ACADEMIC ENGLISH LANGUAGE TEACHERS' ROLES
IN A VIRTUAL AND HYBRID EXCHANGE PROJECT

Marcin Kleban

Jagiellonian University (Krakow, Poland)

ORCID ID: https://orcid.org/0000-0002-3985-392X

A b s t r a c t . This article offers an analysis of the roles and their respective knowledge types, and competences, which characterize a higher educational English language teacher working in a virtual and hybrid exchange project – CLAVIER. The project in question is a language and intercultural exchange which connects three core partners – Universite Clermont Auvergne (France), Warwick University (UK) and Jagiellonian University (Poland). This study explores the collaboration tasks completed by the French and Polish partners over a period of six years between 2014 and 2020. Set against the backdrop of the challenges faced by contemporary education such as the rapidly progressing digital revolution, the pivoting to online learning caused by global challenges of the recent times, and the pressure on internationalization of higher education, this autoethnographic analysis of the project activities reveals new functions and requirements to academic teachers of English from the point of view of their personal cultural and intercultural experience. One of the conclusions of this study is that the English language teaching profession is moving away from the role in which teachers acted as mere language instructors or language input providers. Instead, contemporary and future language teachers are likely to be required to focus more on those tasks which facilitate meaningful communication, to be concerned with setting up and managing educational activities in offline and online spaces and will need to encourage reflection on local and global community involvement.

The article separates concepts of virtual exchange as referring to the engagement of groups of learners in online intercultural interactions and collaboration projects with partners from other cultural contexts or geographical locations as an integrated part of their educational programmes, and hybrid exchange, which adds to virtual exchange incorporation of offline interactions and physical mobility of students.

Thus this research contributes to the solution of the problem of changing the viewpoint to second language teacher's knowledge and competences by suggesting an alternative, more comprehensive framework which takes into account what is likely to become an increasingly common educational reality – virtual and hybrid teaching.

K e y w o r d s : academic English teachers; second language teaching; English language communication; English language practice; virtual exchange; hybrid exchange; intercultural exchange; autoethnography.

РОЛИ ПРЕПОДАВАТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА
В ВИРТУАЛЬНОМ И ГИБРИДНОМ ОБМЕННОМ ПРОЕКТЕ

Клебан Марсин

Ягеллонский университет (Краков, Польша)

ORCID ID: https://orcid.org/0000-0002-3985-392X

А н н о т а ц и я . В данной статье предлагается анализ ролей, а также соответствующие им виды знаний и компетенций, которыми должны обладать университетские преподаватели английского языка, работающие в рамках виртуального и гибридного обменного проекта – *CLAVIER* (*Connected Learning And Virtual Intercultural Exchange Research* / *Исследование в области объединенного обучения и международного виртуального обмена*). Указанный проект представляет собой языковой и межкультурный обмен, соединяющий трех основных партнеров – Университет Оверни (Франция), Варвик (Соединенное Королевство) и Ягеллонский университет (Польша). Проведено исследование коллаборационных заданий, выполненных французскими и польскими партнерами за 6-летний период с 2014 по 2020 годы. Учитывая проблемы, с которыми сталкивается современное образование, включая прогрессирующую цифровую революцию, жизненную необходимость онлайн-обучения, вызванную различными глобальными испытаниями последнего времени, и нарастающую тенденцию интернационализации высшего образования, автоэтнографический анализ деятельности в рамках данного проекта выявил новые функции и требования к университетским преподавателям английского языка с точки зрения их личного культурного и межкультурного опыта. Одним из выводов исследования является то, что профессия преподавателя английского языка

отходит от функций языкового инструктора и предъявителя готовых знаний. Вместо этого ожидается, что востребованный в настоящем и будущем преподаватель должен фокусироваться более на заданиях, направленных на осознанную коммуникацию, на формирование среды и управление учебной деятельностью в офлайн и онлайн-пространствах, необходимо стимулировать рефлексивный анализ вовлеченности в жизнь местного или глобального сообществ.

В статье разводятся понятия виртуального обмена как задействующего группы обучающихся в межкультурном онлайн-взаимодействии и совместных проектах с партнерами из других культурных контекстов и географических локаций в качестве неотъемлемого компонента образовательных программ, и гибридного обмена, который к виртуальному обмену добавляет включение офлайн-обучения и физической мобильности студентов.

Таким образом, данное исследование вносит вклад в решение проблемы изменения взгляда на знания и компетенции преподавателя иностранного языка, предлагая альтернативную, расширенную структуру работы, включающую компоненты виртуального и гибридного обучения, которые на данный момент являются неотъемлемой образовательной реальностью.

К л ю ч е в ы е   с л о в а : университетский преподаватель английского языка; обучение второму языку; коммуникация на английском языке; англоязычная практика; виртуальный обмен; гибридный обмен; межкультурный обмен; автоэтнография.

Introduction. The competences required for teaching are undergoing changes which, depending on the contexts people live in, may be more or less dynamic. Rapid transformation of education is driven by a variety of factors related to the linguistic, cultural, political social and technological changes we are witnessing in a globalised world. It is clearly visible in the transition from English as a foreign/second language towards English as a lingua franca used as a tool for global communication.

With the growing role of English as a lingua franca, English has become tool not just for basic, transactional purposes of communication but also for intercultural understanding. The fact that English is spoken by people of so many different cultural backgrounds and that twice as many non-native speakers use the language than native speakers [Eberhard, Simons & Fennig 2021] leads to the inevitable conclusion that English language education needs to take into account not just the cultural contexts of the so-called inner circle countries [Kachru 1985] but also the cultural backgrounds of the expanding and the outer circle nations.

The demand for English language education is also driven by political and social factors such as the promotion of the idea of internationalization at European universities and elsewhere [Gaebel, Zhang, Bunescu, & Stoeber 2018]. Internationalization, which, at the tertiary level, can be defined as "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" [Knight 2003: 2], is often listed as one of the top missions of a modern university. In their large-scale survey examining 303 higher education institutions from 48 countries, Gaebel et al. [2018] report that one way in which universities conceptualize internationalization is to widen the offer of courses delivered in English.

Rapid technological transformation, also dubbed as the digital turn or the digital revolution [Bruhn 2020: 23], the impact of which was accelerated by the latest global challenges, has given rise to changes in English language teaching. The widespread use of distance learning tools, mobile technologies, learning management systems or social media, has greatly facilitated access to language resources and provided language educators with new affordances which enable teaching almost anytime, anywhere, and made an almost infinite collection of samples of spoken or written English available.

The teaching profession requires teachers to have developed a certain knowledge base and a set of skills and competences. Arguably, despite the fact that every teaching situation is unique in one way or another, we can speak of a core of pedagogical knowledge that every teacher needs to master. This core teaching knowledge was defined a while ago by Shulman [1987] in his seminal article *Knowledge and training: Foundations of the new reform* in which the author defines what teachers should be able to know and do. This consists of the content

knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts and the knowledge of educational objectives, purposes and values, as well as their philosophical and historical grounding [Shulman 1987: 8]. In particular, Schulman points to the key role of pedagogical content knowledge which is a sort of amalgam of the content knowledge and the teaching skills instrumental in facilitating the learning process. In the context of English language teachers, this knowledge concerns the specialist knowledge of the language as well as the ability to effectively teach it to a specific group of learners.

However, the process of teaching is not merely limited to a skilful delivery of language instruction. Shulman among others, points explicitly or implicitly, to other important teacher roles. For example, Harmer [2001] lists the following teacher roles: controller, organiser, assessor, prompter, participant, resource, tutor, and observer. These call on teachers' managerial, assessment and facilitation skills. Zawadzka [2004] notes that teachers act as [language] experts, class tutors, organisers, moderators, advisors and evaluators. She adds that since teachers need to engage in continuous professional development, they may often be innovators, researchers and reflective practitioners. In particular reference to foreign language teachers, Zawadzka observes that they must also display the skills of an intercultural mediator.

Given the common and relatively easy access to digital technologies, there is a need to expand the teaching skills to encompass the competences connected to the effective application of computer technologies in education. One well-known model which neatly describes digital pedagogy skills is the Technological Pedagogical Content Knowledge (TPACK) [Mishra & Koehler 2006]. One of its strengths is that it makes clear the connection between the traditional teaching knowledge required from teachers and the digital pedagogical type of knowledge. The three basic components of this model are three types of knowledge, namely: technological, pedagogical and content knowledge. In short, the technological dimension encompasses the abilities to use various digital technologies, the pedagogical knowledge refers to the skills of applying appropriate methodologies and teaching strategies while the knowledge of the taught subject matter is termed as content knowledge. Rather than being in separation, teaching requires simultaneous application of two or, at times, the three types of knowledge. Hence, we can speak of pedagogical content knowledge, technological pedagogical knowledge and technological pedagogical content knowledge. This type of knowledge, which integrates all the other types must be called upon when working in digital contexts. In the case of English language teachers this means developing the ability to combine linguistic knowledge with the specialized pedagogical knowledge about language teaching as well as the ability to select and apply those digital technologies which facilitate effective language learning.

As a result of the growing awareness of the impact that education, including language education, has on shaping the contemporary world and its citizens, English language teachers, as the facilitators of global communication, have yet another responsibility or a role to play. Sato [2020] puts forward a claim that social education should fall within English language teachers' remit. He argues that a number of problems that people have to face these days are not only local but affect people globally and in consequence, language education should serve the goal of facilitating conversations on issues relevant to numerous individuals, communities and nations. He says [p. 23]: "Teachers eventually need to pass their knowledge and wisdom on to the next generation. Therefore, they must see their students not only as foreign language learners who need to learn a target language, but also as individuals who actively and creatively engage in the world, society, and communities, bringing their wealth of knowledge to bear on languages and cultures". The corollary to this postulate is the conclusion that teachers of English should not merely act as language providers or educators but assume much more socially active roles to enable students to engage in interactions with people, communities, and cultures. This vision also assumes going beyond the classroom or university walls in quest for language education and social transformation.

All these roles and skills are represented and called upon in digital education designs called telecollaboration or virtual exchange and hybrid exchange. The first type is defined by

O'Dowd [2018: 1] in the following way: "telecollaboration, or 'virtual exchange', are terms used to refer to the engagement of groups of learners in online intercultural interactions and collaboration projects with partners from other cultural contexts or geographical locations as an integrated part of their educational programmes". Hybrid exchanges share a number of similarities with virtual exchange in terms of the online and distance education strategies but additionally, incorporate offline interactions which may involve offline learning, which in the case of groups from two or more universities, involves physical mobility [Kleban, Ensor & Blanchard Rodrigues 2021]. In both pedagogical designs teachers make use of a variety of skills and take on a multiplicity of roles: the traditional skills of language teachers, digital skills and competences as well as the roles of project managers, mediators and facilitators of online and, in the case of hybrid exchanges, offline intercultural interactions and learning.

CLAVIER – overview of the project. CLAVIER was initially launched in 2011 by Université Blaise Pascal Clermont (France) (now Université Clermont Auvergne) and Warwick University [UK] as an online intercultural language exchange project to facilitate the learning of English and French. Jagiellonian University in Krakow [Poland] joined the initiative in 2012 and since then the CLAVIER acronym has stood for Connected Learning And Virtual Intercultural Exchange Research [MacKinnon 2016]. Currently, CLAVIER is a multifaceted, online-offline telecollaborative, intercultural and linguistic exchange and research network. The project started as a virtual exchange but when the physical mobility element (students and staff visits to the partner institutions) was added it morphed into a hybrid exchange.

CLAVIER focuses on language learning and intercultural encounters. In this sense it is also an experimental playground for innovative teaching solutions which go beyond the traditional forms of language teaching. Beside the typical forms of language instruction, the project participants have an opportunity to use the language they study in authentic communication contexts with their peers. This consists of both online, distance synchronous and asynchronous communication and also in the case of physical mobility, face to face encounters in formal and informal situations. French, Eng-

lish and Polish university students have opportunities to practice their second language skills through meaningful dialogue, relevant to their interests and life experiences.

The intercultural dimension is an important part of CLAVIER. The online sessions organised by the teachers are devoted to a number of intercultural issues which structure personal, cross-cultural encounters. For example, in 2019 the students participated in five video conferencing sessions, each of them devoted to a single, broadly defined topic: "identities", "my region", "cultural commonality", "your future", "your visit". The intercultural experiences were continued and deepened during physical mobility to the partners' countries and enabled an intimate insight into the lives of the others.

The Study.

Aims. The current study aims to reveal the teacher knowledge, competences, skills and roles needed to set up, manage, and supervise a virtual and hybrid international exchange project (CLAVIER) whose aims include linguistic and intercultural education. This study documents the activities of a Polish Jagiellonian University teacher and teacher trainer, the author of this article, who was responsible for the French-Polish branch of CLAVIER. The project tasks described here illustrate the online, offline and physical mobility activities between Jagiellonian University in Krakow (Poland) and Universite Clermont Auvergne (France) between 2014 and 2020. The project's goals included intercultural, digital and language skills training and, in case of the Polish students, pedagogical skills practice.

Participants and tasks. Over the six years considered here about 160 Institute of English Studies of the Jagiellonian University undergraduate and postgraduate students were involved in at least one project activity and about 30 of them participated in the physical mobilities to Clermont Ferrand. Overall, the Polish students' English language proficiency level ranged from B2/C1 to C2. The project was part of a number of local university classes: from Computer Assisted Language Learning, through ESL teaching seminars to the speaking and use practical English classes. All classes were taught in English and, apart from the specific content delivery goals, they focused on developing the students' language skills. The activities included: virtual Erasmus visits which

asked students to make videos of presentation depicting everyday students' lives in Krakow and in Clermont Ferrand, personal information exchange through Google documents, Facebook/Messenger group intercultural chats, video-conferencing sessions on intercultural topics, online intercultural dialogue facilitation training, social campaign design projects, school visits and class observations in France and teaching English to French students by the Polish visitors.

Research methodology. The study uses autoethnographic research methodology which traces the tasks which the teacher and his French partner set up, managed and evaluated during the virtual and hybrid exchanges. Autoethnography can be defined as "an approach to research and writing that seeks to describe and systematically analyze (graphy) personal experience (auto) in order to understand cultural experience (ethno)" [Ellis et al. 2011: 1]. Cohen, Manion & Morrison [2018: 298] explain that autoethnography aims to interpret personal experiences in terms of what they say about culture, values, relations and society. In this case, the teacher's personal experiences related to the key project activities/events are analysed in order to reveal the teacher roles and the knowledge types, competences essential for its completion. The terms used in this analysis are based on the descriptions of teacher roles and knowledge suggested in Ensor, Kleban & Rodrigues [2017] and the TPACK model [Mishra & Koehler 2006]. The data sources used for this study include the following project documents: task descriptions, instructions for students, presentations, and all relevant documents which shed light on the teacher's role in the hybrid exchange between 2014 and 2020.

The teacher and the author of this article has over 20 years of experience as an academic English teacher and as a teacher trainer. At the time of writing this article, he has supervised the teacher training programme at the Institute of English Studies of Jagiellonian University in Krakow, Poland for the past ten years.

Results. The teacher's roles and responsibilities experienced a transformation over the years in question. The project, which started out as an online distance collaboration between the teachers and students, was enriched by an offline, physical mobility component in 2015. The repertoire of the used communications tools progressively changed too. Initially, the collaboration began from the simple exchange of presentations, videos and messages and in the course of time steadily incorporated more varied communication forms such as synchronous video-conferencing sessions and student led social media interactions. This, naturally, required the teacher to perform a variety of different roles and called for an array of knowledge types to enable interactions between students on both sides of the exchange.

The timeline of the key activities, the teacher roles and knowledge and is presented in Table 1.

Table 1. CLAVIER's Jagiellonian University & Universite Clermont Auvergne branch activities timeline and the teacher's roles and knowledge types involved

Year	Type of activity	Teacher role[s]	Types of knowledge
2014	virtual 'Erasmus+ project'	manager, organizer, evaluator, intercultural dialogue facilitator, manager of online learning	technological knowledge, technological pedagogical knowledge
2015	intercultural exchange through social media and physical mobility	organizer, intercultural, online, dialogue facilitator, manager of online learning	pedagogical knowledge, technological pedagogical knowledge
2016	intercultural exchange through social media and physical mobility	organizer, intercultural dialogue facilitator, online dialogue facilitator, manager of online learning	pedagogical knowledge, technological pedagogical knowledge
2017	social campaign project; hybrid mobility [online + physical]	language tutor, evaluator, intercultural dialogue facilitator,	content knowledge, pedagogical content knowledge, technological pedagogical content knowledge

Table 1. CLAVIER's Jagiellonian University & Universite Clermont Auvergne branch activities timeline and the teacher's roles and knowledge types involved

Year	Type of activity	Teacher role[s]	Types of knowledge
2018	social campaign project; hybrid mobility [online + physical], synchronous Zoom video sessions	language tutor, evaluator, intercultural dialogue facilitator,	content knowledge, pedagogical content knowledge, technological pedagogical content knowledge
2019	hybrid mobility with synchronous scheduled video Zoom sessions; intercultural online dialogue facilitation training	manager of online learning, intercultural dialogue facilitator, tutor, mentor, organizer	content knowledge, pedagogical content knowledge, technological pedagogical content knowledge
2020	virtual mobility with synchronous Zoom video sessions, intercultural dialogue facilitating training	manager of online learning, intercultural dialogue facilitator, tutor, mentor, organizer	content knowledge, pedagogical content knowledge, technological pedagogical content knowledge

Since the project started as a virtual exchange, the teacher had to adopt the role of an organizer of virtual exchange. The very first activity asked the students to help their partners to become familiar with student life at Jagiellonian University or University Clermont Auvergne, should they wish to spend a semester in Krakow or Clermont Ferrand. For this purpose the students recorded short videos or made presentations which depicted their typical days which were then shared with the other university partners. Since the activity encompassed a certain type of exchange it could be considered a virtual Erasmus + visit since, similarly to the physical exchange, students could experience university life in another European country. This task put the teacher in the position of an organizer of learning and an intercultural dialogue facilitator who mediates between the two sides of the project. The challenge was to clearly communicate the goals of the activity and ensure that all students share their work. In order to achieve this, the collaborating teachers had to devise appropriate online communication channels thus demonstrating digital skills and technological pedagogical knowledge and at the same time act as organizers, managers, intercultural dialogue facilitators and evaluators of these activities.

In the following year and in 2016 the project's activities were enriched by physical mobility as a group of five Jagiellonian University students with the supervising teacher had an opportunity to visit Clermont Ferrand. Prior to the mobility the students were asked to communicate and make bonds with their French hosts by means of social media. For the purpose of facilitating personal and social interactions Google documents were created and shared with the students. Once the students obtained access to their partners' social media accounts, they began communicating in English via Facebook messenger. These digital interactions greatly facilitated the face-to-face interactions between the two groups during the physical mobility in France. The mobility was reciprocated later that year when the French students visited Krakow.

During the physical mobility, the teacher adopted the role of a facilitator of online intercultural communication in English and also the organizer of the mobility which necessarily included administrative tasks, organizing on site class observation in France and the students managed the informal social program, facilitated by teachers. The key knowledge and competences this time involved pedagogical knowledge and technological pedagogical knowledge.

In 2017, apart from the annual physical mobility for the English as a second language seminar students, one more component was added to the project. Speaking and use of English undergraduate course students were asked to collaborate with the French students on a short term virtual social campaign project. As part of the task, students were to come up with an idea for a social campaign, design its aims, and ways of promoting it. As the task involved group work, each small group of Polish students was joined by 1–2 French students who volunteered to participate in the activity. In terms of teacher involvement, organizing and supervising this activity required performing some traditional roles of a language tutor as part of the activity was classroom-based. Here, the teacher took care of supervising the language content and giving

feedback on the language for the social campaign presentation and content. Additionally, the technological and pedagogical content knowledge played a part too, since the project had been planned in online collaboration with the French partners.

In the following year, the idea of the social campaign was discontinued due to timetable incompatibility issues between the two partner universities, but the hybrid mobility component was enriched yet again by adding the synchronous video-conference session component which was organised in the pre-physical mobility stage. The teachers on both sides of the exchange planned and organised a series of student led Google Hangouts video sessions. The sessions were designed to facilitate intercultural encounters and authentic English language practice. These were intended as opportunities to put together physical mobility partners and facilitate personal encounters. Initially modelled by the teachers but then set up and led by students.

Further down the timeline, in 2019 and 2020 the hybrid mobility continued. Yet again some modifications to the online communication component were introduced. Starting from 2019 students were asked to participate in five carefully planned synchronous, student-led Zoom sessions devoted to five intercultural topic areas: identities, my region, cultural commonality, your future, your visit. In order to provide adequate support in terms of the skills of conducting intercultural dialogue, the students were asked to complete online dialogue facilitation training delivered by a team of Soliya facilitators, an organisation promoting international understanding and dialogue. However, whereas in 2019 the physical mobility enabled the students to continue their intercultural dialogue in face-to-face meetings in France, the pandemic halted the physical exchange preparations and the project meetings were limited to the virtual context.

As these tasks required online interactions, technological pedagogical knowledge as well as organisation, collaboration and supervision skills were called upon. The modification of the project's activities in this phase concerns refining the task schedules and descriptions and a better supervision of the communication process. Another novel element was offering students opportunities to participate in an external training organised by Soliya. Here, the teachers acted as academic tutors or mentors who help students find training opportunities outside the university and enhance their lifelong training, language learning and autonomous skills.

Discussion. The autoethnographic research methodology requires a specific view of the collected data; the collected experiences must be analysed in a wider social context which can shed more light on the autobiographic events. The specific teacher roles and the tasks undertaken constituted a product of a particular educational milieu. This is characterized by a rapidly advancing digital revolution, intense social mobility affecting all spheres of life including tertiary education. The teacher roles in the hybrid and virtual projects of the kind described in this article are a response to the challenges of contemporary and, most probably, future education.

Contemporary language teaching is strongly affected by a trend to pivot to virtual and also to hybrid education understood as a mix of online, distance and face-to-face learning. This trend has been evident for several years and most recently has been accelerated by the pandemic. Despite the relative stabilization of the pandemic situation in the second part of 2021, Jagiellonian University as well as a number of universities in Poland, Europe and all over the world, are introducing varying degrees of restrictions on on-site education. While Jagiellonian University will offer face-to-face seminars and classes for small groups, lectures and classes for larger numbers of students will be delivered online. This trend is also clear in other contexts as, for example, the popularity of working from home, especially combined with periods of office work, is set to increase about four times among US companies after the pandemic ends in comparison with the pre-pandemic period [Barrero, Bloom & Davis 2021]. Considering such facts, hybrid language and intercultural exchange projects are likely to become a much more common educational reality which will have a huge impact on language teaching and teachers at all levels and key stages and particularly at the tertiary level, where students could potentially benefit from this mode of teaching delivery the most.

As regards second language education, the digital revolution has already shifted the range of affordances for language students in a number of ways. The teacher is no longer the

main language input provider and the source of knowledge as the bulk of language resources students have access to comes from the Internet. This dramatic change in the positioning of the teacher calls for a radical adjustment of teacher responsibilities, tasks and the type of knowledge required from language educators. Digital competences, and technopedagogical content knowledge, the abilities to set up and manage virtual and hybrid learning become increasingly important for contemporary higher education.

The study results highlight the teacher's role as an organizer and facilitator. Although the traditional roles are also visible, the teacher's role is increasingly becoming that of an orchestrator of learning, a facilitator and an intercultural mediator. In contrast to the pre-Internet era, the language input is easily available, however the challenge is how to use the existing resources effectively and provide students opportunities for authentic communication.

The social campaign idea, completed partly in distance collaboration with the French partners, illustrates the role of the teacher as an active community member who stimulates socially meaningful dialogue in the target language. This task positions the teacher as a dialogue facilitator and, at the same time, a person creating a space for personally relevant second language communication. The social campaign tasks made the young people consider their roles in the local and global communities they are parts of. The students were given autonomy in terms of the choice of the topic, the issue they considered important and worth discussing.

This analysis of the tasks performed by the teacher and knowledge types required by the hybrid and virtual exchange tasks points to the conclusion that teaching at the tertiary level should focus on the facilitation of language learning and use. This is achieved through setting up authentic, intercultural communication tasks embedded in a meaningful context. Without relinquishing the traditional teaching roles, this type of delivery of second language education entails a wider and more frequent recourse to specific knowledge types and skills, such as technological pedagogical knowledge and managerial skills, which although have long been part of the teaching profession, now seem to gain even more prominence.

Taken together, the study points to the complexity of teacher roles and knowledge types in contemporary language education and to the conclusion that the existing models which attempt to portray the second language teaching profession fail to capture the full picture. The TPACK model which describes the intersection between the traditional and digital teaching does not encompass the managerial roles or the teacher's responsibilities as regards students' civil and community education. The traditional models depicting teacher roles described in classic ELT literature [e.g. Harmer 2001] focus mainly on the language provider/evaluator dimension which is but one of the role categories characterizing teaching in the digital, English language saturated, contemporary world.

In essence, the picture of the tertiary level English language educator's knowledge, competences and roles can be summarized as follows (Fig. 1):
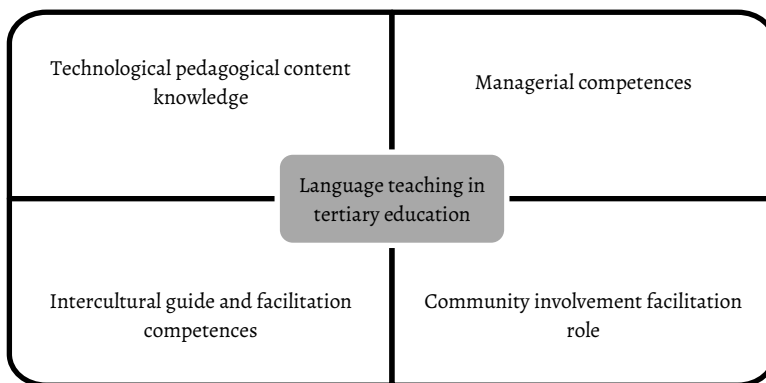

Fig. 1. The knowledge, roles and competences of tertiary education language teachers

The relationship between the components can vary, depending on the situation teachers find themselves in and the teaching choices they make. In predominantly traditional, offline classes the onus will be on the pedagogical content knowledge related to teaching the elements of language and skills. Whereas in those teaching contexts in which hybrid and virtual education is promoted, the technological pedagogical content knowledge, the managerial competences and the skills of facilitating intercultural encounters will gain more weight.

The degree of the community involvement will chiefly depend on the individual teacher's choices, their vision of the teaching profession and the willingness to become agents of social change, however, given the growing role of universities as social transformation and formation of civil society centres [e.g. Sharma 2015], academic educators are likely to adopt approaches which build bridges between language education and issues relevant to local and global communities.

Conclusions. The practice of second language teaching at the academic level is undergoing a profound transformation due to rapid technological and social changes affecting education. Language education, and English language teaching in particular, has been transgressing university classroom boundaries while language teachers are no longer the ultimate sources of linguistic knowledge. In consequence, teachers face the challenge of reconfiguring their professional profiles in such a way as to complement the traditional pedagogical skills with digital, organizational competences to manage learning inside and outside the university in a diverse range of increasingly intercultural contexts.

The virtual and hybrid projects described in this article serve as a magnifying glass through which the changing role of tertiary level English language teachers' roles can be examined. It seems that contemporary, as well as future language education, will require teachers to take on board the kind of knowledge, skills and competences demanded by such educational undertakings.

While the project described in this article focused on the experiences of an academic language instructor and depicted the landscape of one particular teaching situation, it seems fairly safe to say that the conclusions drawn here may also be applicable to other teaching contexts. It seems clear that the process of a transformation of the teaching profession has gained momentum and further studies will shed more light on its precise directions.

References

Barrero, J. M., Bloom, N., Davis, S. J. (2021) Why Working from Home Will Stick. In *NCBR working papers series. Working paper 28731*. URL: https://www.nber.org/system/files/working_papers/w28731/w28731.pdf.

Bruhn, E. (2020). Virtual Internationalization in Higher Education. In *WBV*. URL: https://www.wbv.de/shop/shop/detail/6/_/0/6/6004797w/facet/6004797w///////age/360.html?cHash=07eca8249083631c17cf9aa0209c03d4#single-cd2dfc9c1c663e83.

Cohen, L., Manion, L. & Morrison, K. (2018). *Research Methods in Education*. London & New York, Routledge.

Eberhard, D. M., Simons, G. F., Fennig, Ch. D. (Eds.). (2021). *Ethnologue: Languages of the World*. Twenty-fourth edition. Dallas, Texas, SIL International. URL: http://www.ethnologue.com.

Ellis, C., Adams, T. E. & Bochner, A. P. (2011). Autoethnography: an Overview. In *Historical Social Research*. Vol. 36. Issue 4, pp. 273–290. URL: https://doi.org/10.12759/hsr.36.2011.4.273-290.

Ensor, S., Kleban, M. & Rodrigues, C. (2017). Telecollaboration: Foreign Language Teachers (Re)Defining Their Role. In *Alsic*. Vol. 20. Issue 2. URL: https://doi.org/10.4000/alsic.3140.

Gaebel, M., Zhang, T., Bunescu, L. & Stoeber, H. (2018). *Trends 2018. Learning and Teaching in the European Higher Education Area*. Brussels, Belgium, EUA.

Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow, Pearson Education.

Kachru, B. (1985). Standards, Codification and Sociolinguistic Realism: English Language in the Outer Circle. In Quirk, R. and Widowson, H. (Eds.). *English in the world: Teaching and learning the language and literatures*. Cambridge, Cambridge University Press, pp. 11–36.

Kleban, M., Ensor, S. and Blanchard Rodrigues, C. (2021). Hybrid Pedagogical Design in an International Exchange Project. In: Brassier-Rodrigues, C. and Brassier, P. (Eds.). *Internationalisation at Home: A Collection of Pedagogical Approaches to Develop Students' Intercultural Competences*, pp. 55–77.

Knight, J. (2003). Updating the Definition of Internationalization. In *International Higher Education*. Vol. 33 (Fall 2003), pp. 2–3. URL: https://doi.org/10.6017/ihe.2003.33.7391.

MacKinnon, T. (2016). The Clavier Network. In O'Dowd, R. & Lewis, T. (Eds.). *Online Intercultural Exchange: Policy, Pedagogy, Practice* (1st ed.). Routledge, pp. 235–240. URL: https://doi.org/10.4324/9781315678931.

Mishra, P. & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: a Framework for Teacher Knowledge. In *Teachers College Record*. Vol. 108. Issue 6, pp. 1017–1054.

O'Dowd, R. (2018). From Telecollaboration to Virtual Exchange: State-of-the-Art and the Role of UNICollaboration in Moving Forward. In *Journal of Virtual Exchange*. Vol. 1, pp. 1–23. URL: https://journal.unicollaboration.org/article/download/877/183.

Sato, S. (2020). Language Education for the Social Future. In *Electronic Journal of Foreign Language Teaching*. Vol. 17, pp. 16–24.

Sharma, S. R. (2015). Role of Universities in Development of Civil Society and Social Transformation. In *Proceedings of International Academic Conferences 2604181, International Institute of Social and Economic Sciences*. URL: https://ideas.repec.org/p/sek/iacpro/2604181.html.

Shulman, L. (1987). Knowledge and Teaching: Foundations of the New Reform. In *Harvard Educational Review*. Vol. 57. Issue 1, pp. 1–22.

Zawadzka, E. (2004). *Nauczyciele języków obcych w dobie przemian*. Kraków, Impuls.

Данные об авторе
Клебан Марсин – кандидат наук, доцент, Институт изучения английского языка, Ягеллонский университет (Краков, Польша).
E-mail: marcin.kleban@uj.edu.pl.

Author's information
Marcin Kleban – PhD., Assistant Professor, Institute of English Studies, Jagiellonian University (Krakow, Poland).