massey, 2022). The findings of this study, which indicate high levels of student satisfaction with the learning environment, particularly among graduate students, suggest that institutional practices at PANS in Przemyśl support these broader educational goals. The personalised teaching methods and supportive classroom atmosphere highlighted in this study can be directly linked to SEL's emphasis on emotional growth and well-being, as noted by Pentón Herrera (2020). This connection suggests that the implementation of SEL principles may be an unrecognised factor contributing to the high satisfaction levels, particularly in second-cycle students.

The literature underlines the importance of establishing environments or institutions that facilitate not only academic education but also address the wider social and emotional requirements of students. This research suggests that factors, like class sizes, availability of up- to-date technology and flexible class schedules all play a role in fostering conducive learning atmospheres. According to MacIntyre and Mercer (2014), shifting from simplistic categorisations towards descriptions of classroom environments as "supportive" and "helpful" or, conversely, as "negative," allows for a more accurate and nuanced representation of students' complex experiences in these educational settings. It is supported by the predominantly favourable responses, from students regarding the teaching environment quality of resources and instructor accessibility.

In language education different learner characteristics are crucial since students have cultural and academic backgrounds as noted by Mantiri (2015) and Mouboua et al. (2016). This research focused on establishing English language groups across faculties that united students, with interests and language skills resulting in a rich learning experience. Having a mix of perspectives in the classroom enhances learning but also brings challenges in adapting course materials to suit students with varying language skills levels accurately; students' call for improved grouping by proficiency level underscores the importance of refining approaches to cater to these differences effectively.

The significance of focusing on learner cantered methods becomes clear when we consider feedback indicating a requirement for increased personalised material in fields such as technical and medical English. This corresponds with research indicating an increasing desire for practical and applicable learning encounters, among Generation Z students (according to Fitzpatrick et al., 2019). Research indicates that students tend to be more enthusiastic and involved

in their studies when they see the course material as relevant to their goals and aspirations. Whether professional (Posecznick, 2015; Harris & Ó Duibhir, 2011). The results of these studies imply that although students value the standard of teaching provided to them, there is a demand for course content that is more tailored, to their specific academic and career pursuits. The shift is evident in language education towards incorporating subject terminology and content focused teaching methods to better prepare students for real world applications within their professional domains (Goodman et al., 2021).

The incorporation of technology into education settings has been a topic of discussion among educators and researchers alike. The research highlights the value of leveraging technology to captivate learners who are adept at using digital tools from an early age. The researched students expressed a level of appreciation for multimedia materials and online learning platforms indicating that integrating technology into settings can greatly enhance student engagement and knowledge retention (according to Fitzpatrick et al., 2019). This discovery is consistent with the patterns in language education. There is a growing adoption of blended learning approaches that merge teaching methods with tools to cater to the demands of modern learners (Abdelhamid, 2021).

Teacher availability outside of regular class hours, another key finding of the presented research, was particularly appreciated by second-cycle students. This aligns with Kibler and Román's (2013) emphasis on the importance of teacher-student relationships in creating supportive learning environments. By being accessible to students outside of class, instructors provide additional emotional and academic support, which is crucial for language learners who may struggle with both the academic content and the social aspects of language acquisition.

However, even though the general assessment was positive, it was clear from the feedback that there is a demand for educational opportunities. Several students mentioned a preference for increased engagement with speakers and a stronger emphasis on language. These results indicate that while current institutional methods are mostly successful, there is potential for enhancing the curriculum to meet the students' requirements, o especially in specialised areas. The evidence backs this up since research indicates that participating in programs and engaging in real life language interactions can greatly improve both language skills and cultural understanding (Murphy et al., 2020).

In light of the research question, this study demonstrates that institutional practices, such as the use of multimedia resources, flexible class times and small group sizes, create a supportive and engaging learning environment. These practices align with key components of social-emotional learning and 21st-century skills by fostering emotional well-being, interpersonal communication and critical thinking, which are essential for effective language acquisition. The findings further reveal that personalised teaching methods and a diverse

range of learning resources contribute to higher satisfaction levels, especially among second-cycle students, highlighting how these institutional practices meet the needs of learners at different academic stages. Additionally, student feedback on the need for better grouping based on proficiency and more specific content indicates areas where institutional practices could be further refined to ensure that English language education aligns with students' personal and professional goals, thereby directly addressing the core research question.

Conclusions

Creating effective language education methods involves a strategy that integrates institutional structures and a detailed grasp of each students unique traits, as highlighted by Kaspar and Massey (2022). A learning setting that encourages curiosity and analytical thinking while catering for the needs of students fosters successful educational experiences. The results of this research support the existing body of work, including those on social and emotional learning and 21st century competencies. It underscores the significance of an approach, to education that not only improves language skills but also fosters students overall personal and academic growth. This equips them to tackle the demands of an interconnected world (Jones & Bouffard, 2012; Pentón Herrera, 2023).

Based on the research findings at the State University of Applied Sciences in Przemyśl, it can be seen that students generally have a favourable view of the educational practices. They appreciate the classroom environment created by teachers, find the teaching methods and resources effective and value the availability of teachers for help outside class hours. These results align with Goodman et al.'s study (2021) that underscores how supportive educational environments can greatly enhance language acquisition. Nevertheless, the research also points out opportunities for improvement in how student groups are formed according to their English language skills. According to students' feedback, the current method does not take into consideration the range of language abilities among students, which might impact how effective the teaching is. Kibler and Román (2013) stress the significance of adapting teaching to match each student's proficiency level proposing that employing assessment techniques could lead to better grouping and enhance the learning experience as a whole.

Furthermore, the results emphasise the importance of tailored language training that matches the fields of students. It is crucial to incorporate terms from areas such as technology and law to make language courses meaningful and beneficial towards students' career ambitions. This mirrors a wider movement in language education as discussed by Posecznick (2015) and Murphy et al.

(2020) advocating for teaching approaches that cater for students' requirements. By including tailored material in their curriculum offerings, schools can boost student involvement, enhance the perceived worth of their language classes thus nurturing a learning atmosphere cantered on meaningful goals.

While the overall findings of this study are optimistic, it is important to acknowledge that the research is based on a relatively limited sample size. Future research should aim to involve larger and more diverse student groups to ensure that the results are representative of the entire student population. Additionally, longitudinal studies are necessary to explore the long-term impacts of the suggested improvements, particularly regarding student outcomes and satisfaction (Fitzpatrick et al., 2019). As indicated by Entwistle (2020), a continuous cycle of assessment and adjustment in educational practices is critical for sustaining student engagement and improving educational quality.

On a broader scale, this study presents a favourable view of the university with only a minority of students offering critical feedback. However, as Fredrickson (2001) suggests, even critical feedback offers valuable insights that institutions can use to drive continuous improvement. By addressing these concerns, the university can further enhance the quality of its educational offerings and strive to make the most of student satisfaction.

In summary, while the findings of this study are promising, they also highlight several opportunities for improvement. The inclusion of specific content, more strategically formed student groups and continued research involving larger and more diverse samples are essential steps toward refining the English language courses and ensuring that they are aligned with student needs. These efforts will not only improve language learning outcomes but also contribute to a more inclusive, relevant and impactful educational experience.

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Droga Studentko, Drogi Studencie!

W związku z dążeniem do podnoszenia poziomu kształcenia na naszej uczelni realizujemy niniejsze badania mające na celu zapoznanie się z Twoją opinią na temat poszczególnych aspektów działalności PANS w Przemyślu. Twoje odpowiedzi pomogą nam w opracowaniu działań, które będą korzystne z punku widzenia jakości kształcenia. Prosimy o udzielenie **szczerych odpowiedzi***, gdyż tylko takie będą miały wartość poznawczą. Badania są* **anonimowe***, a uzyskane wyniki zostaną zaprezentowane wyłącznie w postaci zbiorczych zestawień statystycznych. Pamiętaj, że nie ma złych odpowiedzi. Wszystkie Twoje opinie i oceny są dla nas bardzo istotne. Od Ciebie, od* **rzetelności i kompletności** *Twoich odpowiedzi zależy powodzenie całych badań.*

Pyt. 1. Jakie były powody Twojego wyboru PANS w Przemyślu jako miejsca kontynuacji nauki?
Przy każdym z poniższych stwierdzeń udziel odpowiedzi na skali:
zdecydowanie nie – 1; raczej nie – 2; trudno powiedzieć – 3; raczej tak – 4; zdecydowanie tak – 5.

Lp.	Kategorie motywacji	1.	2.	3.	4.	5.
1)	bardzo dobra kadra naukowo-dydaktyczna	1.	2.	3.	4.	5.
2)	brak większych problemów z ukończeniem studiów	1.	2.	3.	4.	5.
3)	chciałem(-am) mieć fajny okres w życiu, dobrze się bawić	1.	2.	3.	4.	5.
4)	dobre wyposażenie w infrastrukturę dydaktyczną (laboratoria, specjalistyczne urządzenia, pracownie językowe, informatyczne)	1.	2.	3.	4.	5.
5)	dobrze zorganizowane praktyki u pracodawców i pozwalające zdobyć doświadczenie zawodowe	1.	2.	3.	4.	5.
6)	dyplom tej uczelni pozwoli zrobić karierę zawodową	1.	2.	3.	4.	5.

cd. tabeli Pyt. 1.

Lp.	Kategorie motywacji	1.	2.	3.	4.	5.
7)	interesuje mnie tematyka studiów	1.	2.	3.	4.	5.
8)	jest to najbliższa uczelnia w okolicy	1.	2.	3.	4.	5.
9)	możliwość rozwoju swoich zainteresowań, samorealizacja	1.	2.	3.	4.	5.
10)	na studia poszli tu moi znajomi/koledzy	1.	2.	3.	4.	5.
11)	nauczyciele, wychowawcy stwierdzili, że to dobra uczelnia	1.	2.	3.	4.	5.
12)	nauka na tej uczelni jest tania i stać mnie na nią	1.	2.	3.	4.	5.
13)	rodzice wybrali dla mnie tę uczelnię	1.	2.	3.	4.	5.
14)	studenci są tu otoczeni szacunkiem i opieką	1.	2.	3.	4.	5.
15)	ta uczelnia ma wysoką renomę i prestiż	1.	2.	3.	4.	5.
16)	uczelnia prowadzi współpracę z zagranicą i umożliwia zagraniczne wyjazdy na studia częściowe, praktyki zawodowe i staże	1.	2.	3.	4.	5.
17)	w tej uczelni jest wysoki poziom nauczania	1.	2.	3.	4.	5.
18)	wysokie stypendia i inne formy pomocy materialnej dla studentów	1.	2.	3.	4.	5.

Pyt. 2. Jakie znacznie przy wyborze miały dla Ciebie poniższe zagadnienia? *Przy każdym z poniższych stwierdzeń udziel odpowiedzi na skali: zdecydowanie nie – 1; raczej nie – 2; trudno powiedzieć – 3; raczej tak – 4; zdecydowanie tak – 5.*

Lp.	Kategorie motywacji	1.	2.	3.	4.	5.
1)	poznawanie nowych kultur	1.	2.	3.	4.	5.
2)	przygotowanie do dalszej edukacji (np. studia magisterskie, doktoranckie)	1.	2.	3.	4.	5.
3)	rozwój umiejętności miękkich (np. komunikacja, praca zespołowa)	1.	2.	3.	4.	5.
4)	uzyskanie certyfikatów	1.	2.	3.	4.	5.

Pyt. 3. Jakie czynniki spośród wymienionych poniżej sprzyjają Twojej nauce?
Przy każdym z poniższych stwierdzeń udziel odpowiedzi na skali:
zdecydowanie nie – 1; raczej nie – 2; trudno powiedzieć – 3; raczej tak – 4;
zdecydowanie tak – 5.

Lp.	Kategorie czynników sprzyjających nauce	1.	2.	3.	4.	5.
1)	aktywności i projekty poza zajęciami	1.	2.	3.	4.	5.
2)	ciekawe materiały dydaktyczne	1.	2.	3.	4.	5.
3)	dostęp do nowoczesnych technologii i zasobów	1.	2.	3.	4.	5.
4)	możliwości nawiązywania kontaktów zawodowych	1.	2.	3.	4.	5.
5)	możliwość uczestnictwa w wymianach międzynarodowych lub stażach	1.	2.	3.	4.	5.
6)	perspektywy zawodowe	1.	2.	3.	4.	5.
7)	rozwój osobisty poprzez różnorodność kursów i zajęć	1.	2.	3.	4.	5.
8)	wsparcie w planowaniu kariery i rozwoju zawodowego	1.	2.	3.	4.	5.
9)	wsparcie wykładowców	1.	2.	3.	4.	5.

Pyt. 4. Jakie czynniki spośród wymienionych niżej przeszkadzają Ci w nauce?
Przy każdym z poniższych stwierdzeń udziel odpowiedzi na skali:
zdecydowanie nie – 1; raczej nie – 2; trudno powiedzieć – 3; raczej tak – 4;
zdecydowanie tak – 5.

Lp.	Kategorie barier przeszkadzających w nauce	1.	2.	3.	4.	5.
1)	brak dostatecznej ilości czasu	1.	2.	3.	4.	5.
2)	brak wsparcia ze strony uczelni	1.	2.	3.	4.	5.
3)	problemy osobiste	1.	2.	3.	4.	5.
4)	problemy z dostępem do zasobów edukacyjnych (np. biblioteka, laboratoria)	1.	2.	3.	4.	5.
5)	problemy z pogodzeniem pracy i studiów	1.	2.	3.	4.	5.
6)	stres i przeciążenie	1.	2.	3.	4.	5.
7)	trudności w komunikacji z wykładowcami lub innymi studentami	1.	2.	3.	4.	5.
8)	trudności z materiałem	1.	2.	3.	4.	5.
9)	zła organizacja zajęć	1.	2.	3.	4.	5.

Pyt. 5. Jak ogólnie oceniasz program studiów na kierunku, na którym studiujesz, pod wymienionymi niżej względami w odniesieniu do zrealizowanych przez Ciebie dotychczas przedmiotów (poszczególnych kursów)?
Przy każdym z poniższych stwierdzeń udziel odpowiedzi na skali:
zdecydowanie źle – 1; raczej źle – 2; trudno powiedzieć – 3; raczej dobrze – 4; zdecydowanie dobrze – 5.

Lp.	Przedmiot oceny	1.	2.	3.	4.	5.
1)	dopasowanie programu studiów do osobistych oczekiwań edukacyjnych	1.	2.	3.	4.	5.
2)	interesujących treści zawartych w ramach poszczególnych przedmiotów	1.	2.	3.	4.	5.
3)	przydatność zdobytej wiedzy i umiejętności w kontekście planów zawodowych	1.	2.	3.	4.	5.

Uwaga! Jeśli studiujesz na drugim roku studiów II stopnia (magisterskich), przejdź do pyt. 7.

Pyt. 6. Jeśli przed Tobą jest jeszcze rok lub więcej lat studiów, to jak oceniasz program studiów przewidziany na Twoim kierunku w kolejnym(-ych) roku (latach), uwzględniając poniższe aspekty?
Przy każdym stwierdzeniu wybierz jedną odpowiedź na skali:
nie dotyczy jeszcze się tym nie interesowałem (-am) – 0;
zdecydowanie źle – 1; raczej źle – 2; trudno powiedzieć – 3; raczej dobrze – 4; zdecydowanie dobrze – 5.

Lp.	Przedmiot oceny	0.	1.	2.	3.	4.	5.
1)	dopasowanie programu studiów do osobistych oczekiwań edukacyjnych	0.	1.	2.	3.	4.	5.
2)	interesujących treści zawartych w ramach poszczególnych przedmiotów	0.	1.	2.	3.	4.	5.
3)	przydatność zdobytej wiedzy i umiejętności w kontekście planów zawodowych	0.	1.	2.	3.	4.	5.

Pyt. 7. Czy ewentualnie masz jakieś sugestie dotyczące poprawy programu studiów?
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Pyt. 8. Jak oceniasz rozwój swoich kompetencji w trakcie studiów?
Przy każdym z poniższych stwierdzeń udziel odpowiedzi na skali: zdecy-

dowanie źle – 1; raczej źle – 2; trudno powiedzieć – 3; raczej dobrze – 4;
zdecydowanie dobrze – 5.

Lp.	Kategorie umiejętności i kompetencji	1.	2.	3.	4.	5.
1)	kreatywność	1.	2.	3.	4.	5.
2)	krytyczne myślenie	1.	2.	3.	4.	5.
3)	praca zespołowa	1.	2.	3.	4.	5.
4)	rozwiązywanie problemów	1.	2.	3.	4.	5.
5)	umiejętności informatyczne	1.	2.	3.	4.	5.
6)	umiejętności komunikacyjne	1.	2.	3.	4.	5.
7)	umiejętności przywódcze	1.	2.	3.	4.	5.
8)	umiejętność adaptacji	1.	2.	3.	4.	5.
9)	umiejętność negocjacji	1.	2.	3.	4.	5.
10)	zarządzanie czasem	1.	2.	3.	4.	5.
11)	zarządzanie stresem	1.	2.	3.	4.	5.

Pyt. 9. Jak oceniasz ogólne wsparcie oferowane przez uczelnię w odniesieniu do poniższych rodzajów pomocy?
Przy każdym stwierdzeniu wybierz jedną odpowiedź na skali:
nie dotyczy jeszcze się tym nie interesowałem (-am) – 0;
zdecydowanie źle – 1; raczej źle – 2; trudno powiedzieć – 3; raczej dobrze – 4; zdecydowanie dobrze – 5.

Lp.	Rodzaje wsparcia	0.	1.	2.	3.	4.	5.
1)	doradztwo zawodowe	0.	1.	2.	3.	4.	5.
2)	wsparcie administracyjne, organizacyjne	0.	1.	2.	3.	4.	5.
3)	wsparcie dla studentów pracujących	0.	1.	2.	3.	4.	5.
4)	wsparcie dydaktyczne	0.	1.	2.	3.	4.	5.

Pyt. 10. Czy zajęcia ogólnouczelniane (tj. z wyłączeniem lektoratu języka angielskiego) zawierają dopasowaną do Twoich potrzeb ofertę przedmiotów fakultatywnych (tj. do wyboru)?

1) zdecydowanie tak
2) raczej tak . . . .
przejdź do pyt. 12
3) trudno powiedzieć
4) raczej nie
5) zdecydowanie nie

Pyt. 11. Jeśli oferta przedmiotów do wyboru nie odpowiada Twoim potrzebom, to jakich kursów Twoim zdaniem brakuje w programie Twoich studiów?

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Pyt. 12. Jak ogólnie oceniasz zaangażowanie nauczycieli przedmiotów ogólnouczelnianych (tj. z wyłączeniem lektoratu języka angielskiego) prowadzących zajęcia na Twoim kierunku w przekazanie wiedzy, wyjaśnienie, omówienie prezentowanych treści?

1) bardzo dobrze
2) raczej dobrze . . . .
przejdź do pyt. 14
3) przeciętnie
4) raczej źle
5) bardzo źle

Pyt. 13. Jeśli zaangażowanie nauczycieli przedmiotów ogólnouczelnianych oceniłeś(-aś) jako przeciętne albo złe, to uzasadnij swoją opinię: Jaka część z tych zajęć jest prowadzona na takim poziomie (odpowiadając, określ przybliżoną proporcję takich zajęć w kategoriach: wszystkie, większość, ok. połowy, mniejsza część, wyjątkowe – nieliczne)? Jaki jest powód takiej oceny?

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Pyt. 14. Jak oceniasz przydatność przedmiotów ogólnouczelnianych (tj. wyłączając lektorat języka angielskiego), biorąc pod uwagę oczekiwane przez Ciebie efekty ukończenia studiów, karierę zawodową?

1) bardzo dobrze
2) raczej dobrze . . . .
przejdź do pyt. 16
3) przeciętnie
4) raczej źle
5) bardzo źle

Pyt. 15. Jeśli uważasz, że przedmioty ogólnouczelniane nie są przydatne z punktu widzenia Twoich planów po studiach, to uzasadnij swoją opinię: Jaka część z tych zajęć zasługuje na taką ocenę (odpowiadając, określ przybliżoną proporcję takich zajęć w kategoriach: wszystkie, większość, ok. połowy, mniejsza część, wyjątkowe – nieliczne)? Jaki jest powód takiej oceny?

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Pyt. 16. Jak oceniasz gotowość do pomocy wykładowców na zajęciach ogólnouczelnianych (tj. wyłączając lektorat języka angielskiego) mającej na celu wyjaśnienie prezentowanych treści?

1) bardzo dobrze
2) raczej dobrze
3) przeciętnie
4) raczej źle
5) bardzo źle

Pyt. 17. Jakie ewentualnie zmiany lub ulepszenia sugerowałbyś (-abyś) w odniesieniu do przedmiotów ogólnouczelnianych, tak aby były Twoim zdaniem bardziej przydatne w kontekście Twoich potrzeb edukacyjnych?

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Pyt. 18. Jak oceniasz wymienionej niżej kwestie związane z zajęciami, w których uczestniczysz, wyłączając z tej oceny lektorat języka angielskiego?
Przy każdym stwierdzeniu wybierz jedną odpowiedź na skali:
trudno powiedzieć, nie mam zdania, nie są stosowane – 0;
zdecydowanie źle – 1; raczej źle – 2; trudno powiedzieć – 3;
raczej dobrze – 4; zdecydowanie dobrze – 5.

Lp.	Przedmiot oceny	0.	1.	2.	3.	4.	5.
1)	atmosfera na zajęciach zapewniana przez kadrę dydaktyczną	0.	1.	2.	3.	4.	5.
2)	dostępność podręczników, materiałów dydaktycznych	0.	1.	2.	3.	4.	5.
3)	specjalistyczne materiały dydaktyczne dedykowane kierunkowi studiów (aparatura laboratoryjna, oprogramowanie informatyczne, dzieła sztuki)	0.	1.	2.	3.	4.	5.
4)	materiały interaktywne (np. quizy)	0.	1.	2.	3.	4.	5.
5)	metody nauczania stosowane na zajęciach	0.	1.	2.	3.	4.	5.
6)	ogólną jakość materiałów dostępnych online (np. e-learning, aplikacje) pod względem interesujących treści, ciekawej formy, itp.	0.	1.	2.	3.	4.	5.
7)	ogólną jakość wykorzystywanych materiałów multimedialnych (np. filmy, nagrania audio) pod względem interesujących treści, ciekawej formy, itp.	0.	1.	2.	3.	4.	5.
8)	wykorzystywane podręczniki, skrypty, artykuły itp. (przystępność treści, interesująca zawartość, itp.)	0.	1.	2.	3.	4.	5.

Pyt. 19. Jak ogólnie oceniasz jakość lektoratu języka angielskiego?
1) bardzo dobrze
2) raczej dobrze . . . .
przejdź do pyt. 21
3) przeciętnie
4) raczej źle
5) bardzo źle

Pyt. 20. Jeśli Twoja ocena jakości lektoratu języka angielskiego jest przeciętna albo zła, to jakie jest uzasadnienie takiej opinii?

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Pyt. 21. Jak oceniasz wymienione niżej kwestie związane z lektoratem języka angielskiego, w którym uczestniczysz w ramach studiów?
Przy każdym stwierdzeniu wybierz jedną odpowiedź na skali:
trudno powiedzieć, nie mam zdania, nie są stosowane – 0;
zdecydowanie źle – 1; raczej źle – 2; trudno powiedzieć – 3;
raczej dobrze – 4; zdecydowanie dobrze – 5.

Lp.	Przedmiot oceny	0.	1.	2.	3.	4.	5.
1)	atmosfera na zajęciach zapewniana przez kadrę dydaktyczną	0.	1.	2.	3.	4.	5.
2)	dostępność podręczników, materiałów dydaktycznych	0.	1.	2.	3.	4.	5.
3)	materiały dydaktyczne wykorzystywane na zajęciach (np. prezentacje w Power Point)	0.	1.	2.	3.	4.	5.
4)	materiały interaktywne (np. quizy)	0.	1.	2.	3.	4.	5.
5)	metody nauczania stosowane na zajęciach	0.	1.	2.	3.	4.	5.
6)	ogólną jakość materiałów dostępnych online (np. e-learning, aplikacje) pod względem interesujących treści, ciekawej formy, itp.	0.	1.	2.	3.	4.	5.
7)	ogólną jakość wykorzystywanych materiałów multimedialnych (np. filmy, nagrania audio) pod względem interesujących treści, ciekawej formy, itp.	0.	1.	2.	3.	4.	5.
8)	wykorzystywane podręczniki, skrypty, artykuły itp. (przystępność treści, interesująca zawartość, itp.)	0.	1.	2.	3.	4.	5.

Pyt. 22. Czy w ramach lektoratu języka angielskiego są stosowane metody nauczania mające na celu uatrakcyjnić przekazywane treści dydaktyczne (np. praca projektowa, gamifikacja – wykorzystanie gier w procesie nauczania, platforma językowa itp.)?
1) zdecydowanie tak
2) raczej tak
3) trudno powiedzieć
4) raczej nie . . . .
przejdź do pyt. 25
5) zdecydowanie nie

Pyt. 23. Jeśli w ramach lektoratu języka angielskiego są stosowane metody nauczania mające na celu uatrakcyjnić przekazywane treści dydaktyczne, to czy odpowiadają one Twoim oczekiwaniom w tym zakresie?

1) zdecydowanie tak
2) raczej tak . . . .
przejdź do pyt. 25
3) trudno powiedzieć
4) raczej nie
5) zdecydowanie nie

Pyt. 24. Jeśli metody nauczania stosowane w ramach lektoratu języka angielskiego nie odpowiadają Twoim oczekiwaniom w tym zakresie, to dlaczego?

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Pyt. 25. Jak oceniasz dostępność lektorów poza zajęciami (np. konsultacje w siedzibie uczelni, korespondencję elektroniczną)?

1) bardzo dobrze
2) raczej dobrze
3) przeciętnie
4) raczej źle
5) bardzo źle

Pyt. 26. Czy masz możliwość korzystania z języka angielskiego poza zajęciami na uczelni (np. rozmowy ze znajomymi, przygotowywanie projektów grupowych, itp.)?

1) często
2) od czasu do czasu
3) rzadko
4) nigdy

Pyt. 27. Czy lektorat języka angielskiego ogólnie odpowiada aktualnym Twoim potrzebom związanym z nauką tego języka (wynikającym z rodzaju wykonywanej pracy, podróży, wyjazdów w ramach Erasmusa, itp.)? *Proszę wybrać jedną odpowiedź.*

1) zdecydowanie tak
2) raczej tak
3) trudno powiedzieć
4) raczej nie
5) zdecydowanie nie
6) nie dotyczy, nie potrzebuję wykorzystywać języka angielskiego w życiu codziennym

**Pyt. 28. Czy uważasz, że umiejętności nabyte na lektoratach języka angiel-
skiego będą w przyszłości przydatne w Twojej karierze zawodowej?**
1) zdecydowanie tak
2) raczej tak
3) trudno powiedzieć
4) raczej nie
5) zdecydowanie nie

**Pyt. 29. Czy masz jakieś sugestie w odniesieniu do poprawy efektywności
kształcenia w ramach lektoratu języka angielskiego?**
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**Pyt. 30. Jakie działania mogłaby podjąć uczelnia, aby lepiej Ci się studio-
wało?**
Przy każdym z poniższych stwierdzeń udziel odpowiedzi na skali:
zdecydowanie nie – 1; raczej nie – 2; trudno powiedzieć – 3; raczej tak – 4;
zdecydowanie tak – 5.

Lp.	Propozycje działań	1.	2.	3.	4.	5.
1)	inicjatywy wspierające równowagę między pracą a nauką	1.	2.	3.	4.	5.
2)	lepsze wsparcie dla studentów pracujących	1.	2.	3.	4.	5.
3)	organizacja warsztatów i szkoleń rozwijających umiejętności praktyczne	1.	2.	3.	4.	5.
4)	poprawa infrastruktury (np. sale wykładowe, laboratoria)	1.	2.	3.	4.	5.
5)	rozwój programów mentoringowych i doradz-twa zawodowego	1.	2.	3.	4.	5.
6)	ułatwienie dostępu do programów wymiany studenckiej i staży	1.	2.	3.	4.	5.
7)	większa elastyczność w harmonogramie zajęć	1.	2.	3.	4.	5.
8)	wprowadzenie więcej kursów interdyscyplinarnych	1.	2.	3.	4.	5.
9)	wzmocnienie wsparcia psychologicznego dla studentów	1.	2.	3.	4.	5.
10)	zwiększenie dostępności zasobów online (np. wykłady, materiały)	1.	2.	3.	4.	5.

Pyt. 31. Jeśli uważasz, że uczelnia mogłaby podjąć jakieś inne działania niż wymienione wyżej, aby lepiej Ci się studiowało, to jakie to miałyby być przedsięwzięcia?

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Pyt. 32. Czy chciałbyś (-abyś) podzielić się jakimiś dodatkowymi uwagami na temat Twoich doświadczeń edukacyjnych, które pomogłyby podnieść jakość kształcenia na naszej uczelni?

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Pyt. 33.
Na zakończenie prosimy o udzielenie kilku informacji o sobie. Przypominamy, że wyniki niniejszych badań będą prezentowane wyłącznie w postaci zbiorczych zestawień statystycznych, a odpowiedzi na poniższe pytania nie powodują braku anonimowości respondenta. Natomiast są one niezbędne z poznawczego punktu widzenia, tj. umożliwiają zastosowanie analiz z zakresu statystyki indukcyjnej.

M1. Płeć
1) kobieta
2) mężczyzna
3) inna / nie chcę odpowiadać na to pytanie

M2. Wiek
1) do 20 lat
2) 21–25 lat
3) 26–30 lat
4) powyżej 30 lat

M3. Kierunek studiów
1) Bezpieczeństwo transgraniczne (studia I stopnia)
2) Stosunki międzynarodowe (studia I stopnia)
3) Historia (studia I stopnia)
4) Filologia angielska (studia I stopnia)
5) Bezpieczeństwo i stosunki transgraniczne (studia II stopnia)
6) Pielęgniarstwo (studia I stopnia)
7) Pielęgniarstwo (studia II stopnia)
8) Bezpieczeństwo i produkcja żywności (studia I stopnia)
9) Informatyka w biznesie (studia I stopnia)

10) Inżynieria produkcji kosmetyków i suplementów (studia I stopnia)
11) Inżynieria transportu i logistyki (studia I stopnia)
12) Mechatronika (studia I stopnia)
13) Inteligentne technologie (studia II stopnia)
14) Architektura wnętrz (studia I stopnia)
15) Projektowanie graficzne (studia I stopnia)
16) Projektowanie graficzne (studia II stopnia)

M4. Poziom studiów
1) studia I stopnia (licencjackie/inżynierskie)
2) studia II stopnia (magisterskie), *przejdź do pytania M6.*

M5. Rok studiów licencjackich/inżynierskich
1) pierwszy
2) drugi …………………………………
przejdź do pytania M7.
3) trzeci
4) czwarty

M6. Rok studiów magisterskich
1) pierwszy
2) drugi

M7. Obywatelstwo
1) polskie
2) ukraińskie
3) inne, jakie? …………………………………

Bardzo dziękujemy za czas poświęcony na wypełnienie niniejszej ankiety!