

**Language policy at the University of Tartu: Implementation and language  
attitudes according to academic staff  
(survey report)**

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## 1. Introduction

The University of Tartu is Estonia's national university according to centuries-old tradition and under current law. The university also strives for and has achieved international success in higher education and research. There is a tension between Estonian nationalism and the associated protection and development of the Estonian language and culture, and internationality, often associated with the English language, and it is becoming increasingly more acute as the university is becoming more international – and more English-speaking.

According to the University of Tartu statistics, the number and percentage of international staff and doctoral students<sup>1</sup> at the university have constantly grown in recent years. In 2016, there were 118 international academic staff members at the University of Tartu, making up 8.5% of all the university's academic employees. When the survey was carried out at the end of 2021, there were 248 international employees at the university (15.5%), which means the number had doubled over five years. By 2022, the number and percentage had grown further: now, 291 international academic staff members work at the university (17.7%). Also, the number of international doctoral students doubled compared to 2016. While in 2016, the number of international doctoral students at the University of Tartu was 158 (12.6% of all doctoral students); by the end of 2021, it was already 334 (29%), and in 2022, 335 (31.3%).

The Estonian state and the University of Tartu have responded to the internationalisation of the university's staff and student body<sup>2</sup> with, among other things, language policy instruments aimed at protecting and supporting the learning of Estonian and using it at the university also as the language of instruction and work. At the end of 2020, the University of Tartu renewed its Language and internationalisation principles<sup>3</sup>, which primarily aim to maintain and develop the Estonian language and culture at the University of Tartu. The principles set out the university's core values and lines of action regarding language issues. The University of Tartu identifies itself as an international national university that preserves and develops the Estonian language, but also values the linguistic and cultural diversity of the international community who studies and works here. The principles describe how the

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<sup>1</sup> International staff and international doctoral students in the University of Tartu statistics are those who do not have Estonian citizenship.

<sup>2</sup> The number of international students at the University of Tartu has also nearly doubled compared to the year 2016. In 2016, there were 980 international students at the University of Tartu (7.6% of all students); in 2022, there were 1,820 international students (12.8%).

<sup>3</sup> Language and internationalisation principles of the University of Tartu: <https://ut.ee/en/content/language-and-internationalisation-principles-university-tartu>.

university supports these values in teaching, studies and research, international cooperation, in its work environment and when serving society.

For better and more efficient implementation of the language and internationalisation principles, we organised a survey of the language attitudes of the academic staff in the autumn of 2021. **The survey aimed** to understand the attitudes of the University of Tartu academic staff on acquiring the Estonian language and using it as the working language of the university. The working language is the language of meetings, documents and official communication. It does not mean the language of instruction or informal communication.

The survey aimed to find out

- 1) to what extent the language and internationalisation principles are already being implemented in the opinion of council members of the university's institutes or schools ('institutes') and the international staff (incl. international doctoral students) of these institutes, and how the assessments differ by faculty (Faculty of Arts and Humanities (HV), Faculty of Social Sciences (SV), Faculty of Medicine (MV), Faculty of Science and Technology (LT)), depending on the proportion of international staff (incl. international doctoral students) at the institute and the origin of employees;
- 2) how important the council members and the international staff (incl. international doctoral students) of the university's institutes consider the acquisition of the Estonian language and its use as the university's working language, and whether and how the attitudes differ by faculty (HV, SV, MV, LT), depending on the proportion of international staff (incl. international doctoral students) at the institute and the origin of employees;
- 3) what the international staff lack in learning and using the Estonian language.

An online questionnaire was made for the survey. First, the university's academic staff members were asked to assess to what extent their institute has implemented the nine principles concerning the acquisition of Estonian and its use as the university's working language. Secondly, the respondents were asked to rate the importance of these principles. In addition, they could answer open-ended questions about what supports or interferes with implementing the principles at the institute and what should be done at the university to (better, more efficiently) implement the principles. The survey was addressed to members of the councils of certain institutes and to all international academic employees of the same institutes (incl. international doctoral students).

For the questionnaire, the working group<sup>4</sup> selected nine language and internationalisation principles:

- 1) the university motivates all its doctoral students to achieve the advanced level in Estonian;
- 2) in the employment contracts of academic staff members, the university concludes an agreement about their Estonian language requirement;
- 3) heads of structural units and programme directors must speak Estonian at the level required for their work duties;
- 4) doctoral students and their supervisors make sure that the non-Estonian doctoral dissertations have summaries in plain Estonian<sup>5</sup>;
- 5) the university encourages researchers to publish their research findings in different languages in high-level scientific journals;
- 6) to preserve and develop the Estonian language, the university fosters speech recognition, machine translation and other technological solutions;
- 7) the working language of the university is Estonian; if necessary, parallel languages<sup>6</sup> are used;
- 8) the working language of the faculty council is Estonian;
- 9) the language of the meetings of the council of an institute, college and non-faculty institution is defined in their rules of procedure.

## 2. Methodology

The working group selected the **target group of the survey**: the academic staff representatives in the councils of ten institutes and the international academic staff, incl. international doctoral students, of the same institutes. The composition of the institute councils is determined based on the statutes of the institute. The local academic staff who are not members of the institute council were not included in the survey. With regard to the survey results it should be taken into account that all international academic staff of the ten institutes with an employment contract (based on citizenship) were invited to participate in the survey, while from among the Estonian employees, only members of the institute councils were invited.

The **survey sample** was formed based on the percentage of international staff (incl. international doctoral students) of the institute and the balance of faculties (see tables 1 and 2).

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<sup>4</sup> In addition to the authors of the survey, the working group comprised Vice Rector for Academic Affairs Aune Valk, Estonian Language Counsellor Helika Mäekivi, Head of International Cooperation Kristi Kerge, Administrative Manager of the Institute of Social Studies Karin Saarepuu, and Head of Study Abroad Centre Ülle Tensing.

<sup>5</sup> Plain language is a generally understandable language that is characterised by a simple and clear form, and used primarily for communication between the state and the individual.

<sup>6</sup> Parallel language use means using two or more languages for the same purpose or a specific context.

The working group of the survey compiled the sample based on publicly available statistical data on the University of Tartu staff and doctoral students. The final sample was formed in cooperation with the vice deans of the faculties.

Invitations to take part in the survey were sent to the Institute of History and Archaeology, and the Institute of Philosophy and Semiotics from HV; the Johan Skytte Institute of Political Studies, the School of Economics and Business Administration, and the Institute of Social Studies from SV; the Institute of Computer Science, the Institute of Physics, and the Institute of Molecular and Cell Biology from LT; and the Institute of Biomedicine and Translational Medicine, and the Institute of Clinical Medicine from MV.

In two institutes – the Institute of Computer Science and the Johan Skytte Institute of Political Studies – **international staff** accounted for slightly more than half of all academic employees in 2021 (see table 1). In three institutes – the Institute of Philosophy and Semiotics, the School of Economics and Business Administration, and the Institute of Physics – international staff comprised about a fourth or a fifth. In the remaining five institutes, the number and percentage of international employees was low in 2021.

**Table 1.** Institutes selected for the survey by faculty and percentage of international academic staff

<b>A – many international employees</b>	<b>B – average number of international employees</b>	<b>C – few international employees</b>
Johan Skytte Institute of Political Studies, SV (50.5%)	Institute of Philosophy and Semiotics, HV (24.3%)	Institute of History and Archaeology, HV (10.3%)
	School of Economics and Business Administration, SV (20.9%)	Institute of Social Studies, SV (2.5%)
Institute of Computer Science, LT (53.7%)	Institute of Physics, LT (22.9%)	Institute of Clinical Medicine, MV (6.6%)
		Institute of Biomedicine and Translational Medicine, MV (7.3%)
		Institute of Molecular and Cell Biology, LT (3.6%)

Source: University of Tartu statistics for 2021.

The percentage of **international doctoral students** in 2021 was the highest in Johan Skytte Institute of Political Studies, the Institute of Philosophy and Semiotics and the Institute of Computer Science (see table 2). In these institutes, most of the doctoral students were foreign nationals. In the School of Economics and Business Administration and the Institute of Physics,

international doctoral students made up a third or a fourth of all doctoral students. In the remaining institutes, the number of international doctoral students was considerably lower or there were none at all. In the survey results, the Institute of Philosophy and Semiotics was placed among the institutes with an average number of international staff.

**Table 2.** Institutes selected for the survey by faculty and percentage of international doctoral students

<b>A – many international doctoral students</b>	<b>B – average number of international doctoral students</b>	<b>C – few international doctoral students</b>
Institute of Philosophy and Semiotics, HV (60.5%)	School of Economics and Business Administration, SV (36.6%)	Institute of History and Archaeology, HV (14.3%)
Johan Skytte Institute of Political Studies, SV (84%)		Institute of Social Studies, SV (7.9%)
Institute of Computer Science, LT (60.2%)	Institute of Physics, LT (27.5%)	Institute of Clinical Medicine, MV (–)
		Institute of Biomedicine and Translational Medicine, MV (–)
		Institute of Molecular and Cell Biology, LT (14.3%)

Source: University of Tartu statistics for 2021.

The council members and international staff, incl. international doctoral students, who were included in the sample, were sent a questionnaire that was compiled by the working group in Estonian and was then translated into English (see Annex 3). The questionnaire comprised two parts: the respondent’s background and the main questions about the implementation and importance of the University of Tartu’s Language and internationalisation principles. The second part included closed questions on which the respondents were asked to express their opinion on a Likert scale and open-ended questions where they could comment. The questionnaire was made in LimeSurvey; Marju Piir, an Instructional Designer at the University of Tartu, helped to enter it.

Invitations to the survey were sent on 17 November 2021 to 149 institute council members, 223 international employees and 164 international doctoral students; one person could belong to several categories. All in all, survey invitations were sent to 452 people. Invitations were only addressed to the academic staff members of foreign citizenship who had made an employment contract with the University of Tartu. Visiting staff were not invited to participate in the survey. The questionnaire was active in the LimeSurvey environment until 9 January 2022.

The questionnaire was completed, fully or in part, by 163 respondents, i.e. 36.1% of those who received the survey. Half of them (82 respondents) also answered at least one open-ended question. About half of these respondents (43) were local, and the rest (39) were international staff members. The total volume of the written comments was 11,621 words. The answers given on the Likert scale were entered for quantitative data analysis into the statistics programme SPSS 27, and the text comments for qualitative analysis into the programme Atlas.ti.

The interest in completing the survey was the highest among HV staff, and the lowest among MV staff. In HV, 72 people received the invitation to the survey, and 32 (44%) responded. In SV, 109 people received the invitation and 42 (39%) responded; in LT, 191 were invited and 67 (35%) responded; in MV, 80 people were invited and 17 (21%) responded.

Respondents who are native Estonian speakers are more or less evenly split between the four faculties, while international staff respondents work mainly in LT (53%). The percentage of respondents was considerably lower in SV (22%) and HV (18%), and there were almost no respondents from MV (4%). This reflects the proportion of international staff in the university faculties, as there are many more international employees in LT than in other faculties.

### 3. Short summary of the survey

The University of Tartu's staff and student body is becoming increasingly international. In its Language and internationalisation principles (2020), the university strives to combine the international and the national, which in the context of growing multilingualism and English language use means ensuring the opportunity to use Estonian while valuing the staff and students' foreign language skills.

The survey was conducted to get feedback from academic staff on the University of Tartu's Language and internationalisation principles – on how the employees think the principles are being implemented at their institutes, and what the employees' attitudes to the principles are, especially to those concerning the learning of Estonian by international staff and its use as the university's working language.

With regard to the survey results it should be taken into account that all international academic staff with an employment contract at the ten institutes (based on citizenship) were invited to participate in the survey. In contrast, among the Estonian employees, only members of the institute councils were invited. Native Estonian speakers and employees with other mother tongues were more or less equally represented among the respondents. The most significant difference between the two groups was that the native Estonian respondents have worked considerably longer at the University of Tartu and hold higher positions than the international employees speaking other languages. The respondents who are international staff members include a large proportion of doctoral students-junior research fellows who have worked at the university for up to five years. The language attitudes of local employees were thoroughly researched in the 2017/2018 academic year (Kivistik & Ress 2018)<sup>7</sup>. For a complete picture, we recommend carrying out a repeat survey soon based on both studies and comparing the language attitudes of local and international staff, including doctoral students.

The survey confirms that the common language of communication for the university's local and international staff is mostly English. According to the respondents' self-assessment, they most commonly have a good command of English. Most international staff respondents, according to their self-assessment, speak Estonian but usually a little only. Most of them have learnt at least basic Estonian and communicate with Estonians, but the majority do not communicate in Estonian at all or do it rarely. The respondents also include international

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<sup>7</sup> Kivistik, K. & Ress, K. (2018) Language attitudes of the University of Tartu employees in 2018. Survey report. [https://ut.ee/sites/default/files/2022-05/tu\\_tootajate\\_keelehoiakud\\_2018\\_uuringuaruanne\\_2.pdf](https://ut.ee/sites/default/files/2022-05/tu_tootajate_keelehoiakud_2018_uuringuaruanne_2.pdf)

employees who have an excellent command of Estonian and who responded in Estonian, but they are relatively few.

**Assessment of the implementation of language and internationalisation principles.**

We asked to what extent the language and internationalisation principles are being implemented in the opinion of council members of the university institutes and the international staff (incl. doctoral students) of these institutes, and whether or how the assessments differ by faculty (HV, SV, MV, LT), depending on the proportion of international staff (incl. doctoral students) at the institute and the origin of employees.

Answers given on Likert scale and comments written in reply to the open-ended questions show that the principles often remain unclear for both local and international employees. What does “motivate somebody to achieve the advanced level in Estonian” mean? With whom the agreement about Estonian language requirements is made? It is not clear from the document of language and internationalisation principles that this principle applies only to staff with an employment contract for an unspecified term. Quite a lot of respondents do not know whether the language of meetings has been defined in their institute’s rules of procedure and whether the university fosters language technology to preserve the Estonian language. International staff members cannot often say whether the working language of their faculty council is Estonian and whether the university encourages them to publish their research articles in different languages.

Academic staff members who are able to rate the implementation of the principles at their institutes think that the principles are being implemented, except the two: “the university motivates all its doctoral students to achieve the advanced level in Estonian”, and “the university concludes an agreement about the Estonian language requirement in the employment contracts with employees”. The latter principle is more familiar to respondents who work at the Institute of Computer Science or Johan Skytte Institute of Political Studies, where half of the academic staff are international employees. Assessments about implementing the remaining principles do not vary much between faculties, i.e. it does not depend on the proportion of international staff at the institute or the origin of employees.

**Attitudes to the language and internationalisation principles.** We asked how important the council members and international staff (incl. doctoral students) of the university’s institutes consider the learning of the Estonian language and its use as the university’s working language. We studied whether and how the attitudes differ by faculty, depending on the proportion of international staff (incl. doctoral students) and the origin of employees;

The native Estonian speakers in the institute councils who were involved in the survey consider the language and internationalisation principles important; international staff regard several of the principles concerning the learning of Estonian and its use as the working language as unimportant. Most international employees consider as unimportant the principles that the university motivates all its doctoral students to achieve the advanced level in Estonian, concludes an agreement with the employees about their Estonian language requirement in the employment contract, and that the working language of the university and the faculty is Estonian. Most of the international staff members consider the following principles concerning the Estonian language use as rather important: heads of structural units and programme directors must speak Estonian, and non-Estonian doctoral dissertations must have summaries in Estonian. International employees with good or excellent command of Estonian assess all these principles as important.

The survey thus reveals a contradiction in university discourse between national ideology and international orientation, which creates tensions in university members' attitudes. Although also local staff members involved in the survey (academic members of the institute councils) say that they do not understand certain language and internationalisation principles or how they are implemented, they largely agree with the university's language and internationalisation principles. This target group attaches particular importance to the principles supporting the teaching and use of Estonian. They express the opinion that both Estonian and English must be used at the university and that to be able to continue to use Estonian as a working language (the language of administrative communication) at the university, it must be taught to international staff.

On the other hand, international staff members who participated in the survey tend to underline that in the university's work environment, they can communicate in English. In their opinion, the opportunities to learn Estonian could be accessible but the learning and use of the language should not be compulsory or imposed by a strict language policy. Mostly, they favour a soft policy, creating opportunities for language learning and use: let the university offer and motivate, but not oblige; let it be the person's own choice whether they want to learn and use Estonian or not. However, most of the respondents whose mother tongue is other than Estonian have studied Estonian, which shows that they have been interested in learning the language, at least at the basic level.

**What do the international employees feel they lack in learning and using the Estonian language?** The respondents gave three typical answers: 1) there is not enough information about the University of Tartu's language policy; 2) there is not enough information

about language learning possibilities, and the possibilities are limited and scarce; 3) they have no confidence about their academic career (especially those who would like to stay in Estonia).

Questions arise for international staff about what is expected, and from whom, when learning and use of Estonian as a working language at the University of Tartu is discussed, and how it is ensured that the Estonian language requirement does not become a barrier to working at the university. The motivation among international staff to acquire the Estonian language and continue learning after acquiring the basic level is low. Rather, they envisage continuing their career abroad or do not see the possibility of working at the University of Tartu and living in Estonia.

The answers also reveal that international employees feel they lack possibilities to learn and practise Estonian and probably do not know that university offers the possibilities. The university's work environment might not be the most supportive environment for learning Estonian because, in this work environment, effectiveness in communication plays an important role. If it can be achieved by means of English as a common language of communication, there may not be sufficient opportunities to practise Estonian skills in everyday communication. Community language learning is an important language learning method. However, it might not activate by itself if the second common language (usually English) is present in the work environment and would need institutional guidance.

## 4. Proposals

The proposals set out below have been discussed by the working group of the survey. They have already been partially taken into account in the project for activities fostering the learning and use of Estonian supported by the University of Tartu development fund in 2023.

### 4.1. Clarity of principles

The Language and internationalisation principles adopted by the University of Tartu senate in 2020 are a vision document that is not binding on the members of the university but shows the direction for the implementers of the university's language policy. The language policy is implemented by the university centrally but also by the heads of the faculties and institutes. The adoption of the vision document was preceded by a university-wide discussion, at least at the faculty level, where the principles were presented. However, our survey shows that adopting the principles and providing and developing opportunities to learn and use Estonian do not mean that university staff are aware of the principles and activities.

We recommend rethinking and explaining to both international and local staff, especially to the management of the institutes, what the **mission of the University of Tartu is as a national university and how it relates to internationality**; why it is important for the University of Tartu to maintain the sustainability of the Estonian language, how this goal relates to the use of English at the university; what kind of staff are expected to learn and use Estonian and at what level; how the university supports and values the learning and use of Estonian by international staff and gives them feedback. Such information needs to be disseminated regularly as the employee turnover at the university is quite high.

In particular, we recommend rethinking the **main objectives of Estonian language learning for international staff**. The university's current language principles state that the university motivates all its doctoral students to achieve an advanced level of Estonian proficiency. This principle stems from the administrative agreements with the state, which stipulate that at least 50% of doctoral students must know Estonian at an upper intermediate level (B2) by the end of their studies. There is a clear contradiction between the university's and the state's requirements. There is also no indication that the university wishes to check compliance with or enforce its much higher requirement. On the contrary, the new administrative contract introduced an exception: 50% of doctoral students in IT specialisations must achieve B1, not B2, by the end of their studies.

Firstly, **communication on the language and internationalisation principles** must be targeted at both international and local staff, especially heads of institutes. We also recommend

that language experience is discussed during the progress reviews of international doctoral students and the appraisal interviews of international staff: what are their language (learning) experiences, the positive and negative aspects, and what support do they need? The university organises training courses on progress reviews, one of the topics of which could be the language learning of doctoral students. The university's Human Resources Office also organises such courses and is willing to continue with them. At the information sessions, the vice rector for academic affairs and the vice rector for research, heads of institutes and programme directors could contribute to communication activities as well as to the development of a common understanding and good practices at the university.

Secondly, there are **internationalisation contact persons** at the institutes who could disseminate information about the opportunities for language learning and use and be informed about how the Estonian language studies of the institute's international employees are going, what problems they are facing and what brings satisfaction. Local staff (especially the management of the institutes) must also be aware of the university's language and internationalisation principles. The survey shows that most staff whose first language is Estonian (members of institute councils) consider the principles important but do not always understand what exactly is meant by one or another principle, whether and how they are implemented, and by whom.

#### **4.2. Flexible learning of Estonian**

We recommend **offering flexible options for learning Estonian**. In their responses, respondents suggest that they would like to see separate courses for employees that take into account their language needs (including ensuring that the Estonian language learning methodology matches the language needs of employees). Both face-to-face and online courses are desired, as well as the possibility of individual tuition. Estonian language learning should take place during paid working time. International staff may not be interested in achieving an advanced level of Estonian, but the survey suggests that at least some of them would like to know Estonian at a conversational level. To develop the conversational Estonian skills of international staff, we recommend developing a course that focuses on language learning needed in an academic work environment.

Currently, the University of Tartu Institute of Foreign Languages and Cultures offers face-to-face and online courses on the Estonian language and culture to achieve the basic (A) and intermediate (B) levels; courses to reach the next language level (C) can be taken at the

Institute of Estonian and General Linguistics. Opportunities for learning Estonian are offered both in summer intensive courses and during academic semesters.

The **units are ready to increase and diversify the range of Estonian language courses offered** if necessary. The university's Human Resources Office helps international staff, including international doctoral students and their partners, to find opportunities to learn Estonian outside the university, mainly at Tartu Rahvaülikool and Folksuniversitetet, paying for 6 ECTS of language courses per semester, if needed. Some institutes pay for the Estonian language courses of their staff themselves (e.g. Johan Skytte Institute of Political Studies). It is important to disseminate information about opportunities to learn Estonian at the university to ensure that it reaches all interested parties.

It is important that **Estonian language learning also takes place outside the classroom** and that language learners have the opportunity to practise their Estonian. Classroom and online courses should be combined with community language learning opportunities. Each institute could have a contact person to help the lecturer and the learner find the best and most effective opportunities for community language learning and integration. Communication in the work environment, which often needs to be as effective as possible, may not in itself support the efforts of international staff to practise Estonian. Community language learning does not happen by itself, especially in the workplace, so institutional guidance and funding are needed. We recommend creating opportunities for practising Estonian (conversation courses, tandem learning, language cafés, language camps, field trips) and organising joint events between local and international staff. We also recommend offering support in making local acquaintances, especially at the beginning of employment at the University of Tartu. In doing so, it is important to think about how to motivate Estonian speakers to participate in these events and use Estonian with international employees to the extent of their possibilities and abilities.

To comply with the principles concerning the Estonian language learning of international staff, an application was submitted to the University of Tartu development fund in 2022 to increase the opportunities to learn and use Estonian. The proposed action plan includes additional Estonian language courses for staff and opportunities to practise the language in tandem, conversation courses, language cafés, language learning camps and joint events for local and international staff (see Chapter 7).

Many universities are faced with a situation where the need to ensure the sustainability of the local language in the academic world has created a need to promote parallel language use (using English and Estonian simultaneously). Courses should therefore be created to **teach the parallel use of Estonian and English at the B1 level**. The development of receptive language

competence (speakers using different languages in communicative situations) in an academic setting requires the development of teaching methodologies, as well as the creation of a toolbox of the necessary academic vocabulary, standard phrases, etc., to be taught to participants in higher-level Estonian (parallel) language courses.

#### **4.3. Involvement of international staff**

The University of Tartu considers it important that Estonian is used as the working language of the university, i.e. for documents, administration and certain meetings. In meetings involving both local and international staff, all parties must feel included. The issue of the working language must not create a language barrier. To ensure that Estonian is used as the working language in meetings, **a translation or a language technology solution or, where possible, parallel language use** must be agreed upon in advance. The agreed solution must be given funding, if necessary, and must be known to the parties concerned. Involvement is essential: all participants are welcome, regardless of whether the working language of the meeting is Estonian or parallel language use is applied at the meeting.

#### **4.4. Insecurity and mobility of academic career**

The motivation to learn a language depends not only on the opportunities to learn and practise the language but also on **one's future self**, in other words, how one sees oneself in the future and what kind of language user one wants to become. If one sees oneself as a researcher and teaching staff member who wants or needs to leave Estonia and the University of Tartu, the motivation to learn Estonian is lower than if one intends to stay here longer.

The survey shows that **international staff are uncertain about continuing their career at the University of Tartu**. Project-based and fixed-term employment contracts do not provide security. Almost half of the respondents were young doctoral students / junior research fellows who stay at the University of Tartu for a fixed term.

**It is also evident from the comments of international staff** that a conversational level of Estonian does not necessarily mean they can continue their academic career in Estonia. **The University of Tartu offers some of its academic staff a contract without a fixed term, but even this may not provide future security. This aspect could be further studied in future surveys. Language policy is not just a matter of language policy. Research policy, higher education policy and human resources policy play an important role.**

## 5. Survey results

In presenting the survey results, we first describe the respondents' metadata: origin; time lived in Estonia and worked at the University of Tartu; language skills; experience of learning Estonian and using Estonian. We then provide an overview of the extent to which the respondents think the selected principles are applied at their home institute and how important they consider them to be. We analysed the responses by faculty, depending on the ratio of international staff (incl. international doctoral students), the respondent's mother tongue or origin, and self-assessed Estonian language proficiency. Finally, we describe the four topics revealed by the qualitative data analysis of the written comments on the open-ended questions: 1) misunderstandings about language and internationalisation principles; 2) concerns about Estonian language learning; 3) concerns about staff involvement; and 4) the impact of academic career insecurity and mobility on Estonian language learning and use at the university.

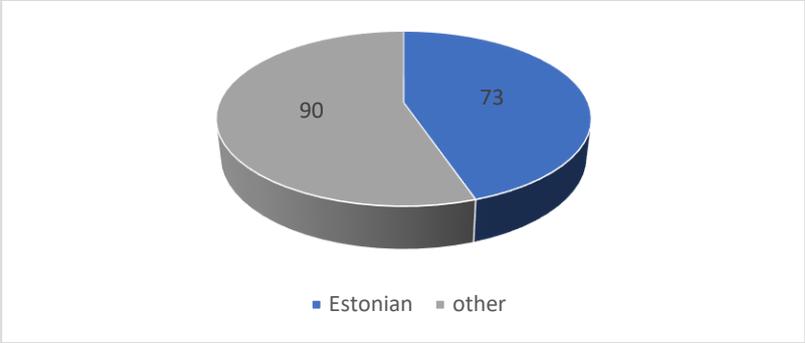
### 5.1. Respondents' profile

#### 5.1.1. Language of the questionnaire, mother tongues, country of origin and migration

First, respondents were given the choice of completing the **questionnaire in Estonian or English**. Out of 163 respondents, 82 chose Estonian and 81 English. The questionnaire was completed in Estonian by all those who considered Estonian as their (one) mother tongue and by nine academic staff who indicated another language as their mother tongue and were from outside Estonia. All of these nine international staff members considered their knowledge of Estonian to be excellent or good and wrote that Estonians make up most or half of their social circle and they use Estonian every day or often. They also live in Estonia and have worked at the University of Tartu for at least six years.

**According to their first language, or mother tongue (L1)**, the respondents are more or less divided in half (see chart 1): slightly less than half of the respondents (73 respondents or 44.8%) considered Estonian to be their mother tongue and slightly more than half (90 respondents or 55.2%) considered some other language to be their mother tongue, of which the most frequently mentioned were Russian (18), English (14), German (11), Spanish (9) and Ukrainian (5). In total, 20 mother tongues were mentioned besides Estonian, with a few respondents mentioning several languages. Those who indicated Estonian as their mother

tongue are all from Estonia, except for one respondent who considered both Estonian and English as their mother tongues. One respondent from Estonia indicated Russian as the mother tongue. Thus, the local staff who filled in the questionnaire were mostly native Estonian speakers.



**Chart 1.** Respondents by mother tongue

When asked about their **country of origin**, 73 respondents (44.8%) were from Estonia, while the remaining 90 (55.2%) were from elsewhere: 14 from Russia; 7 from Ukraine; 13 from English-speaking countries (USA, UK, Canada, Australia, South Africa); 25 from other European countries (Austria, the Netherlands, Italy, Kosovo, Latvia, Portugal, France, Sweden, Germany); 11 from South American countries (Mexico, Colombia, Ecuador, Argentina, Brazil); 17 from Asian, Middle Eastern and Caucasian countries (China, Japan, Sri Lanka, Iran, Turkey, Pakistan, Azerbaijan, Kazakhstan); 2 from African countries (Egypt, Syria).

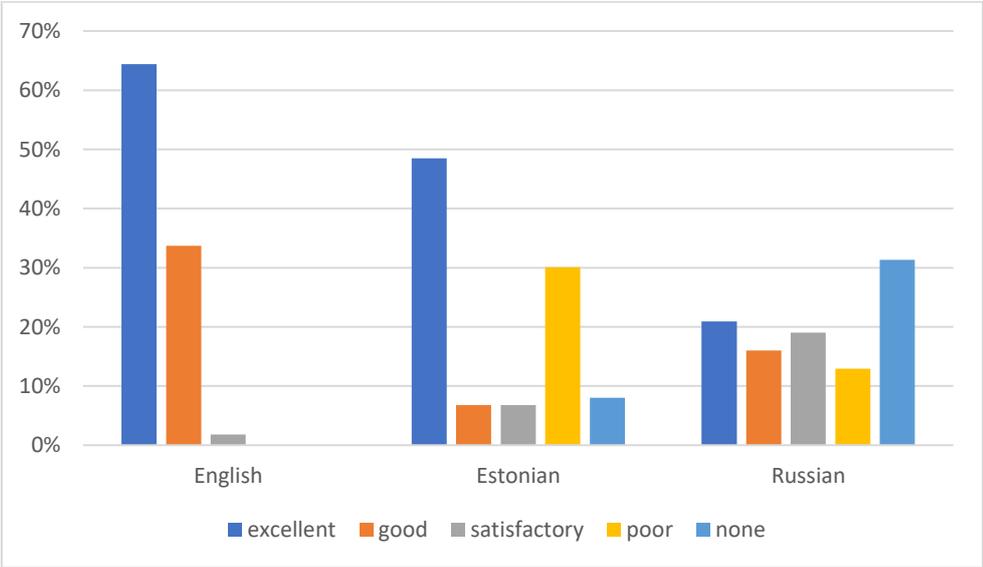
We also looked at **respondents’ migration and position at the university**. Two thirds of native Estonian speakers (72.6%) have lived outside Estonia. Similarly, two thirds of international staff (72.2%) have lived elsewhere besides their country of origin and Estonia. Two thirds (65.5%) of international staff have lived in Estonia for up to five years; one third (33.3%) for longer. Three quarters (73.3%) of international staff have worked at the University of Tartu for up to five years, one fifth (18%) for more than six years. By contrast, almost all (95.9%) native Estonian respondents have worked at the University of Tartu for over ten years. Native Estonian respondents work at the university mainly as professors (50.7%) or associate professors (30.1%), while international respondents are mainly doctoral students and junior research fellows (40.0%). Among international respondents, 13.3% are professors and 15.6% are associate professors.

**5.1.2. Language skills**

In the questionnaire, respondents were asked to rate their proficiency in Estonian, English and Russian on a 5-point scale (1 – excellent, 2 – good, 3 – satisfactory, 4 – poor, 5 – none). In addition, respondents could indicate their knowledge of other languages.

All respondents are multilingual. Besides Estonian, English and Russian, various levels of proficiency in German, Finnish, French, Spanish, Catalan, Swedish, Italian, Chinese, Korean, Norwegian, Danish, Polish, Ukrainian, Turkish, Arabic, Latvian and other languages were mentioned.

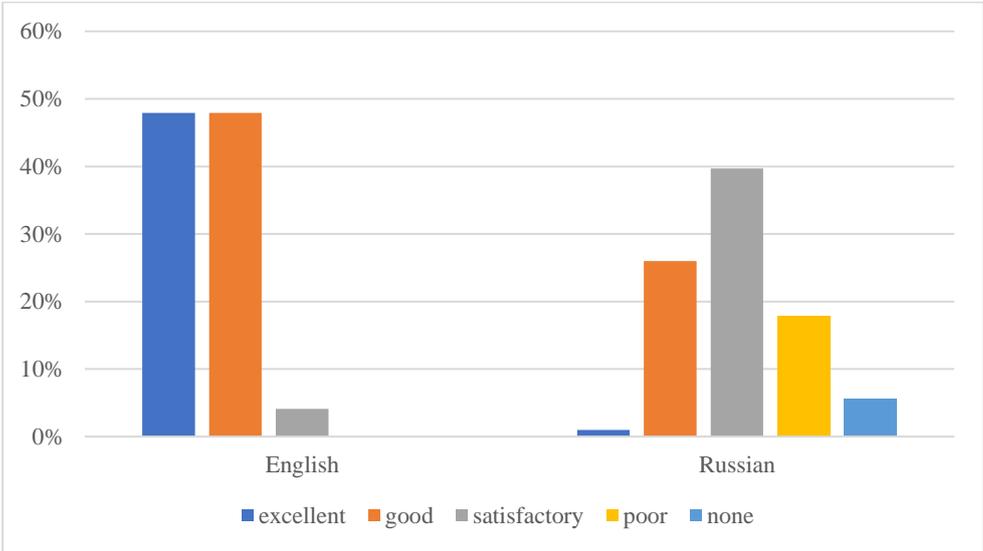
According to the respondents’ subjective assessment, the **most common language proficiency at the university is English** (see chart 2): 64% of respondents consider their English language skills to be excellent (incl. native English speakers), 34% good, and 2% satisfactory. In contrast, 49% of respondents (incl. native Estonian speakers) consider their Estonian language skills excellent, 7% good, 7% satisfactory, and 30% poor. 8% of the respondents say they do not speak Estonian at all. A good command of Russian is less common across all employees: 21% of respondents consider their Russian language skills excellent, 16% good, and 19% satisfactory. A third say they do not speak Russian at all.



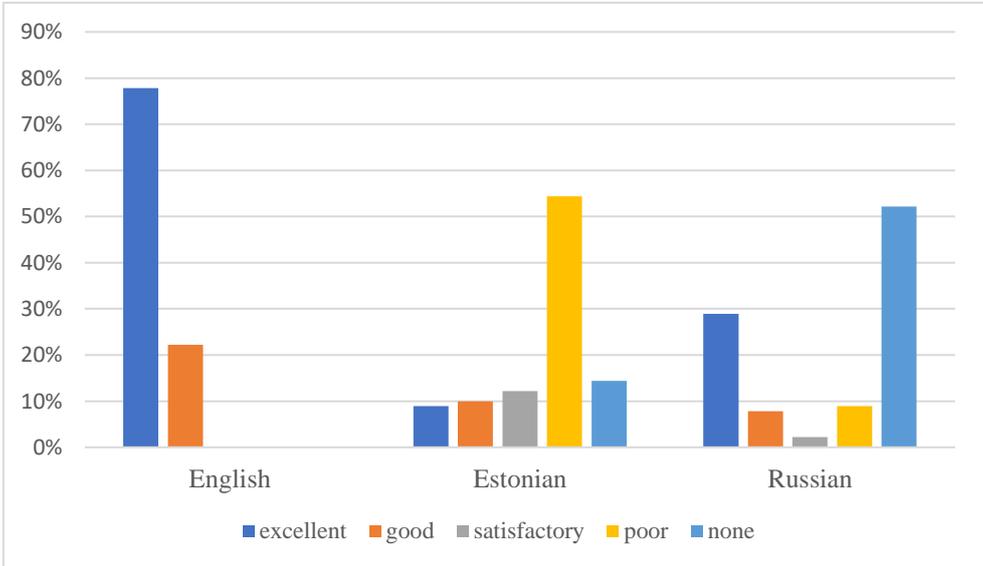
**Chart 2.** Self-assessed knowledge of English, Estonian and Russian among respondents

We also analysed **language skills by mother tongue**. International staff with other mother tongues rate their **English** skills better than native Estonian speakers (see charts 3 and 4): all non-native English speakers rate their English as either excellent or good (average 1.22), while most native Estonian speakers rate their English as excellent or good (average 1.56).

Almost all native Estonian respondents (94.5%) indicate they speak **Russian**, with the highest proportion rating their proficiency as satisfactory or good (average 2.68). Almost half of the respondents with other mother tongues (47.8%) speak Russian (average 1.81). Most respondents with other mother tongues (85.6%) say they speak **Estonian** but at a much lower level (average 3.31). The proportion of respondents who say they do not speak Estonian at all is relatively low among international staff (14%).



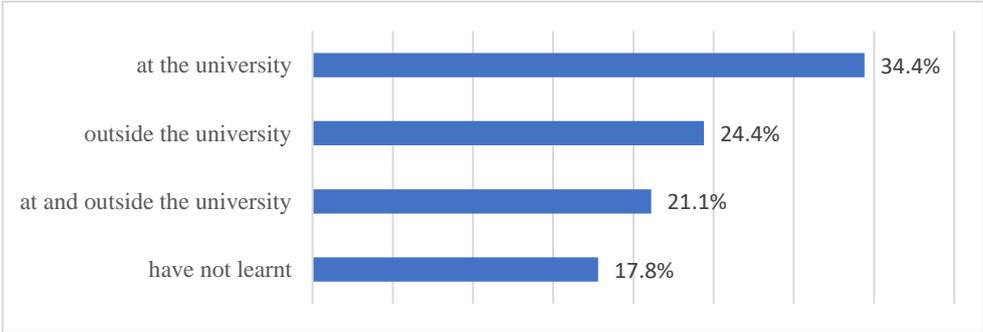
**Chart 3.** Self-assessed knowledge of English and Russian among native Estonian respondents, n = 73



**Chart 4.** Self-assessed knowledge of English, Estonian and Russian among respondents with other mother tongues, n = 90

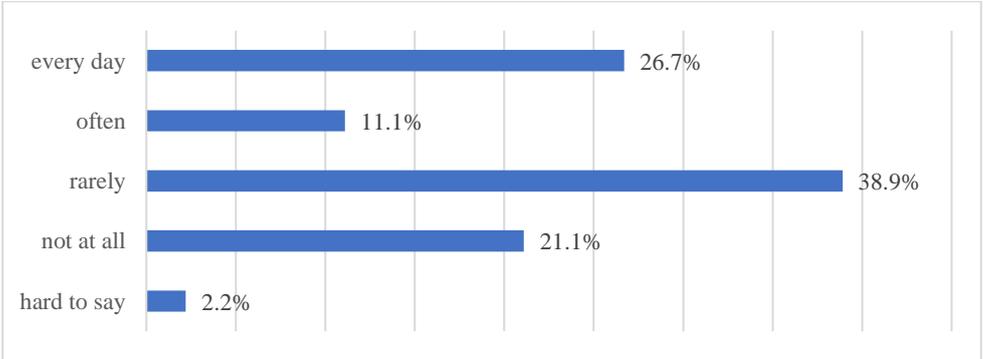
**5.1.3. Learning and using Estonian and the social circle**

The majority of respondents with other mother tongues have learned Estonian. This shows that they are interested in learning Estonian (at least at a basic level). A third of them (34.4%) have learnt Estonian at the university, a fifth both at the university and outside the university (21.1%) and a quarter only outside the university (24.4%). 18% say they have not learnt Estonian at all.



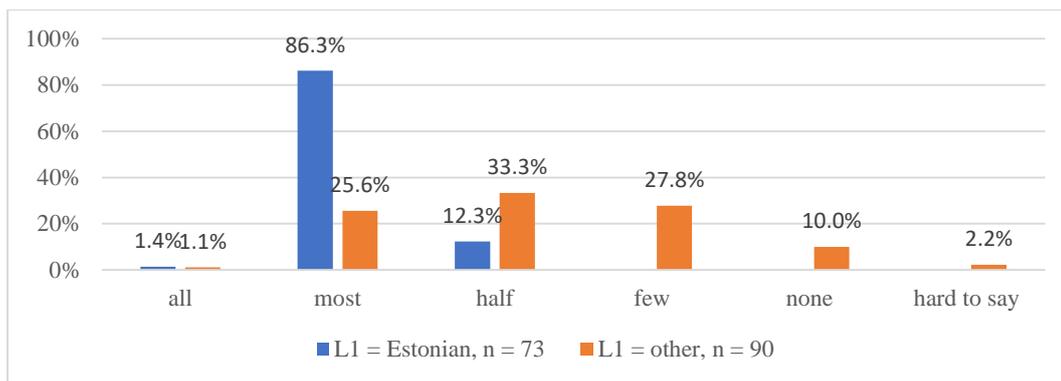
**Chart 5.** Responses to the question “What is your experience of learning Estonian?”, L1 = other, n = 90

While all native Estonian respondents say that they use Estonian every day, about a quarter of international staff do (26.7%, see chart 6). A fifth of respondents (21.1%) do not use Estonian at all, and just over a third (38.9%) do so rarely.



**Chart 6.** Responses to the question “How often do you use Estonian?”, L1 = other, n = 90

Most native Estonian respondents found that their social circle is largely Estonian-speaking. A large proportion of international employees also say there are Estonians in their social circle.



**Chart 7.** Responses to the question “How many of the people you frequently communicate with are Estonians?”

## 5.2. Application and importance of language and internationalisation principles

A summary of the extent to which academic staff think the selected principles are applied at their institute and how important they consider them to be is presented in table 3. It shows that according to respondents, all but two of the principles are applied at their institute: “The university motivates all its doctoral students to achieve the advanced level in Estonian” and “In the employment contracts of academic staff members, the university concludes an agreement about their Estonian language requirement”. Although the Human Resources Office concludes employment contracts at the university, the contracts are prepared at the institute.

There is a significant difference in the attitudes of local and international staff towards the principles of learning and using Estonian (see table 3). While local native Estonian staff consider all the principles important, international staff with other mother tongues do not consider quite a number of them important: motivating all doctoral students to achieve the advanced level of Estonian, agreeing in the employment contract on the Estonian language proficiency requirement for academic staff, and using Estonian as the working language of the university, incl. as the working language of the faculty council. International staff with other mother tongues consider it important to have principles that support and emphasise their multilingualism and provide possible safeguards for it: the university encourages the publication of research results in different languages; the language use of meetings is determined by the rules of procedure of institutes and colleges. Similarly, international staff consider it important that the university promotes technological means to preserve the Estonian language, supports the Estonian language proficiency of heads of units and programme directors and requires adding Estonian summaries to doctoral theses in foreign languages.

**Table 3.** Respondents' assessment of the principles applied at the institutes and their importance (+ applied, important, – not applied, not important)

Principle	Is it applied?	Is it important?	
		(L1 = Estonian)	(L1 = other)
Number of respondents	n = 163	n = 73	n = 90
1. The university motivates all its doctoral students to achieve the advanced level in Estonian.	–	+	–
2. In the employment contracts of academic staff members, the university concludes an agreement about their Estonian language requirement.	–	+	–
3. Heads of structural units and programme directors must speak Estonian at the level required for their work duties.	+	+	+
4. Doctoral students and their supervisors make sure that the non-Estonian doctoral dissertations have summaries in plain Estonian.	+	+	+
5. The university encourages researchers to publish their research findings in different languages in high-level scientific journals.	+	+	+
6. To preserve and develop the Estonian language, the university fosters speech recognition, machine translation and other technological solutions.	+	+	+
7. The working language of the university is Estonian; if necessary, parallel languages are used.	+	+	–
8. The working language of the faculty council is Estonian.	+	+	–
9. The language of the meetings of the council of an institute, college and non-faculty institution is defined in their rules of procedure.	+	+	+

Below is a more detailed overview of how respondents' assessments of the application of the principles and their attitudes towards their importance differ between faculties, depending on the ratio of international staff at the institute and the staff member's origin or mother tongue.

### 5.2.1. Application of principles

Respondents were asked to rate to what extent the selected principles were applied at the institute on a 5-point scale: 1 – not applied at all; 2 – rather not applied; 3 – rather applied; 4 – fully applied; 5 – hard to say / I don't know.

The responses reveal that many do not know how to assess the extent to which these principles are applied at their institute. International staff with other mother tongues find it most difficult to say whether the language of the meetings of the council of an institute, college and

non-faculty institution is defined in their rules of procedure (50.0% of responses). Also, many international staff members do not know whether the working language of the faculty council is Estonian (42.2%), whether, in the employment contracts of academic staff members, the university concludes an agreement about their Estonian language requirement (34.4%), whether the university promotes language technology solutions (44.4%) and whether the university encourages publishing in different languages (30.0%). Considering that most international respondents are doctoral students and junior research fellows, it can be assumed that they are likely to have little to do with the application of these principles.

It is easier for international staff to assess whether doctoral theses in foreign languages have summaries in plain Estonian, whether the university motivates doctoral students to achieve the advanced level of Estonian, whether the working language of the university is Estonian and whether the heads of units and programme directors are required to speak Estonian. International respondents are likely to be more exposed to the application of these principles.

Native Estonian staff find it easier to assess whether these principles are applied at their institute, but they also find it most difficult to answer the question of whether the university promotes language technology (41.1% chose “hard to say”), whether the language of the meetings is defined in the rules of procedure of the institute, etc., (34.2%) and whether, in the employment contracts of academic staff, the university concludes an agreement about their Estonian language requirement (34.2%). These principles remain unfamiliar to some of both local and international staff.

For those respondents who were able to rate the implementation of the principles at their institute, no significant difference in ratings can be observed depending on the ratio of international staff at the institute (chart 8), the faculty (chart 9) or the mother tongue (chart 10).

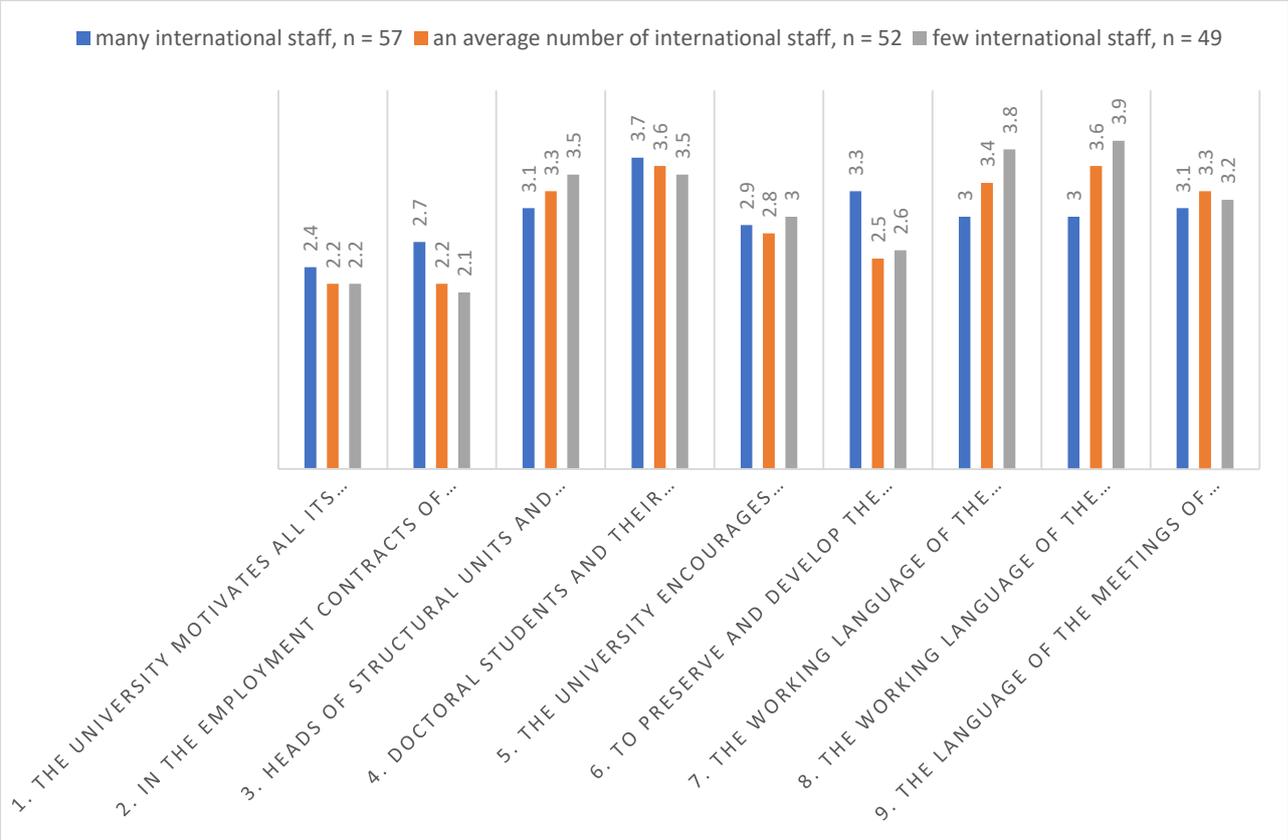
**Dependence of ratings on the ratio of international staff at the institute** (chart 8). The most divergent assessment is that of the application of the principle that the working language of the university and the faculty council is Estonian. Respondents from institutes with a small or average number of international staff members find that these principles are fully applied. On the other hand, respondents from institutes with many international staff members find that these principles are rather applied, but not fully.

Institutes with more international staff are more likely to be aware that in the employment contract with academic staff, the university agrees on their Estonian language requirement. Representatives of institutes with fewer international staff tend not to know this.

In institutes with fewer international staff members, respondents found that the requirement for heads of units and programme directors to speak Estonian is fully respected.

On the other hand, respondents from institutes with a large or average number of international staff find that the principle is “rather applied” at their institute. In the comments (see comments 76 and 77 below), the staff of the School of Economics and Business Administration wrote that they have programme directors who do not speak Estonian. According to them, requiring proficiency in Estonian makes it overly difficult to fill the positions of programme directors.

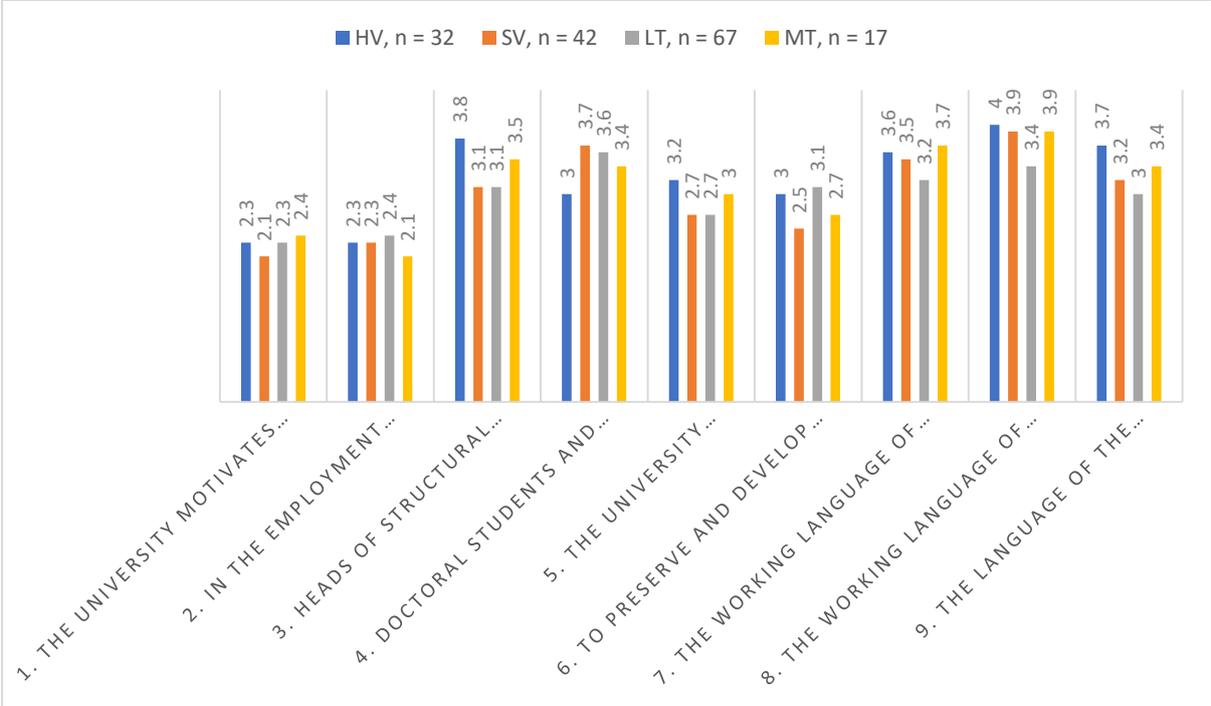
Awareness of the university’s promotion of language technology solutions is highest at the Institute of Computer Science, which is working on these technologies. Respondents from other institutes rate the application of this principle slightly lower.



**Chart 8.** Respondents’ ratings of the extent to which the principles are applied at their institute (by ratio of foreign staff). Excluding respondents who found it “hard to say” (1 – not applied at all; 2 – rather not applied; 3 – rather applied; 4 – fully applied).

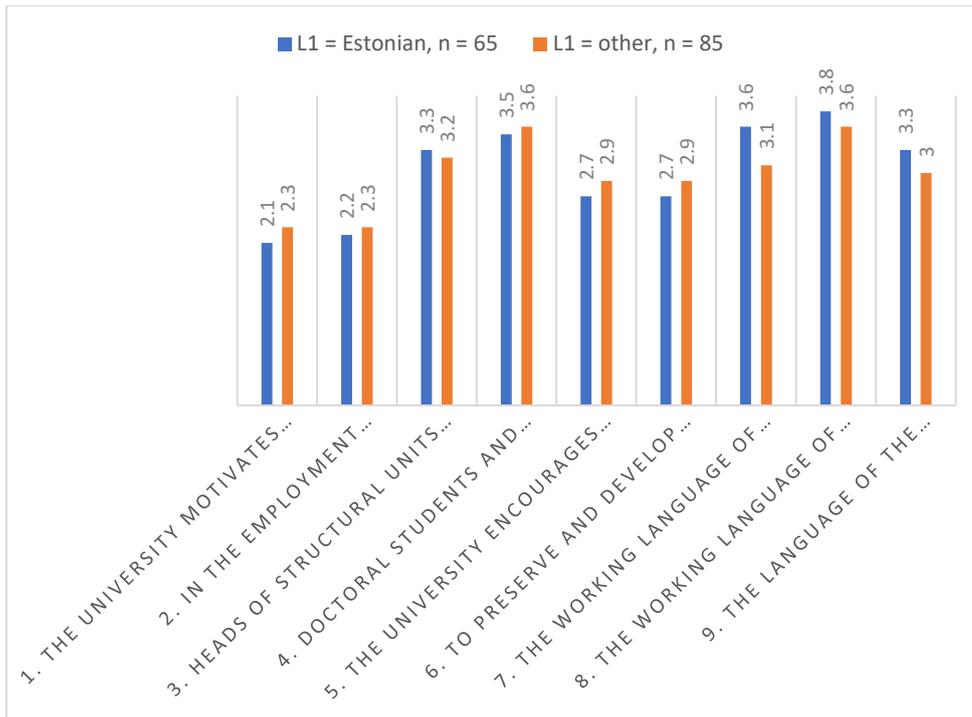
**Dependence of ratings on the respondent’s faculty** (chart 9). The Estonian language requirement for heads of units and programme directors is applied fully according to HV and MV staff and partly according to LT and SV staff. LT staff consider the principle that the working language of the university and the faculty council is Estonian to be rather applied, while the staff of other faculties consider it to be fully applied. HV and MV staff are more likely to agree that the university encourages the publication of research results in different languages.

The comments also show that this largely depends on the respondent’s specialisation, incl. whether it is even possible to publish high-level research publications in a language other than English. Also, HV and LT staff are more likely to know that the university is working on developing language technology helping to preserve the Estonian language.



**Chart 9.** Respondents’ ratings of the extent to which the principles are applied at their institute (by faculty). Excluding respondents who found it “hard to say” (1 – not applied at all; 2 – rather not applied; 3 – rather applied; 4 – fully applied).

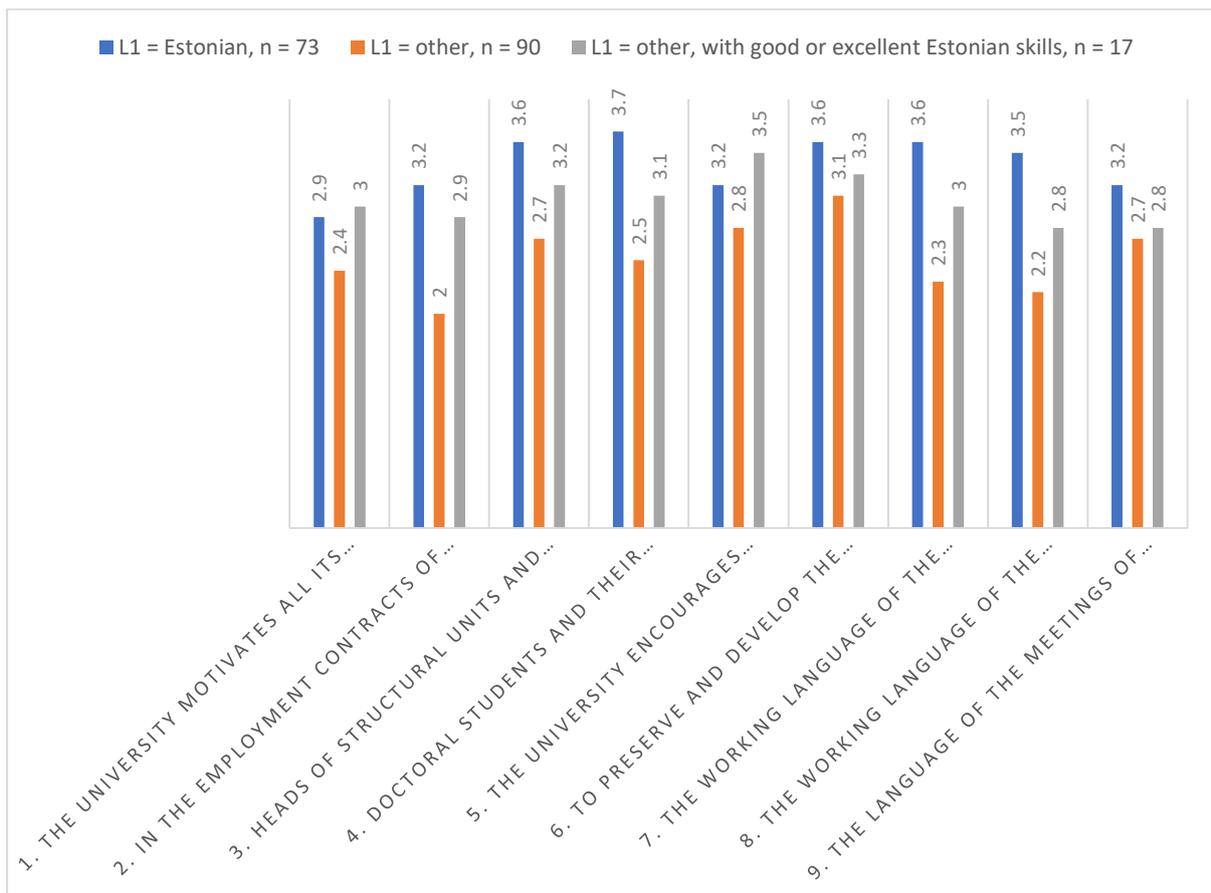
**Dependence of the ratings on the respondent’s mother tongue** (chart 10). The biggest difference between native Estonian speakers and other respondents is how they assess the application of the principle that the working language of the university is Estonian. Native Estonian speakers find that the principle is fully applied at their institute, while those with other mother tongues say it is applied partially.



**Chart 10.** Respondents' ratings of the extent to which the principles are applied at their institute (by mother tongue). Excluding respondents who found it "hard to say" (1 – not applied at all; 2 – rather not applied; 3 – rather applied; 4 – fully applied).

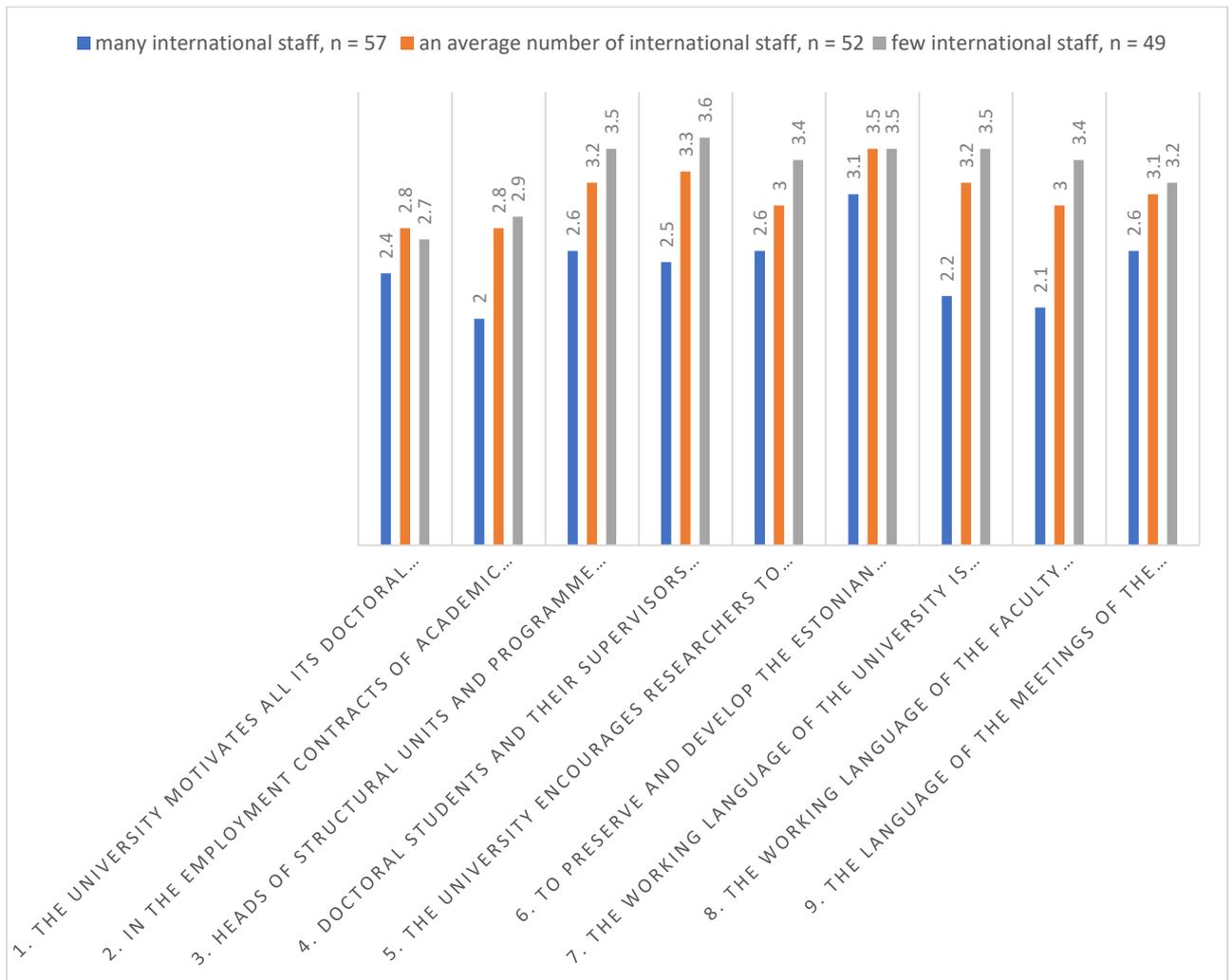
### 5.2.2. Importance of principles

**Dependence of the ratings on the respondent's mother tongue and Estonian language proficiency** (chart 11). The biggest difference in the attitudes towards learning and using the Estonian language is between native Estonian speakers and employees with other mother tongues. Native Estonian speakers consider all the principles important. Those with other mother tongues tend to regard the principles regarding learning Estonian and using it as a working language as rather not important. The principles that heads of units and programme directors must speak Estonian and that foreign-language doctoral theses must be accompanied by an Estonian summary are considered rather important by international staff. International staff with a good or very good command of Estonian consider all the principles important. Neither the origin nor the mother tongue of international staff determines the importance attached to the requirement of proficiency in Estonian and the principle of using Estonian as a working language at the university.



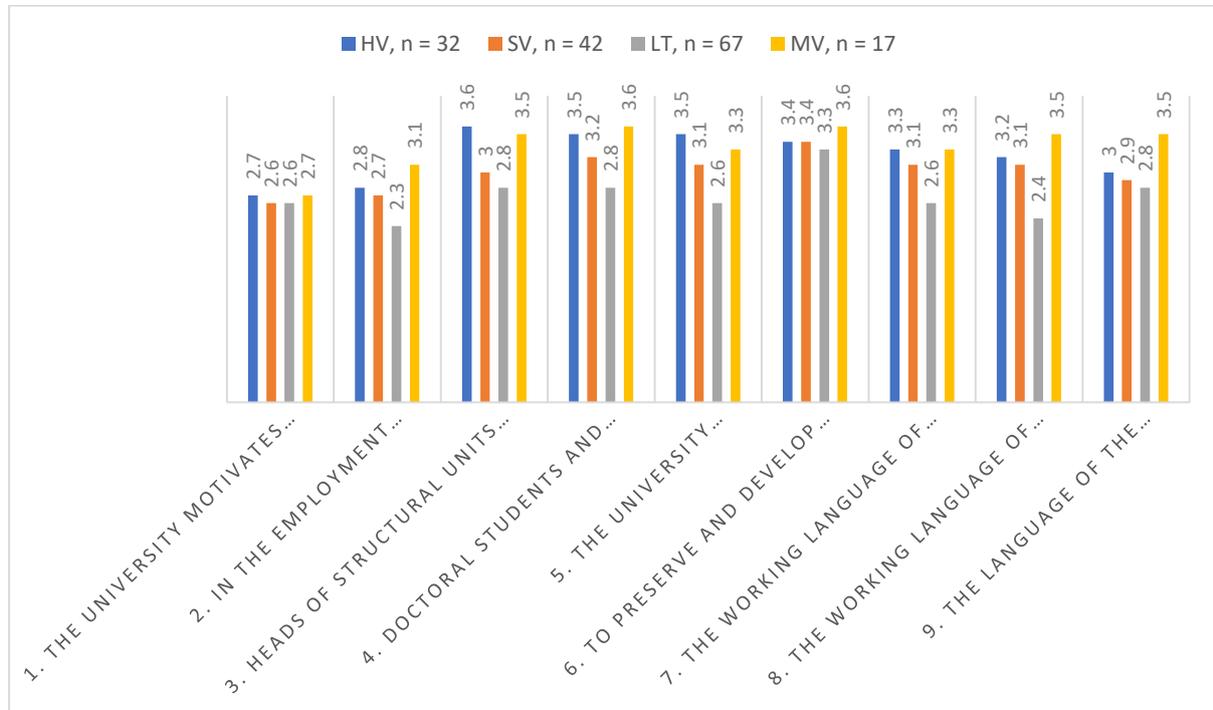
**Chart 11.** Respondents' attitudes towards the importance of these principles (by mother tongue and Estonian language proficiency) (1 – not important; 2 – rather not important; 3 – rather important; 4 – very important)

**Dependence of ratings on the percentage of international staff at the institute** (chart 12). At institutes with a larger number of international staff and a higher proportion of international staff among their respondents (the Institute of Computer Science and the Johan Skytte Institute for Political Studies), the principles are considered less important than at institutes with a smaller number of international staff and a higher proportion of local staff among their respondents.



**Chart 12.** Respondents' attitudes towards the importance of these principles (by ratio of international staff) (1 – not important; 2 – rather not important; 3 – rather important; 4 – very important)

**Dependence of ratings on the respondent's faculty** (chart 13). Respondents from the LT, which also has the highest proportion of international staff, rate the principles as least important.



**Chart 13.** Respondents' attitudes towards the importance of these principles (by faculty) (1 – not important; 2 – rather not important; 3 – rather important; 4 – very important)

### 5.3. Summary of statistical data analysis

Employees' assessments of the extent to which the principles are applied at their institutes vary slightly between faculties for some principles, depending on the percentage of international staff and doctoral students among the institute staff. For some of the principles, there are also differences in the importance the academic staff attach to the principles. However, the main difference in attitudes is between **local** (mainly native Estonian speakers) **and international staff**, not between faculties and institutes. In this respect, the attitudes of international staff who assess their Estonian to be good or excellent are more similar to the attitudes of local staff than to those international staff members who rate their Estonian language skills as poorer or who do not speak Estonian at all.

Native Estonian speakers who are members of their institute council tend to attach importance to the selected language and internationalisation principles. On the other hand, international staff with other mother tongues consider irrelevant the principles aimed at supporting the acquisition of Estonian by doctoral students and staff and the use of Estonian as

the working language of the university also in meetings at a higher management level, e.g. in the faculty council.

## **6. Thematic analysis of responses to open-ended questions**

In the questionnaire, we asked questions about the application and importance of the language principles in three parts: 1) Estonian language learning, 2) use of the Estonian language, and 3) use of the Estonian language as the university's working language. In each part, respondents could answer two open-ended questions:

1. Please comment on what currently supports and/or hinders the implementation of these principles at your institute/school.
2. Please comment on what should be done at the university to implement these principles (better, more efficiently) at your institute/school.

More answers to the open-ended questions were given by employees of LT (34 written responses) and SV (27) and fewer by HV (14) and MV staff (6). Based on the percentage of international employees, each group gave a more or less equal proportion of written comments: 26 comments from institutes with many international employees, 33 from institutes with an average number and 25 from institutes with few international employees. According to their mother tongue, the writers of text responses are divided roughly in half: half of the respondents entered Estonian as their mother tongue, and the other half entered another language.

We used the data analysis program Atlas.ti to conduct a thematic analysis, in which four main topics emerged: 1) unclarity of the principles; 2) problems with Estonian language learning; 3) involvement of (international) employees and equal opportunities; 4) mobility, insecurity of the academic career and other problems.

The wording or language choice of respondents has not been changed. We are presenting many examples to convey the attitudes as precisely as possible.

### **6.1. Unclarity of principles**

The university's language and internationalisation principles cause misunderstanding among respondents, especially international employees. Several written comments point out that the university's language policy is not understandable and thus raises questions and even opposition. Example (1) reveals that the respondent's personal standpoints are quite similar to the university's current language policy – international staff are offered opportunities to learn the Estonian language; long-term international staff should learn Estonian; employees with short-term employment contracts are not required to learn Estonian. Still, the respondent feels that the standpoints are contrary to the university's language policy and the university requires everyone, including employees working under short-term contracts, to acquire Estonian and international staff to teach in Estonian.

- (1) If you desire that your staff speaks a basic amount of Estonian after x years, go ahead, but do realize that teaching in an unfamiliar foreign language is quite difficult. On the other hand, for the social life of your staff it is very beneficial to know the language of the country that they live in, so please continue to offer possibilities to learn Estonian (and personally I feel that long-term staff should grab the possibility). Some will never learn it, some will leave after three years (what right do you have to require a person to learn Estonian if you only offer that person a short-time contract?). (LT, position unknown, L1 = other)

Some international employees do not understand the wording of the language and internationalisation principles. Particularly confusing are the principles that the university motivates all its doctoral students to achieve the advanced level in Estonian (2, 3), and encourages researchers to publish their research findings in different languages in high-level scientific journals (2). Some do not understand what the “required level of the language” means in “Heads of structural units and programme directors must speak Estonian at the level required for their work duties”. If the principles are not understood, it causes opposition to the university’s policies, because international staff may have an impression that they are not welcome at the University of Tartu (4, 5) and that the governance does not want to pay attention to their actual situation (4).

- (2) The formulation of the principle is overly ambiguous. For example, the meaning of to “motivate someone” is very unclear. Does it mean “to encourage”? Does it mean “to facilitate or to support”? Does it mean “to support and to give an incentive to achieve something”? (LT, professor, L1 = other)
- (3) it depends on the interpretation of the word “motivates” /.../ I also don’t understand what exactly “at the level required for their work duties”. /.../ Currently, in my opinion, the principles can be interpreted in a contradictory way. I am sure that my understanding of what “internationalisation” means is very different from what a nationalist thinks it means - just to give an example. (LT, professor, L1 = other)
- (4) Kuidagi nii väiklane lähenemine. /.../ kuidagi meie reaalseid probleeme ei taheta lahendada, vaid lihtsalt kindlustada, et välismaalased siia ei tuleks. Palju õnne, marurahvusülikool! (What a narrow-minded approach. /.../ they don’t want to solve our real problems, they just want to make sure that foreigners wouldn’t come here. Congratulations, national chauvinist university! (LT, associate professor, L1 = other)
- (5) With such rules, it would be very hard to work at university as foreigner. (LT, doctoral student, L1 = other)

The requirement of advanced Estonian proficiency for doctoral students also raises questions among local employees, who regard it as an unrealistic (6) or unnecessary (7) goal. Example (7) expresses concern that this language requirement restricts the opportunities for international employees to do research in Estonia; which, however, is of significant value. Also a professor (8) finds that the principles remain incomprehensible and disagrees that researchers who stay in Estonia for a short term should acquire the Estonian language. The University of Tartu actually does not expect staff members with fixed-term employment contracts to learn or use Estonian. However, this is not clearly understood from the text of the language and internationalisation principles, and the information has not been sufficiently clearly conveyed.

- (6) Välisdoktorantide ja õppejõudude/teadlaste puhul on kõrgtasemel eesti keele nõue ebarealistlik; isegi suur osa eestlasi ei küünda selleni... (The advanced Estonian language requirement for international doctoral students and teaching staff/researchers is unrealistic; even many Estonians cannot reach that level...) (SV, professor, L1 = Estonian)
- (7) Kõikide doktorantide, ka välisdoktorantide eesti keele kõrgetasemeline omandamisenõue ei ole vajalik. Hea oleks välisdoktorantidele sissejuhatav keele oskus, aga piirata nende võimalusi (teadust teha Eestis) keele pärast oleks rumal ja lühinägelik. (The requirement of advanced-level Estonian language for all doctoral students, incl. international doctoral students, is not necessary. It would be good if international doctoral students had some basic language skills, but restricting their opportunities (to do research in Estonia) because of the language would be foolish and short-sighted.) (LT, professor, L1 = Estonian)
- (8) Pole päris veendunud, et lühiajaliselt Eestis viibivad teadusega tegelevad inimesed peaksid tingimata omandama eesti keele. Eriti kui nad ei plaani Eestisse jääda. (I am not really convinced that researchers who stay in Estonia for a short term should definitely acquire the Estonian language. Especially if they do not plan to stay in Estonia.) (MV, professor, L1 = Estonian)

The principle that the university encourages researchers to publish in different languages is highly confusing for both international and local staff. The responses mostly point out that the principle contradicts reality and, in several disciplines, it is not possible (9, 10, 11) or reasonable (12) to publish in languages other than English. They also say that the system of how publications are valued is an obstacle to publishing in different languages (13).

- (9) This principle is not achievable: high-level scientific journals are not published in “different languages”: most are published in English. (SV, lecturer, L1 = other)
- (10) there is only one language for “high-level scientific journals” – English, all other languages are for low level publications by default. (LT, research fellow, L1 = other)

- (11) See teine - avaldamine muudes keeltes? Kui pidada silmas eesti keelt ja eelretsenseeritavaid „konkurentsivõimelise“ rahvusvahelise levikuga teadusajakirjasid, siis neid meil ei ole. (The second one – publishing in other languages? If you think about the Estonian language and peer-reviewed scientific journals of a “competitive” international reach, we don’t have such.) (LT, professor, L1 = Estonian)
- (12) Majandusteaduse valdkonnas pole muudes keeltes avaldamisel peale inglise keele erilist mõtet. Prantsuse või saksakeelsetest majandusajakirjadest ei ole keegi peale nende keelte kõnelejate midagi kuulnud. Puudub erialane eestikeelne majandusajakiri või üldisemalt sotsiaalteadusi käsitlev ajakiri. Jäävad ainult õpikud, aga kuna üheksakümnendatel anti välja hulgaliselt eestikeelset õppematerjali, siis on olulisemad ained kaetud. (In economics, there is not much sense in publishing in any other language than English. Other than speakers of these languages, nobody knows anything about French or German economics journals. There are no specialised Estonian-language economics journals or, more generally, social sciences journals. So only textbooks remain, but as quite a number of learning materials in Estonian were published in the nineties, the most important subjects have been covered already.) (SV, professor, L1 = Estonian)
- (13) Mitmekeelset avaldamist takistab hirm, et tulemuste ei võeta „etises“ arvesse. (What hinders multilingual publication is the fear that the result will not be taken into account in the ETIS.) (HV, professor, L1 = other)

There is quite a widespread understanding among international staff that the Estonian language and the preservation of its possibilities of use may be important, for example, for state-building (15) or social life outside the university (16). It cannot, however, be a priority at the university, the primary function of which, according to several respondents, is to do competitive and high-quality research (14, 15, 16) and provide good education (15, 16). According to example (15), the use of Estonian as the working language conflicts, in the respondent’s opinion, with the university’s goal of being an international university. In other words, this and other (3) international employees do not understand what it means that the University of Tartu identifies itself as an international national university. At the same time, dealing with the issue of the Estonian language may be interpreted as aiming for a provincial university (16, 17), which interferes with generating and disseminating knowledge (16).

- (14) University must stay competitive in the world recognised research. Although the Estonian language is very important, it should not be taken as the first term citizen in research. (LT, professor, L1 = other)
- (15) the role of the university as a part of the state building effort together with the current language principles is contradictory with what I believe should be the main objectives of the university: high quality education and high quality research. Maybe the objective to promote the Estonian language should be left to some other university, not to the one that might have the

highest potential for quality research. /.../ Having Estonian as the working language is contradictory with the strategic objective of the U Tartu being an international university. (SV, lecturer, L1 = other)

(16) /.../ unless you aim for a provincial university, a diverse staff (which will have various linguistic backgrounds) is beneficial. /.../ The task of Tartu University is to generate and disseminate knowledge, not to spread or support the Estonian language. (LT, position unknown, L1 = other)

(17) These principles should be reconsidered unless university wants to become a provincial hospice, which gathers only people who have nowhere else to go. (LT, research fellow, L1 = other)

There are also locals who are concerned that high-level research and the quality of university work cannot depend on the principle of learning and use of Estonian (20). In this example, the professor does not oppose the principle but finds that it cannot be the fundamental principle for the functioning of the university.

(18) Ülikool peab olema efektiivne, suunatud kvaliteedile, jne. /.../ Keel ei saa olla põhieesmärk, vaid toetav tegevus siis kui ka põhitegevuse eesmärgid ja eeldused on paigas. (The university must be effective, aiming for quality, etc. /.../ A language cannot be the principal goal, but a supporting activity when the objectives and premises of the core activities are in place.) (LT, professor, L1 = Estonian)

Local employees, especially in institutes with a smaller number of international staff members, are concerned that the language and internationalisation principles are not observed enough (19–24) and compromises are made to gain something. This can be, for example, the international renown of a researcher, the amount of grant brought to the University of Tartu (19) or even that the researcher wants to come here at all (20, 21). The solution is seen in a stricter language policy: adhering to the agreed principles of language learning and use, disseminating information about the agreement (25), and checking that the principles are observed (19–24).

(19) Välismaa päritolu tiiptheadlastelt, kellel on oma grant, ei julge ka direktsioon midagi muud eriti nõuda. /.../ suhtuda keele nõudesse tõsiselt ja mitte formaalselt. Kõik püsiva töölepinguga töötajad peaksid valdama eesti keelt vähemalt suhtlustasandil. (Even the management does not dare to demand much else from top-level foreign researchers with their own grants. /.../ language requirements must be taken seriously and not formally. All employees with a permanent employment contract should speak the Estonian language at least at a conversational level.) (LT, associate professor, L1 = Estonian)

- (20) Kõige rohkem takistab minu meelest Ülikooli enda leige suhtumine. Praegu on suhtumine pigem selline, et „ah mis meie pisikese rahva esindajad siin ikka oma keelega“, katsume kõik ikka kuidagi inglise keeles kenasti hakkama saada. Muidu äkki meie lugupeetud välismaalt pärit kolleeg (või doktorant või veel keegi) tunneb end ahistatuna. Eesti keel on ju niiiiin raske! /.../ kui sinult seda keelt praktiliselt ei nõuta, siis ega siis ei õpi ja selgeks ka ei saa. Keelenõue nii üliõpilastele kui õppejõududele. Mingi aja jooksul pead valdama eesti keelt vähemalt suhtlustasemel. Me nagu häbeneme praegu eesti keelt! (Above all, I think, what hinders is the lukewarm attitude of the university. At the moment, the attitude is more like, “ah, we are a tiny nation, we shouldn’t push our language”, let’s all try and manage somehow in English. Otherwise, our highly respected foreign colleague (or doctoral student or another person) would feel harassed. The Estonian language is sooooo difficult! /.../ if no one practically demands it of you, you will never learn and speak the language. Language requirement for both students and teaching staff. At a certain point you have to know Estonian at least at the conversational level. It is as if we were ashamed of the Estonian language! (LT, professor, L1 = Estonian)
- (21) vähene nõudlikkus. Hirm, et hea kandidaat ei tulegi keele nõude tõttu meile tööle või õppima. Tööle õppima värbamise käigus selgelt kommunikeerida ootust Eesti keele omandamisele. (lack of demand. The fear that a good candidate will not come to work or study here due to the language requirement. In the process of recruitment to work or study, the expectation of learning the Estonian language must be clearly communicated.) (LT, professor, L1 = Estonian)
- (22) Pole selget otsust seda teha (põhimõtteid ellu viia), prioriteedid on mujal. (There’s no clear decision to do it (apply the principles), the priorities are elsewhere.) (LT, associate professor, L1 = Estonian)
- (23) takistab ka see, et instituudi juhtkonnal puuduvad selged ja kaljukindlad reeglid, millega survestada välismaalasi eesti keelt omandama. TÜ poolset „pehmed soovitusel“ asendada selgete nõuetega nendele, kes on siin maal elanud juba üle 5 aasta. /.../ Pehmed „soovitusel“ jäävadki ainult soovitusteks ja neid vajadusel ignoreeritakse. (what is also an obstacle is that the institute management does not have clear and solid rules with which to make foreigners learn Estonian. UT’s “soft recommendations” should be replaced by clear requirements for those who have lived in this country for more than 5 years. /.../ The soft “recommendations” will remain just recommendations and are ignored, if necessary.) (LT, associate professor, L1 = Estonian)
- (24) Kokkulepitud põhimõtetest tuleb ka päriselt kinni pidada. (The agreed principles must be properly observed.) (HV, professor, L1 = Estonian)
- (25) Puudub üldine seisukoht ja teadmine, kus ja millal tuleb eesti keelt kasutada. Ülikooli töötajad ei ole järjepidevad ehk akadeemiline korralagedus. Tsentraalne otsus, mille täitmist nõutakse. (What is lacking is a general idea and knowledge of where and when to use Estonian. University staff are inconsistent, that’s academic mismanagement. [There must be] a central decision, compliance with which is required.) (MV, professor, L1 = Estonian)

## 6.2. Problems with Estonian language learning

In their written comments, international staff explained what hinders them to acquire and use the Estonian language at the university. Often, they do not have the motivation to learn Estonian (more than the basic level) because 1) English tends to be the common language of communication at university; 2) they do not associate their future with Estonia; 3) they do not have a close Estonian-speaking social circle; 4) language learning is difficult and time-consuming, especially on the side; 5) communication efficiency is considered more important in the work environment; and 6) they regard Estonian as an unfamiliar, difficult, small or irrelevant language.

First, both international and some local employees emphasise in their comments that the common language of communication at the university is English (26–33). The attitudes are different. A local staff member (26) thinks that using English at work does not give Estonian language learners the opportunity to practise Estonian, but ensures fast and convenient communication. The comments of some international staff members (28–30) reveal that they would be interested in practising Estonian at work but their Estonian colleagues tend to prefer communicating in English.

- (26) Eesti emakeelega kolleegid lähevad väga kiirelt üle inglise keelele, mistõttu eesti keele õppijatel on keeruline eesti keelt praktiseerida. /.../ Instituudi tasandil oleme nõukogus katsunud rakendada eesti keelt, kuid üpris suure hulga võõrkeelsete kolleegide tõttu läheme sageli üle inglise keelele. Kuigi see sõltub konkreetsest inimesest, aga listides on keelekasutust proovitud hoida kahekeelsena - eesti ja inglise. Siiski sageli on kiirem ja mugavam, kui suhelda ainult inglise keeles, mistõttu jääb eesti keel tahaplaanile. (Colleagues who are native Estonian speakers quickly switch over to English, which is why it is difficult for Estonian language learners to practise Estonian. /.../ At the institute, we have tried to use Estonian in the council, but due to the relatively large number of international colleagues, we often switch to English. It depends on a specific person, but in mailing lists we have tried to keep the communication bilingual – Estonian and English. Still, it is often faster and more convenient to communicate in English only, so Estonian remains in the background.) (SV, lecturer, L1 = Estonian)
- (27) People can easily manage with English language on a daily basis. (SV, other position, L1 = other)
- (28) Applying rules at the institutional level will not help individuals learn Estonian. From experience, I can say that the biggest challenge in learning Estonian has been a challenge in finding people to speak with. Estonians who speak English tend to switch directly to English. /.../ in the work place it has been easier to make connections in English. (SV, doctoral student, L1 = other)
- (29) Estonian staff members tend to speak in English if you try to speak with them in Estonian. (SV, doctoral student, L1 = other)

- (30) What hinder is lack of communication with Estonian in Estonian. I mean Estonians prefer to speak in English with foreigners. (HV, doctoral student, L1 = other)

However, there are also international staff members for whom English-language communication at the university is sufficient and who are against any language policy that would direct them to learn and use Estonian (31–33).

- (31) I want everything in English /.../ I am 100% sure that at university everyone is comfortable in communicating in English. (LT, research fellow, L1 = other)
- (32) These principles are not important and preferable communication conditions are always easily achieved using only a common sense. (LT, research fellow, L1 = other)
- (33) I do not see the point in pushing one language over the other in a work context. For me it is important to be able to communicate with someone in whatever language we both are comfortable with. In the context that I am involved in this language is commonly English. (LT, associate professor, L1 = other)

One reason why international staff do not have the motivation to learn Estonian is how they envisage their career path. Those who do not associate or do not see the possibility of associating their future (work) life with Estonia, do not have the motivation to learn Estonian. More about it is written below (see subchapter 6.4).

The lack of motivation to learn Estonian is also explained by the fact that it is difficult, unfamiliar (34, 37) and small (34), and language learning is too time-consuming (35, 37, 38), especially alongside work (36, 37). It is also mentioned that the institute does not offer any extra benefits for speaking Estonian (39).

- (34) It is a really really hard language to learn. And since there is only 1 million people to speak this language it is hard to get motivated to learn it. (LT, doctoral student, L1 = other)
- (35) I was offered to participate in a language course (2.5 ECTS), considered participation, but declined because I figured it would be too time consuming. (SV, professor, L1 = other)
- (36) My teaching and research obligations are taking much of my time, that I could put to learn Estonian. (SV, lecturer, L1 = other)
- (37) It is hard to find the time to learn the language when you are a fully dedicated professional. I usually prefer to spend more time teaching students or doing research. For some of us, Estonian is a completely different language and becomes hard to learn, and also takes a lot of time and practice. (LT, lecturer, L1 = other)

(38) Learning Estonian is very time consuming and PhD students don't always have time for that. (SV, other position, L1 = other)

(39) the institute doesn't offer any benefits for those who take their time to learn it. (SV, other position, L1 = other)

Comments concerning specifically the language learning opportunities offered by the University of Tartu mostly praise the opportunity to participate in free Estonian language courses. At the same time, several respondents criticise that they have to participate in the courses together with students (40–43), staff members' motivation to learn the language differs from that of the students, and specific language skills are needed for work. Language learning with students can be unpleasant for some employees due to the status difference (40). Also, one comment complains that the language teaching methods are outdated (42). Some write that while courses exist, the waiting lines are long (44, 45). Some Estonian language enthusiasts write that the courses are too slow (41, 46).

(40) there are no special opportunities for UT staff. If you want to learn Estonian, you have to go and learn it with the students, that take it for the sake of credits. When in fact international UT staff have different motivation. You also would not want to end up in the same class with your students, so there is an additional boundary. (SV, other position, L1 = other)

(41) Estonian classes should be offered specifically for staff or doctoral students. Too often, Estonian classes are filled with students or Erasmus students who either are taking the course in order just to learn a little of the language for fun. While this is nice, it makes the courses that are open inefficient in teaching those who actually want a practical use of the language in their day-to-day lives. (SV, doctoral student, L1 = other)

(42) I took the Estonian course offered by the University but I found it quite hard because not only the language is difficult but also the teaching methods were outdated in my opinion. For example, we had to learn by heart an entire page of vocabulary every week, which is not useful at all. The course was oriented to students mostly, who have a lot of time for studying. I think that professionals should get a different type of instruction, at a different pace, and more practical --with more situations where beginners could practice the language. (LT, lecturer, L1 = other)

(43) At the moment, the options are rather limited. The scheduled is not aligned with employees schedules, and there is very little emphasis put on the vocabulary that is needed for professional use of Estonian in a work-related environment. (SV, position unknown, L1 = other)

(44) Estonian language courses are available at university. However, the queue for these courses often quite long and I prefer to have more online courses, since time is not always suitable in those groups. (LT, doctoral student, L1 = other)

(45) It's difficult to enroll for the course, it's of high demand. (SV, doctoral student, L1 = other)

(46) the courses that I have taken are altogether too slow. I have also noticed an attitude to teaching the language very slowly to the point that if a student was taking the normal course, it would take around 3 semesters only to talk about objects in the plural, let alone more complex topics. (SV, doctoral student, L1 = other)

As solutions to issues related to language learning opportunities, the respondents want flexibility and diversity: voluntary language learning (49, 50); courses for employees (47, 48), individual tuition (52), both online courses (45, 49) and in-class ones; courses at different times of the day. In comment (48), an international employee expresses willingness to learn Estonian, if they were allowed to focus on language learning during working hours.

(47) separate Estonian classes for UT staff only. Where focus would be not only on passing the tests, but on practicing the language needed for work. (SV, other position, L1 = other)

(48) The current offer of free language classes are too slow in my opinion, and takes a lot of time of a faculty member while he/she is so busy with his teaching and research. The university should offer condensed courses for faculty members only. What could be really good is to tell a lecturer that he/she will have less obligations for one year and he/she should advance himself/herself to a certain level of Estonian language ability, only focusing on that. (SV, lecturer, L1 = other)

(49) Learning a language is always a good thing, but I like that there is a choice whether to learn it or not. Make more flexible Estonian online courses for each level. (LT, doctoral student, L1 = other)

(50) as a university that sells itself as international, I'd advise not being too tied up with enforcing Estonian language requirements on faculty, academic or non-. keep them aspirational. some may have neither the time nor the ability to learn Estonian to a working level. (SV, other position, L1 = other)

(51) Provide more time, funding, and flexibility when it comes to learning Estonian. (HV, doctoral student, L1 = other)

(52) In case the university really thinks that everybody must be fluent in Estonian after 3-5 years, then they must offer individual teaching (1-on-1) for at least 1 year. I always wonder how someone could possibly come up with the idea that, say, a 45 year old person without any Estonian/Finnish language knowledge and without an Estonian-speaking partner/spouse, could possibly learn Estonian on top of the regular 40-60 hour work week that most faculty (in particular international) have. (LT, professor, L1 = other)

In addition, those interested in acquiring the Estonian language emphasise the importance of practising Estonian outside of classes (53, 54). In other words, they attach importance to the circle of communication and helpful colleagues ready to communicate in Estonian. This way, international staff members interested in learning Estonian could practise the language more. A doctoral student (55) writes that the university could pay more attention to Estonians and teach them how to communicate with a language learner without switching languages.

(53) The Institute and all my Estonian colleagues are very supportive in encouraging non-Estonian staff members of learning and practicing the language. We often organize non-formal Estonian language cafes. /.../ The university should provide more diverse options of studying Estonian for employees. (SV, position unknown, L1 = other)

(54) Inimene õpib keelt, kui ta asjadesse kaasatud. Vaja on see, et oleksid kolleegid/sõbrad, kes nendega suhtlevad ja keele õppimist julgustavad. (Individuals will learn the language when they are involved. What is needed is colleagues/friends who communicate with them and encourage them to learn the language.) (LT, associate professor, L1 = other)

(55) I think general training on how to communicate in Estonian with non-native Estonian speakers would be a great help. Tips what to do instead of switching to English or giving up on the conversation. (SV, doctoral student, L1 = other)

Both international and local employees say in their comments that the university has the institutional capacity to increase the motivation to learn and use Estonian by paying additional remuneration for learning Estonian (56–58), providing more specific language support (56) and organising outings where learners could practise Estonian both among themselves and with native Estonian speakers (57). A lecturer of the Johan Skytte Institute of Political Studies (59) gives a positive example: at their institute, language support is provided to international staff (help with translating written texts), but mainly to reduce the workload of local benevolent and helpful colleagues.

(56) Õigem oleks maksta 2x kõrgem palk eestikeelse õppetöö läbiviimiseks ja pakkuda tasuta keele toimetamise teenused nendele välismaalastele, kes eestikeelseid õpematerjale kirjutavad. (It would be fairer to pay double salary for conducting studies in Estonian, and provide free copy-editing services to foreigners who write Estonian-language teaching materials.) (LT, associate professor, L1 = other)

(57) salary bonus or additional events for the international staff who is learning Estonian. For example, small getaways where people can practice their Estonian with each other which are curated by Estonians. (SV, other position, L1 = other)

(58) Võõrkeelsete õppejõudude eesti keele oskuse tase peaks kajastuma palganumbris. (The Estonian language proficiency of foreign-language lecturers should be reflected in the salary.) (HV, professor, L1 = Estonian)

(59) From this year, our institute also offers translation service (although not for very long texts), which enables to improve the production of texts in Estonian and perhaps reduces the workload of our benevolent colleagues. (SV, lecturer, L1 = Estonian)

### **6.3. Involvement of (international) staff and equal opportunities**

Some local employees (mainly from the Institute of Computer Science, where the proportion of international staff is the highest) and international staff members raise the issue of equal inclusion of international staff in university work (60–65). Even if international employees begin to learn the Estonian language when they start work at the University of Tartu, the local staff do not expect them to speak the language before starting work here. However, employees need to be involved in the work from the first workday already, and this is enabled by communicating in English (60). According to comment (61), it is also important to include international staff in decision-making processes, which is why English is used at meetings.

(60) Väliskolleegid jäävad meie juurde ja neid tuleb juurde tippülikoolis. Ka nende esimesed tööaastad peavad nad olema kuidagi integreeritud. Me saame hoida kakskeelsust. Aga normaalne suhtlus on ju viisakas pidada nii et osapooled saavad aru, mitte öelda, et vaata ise kuidas minu eesti keelest aru saad.. (Our international colleagues will be with us and there will be more of them at a top-level university. They should be integrated in work also in their first years of employment. We can keep bilingualism. But it would be polite to have normal communication in which parties understand each other, and not say: see for yourself how you understand my Estonian.) (LT, professor, L1 = Estonian)

(61) on väga oluline, et kaasata mõõdukalt ja parajal määral välisõppejõude/teadlasi ka otsustusprotsessidesse ja seepärast tuleb vastavatel koosolekutel rääkida inglise keeles. (it is very important to involve international lecturers/researchers in decision-making processes to a moderate and reasonable extent and, therefore, English should be used in the respective meetings.) (LT, associate professor, L1 = Estonian)

Some international staff members associate the use of the English language with equality (62), while Estonian language requirements are associated with creating a language barrier (63, 65), exclusion of international colleagues (64) and even discrimination. In comment (63), an international employee emphasises that at an international university, local and international staff should have equal opportunities, but according to the university's current policy, the Estonian language requirement in management positions puts international staff in an unequal situation, as it creates a language barrier. The same respondent thinks that currently, the

teaching of Estonian at the university is too slow (48) and, in order to increase equality, proposes that the university should allow international employees to focus intensively on learning Estonian for a certain part of their working time.

- (62) if we understand internationalisation in the sense that we make it possible for everyone to participate from day 1, simply by using the international lingua franca English everywhere, then it is only important to learn Estonian if someone wants to fully integrate in society (but it is not so important for the work - and focus can be put on teaching and research). /.../ (LT, professor, L1 = other)
- (63) My opinion is that if we would call UT an international university then we should have equal opportunities for international and local faculty. This doesn't seem to be the case for management positions like chair heads, program managers etc. Having Estonian language requirements already create a barrier. It is understandable if foreign faculty members are given good opportunity to learn and advance their Estonian skills. If it will be a requirement to speak Estonian, there should be a good support for it. /.../ international faculty should be given an option to participate. Language shouldn't be a barrier. (SV, lecturer, L1 = other)
- (64) Unless I put many extra hours of work, the fact that Estonian is the main language for administrative purposes excludes me from most of the decision processes and debates going on at the university. Foreign people cannot be some kind of tokens that you present in statistics but are in practice excluded from many activities inside the university. (SV, lecturer, L1 = other)
- (65) The university should not use the Estonian language as a barrier for recruitment and promotion of foreign staff if improving the internationality status of the university is the future goal. Continue to support the staff and students to learn Estonian language and culture, but do not use this as a barrier for recruitment and promotion of career. (MV, professor, L1 = other)

One comment also reveals that even communication in English is not always the most efficient, because not all local employees are confident enough in the language to express themselves effectively (66).

- (66) valdkonna doktorikomisjoni suhtluskeel on inglise keel, sest üks instituut saadab sinna esindaja, kes eesti keelt ei valda. Minu meelest pärsib see arutelu efektiivsust, sest komisjoni liikmed peavad kohapeal paralleelselt leiutama ingliskeelseid bürokraatia termineid (kuidas öelda inglise keeles „riigieelarve väline õppekoht“ vms). (The language of communication of the faculty's doctoral committee is English, because the representative of one institute does not speak Estonian. In my opinion, it reduces the effectiveness of discussion, because committee members have to invent bureaucratic terms in English on the spot (how to say “riigieelarve väline õppekoht” in English, etc.). (LT, associate professor, L1 = Estonian)

#### 6.4. Mobility and insecurity of the academic career and other issues

International staff have come to the University of Tartu mostly from another country and a different language environment and envisage themselves going back there in the future, either for work or retirement (67–72). As they cannot imagine that they could benefit from their knowledge of Estonian in the labour market outside Estonia (67, 68), or in some fields even in Estonia (71), their motivation to learn Estonian is low, and they are satisfied with basic knowledge (71) or do not feel the need to learn Estonian at all (68). At the same time, some write that a more secure chance of staying at the University of Tartu would motivate people more to study Estonian (69, 70).

- (67) Estonian is not a very important language and as a consequence Estonian language skills are not very valuable for international staff moving between universities. (LT, position unknown, L1 = other)
- (68) I am not in the favour of Estonian language being promoted at university at least. /.../ practically speaking being here on just a contract and then moving to some other country, with this situation I don't have to invest time in learning a new language. (LT, research fellow, L1 = other)
- (69) tuleviku ebakindlus (kas on üldse võimalusi Eestis töötama?) ja ebakindel TÜ karjääri mudel takistavad eesti keele oskused oluliseks pidamast. (insecure future (are there any opportunities for working in Estonia at all?) and the insecure career model of UT hinders regarding Estonian language skills as important.) (HV, associate professor, L1 = other)
- (70) Lühiajalised ebastabiilsed teadusprojektid, mille lõppedes inimesed peavad Eestist lahkuma. Ei motiveeri keelt õppima, kui tead, et projekt kestab vaid 2 aastat. Projektide vahele on vaja ülikooli puhvrit, mis võimaldaks töökohad muuta stabiilsemaks. (Short-term, unstable science projects, at the end of which people have to leave Estonia. It is not motivating to learn a language if you know the project will only last 2 years. The university needs to provide a buffer between projects to make jobs more stable.) (HV, associate professor, L1 = other)
- (71) there are NO jobs in Estonia that require specialists who have PhD in [X discipline] (except UT). All Estonian one need is survival basics that may be acquired in a month. All the rest is the waste of time because Estonian is not an asset for any job outside Estonia, and even in Estonia universities are likely to hire somebody who graduated from the UK, the US, Germany, Sweden etc. than somebody who graduated from UT and speaks B1-B2 Estonian. (HV, doctoral student, L1 = other)
- (72) I also think that the university and society at-large has more benefit from my work as professor than me speaking fluently Estonian and leaving Estonia anyways when retiring. (LT, professor, L1 = other)

In several comments, local Estonian staff cite the lack of Estonian-speaking academic staff as a problem, particularly the shortage of the future generation of Estonian-speaking academic staff (73, 75). That causes too much workload for the existing academic staff and, for example, does not leave enough time for international staff members to learn Estonian (74, 75). It is also noted that as the Estonian-speaking academic community is small, the university is forced to employ non-Estonian-speakers in management positions (76), and to switch to teaching in English. The respondents think that the university or the government should find a solution to this problem.

- (73) Teatud erialadel ei tule enam eesti keelseid doktorante õppima, sest magistrandid on kõik inglise keeled. Või ütleme nii, et väliskandidaadid on sageli tugevamad. See tekitab juurprobleemi ehk eesti keelse järelkasvu puudumise ja eesti keele õpetamise vajaduse. Samas on välisdokorandid oluliselt mobiilsemad ehk ei pruugi üldse Eestisse jääda, mis pärsib ka nende huvi eesti keele õppimise vastu. Rohkem eesti keelseid magistrikavu, mis annaks hea stardiplatvormi doktorantuuri sissesaamiseks. (In certain specialisations, there won't be any Estonian-speaking doctoral students because all master's students are English-speaking. Or, let's put it this way: foreign applicants are often better. That is the root of the problem – the lack of an Estonian-speaking future generation and the need to teach Estonian. At the same time, international doctoral students are much more mobile and may not stay in Estonia, reducing their interest in learning Estonian. More Estonian-taught master's curricula [are needed] that would be a good launch pad for entrance to doctoral studies.) (SV, professor, L1 = Estonian)
- (74) Inimeste töökoormused on üpris suured, mistõttu sinna eesti keele õpet on keeruline lisada. (People's workload is quite heavy, which makes it difficult to add Estonian language studies.) (SV, lecturer, L1 = Estonian)
- (75) Takistab: - tööjõu saadavus - doktorikraadiga akadeemilise personali võimekaid ja huvilisi inimesi EI OLE. /.../ alamehitatus ja alarahastus - liiga vähe õppejõude, ülekoormus. Mis omakorda ei jäta aega täiendavateks „nice to have“ tegevusteks /.../ Selgemaks prioriteedid ning arusaamine – kas ja kuidas on õppejõud suuteline oma ülesandeid täitma, kui ollakse ülekoormuses... See, et meil ei olegi eestikeelseid töötajaid võtta, on pikaajaline Eesti (ja TÜ) enda tekitatud mure. (What hinders: - availability of staff - there ARE NO people with PhD capable of and interested in an academic career. /.../ understaffing and underfunding - too few teaching staff members, overload. This, in turn, does not leave time for additional “nice-to-have” activities /.../ Clearer priorities and understanding – whether and how teaching staff is capable of performing their duties while being overloaded with work... The fact that we don't have Estonian-speaking employees available, is a long-standing problem that Estonia (and the UT) itself has created.) (LT, professor, L1 = Estonian)
- (76) Inimeste nappus. Programmijuhte pole kerge leida, seetõttu on ka mõned PJ-d välismaalased, kellest kõik ei oska eesti keelt (Shortage of people. It is not easy to find programme directors, and that's why some PD-s are foreigners not all of whom speak Estonian (SV, associate professor, L1 = Estonian)

- (77) Programmijuhte on väga raske leida; parem olgu välisõppejõud programmijuht kui üldse mehitamata. (Programme directors are very difficult to find; better have an international lecturer as programme director than leave the position vacant.) (SV, research fellow, L1 = Estonian)

Some of the native Estonian respondents believe that the language learning problem could be solved by employing more local people.

- (78) Eesti keel elab hästi siis, kui akadeemiline personal mõtleb ja räägib oma erialast eesti keeles. Seda takistab liiga suur arv välisdoktorante ja järeldoktoreid, kes eesti keelt ei oska. /.../ Vaja oleks saavutada, et doktorantuuri tuleks võimalikult palju eestikeelseid noori. (The Estonian language thrives if academic staff thinks and speaks of their discipline in Estonian. What hinders that is the overly large number of international doctoral students and postdocs who don't speak Estonian. /.../ We must achieve that as many Estonian-speaking young people as possible would come to doctoral studies. (LT, associate professor, L1 = Estonian)

## **6.5. Summary of qualitative content analysis**

Firstly, the respondents' written comments reveal that the university's language and internationalisation principles tend to remain partly unclear for both local and international employees. The principles that the university motivates all its doctoral students to achieve the advanced level in Estonian, encourages researchers to publish in different languages in high-level scientific journals, and that the heads of structural units and programme directors must speak Estonian at the level required for their work duties raise questions in both target groups. It remains unclear for foreign employees whether ensuring the sustainability of the Estonian language really has to be the university's responsibility and how this nationally important topic matches the research and teaching that aims for international success. Local academic staff see the application and adherence to the principles as the unclear part.

Secondly, the international respondents' comments reveal that their interest in learning Estonian is often limited to the basic level, and their motivation to continue learning Estonian is rather low since English is used as the common language of communication and work. Also, the mobility and insecurity of the academic career reduce the motivation to learn a language. International staff members may not be interested in learning the Estonian language but they are interested in their successful research and teaching to secure their future career opportunities. Local staff members agree that the university employees' workload tends to be so high that they have no time to learn Estonian.

## 7. Development fund grants for the Estonian language learning of international staff

In autumn 2022, partly based on the survey results, the university concluded that the learning of Estonian among international staff and their integration with local staff should be stepped up. For that, an action plan was drawn up under the leadership of Vice Rector for Academic Affairs Aune Valk, financed by the university's development fund.

<b>ACTION PLAN FOR ESTONIAN LANGUAGE LEARNING</b>	
Chapter of the strategic plan A2025	Promoter of Estonian language and culture
Course of action of the strategic plan A2025	Strengthening the role of the Estonian language as the primary language in the international learning environment
Activity of the action plan for 2023	Ensuring the opportunities for Estonian language learning for (international) staff (HV, K1, P2)
<p><b>Short description of the activity</b>  Offering additional opportunities for international staff to learn Estonian and improve language skills. Motivating employees to participate in language learning. Estonian Language Counsellor Helika Mäekivi coordinates the activity.</p> <p>Under the Language Act, the staff of a public university must be able to understand and use Estonian at the level which is necessary to perform their service or employment duties. International academic staff must obtain the B1 level in Estonian within five years. Employees can take one language course per semester free of charge, but as academic staff have been able to communicate in English in the work environment, there has not been much interest in learning Estonian.</p> <p>Over the past few years, the university has been consistently looking for ways to increase the motivation of international employees to learn Estonian: language classes have been moved closer to the learners (separate groups for LTAT in Delta), the importance of the language requirement has been explained to managers and employees, and the obligation to acquire at least B1 level in Estonian within five years is specifically mentioned in the employment contract. Since 2022, the proficiency in Estonian of international staff is also assessed in the course of evaluation. This has led to an increased interest in the language courses offered by the university, not only among new staff but also those who have been in Estonia for longer.</p> <p>According to a survey on the language attitudes of international staff (Kerttu Rozenvalde, Birute Klaas-Lang), the university should pay more attention to integrating international and local staff. International staff also want more flexible language learning opportunities: separate courses (currently, staff and students take HVLC courses together), learning both in the classroom and online, and the possibility of individual tuition; specially created opportunities to practise the language; and the inclusion of Estonian language learning in</p>	

the work schedule, with time allocated for it. When planning activities, it should be borne in mind that reaching the B1 level is expected to take five to six semesters.

International doctoral students, i.e. young researchers, should be seen as a specific target group. According to the agreement included in the administrative contract, at least 50% of doctoral graduates in each faculty must be proficient in Estonian at a level of at least B2 (except for IT, where the required level is B1). In doctoral studies, Estonian language learning should be supported along with opportunities for interaction (i.e. activities led by the centres for doctoral studies), as the working language of the research team is often English. In extending language learning opportunities for staff, doctoral students who are not university employees can also be involved in language learning activities. As at 11 October 2022, there are 360 international doctoral students at the university, 172 of whom (48%) are not University of Tartu employees.

A certificate is required to prove language proficiency, so courses should end with an exam. The Education and Youth Board issues the certificates. [Estonian language proficiency examinations](#) are organised four times a year and are free of charge. There is no limit on the number of people who can take the exam. We can inform our staff and doctoral students about the exam arrangements.

### Proposals

1. Use the format of **tandem language learning** for staff and doctoral students. The tandem would consist of one native Estonian speaker and one person with another mother tongue – both can improve their foreign language skills. Another course should be added to the existing tandem course as the number of participants increases.
2. Consider creating a practical course similar to the **Language Friends Program** (<https://integratsioon.ee/en/language-friends-program>), where learners of Estonian can communicate with volunteer native Estonian speakers.
3. Allow doctoral students and staff to participate in a two-week **intensive course** by HVLC organised as continuing education in early August. This is mainly suitable for those who are already in Estonia.
4. Organise additional language course groups for international staff only, both in the classroom and online.
5. Support integration at the institutes: in units with more than ten international staff members (13), initiate more **joint events and trips** of local and international staff, activities for practising the Estonian language, language campaigns, e.g. the badge “Speak Estonian with me”, etc.
6. In cooperation with the Centre for Professional Development, organise **language camps** for international junior research fellows and other staff on one long weekend each autumn semester and for five days in January in an open atmosphere, in an Estonian-speaking environment together with Estonian speakers.
7. Set up **language cafés** in buildings with more international staff (Lossi 36 and Delta, Institute of Technology), led by the Centre for Professional Development, once a week for 1.5 hours during the academic year.
8. Organise **peer group counselling** for internationalisation contact persons and doctoral students / junior research fellows, providing an opportunity for better networking and exchange of good practices. The aim is to form groups involving both local and international members, which would also promote integration.

9. Ensure the possibility of using <b>speech recognition and machine translation tools</b> for meetings with parallel language use.	
10. Ensure clear communication of the whole project to doctoral students and staff, draw up a communication plan and implement it.	
Results and indicators	<b>Moving towards the key performance indicators of A2025 and goals agreed upon in the administrative contract</b> Percentage of international employees taking Estonian language courses 29% (2020) -> 45% (2025) Doctoral students as a separate indicator
Budget	<b>110,052 euros</b>

#### ANNEX TO ACTION PLAN. BUDGET 2023

Activity	(cost in euros)	Unit	Time
1. One new tandem learning group	4,481	EE	January 2023
2. Practical course Language Friend (training for volunteer language friends and bringing people together, peer group counselling)	3,269	EE	Spring 2023 for development, in autumn?
3. Intensive courses in the summer	14,891	OO	August 2023
4. Separate courses for staff (one per semester)	17,450	PR	January 2023
5. Joint events	11,349	PR	Spring
6. Language camps in autumn and January immediately in autumn (e.g. one weekend) and a longer one in January?	19,954	PR	October 2023 and January 2024
7. Two language cafés (20 + 20 meetings a year)	4,685	PR	One is ongoing, another starting in February, one may be added
8. Peer group counselling (training and support for group leaders)	2,297	PR	August 2023
9. Language and translation technology	12,125	ATI	Development in spring, implementation in autumn
10. Recruiting an additional staff member in the Human Resources Office (remuneration and activities)	14,550	PR	to be determined
11. Project communication and organisation	5,000	TUKO	January 2023
<b>Total 2023 budget</b>	<b>110,052</b>		

## **Annex 1. Survey invitation to members of institute councils in Estonian and English**

### UURINGUKUTSE INSTITUUTIDE/TEADUSKONDADE NÕUKOGUDE LIIKMETELE

Tere!

Tartu Ülikool on rahvusvaheline rahvusülikool, mille ülesanne on tagada eesti keele ja kultuuri kestlikkus ning korraldada rahvusvaheliselt kõrgetasemelist teadus- ja õppetööd. Ülikooli arendamiseks ja igapäevase töö korraldamiseks on TÜ välja töötanud keele ja rahvusvahelistumise põhimõtted. Viime läbi uuringu selle kohta, kui oluliseks ülikooli liikmed neid põhimõtteid peavad, kuivõrd neid instituutides/teaduskondades juba rakendatakse ning kuidas saaks neid põhimõtteid paremini rakendada. Oleme koostöös prodekaanidega välja valinud kümme instituuti/teaduskonda, kelle nõukogu akadeemiliste liikmete poole pöördume palvega täita alljärgnev küsimustik.

Palume teil hinnata nende põhimõtete olulisust enda jaoks ning anda tagasisidet selle kohta, kuivõrd neid põhimõtteid Teie instituudis/teaduskonnas rakendatakse. Võimaluse korral kommenteerige, mida tehakse Teie instituudis/teaduskonnas nende põhimõtete rakendamiseks ning mida Teil oleks vaja selleks, et neid (paremini, tõhusamalt) rakendada.

Uuringuandmeid kogutakse üldistatult TÜ akadeemiliste töötajate keelehoiakute uuringu tarbeks Teid otseselt tuvastamata kujul. Teie vastuseid kasutatakse keeleuuringus anonüümselt. Kuna aga Teie kohta kogutakse üldist taustinfot, nagu keeleoskus ja -kasutus, päritolu, senised elukohariigid ja Teie suhtlusring, on võimalik, et võite selle põhjal olla kaudselt tuvastatav. Sellisel juhul on see teave kättesaadav ainult uuringu korraldajatele Kerttu Rozenvaldele ja prof Birute Klaasile ning neid hoitakse konfidentsiaalsena. Küsimuste korral palun kirjutage aadressil [kerttu.rozenvalde@ut.ee](mailto:kerttu.rozenvalde@ut.ee).

Juhul kui töötate või õpite paralleelselt mitmes TÜ instituudis/teaduskonnas, vastake palun neist ühe kohta.

TÜ eesti ja üldkeeleteaduse instituudi uurimisrühm  
Birute Klaas-Lang (eesti keele võõrkeelena professor)  
Kerttu Rozenvalde (keelepoliitika teadur)

## Survey invitation to members of institute councils

Dear colleague,

The University of Tartu is an international national university and its task is to ensure the sustainability of Estonian language and culture and to organise internationally high-level research and teaching. The UT has prepared **Language and internationalisation principles** to develop the university and organise its everyday work. We are carrying out a survey on how important the university members consider these principles, to what extent the principles are already implemented at institutes/schools, and how the principles could be better implemented. In cooperation with vice deans, we have selected ten institutes/schools, whose council members representing academic staff we hereby ask to fill in the questionnaire below.

Please rate how important these principles are for you and reflect to what extent the principles are implemented at your institute/school. If possible, please add a comment about what is done at your institute/school to implement these principles and what you would need to implement them (better, more efficiently).

The survey data are gathered in an aggregated form for the purpose of the survey of language attitudes of the UT academic staff, and they cannot be used to identify you. Your responses are used anonymously in the survey. As the survey gathers respondents' general background information, like language proficiency and use of language, former countries of residence and your social circle, it is possible that you could be indirectly identified on that basis. In this case, such information is available only to the organisers of the survey, Kerttu Rozenvalde and Professor Birute Klaas, and it is kept confidential. With any questions, please don't hesitate to contact [kerttu.rozenvalde@ut.ee](mailto:kerttu.rozenvalde@ut.ee).

In case you work or study at several UT institutes/schools, please answer about one of these.

Please find the questionnaire here: xxx. It takes up to 20 minutes to complete the survey.

Research team of the UT Institute of Estonian and General Linguistics

Birute Klaas-Lang (Professor of Estonian as Foreign Language)

Kerttu Rozenvalde (Research Fellow in Language Policy)

## **Annex 2. Survey invitation to international staff in Estonian and English**

### UURINGUKUTSE VÄLISTÖÖTAJATELE (sh VÄLISDOKTORANTIDELE)

Tere!

Tartu Ülikool on rahvusvaheline rahvusülikool, mille ülesanne on tagada eesti keele ja kultuuri kestlikkus ning korraldada rahvusvaheliselt kõrgetasemelist teadus- ja õppetööd. Ülikooli arendamiseks ja igapäevase töö korraldamiseks on TÜ välja töötanud keele ja rahvusvahelistumise põhimõtted. Viime läbi uuringu selle kohta, kui oluliseks ülikooli liikmed neid põhimõtteid peavad, kuivõrd neid instituutides/teaduskondades juba rakendatakse ning kuidas saaks neid põhimõtteid paremini rakendada. Pöördume Teie poole palvega täita alljärgnev küsimustik.

Palume teil hinnata nende põhimõtete olulisust teie jaoks ning anda tagasisidet selle kohta, kuivõrd neid põhimõtteid Teie instituudis/teaduskonnas rakendatakse. Võimaluse korral kommenteerige, mida Teie instituudis/teaduskonnas tehakse nende põhimõtete rakendamiseks ning mida Teil oleks vaja selleks, et neid (paremini, tõhusamalt) rakendada.

Uuringuandmeid kogutakse üldistatult TÜ akadeemiliste töötajate keelehoiakute uuringu tarbeks Teid otseselt tuvastamata kujul. Teie vastuseid kasutatakse keeleuuringus anonüümselt. Kuna aga Teie kohta kogutakse üldist taustinfot, nagu keeleoskus ja -kasutus, päritolu, senised elukohariigid ja suhtlusring, on võimalik, et võite selle põhjal olla kaudselt tuvastatav. Sellisel juhul on see teave kättesaadav ainult uuringu korraldajatele Kerttu Rozenvaldele ja prof Birute Klaasile ning neid hoitakse konfidentsiaalsena. Küsimuste korral palun kirjutage aadressil [kerttu.rozenvalde@ut.ee](mailto:kerttu.rozenvalde@ut.ee).

Juhul kui töötate või õpite paralleelselt mitmes TÜ instituudis/teaduskonnas, vastake palun neist ühe kohta.

TÜ eesti ja üldkeeleteaduse instituudi uurimisrühm  
Birute Klaas-Lang (eesti keele võõrkeelena professor)  
Kerttu Rozenvalde (keelepoliitika teadur)

Survey invitation to international staff (incl. international doctoral students)

Dear colleague,

The University of Tartu is an international national university and its task is to ensure the sustainability of Estonian language and culture and to organise internationally high-level research and teaching. The UT has prepared **Language and internationalisation principles** to develop the university and organise its everyday work. We are carrying out a survey on how important the university members consider these principles, to what extent the principles are already implemented at institutes/schools, and how the principles could be better implemented. We ask you to complete the following questionnaire.

Please rate how important these principles are for you and reflect to what extent the principles are implemented at your institute/school. If possible, please comment about what is done at your institute/school to implement these principles and what you would need to implement them (better, more efficiently).

The survey data are gathered in an aggregated form for the purpose of the survey of language attitudes of the UT academic staff, and they cannot be used to identify you. Your responses are used anonymously in the survey. As the survey gathers respondents' general background information, like language proficiency and use of language, former countries of residence and your social circle, it is possible that you could be indirectly identified on that basis. In this case, such information is available only to the organisers of the survey, Kerttu Rozenvalde and Professor Birute Klaas, and it is kept confidential. With any questions, please don't hesitate to contact [kerttu.rozenvalde@ut.ee](mailto:kerttu.rozenvalde@ut.ee).

In case you work or study at several UT institutes/schools, please answer about one of these.

Please find the questionnaire here: xxx. It takes up to 20 minutes to complete the survey.

Research team of the UT Institute of Estonian and General Linguistics

Birute Klaas-Lang (Professor of Estonian as Foreign Language)

Kerttu Rozenvalde (Research Fellow in Language Policy)

### Annex 3. Questionnaire in Estonian and English

#### Taust

Emakeel(ed) .....

Keeleoskus .....

<input type="checkbox"/> väga hea	<input type="checkbox"/> hea	<input type="checkbox"/> rahuldav	<input type="checkbox"/> vähene
<input type="checkbox"/> väga hea	<input type="checkbox"/> hea	<input type="checkbox"/> rahuldav	<input type="checkbox"/> vähene
<input type="checkbox"/> väga hea	<input type="checkbox"/> hea	<input type="checkbox"/> rahuldav	<input type="checkbox"/> vähene

+ LISA

Milline on teie eesti keele õppimise kogemus?  Olen õppinud ülikoolis  Olen õppinud väljaspool ülikooli  Ei ole õppinud eesti keelt

Kui tihti kasutate eesti keelt?  Iga päev  Sageli  Harva  Üldse mitte  Raske öelda

Kui suur osa neist, kellega te suhtlete tihti, on eestlased?  Kõik  Suurem osa  Pool  Väiksem osa  Mitte keegi  Raske öelda

Päritoluriik  Eesti  Muu: .....

Mis riikides olete elanud? .....

+ LISA

Kui kaua olete elanud Eestis?  Vähem kui aasta  
 1–5 aastat  
 6–10 aastat  
 Rohkem kui 10 aastat

Kui kaua olete töötanud TÜs (sh olnud doktorant)?  Vähem kui aasta  
 1–5 aastat  
 6–10 aastat

Mis instituudis/teaduskonnas te praegu töötate/õpitate?

- Rohkem kui 10 aastat
- Ajaloo ja arheoloogia instituut
- Arvutiteaduse instituut
- Bio- ja siirdemeditsiini instituut
- Filosoofia ja semiootika instituut
- Füüsika instituut
- Kliinilise meditsiini instituut
- Majandusteaduskond
- Molekulaar- ja rakubioloogia instituut
- Johan Skytte poliitikauuringute instituut
- Ühiskonnateaduste instituut

Tööpositsioon TÜs

- Doktorant/nooremteadur
- Nooremlektor, õpetaja
- Teadur
- Lektor
- Kaasprofessor
- Professor
- Muu

Mis instituudi/teaduskonna nimel soovite vastata küsimustele TÜ keele ja rahvusvahelistumise põhimõtete olulisuse ja rakendamise kohta?

- Ajaloo ja arheoloogia instituut
- Arvutiteaduse instituut
- Bio- ja siirdemeditsiini instituut
- Filosoofia ja semiootika instituut
- Füüsika instituut
- Kliinilise meditsiini instituut
- Majandusteaduskond
- Molekulaar- ja rakubioloogia instituut
- Johan Skytte poliitikauuringute instituut
- Ühiskonnateaduste instituut

**I Palun hinnake, kui oluliseks peate järgmisi põhimõtteid, mis on seotud eesti keele omandamise ja oskusega.**

Põhimõte	Ei ole üldse oluline	Pigem ei ole oluline	Pigem oluline	Väga oluline	Raske öelda
Ülikool motiveerib kõiki doktorante omandama kõrgtasemel eesti keelt.					
Ülikool sõlmib kokkuleppe akadeemiliste töötajate eesti keele oskuse nõude kohta nende töölepingutes.					
Struktuuriüksuste juhid ja programmijuhid peavad oskama eesti keelt oma tööülesannete täitmiseks vajalikul tasemel.					

**Palun hinnake, kui võrd neid põhimõtteid praegu Teie instituudis/teaduskonnas rakendatakse.**

Põhimõte	Ei rakendata üldse	Pigem ei rakendata	Pigem rakendatakse	Rakendatakse täielikult	Raske öelda
Ülikool motiveerib kõiki doktorante omandama kõrgtasemel eesti keelt.					
Ülikool sõlmib kokkuleppe akadeemiliste töötajate eesti keele oskuse nõude kohta nende töölepingutes.					
Struktuuriüksuste juhid ja programmijuhid peavad oskama eesti keelt oma tööülesannete täitmiseks vajalikul tasemel.					

**Palun kommenteerige, mis praegu toetab ja/või takistab nende põhimõtete rakendamist instituudis/teaduskonnas.**

.....

**Palun kommenteerige, mida oleks vaja ülikoolis teha, et neid põhimõtteid teie instituudis/teaduskonnas (paremini, tõhusamalt) rakendada.**

.....

**II Palun hinnake, kui oluliseks peate järgmisi põhimõtteid, mis on seotud keelekasutusega teadustöös.**

Põhimõte	Ei ole üldse oluline	Pigem ei ole oluline	Pigem oluline	Väga oluline	Raske öelda
Doktorandid ja nende juhendajad kannavad hoolt selle eest, et võõrkeelsete doktoritööde kokkuvõtted on selges eesti keeles.					
Ülikool julgustab teadlasi avaldama teadustulemusi eri keeltes kõrgetasemelistes teadusväljaannetes.					
Ülikool edendab eesti keele hoidmiseks ja arendamiseks kõnetuvastus-, tõlke- ja muid tehnoloogilisi lahendusi.					

**Palun hinnake, kui võrd neid põhimõtteid praegu Teie instituudis/teaduskonnas rakendatakse.**

Põhimõte	Ei rakendata üldse	Pigem ei rakendata	Pigem rakendatakse	Rakendatakse täielikult	Raske öelda
Doktorandid ja nende juhendajad kannavad hoolt selle eest, et võõrkeelsete doktoritööde kokkuvõtted on selges eesti keeles.					
Ülikool julgustab teadlasi avaldama teadustulemusi eri keeltes kõrgetasemelistes teadusväljaannetes.					
Ülikool edendab eesti keele hoidmiseks ja arendamiseks kõnetuvastus-, tõlke- ja muid tehnoloogilisi lahendusi.					

**Palun kommenteerige, mis praegu toetab ja/või takistab nende põhimõtete rakendamist instituudis/teaduskonnas.**

.....

**Palun kommenteerige, mida oleks vaja ülikoolis teha, et neid põhimõtteid teie instituudis/teaduskonnas (paremini, tõhusamalt) rakendada.**

.....

**III Palun hinnake, kui oluliseks peate järgmisi põhimõtteid, mis on seotud ülikooli töökeelega.**

Põhimõte	Ei ole üldse oluline	Pigem ei ole oluline	Pigem oluline	Väga oluline	Raske öelda
Ülikooli töökeel* on eesti keel; vajaduse korral kasutatakse rööpkeelset* suhtlemist.					
Valdkonna nõukogu töökeel on eesti keel.					
Instituutide, kolledžite ja valdkonnaväliste asutuste nõukogude koosoleku keelekasutus määratakse kodukorras.					

**Palun hinnake, kui võrd neid põhimõtteid praegu Teie instituudis/teaduskonnas rakendatakse.**

Põhimõte	Ei rakendata üldse	Pigem ei rakendata	Pigem rakendatakse	Rakendatakse täielikult	Raske öelda
Ülikooli töökeel* on eesti keel; vajaduse korral kasutatakse rööpkeelset* suhtlemist.					
Valdkonna nõukogu töökeel on eesti keel.					
Instituutide, kolledžite ja valdkonnaväliste asutuste nõukogude koosoleku keelekasutus määratakse kodukorras.					

**Palun kommenteerige, mis praegu toetab ja/või takistab nende põhimõtete rakendamist instituudis/teaduskonnas.**

.....

**Palun kommenteerige, mida oleks vaja ülikoolis teha, et neid põhimõtteid teie instituudis/teaduskonnas (paremini, tõhusamalt) rakendada.**

.....

**Aitäh!**

## Background

First language(s)

.....

Language skills

.....

excellent

good

satisfactory

poor

.....

excellent

good

satisfactory

poor

.....

excellent

good

satisfactory

poor

+ ADD

What is your experience of learning Estonian?

I have learnt Estonian at the university  I have learnt Estonian outside the university  I have not learnt Estonian

How often do you use Estonian?

Every day  Often  Rarely  Not at all  Hard to say

How many of the people you frequently communicate with are Estonians?

All  Most  Half  Few  None  Hard to say

Country of origin

Estonia  Other: .....

In which countries have you lived?

.....

+ ADD

How long have you lived in Estonia?

Less than a year

1–5 years

6–10 years

More than 10 years

How long have you worked at the UT (incl. doctoral studies)?

Less than a year

1–5 years

6–10 years

More than 10 years

At which institute/school are you currently working/studying?

- Institute of History and Archaeology
- Institute of Computer Science
- Institute of Biomedicine and Translational Medicine
- Institute of Philosophy and Semiotics
- Institute of Physics
- Institute of Clinical Medicine
- School of Economics and Business Administration
- Institute of Molecular and Cell Biology
- Johan Skytte Institute of Political Studies
- Institute of Social Studies

Job at the UT

- Doctoral student / junior research fellow
- Junior lecturer, teacher
- Research fellow
- Lecturer
- Associate professor
- Professor
- Other

On behalf of which institute/school you would like to answer the questions about the importance and implementation of UT language and internationalisation principles?

- Institute of History and Archaeology
- Institute of Computer Science
- Institute of Biomedicine and Translational Medicine
- Institute of Philosophy and Semiotics
- Institute of Physics
- Institute of Clinical Medicine
- School of Economics and Business Administration
- Institute of Molecular and Cell Biology
- Johan Skytte Institute of Political Studies
- Institute of Social Studies

**I Please rate how important, in your opinion, are the following UT principles that are related to the acquisition and skills of Estonian.**

<b>Principle</b>	Not important	Rather not important	Rather important	Very important	Hard to say
The university motivates all its doctoral students to achieve the advanced level in Estonian.					
In the employment contracts of academic staff members, the university concludes an agreement about their Estonian language requirement.					
Heads of structural units and programme directors must speak Estonian at the level required for their work duties.					

**Please rate to what extent these principles are currently applied at your institute/school.**

<b>Principle</b>	Not applied at all	Rather not applied	Rather applied	Fully applied	Hard to say / I don't know
The university motivates all its doctoral students to achieve the advanced level in Estonian.					
In the employment contracts of academic staff members, the university concludes an agreement about their Estonian language requirement.					
Heads of structural units and programme directors must speak Estonian at the level required for their work duties.					

**Please comment on what currently supports and/or hinders the implementation of these principles at your institute/school.**

.....

**Please comment on what should be done at the university so as to implement these principles (better, more efficiently) at your institute/school.**

.....

**II Please rate how important, in your opinion, are the following UT principles that are related to language use at work.**

Principle	Not important	Rather not important	Rather important	Very important	Hard to say
Doctoral students and their supervisors make sure that the non-Estonian doctoral dissertations have summaries in plain Estonian.					
The university encourages researchers to publish their research findings in different languages in high-level scientific journals.					
To preserve and develop the Estonian language, the university fosters speech recognition, machine translation and other technological solutions.					

**Please rate to what extent these principles are currently applied at your institute/school.**

Principle	Not applied at all	Rather not applied	Rather applied	Fully applied	Hard to say / I don't know
Doctoral students and their supervisors make sure that the non-Estonian doctoral dissertations have summaries in plain Estonian.					
The university encourages researchers to publish their research findings in different languages in high-level scientific journals.					
To preserve and develop the Estonian language, the university fosters speech recognition, machine translation and other technological solutions.					

**Please comment on what currently supports and/or hinders the implementation of these principles at your institute/school.**

.....

**Please comment on what should be done at the university to implement these principles (better, more efficiently) at your institute/school.**

.....

**III. Please rate how important, in your opinion, are the following UT principles that are related to the working language of the university.**

Principle	Not important	Rather not important	Rather important	Very important	Hard to say
The working language* of the university is Estonian; if necessary, parallel languages* are used.					
The working language of the faculty council is Estonian.					
The language of the meetings of the council of an institute, college and non-faculty institution is defined in their rules of procedure.					

**Please rate to what extent these principles are currently applied at your institute/school.**

Principle	Not applied at all	Rather not applied	Rather applied	Fully applied	Hard to say / I don't know
The working language* of the university is Estonian; if necessary, parallel languages* are used.					
The working language of the faculty council is Estonian.					
The language of the meetings of the council of an institute, college and non-faculty institution is defined in their rules of procedure.					

**Please comment on what currently supports and/or hinders the implementation of these principles at your institute/school.**

.....

**Please comment on what should be done at the university to implement these principles (better, more efficiently) at your institute/school.**

.....

**Thank you!**

#### Annex 4. Overview of survey invitees and respondents per institute

	Institute of History and Archaeology	Institute of Computer Science	Institute of Biomedicine and Translational Medicine	Institute of Philosophy and Semiotics	Institute of Physics	Institute of Clinical Medicine	School of Economics and Business Administration	Institute of Molecular and Cell Biology	Johan Skytte Institute of Political Studies	Institute of Social Studies
Council members	19	11	21	16	12	20	15	15	10	10
International staff	5 (incl. 1 in council)	103 (incl. 4 in council)	14 (incl. 1 in council)	11	24	7	21	4 (incl. 1 in council)	34 (incl. 4 in council)	0
Intl doctoral students	5 (incl. 2 intl staff)	56 (incl. 38 intl staff)	18 (incl. 2 intl staff)	22 (incl. 3 intl staff)	15	4 (incl. 1 intl staff)	15 (incl. 6 intl staff)	5 (incl. 1 intl staff)	21 (incl. 10 intl staff)	3
Number of survey invitees	26	128	50	46	51	30	45	22	51	13
Number of respondents	12 (46%)	37 (29%)	9 (18%)	20 (44%)	17 (33%)	8 (27%)	15 (33%)	13 (59%)	20 (39%)	7 (54%)
incl. L1 = Estonian	9/14	3/7	6/20	7/16	7/12	7/20	11/15	9/14	4/6	7/10
incl. L1 = other	3/8	34/121	3/30	13/30	10/39	1/10	4/30	4/8	16/45	0/3