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Teaching English as a Content Subject at the Tertiary Level (TE-Con3)

A Report on the Approaches to EHE (English in/for Higher Education) in Germany

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Contents

List of Abbreviation and Acronyms

AKS: **A**rbeits**k**reis der **S**prachenzentren, Sprachlehr- und Fremdspracheninstitute (Association of Language Centres at Institutions of Higher Education)

CLIL: **C**ontent and **L**anguage **I**ntegrated **L**earning

DAAD: **D**eutscher **A**kademischer **A**ustausch**d**ienst (German Academic Exchange Service)

EAP: **E**nglish for **A**cademic **P**urposes

EHE: **E**nglish in **H**igher **E**ducation

EFL: **E**nglish as a **F**oreign **L**anguage

EMI: **E**nglish **M**edium **I**nstruction

ESP: **E**nglish for **S**pecific **P**urposes

FZHB: **F**remdsprachen**z**entrum der **H**ochschulen im Land **B**remen (joint language centre of the four public universities in the federal state of Bremen)

HE: **H**igher **E**ducation

HRK: **H**ochschul**r**ektoren**k**onferenz (German Rectors' Conference)

TU: **T**echnical **U**niversity

UAS: **U**niversity of **A**pplied **S**ciences

Teaching English as a Content Subject at the Tertiary Level (TE-Con3)

Abstract

This report is the first out of five intellectual outputs accompanying the TE-Con3 project. While the overall aim of the project is to develop a sequence of content modules adapted to language complexity and grammatical complexity in different academic areas, this report offers an overview of the state of EHE instruction in Germany.

An examination of English in German higher education has proven General English, EAP, EMI, and ESP to be the dominant strands in the field. Due to organisational specifics at German institutions of higher education, EHE tuition is divided between faculties and language centres. While EMI usually lays within the scope of the faculties, language centres tend to be responsible for language-related support, General English courses, as well as content integrated language teaching such as EAP and ESP. Following the rationale to underscore current practices, their shortcomings, as well as suggestions and needs for improvement in EHE tuition, this report provides not only an overview of the academic discourse and current research revolving around EHE but also includes the teachers' perspectives and needs associated with the matter. This paper hence follows a threefold structure with an initial part drawing on literature-based findings, a second part analysing the data from the empirical teacher survey, and a concluding discussion linking the two previous sections. At the structural level, the cumulative findings point in particular to the need for institutional implementation of language policy, enhanced cross-institutional collaboration, as well as broader recognition and integration of EHE into curricula. In terms of concrete teaching practices, the majority of the surveyed teachers indicated that they would particularly appreciate more didactic materials and resources for content-centred English tuition.

Keywords: TE-Con3; English in Higher Education (EHE); Content and Language Integrated Learning (CLIL), English for Academic Purposes (EAP); English Medium Instruction (EMI); English for Specific Purposes (ESP); language centres; EHE teacher survey; language policy; curricular integration; cross-institutional collaborations; EHE didactics

1. Status of EFL in German Higher Education

The objectives of this first chapter are twofold as it aims to provide an overview of both the German system of higher education and the role of English within this system. Therefore, standards of higher-education qualifications and overarching national guidelines for tertiary language education are outlined and thus lay the groundwork for subsequent chapters which elaborate in more detail on the different strands of EHE.

1.1 System Overview

As of 2017, Germany is home to 399 state-maintained and state-recognised institutions of higher education, which are subject to higher education legislation and include the following three types (KMK 2019):

- *Universities* generally cover the entire spectrum of academic disciplines. Traditionally, the focus lies on basic research as advanced studies show an increased orientation towards theory and research. Specialised institutions, such as technical universities, theological colleges, and Pädagogische Hochschulen, only offer a limited range of courses but hold equivalent status to universities.[1]

- *Universities of Applied Sciences* (UAS) (Fachhochschulen, Hochschulen für angewandte Wissenschaften/Technische Hochschulen in Bayern) are leaned towards engineering, technical fields, economy, social work, and design. As this type of institution aims for the practical application of sciences and development, the approach is practice-oriented and closely intertwined with the occupational sphere. Internships are an integral part of UAS, where both integrated and accompanying internships in businesses, industry or other relevant domains are provided.

- *Colleges of Arts and Music* (Kunst- und Musikhochschulen) offer study programmes in the visual, design, film, and performing arts. Some of these institutions also teach theoretical disciplines such as fine arts, art history and art pedagogy, musicology, history, and teaching of music, as well as the more recent field of media and communication studies.

The totality of 399 institutions of higher education in Germany is composed of 110 Universities, 231 Universities of Applied Sciences, and 58 Schools of Art and Music. 2,897,300 students were enrolled in German institutions of higher education during the winter term of 2019/2020. While 61.4 % of students attended state universities (including pedagogical and theological universities) and 35.5 % were enrolled at UAS, 1.3 % of the student body was
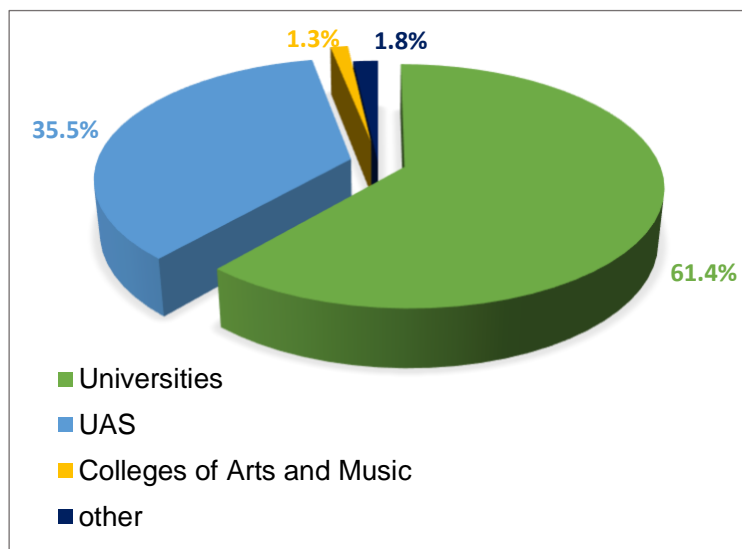

Figure 1: Student Enrollment according to Types of Higher Education Institutions (cf. Federal Statistic Office 2020)

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[1] *Pädagogische Hochschulen,* which still exist only in Baden-Württemberg, have been incorporated into universities in the other Bundesländer/federal states or expanded into institutions offering a wider range of courses (KMK 2019, 156).

enrolled at Colleges of Arts and Music (Federal Statistic Office 2020; see **Figure 1**). Thus, universities are fewer in number, but they generally hold the larger proportion of the overall student body.

1.1.1 The Structure of Higher Education in Germany

As a result of the Bologna process in 1999, the German system of higher education has been committed to efforts of better inner-European comparability with regard to standards and quality of higher-education qualifications. Key developments have been the adoption of the European Credit Transfer System, ECTS, and the replacement of the default four-year *Diplom-* and *Magister* degrees with a consecutive structure of three-year bachelor and two-year master programmes (see **Figure 2**).
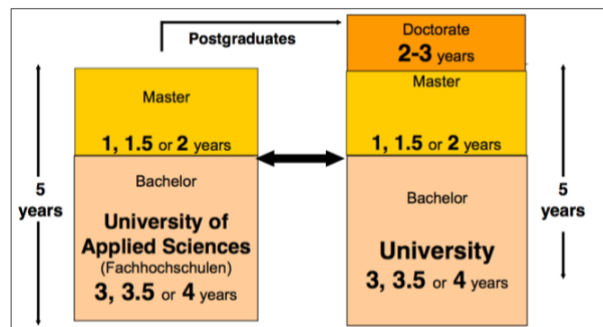
However, in some domains, non-consecutive degree programmes (*Staatsexamen*) have

Figure 2: Current Degree Structure (HRK 2015)

remained intact. The *Staatsexamen* degree applies to medicine, dental medicine, veterinary medicine, law studies, pharmacy and, depending on the federal state, to teacher education. MA and *Staatsexamen* degrees are valid entry qualifications for doctoral degree studies, while a doctorate allows for post-doctoral studies leading to *Habilitation*, the required proof of capacity for full professorship (Deutscher Bildungsserver 2019; KMK 2020).

Following from constituional law, higher education falls within the responsibility of each of the sixteen federal states (*Bundesländer*). Through the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung),* the federal government (*Bundesregierung*) does not provide centralised higher education policy for the *Bundesländer* and their HE institutions. Instead, the *Bundesländer* provide individual higher education policy in accordance with the KMK (Standing Committee of Ministers of Education). To represent cumulative interests at the federal and state level, HE institutions have the opportunity to join the HRK (German Rectors' Conference) as stakeholders. The HRK is an association of public and government-recognised universities in Germany, the central forum for opinion-forming in the higher education sector and thus to be closely considered when elaborating on the status of English in German tertiary education. As the 268 member institutions of higher education are represented by their executive boards and rectorates in the HRK (HRK n.d.), the association functions as a voice of German universities in dialogue with politicians and the public, which is why demands, needs, and plans to restructure tertiary education are issued at its symposiums.

1.1.2 Numerical Data on EHE

At German universities, English is the dominant language with respect to bachelor's programmes that are conducted in a language other than German. There are both national and international degree programmes which are entirely taught in English. The relative proportion of English programmes increases even more when it comes to programmes at the master's level (Wagener 2012, 57; Bradbeer 2013, 110). For the academic year 2020/2021, the German Academic Exchange Service (DAAD) counted 2048 International Study Programmes in 160 German cities at 215 institutions, with a total of 68 subjects offered (DAAD 2020).

In a report on the situation of *international students* in Germany, Apolinarski and Brandt (2018) in the name of the Federal Ministry of Education and Research state that more than every second international student is provided at least with partial tuition in English (language of instruction: 38 % exclusively in English; 17 % mixture of both English and German). Doctorates and master's programmes in particular are those degree programmes that involve English as language of instruction the most (71 %-72 %), while only 33 % of the international bachelor's students receive English tuition. Furthermore, 63 % of the *international exchange students* surveyed by the ministry indicated that they have the opportunity to take classes in the English language (Apolinarski & Brandt 2018, 7). Moreover, the amount of English tuition in regular degree programmes highly depends on the course of studies as Mathematics and Science (71 %), Law and Economics/Business (66 %), and Engineering (58 %) are taught in the English language above-average frequency. In the following fields, less than half of the international students' tuition is provided in English: Medicine and Health (22 %), Linguistics and Literature (39 %), or social science, psychology and pedagogics (47 %). Apolinarski & Brandt (2018, 28) report that international students at public universities indicate English as language of instruction inconsiderably more often than their fellow students at universities of applied sciences (56 % vs 54 %).

Another survey asked HE teachers about the circumstance under which students of German study programmes have to make use of the English language. The HE teachers report that students are usually required to read research literature in English. Courses that are completely conducted in English are listed as the second most frequent type of exposure to the English language, followed by interacting in class in English and producing English texts (Gnutzmann, Jakisch & Rabe 2015, 28).

1.2 Policy Issues Regarding EHE

In the wake of efforts to internationalise German HE institutions, EHE has gained prominence in the discussion about higher education policies. Accordingly, claims for use of comprehensive implementation of instruction through English have been made and, in turn,

given rise to debates about appropriate approaches for effective and efficient L2 English tuition. The following section is meant to first disclose problematic issues of the status quo of EHE before elaborating on demands and suggestions that are meant to enhance the current state of EFL at multiple levels of German higher education.

In a policy paper from 2008, the HRK outlines a strategy to reach the overarching goal to internationalise German universities (HRK 2008). The strategy at the time was grounded on the premise of **global citizenship education**. In the course of the internationalisation process of the subsequent three years, it was almost exclusively the English language that had gained currency in German HE. Therefore, the HRK suggests that the objective of **internationalisation** needs to comprise linguistic diversity through multilingualism rather than promoting only English. The HRK (2011) considers the exclusive use of English in research and teaching to be detrimental to the use of other languages and, therefore, to compromise the national and European ambitions to increase linguistic diversity in education. While German scholars already cautioned against the possibility of English assuming a hegemonic role in the academic world around the beginning of this century, the critical narrative of scholarly monolingualism has regained popularity in the course of the more current discourse on the internationalisation of the tertiary level and the closely associated goal of **multilingualism** (Ammon 2001; Ehlich 1999, 42; Wagener 2012, 62). At a European level, the approach has been a similar one as the European Commission stresses on its website that "[t]he EU's motto 'united in diversity' symbolises the essential contribution that linguistic diversity and language learning make to the European project" (European Commission n.d.). Critical voices oppositely allude to the point that European collaboration rather promotes the status of English than enrich the linguistic diversity (Phillipson 2008, 255):

> Language policy is acquiring increasing importance in an age of intensive political and cultural change in Europe. Among the key educational language policy issues in contemporary Europe are ensuring the continued vitality of national languages, rights for minority languages, diversification in foreign language learning, and the formation of a European Higher Education Area (the Bologna process). English, due to its role in globalisation and European integration processes, impacts on each of these four issues in each European state. The role of the European Union (EU) is a second cross-cutting factor, because of its declared commitment to maintaining linguistic diversity and to promoting multilingualism in education. On the other hand, it is arguable that the dominance of English in many forms of international activity, the erosion of national borders by changes in communication technology, and the hierarchy of languages that exists de facto in EU institutions and EU-funded activities (such as student mobility) may be serving to strengthen English at the expense of other languages.

Similar arguments have been made on the German national level as the increasingly widespread adoption of English in higher education is criticised for undermining the status of German as an academic language (Ammon & McConnell 2002, 5 as cited in Wagener 2012, 55; Brandl 2005, 231; HRK 2017). In response to such concerns, the HRK (2019) highlighted

that the goal of internationalisation should not result in the rejection or marginalisation of German as a medium of instruction. The HRK (2019) furthermore advocates German as administrative language, while emphasising the need to further diversify, enhance and promote foreign language expertise at the tertiary level in general. The association further suggests promoting **curricular integration** of foreign languages, increasing in-house **language support** and **training opportunities**, and enhancing **synergetic collaboration** among German universities, all of which will be elaborated on in the upcoming sections of this report. Despite the given obstacles, such as insufficient **language expertise** among students and teachers, proponents of diversifying language in tertiary education point out that internationalising German universities will lower barriers with regards to accessibility of study abroad programmes and **occupational mobility** (Flessner 2017, 231). Bode (2016, 14) explains that Germany is becoming an increasingly attractive host country for international students:

> As a result of global university expansion and increased marketing efforts, the number of international students enrolled at German universities has grown substantially, especially over the past 20 years. Today, Germany is one of the five most important countries hosting international students. Of the international students studying in Germany, more than one in four are so-called "Bildungsinländer", that is, resident foreigners holding a university entrance qualification acquired in Germany. The percentage of international students varies from one university to another, ranging from 5 % to 35 %, with a mean of approximately 12 %.

Not only did the decision to enrich linguistic diversity at the tertiary level aim for the **acquisition of incoming international students**, who are potential future workforce for Germany, but it was also meant to incentivise international **academic personnel** to consider working in the country (HRK 2011). Further objectives associated with internationalisation of HE institutions refer to increasing international collaboration in research and technology transfer, and perceived need to create international strategic alliances and partnerships (HRK 2015).

1.2.1 Structural, Curricular, and Pedagogical Considerations

The HRK (2019) report shows that among the members of the HRK and surveyed members of many universities (including provosts, international offices, and language centres) there is consensus that insufficient language competences are pervasive at all levels of many institutions of higher education. More specifically, the surveyed subjects have located the highest demand for adjustment on the overall institutional level, followed by the areas of study programmes, tuition, administration, and lastly research (HRK 2019, 73). Hence, the HRK calls for a more holistic approach towards internationalisation of German universities by proclaiming that each institution has to be more amenable to questions of language in reference to both the overall institution and each of its individual study and course programmes (HRK 2019).

In their latest publication, the HRK points to the lack of consistent **language policies** in universities while stressing their significance for successful inter-nationalisation of the tertiary education sector. The HRK counts a relatively small number of tertiary institutions having developed a specific language policy (see **Figure 3**[2]). In order to account for this situation, the HRK refers to a number of

Figure 3: Existence of Institutional Language Policy or Language Guidelines (HRK 2019, 72)

potentially limiting factors keeping HE institutions from developing and adopting custom-made language policies: the organisational structure, the size of the institution, the diversity of courses of study, lacking financial and staff facilities, and lacking awareness of potential benefits of a language policy within the organisation (HRK 2019, 20; 73-74). The HRK (2019, 76) thus holds universities accountable to be more sensitive to questions of foreign language policy. At the same time, **politicians** are called into account to come up with a consistent and "clear socio-political mandate" that reflects on the purpose of foreign languages in the realm of universities (HRK 2019), which could in turn serve as orientation for all actors of the same institutions.

Brandl (2005, 231), in her publication on English and/or German in international study programmes, stresses that the major obstacles on a university's path towards effective internationalisation are those of **organisational effort** and **financial expenditure** along with the teachers' **command of English**. Research findings suggest that under the current circumstances English as medium of instruction, as opposed to German, could even have a negative impact on the **quality of academic teaching and learning processes** (HRK 2011, Bradbeer 2013). Several scholars argue that the quality of teaching, learning, and content-related academic work processes are on the line if no further steps are taken to enhance the situation at hand. This is due to the fact that neither the student body nor the teachers seem to consistently meet the **language requirements** necessary to successfully internationalise institutions of higher education (Knapp & Aguado 2015, 8; Fandrych & Sedlaczek 2012; Gnutzmann, Jakisch & Rabe 2015, 22; Studer 2009, 20). To receive data on the status quo of English teaching at every HE institution, the HRK advocates the need for English tuition to become a part of **quality management**. For this intention, they propose a purpose-made evaluation system of EHE that addresses teachers' and the students' perspectives alike (HRK 2019, 12).

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[2] Translations in reference to the chart: ja = yes; nein = no; k.A. = N/A

In cases of degree programmes with a relatively small proportion of courses taught in English in comparison to courses taught in German in particular, there is a motivational need both for teachers and students to feel at ease with the (foreign) language of instruction (Gnutzmann, Jakisch & Rabe 2015, 22). The HRK assumes that if neither domestic nor international students meet the language requirements in the language of instruction (e.g. English), the quality of classes may significantly drop below that of comparable classes in German (HRK 2019, 12). Students may need support to be able to fully engage in classes that are conducted in English as they will be required to process information, read, write, and speak in English. Gnutzmann et al. (2015, 37) thus claim that a supplementary step-by-step approach is needed to scaffold the overall learning process, which in their opinion should include **supportive measures** offered by teachers/coaches, especially to overcome lexical gaps. Studer et al. (2009, 20-22) further argue in favour of supportive measures in the form of accompanying English classes that take place in addition to the content-driven seminar. This way, students would regularly receive the opportunity to interact with their fellow students and teachers just like they would benefit from direct feedback and corrections. To foster a more structured approach towards foreign language tuition, the HRK demands for higher **curricular recognition and integration** of foreign language learning (HRK 2019). When incorporating foreign languages into regular study programmes more comprehensively, however, it is crucial to recognize that communicative requirements may vary considerably between subjects, which is why it has been suggested to make foreign language learning compulsory for some courses of study (HRK 2011). By the same token, existing study guidelines need to be reviewed against the background of the additional study workload that comes along with language learning (e.g. adjustment of the standard period of study) (HRK 2019, 76).

To ensure that language requirements are not only met by the students' but also at the teachers' end, the HRK furthermore suggests foreign language classes for teachers, which is why **training programmes** should be advanced and opened up for all status groups (HRK 2019, 50; 74). Fandrych and Sedlaczek (2012, 39) argue that it is unjust to expect of lecturers that they inherently possess sufficient competences that would allow them to teach classes in English without compromising on the academic quality. Moreover, Aguado and Knapp (2015, 8) infer that even if teachers are acquainted with academic presentations, literature, and research in the English language, there is a possibility that they will not teach with the same degree of sophistication, flexibility, and interactivity as they would in their L1-teaching.

In sum, structured language support is needed at various levels to successfully translate internationalising of tertiary education into practice. In order to be able to provide adequate services, the HRK calls for political support of language development programmes through financial funding. This would allow HE institutions to support for researchers and tutors by providing translations and interpreters, to hire qualified staff such as teachers with domain-

specific and language-related expertise and to fund language research and language centres (HRK 2008). In order for organisations to also make better use of resources, the HRK advises institutions of higher education to **develop** (further) **collaborations** with external providers: establishing **cross-university services** and coordination facilities, pooling courses and language support resources. Such measures could reduce expenditure of time and costs while being particularly helpful for smaller institutions. Additionally, existing course catalogues and measures that foster foreign language learning (e.g. language cafés, e-learning, educational leave) should be evaluated to maintain the status quo or develop quality if necessary (HRK 2019, 12; 76). Moreover, the HRK (2019, 76) calls for the development of **didactic concepts** that are specifically designed for foreign language teaching at the tertiary level, which could be realised through cross-university collaboration in research. This way, teachers could be supported in their endeavour to conduct well sophisticated and thorough content-driven classes in a foreign language without inefficiently straining on monetary and staff resources. Due to the additional effort associated with teaching a language different from one's own L1 through content, it has also been suggested to create **incentives for teachers** to offer classes in English (Schäfer 2016, 506). While the HRK (2019, 12) recommend a better recognition of classes offered in English for the teaching load, they also point to alternatives such as language courses as a teambuilding measure.

1.2.2 Implementing Institutional Language Policy: Existing Measures

The following summative list provides an overview of measures conducive for the consolidation and implementation of comprehensive institutional language policy (HRK 2019, 74):

- language classes for administrative staff and teachers
- translation facilities that are, among other tasks, concerned with working on bilingual internet websites while also being responsible to provide style guides or glossaries[3]
- development and expansion of existing classes that are already being taught in English
- specific committees dealing with language-related questions
- enhanced involvement of relevant third parties to support the existing bodies
- consideration and representation of language policy in class objectives
- conduction of surveys and demand analyses to either determine the effectiveness of existing measures or evaluate those already in place
- curricular integration of foreign language modules
- establishment of new language centres/ funding of existing facilities.

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[3] The University of Bonn provides an English-German glossary concerned with higher education under the following link: https://www.uni-bonn.de/the-university/glossar/english-german-glossary?set_language=en/ (date of access 2020, October 16).

1.2.3 Planning for Comprehensive Foreign Language Tuition: The AKS' Five-Point Plan

The AKS, in full Association of Language Centres at Institutions of Higher Education[4] (previously named Association of Language Centres, Language Teaching Institutes and Institutes of Foreign Languages), is a non-profit association devoted to developing further foreign language tuition at institutions of higher education. For this intention, the society has developed the following five-point plan (AKS n.d.):

1. **Design provisions specifically for institutions of higher education** and their associated status groups alluding to academic, subject-specific, and general language. Classes should be within the UNIcert® framework, which is a system of certification and accreditation for foreign language competences relevant for academics. UNIcert® operates under the umbrella of the AKS and its main purpose is to provide comparability for language education in higher education through certification. There are more than 50 accredited institutions throughout Europe. To preserve quality, all institutions must meet the required standards to be accredited. Accreditation is valid for only three years and will be re-evaluated before renewed. Through systematic comparability, UNIcert® allows students to continue their language education at any other institution of higher education that is accredited for the desired language and language level. The UNIcert® system comprises five language levels that correspond to those of the Common European Framework of Reference for Languages:

   - UNIcert® Basis corresponds to the European Level A2;
   - UNIcert® I corresponds to the European Level B1;
   - UNIcert® II corresponds to the European Level B2;
   - UNIcert® III corresponds to the European Level C1;
   - UNIcert® IV corresponds to the European Level C2.

2. **Institutional anchoring**: language learning as an integral part of tuition; language teachers with long-term employment; language centres as facilities open to all status groups

3. **Specific qualification profiles for language teachers**: professionalising trainings for HE language teaching, establishment of basic and subsequent study programmes, training certificate FOBIcert[5]

4. **Academic language tuition**: consecutive research on language teaching and learning in tertiary education; publications and symposia

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[4] translated from the German name *Arbeitskreis der Sprachenzentren an Hochschulen*
[5] The *AKS-FOBIcert®* is a standardised training programme for language teachers at the tertiary level.

5. HE institution **policy-driven networking**: cooperating with education policy actors at the national level; international communication through the European umbrella association of language centres in higher education CerleS.[6]

1.3 Conclusions

English tuition in German tertiary education is generally held in high esteem, especially in comparison to other foreign languages (Ammon 1998, Dalton-Puffer 2012). On the one hand, a broad use of English throughout the German system of higher education has been seen as a promising way to enhance international recognition of German universities and it has already incentivised both foreign students and academic staff to become a part of German institutions of higher education. On the other hand, the advancing status of English as the lingua franca in academia, research, and science has been critically observed by scholars and university representatives as they fear that English could pose a threat to the European and national aspirations to broadly implement multilingualism in higher education. In response, the German Rectors' conference has been eager to provide guidelines and point out desiderata relating to language policy for the tertiary level of education. However, the absence of binding systemic language policy in German higher education leaves individual institutions to the decision whether to implement overarching regulations for their facilities or to refrain from manufacturing and applying said policy. As a result, the discrepancies between individual institutions are clear-cut when it comes to language policy since only a few institutions of higher education have implemented corresponding guidelines, while the majority has not.

2. Teaching English through Content at the Tertiary Level

The following chapter will examine EHE in content-related contexts. The field divides into two main approaches and organisational models respectively. In English as a medium of instruction and immersion contexts, English serves as the – predominant or even only – instructional language in courses teaching disciplinary content. These approaches *use* English without being language courses as such. The other domain refers to language courses teaching English through content such as English for specific purposes and English for academic purposes. Such courses are usually connected with language provision offered by HE language centres. Later in this chapter, the perspectives and needs of teachers and students in EHE classrooms will be discussed.

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[6] European Confederation of Language Centres in Higher Education

2.1 English in Regular Study Programmes

The decision whether English/bilingual teaching will be implemented in a certain study programme depends on multiple factors, such as the length and intensity of the programme, the role of English in the academic discipline, or the associated vocational environment (Brandl 2005, 233). In the case of content-related courses that are taught in English and are at the same time part of a degree programme organised by the departments, the principle of English Medium Instruction (EMI) applies. English primarily serves the purpose of a communication medium, making **language acquisition incidental** (Hellekjaer & Westergaard, 2003, 66). Such courses usually offer little if any specific language support for students. Schäfer, therefore, suggests that most of the current approaches de facto amount to linguistic **immersion**.

2.2 English Language Provision through Language Centres

Content-driven English tuition, which directly strives for linguistic gain, usually takes place in the realm of the universities' language centres. As language centres cater for all faculties, course design may vary considerably between faculties of the same university as well as between individual universities. Under the umbrella of language centres, various foreign language-related tasks are bundled since this type of facility often offers its services to more than one status group (students, teachers, administrative and academic staff, researchers, etc.) at different language levels. Language centres either organise classes themselves or provide various kinds of support such as English writing workshops for students. Usually, they offer both ad hoc language support services and language courses. Furthermore, they support teachers by providing materials in English. The mode of collaboration between faculties, departments, and language centres varies considerably among HE institutions and does not follow regional or national regulations.

Access to language support facilities for staff is a key issue in this respect. As suggested by the Arbeitskreis der Sprachenzentren an Hochschulen (AKS) and the HRK (AKS n.d.; HRK 2019,12), access should be available to all members of HE institutions including teaching and administration staff, since language support regardless of status groups is instrumental for the organisational development of HE institutions (HRK 2019, 12).

While some universities offer skill-related foreign language support in the scope of their **language centres**, other HE institutions such as the Technische Universität Darmstadt run specific centres, e.g. for academic writing. At the TU Darmstadt, the **writing centre** supports students in their foreign/second language writing through extra-curricular **consultation** and **online labs.** Additional **courses** and **workshops** focus academic stylistics in English, for example (Arcudi et al. 2014, 163-168). University language centres tend to take a wider and a more general approach catering for multiple languages and addressing a wider spectrum of

language modalities and competences. In response to the diverging needs of a diversity **target groups**, it is very common for language centres to pursue two or more strands of foreign language teaching in addition to language support provisions. One strand usually focuses on skill-oriented **general language courses,** which are deeply intertwined with the Common European Framework of Reference for Languages and involve everyday topics but lack a specific academic angle. The two most common facets however are **English for Academic Purposes** (EAP) and **English for Specific Purposes** (ESP). The EAP strand is genre-specific without a domain focus, which is why it is independent of specific academic fields but rather provides students with the tools necessary to handle foreign language requirements associated with higher education, i.e. academic language functions which are discourse functions typical for the realization of speech acts in the academic context (Gnutzmann, Jakisch & Rabe 2015, 23). More specifically, the EAP strand aims to enable all actors to read scientific literature, give and understand academic presentations, and engage in in-class oral communication in the English language.

By contrast, **ESP** courses centre around field-related learning objectives that are specifically tailored for certain courses of study. These classes may not focus on one particular language competence, but they are often adapted for the particular communicative needs in a given professional context.

To gain an insight into the nature of content-driven English tuition at the tertiary level, the following two sections elaborate on the work of language centres of public universities and those of Universities of Applied Sciences (UAS).

2.2.1 Content-driven English Tuition at Language Centres of Universities

Content-driven language courses offered at HE language centres are usually designed to fit the **UNIcert**® **I-IV framework**. At the Humboldt University of Berlin, for instance, course participants of the UNIcert®Basis, I and II levels earn the corresponding certificate when completing the courses. To obtain a certificate for UNIcert® III and IV in English**,** however, one must take an additional exam (Humboldt University of Berlin n.d.). If the language requirements of a given class are beyond the beginner level, previous language assessments in the form of **placements tests** are the norm. Numerous language centres schedule their classes in two ways, offering both **weekly classes** alongside the regular term time, and **intensive courses** which mostly take place in between terms.

Courses provided at language centres have a general orientation towards English for Academic Purposes (EAP). Within this orientation, one type of courses usually focuses on communicative competence (listening, speaking, writing, and/or reading), while another strand of courses addresses field- or discipline-specific language requirements. As the following list of courses offered at the Humboldt University of Berlin shows, EAP courses are often skill-

oriented: "English for Academic Purposes: Listening and Speaking"; "Strategies for Presenting and Writing"; "Writing Essays and Critical Reviews"[7]. Access to these classes is usually open to all students but can also be recommended to certain degree programmes (bachelor, master, PhD candidates). The second type of courses which deals with field- or discipline-specific language and content is usually only available to students of specific subjects. The field of ESP generally shows in the course title: "English for Natural Sciences", "English for Economics and Business Studies", "English for Arts and Humanities"[8], "English for Medicine", "English for Social and Political Sciences"[9], "Current Business Topics", "English for Architecture", "English for Automotive Engineering", "English for Computer Science", "English for Natural Sciences"[10], "English for Students of Law"[11]. A third strand of courses unites the previous two as it aims towards selective language modalities within the frame of field-specific contents (e.g. "Writing Skills for Students of Economics", "Reading and Writing for Students of Social Sciences"[12], "For Economics & International Finance - Speaking and Writing"[13]).

The following course description provides a more nuanced insight into the course objectives of one exemplary content-driven seminar named "Writing Skills for Students of Economics (B2)", which is a 3 ECTS-work course offered at the University of Marburg. The course is designed on the basis of one single communicative skill and its agenda reads as follows (University of Marburg n.d.):

- Plan and structure writing assignments that are typical in economics courses;
- Explain and apply economic concepts clearly and precisely in writing;
- Summarize and comment on economic viewpoints and arguments succinctly;
- Write in appropriate academic style;
- Use relevant grammatical structures and vocabulary with good control.[14]

By comparison, a course at C1 level designed for students of Economics and Business at the Humboldt University of Berlin has multiple foci:

> *English for Economics and Business Studies (Digital Semester)*
> This course aims to provide students of Economics and Business Studies with the opportunity to **improve speaking, listening and reading skills** in particular, with

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[7] language levels ranging from B2 to C1

[8] All of these courses are offered at Humboldt-University of Berlin. For additional information on L2 English tuition offered at the language centre of Humboldt-University of Berlin see https://www.sprachenzentrum.hu-berlin.de/de/kursangebot-und-anmeldung/sprachen/englisch.

[9] All of these courses are at the B2 level (CER) and are conducted at Humboldt-University of Berlin.

[10] All of these courses are at the C1 level (CER) and are conducted at University of Stuttgart. For additional information see https://campus.uni-stuttgart.de/cusonline/pl/ui/$ctx/wbstpcs.showSpoTree?pStStudiumNr=&pSJNr=1657&pStpStpNr=1090&pStartSemester=.

[11] This course is offered at University of Marburg. For additional information see https://sz-kursbuchung.online.uni-marburg.de/angebote/Wintersemester_2020_21/_Englisch_Fachsprache_Jura.html.

[12] Both of these courses are taught at University of Marburg and range from B1 to B2 (CER).

[13] Both of these courses are taught at the C2 level at Humboldt-University of Berlin.

[14] For additional information see https://sz-kursbuchung.online.uni-marburg.de/angebote/Wintersemester_2020_21/_Englisch_Fachsprache_Wirtschaftwissenschaften.html.

regard to their field of study. To this end, a range of **topics** will be covered, depending on the needs and interests of the students, and could include, for example, future **economic trends, women in business, start-ups in Berlin** as well as other **economic current events**. In week 1, we will discuss potential topics and appropriate sources for authentic materials. Students will be asked to prepare **subject-specific presentations** and chair the ensuing **discussion**. Language feedback will allow students to see how they are progressing throughout the course. **Grammar practice** will be remedial. As well as the assessed presentation, there will be final tests in reading and listening comprehension.[15]

A third example of an ESP class, named "English for Architecture", also highlights the often many course aims. This class is taught at the University of Stuttgart and it is designed to practice technical presentations, provide vocabulary training aiming for descriptions of buildings, and broaden the technical vocabulary in the architectural field (more specifically related to design, planning, structural design, sustainability, time management, and construction sites). These goals are indented to be achieved through authentic films and texts.[16] "English for Computer Science" is another class offered at the same language centre of the University of Stuttgart. While it aims to improve general English language competences, it also provides students with the ability to systemically and efficiently describe aspects of computer technology in English.

All in all, content-based language classes that are taught at language centres of German public universities tend to revolve around **context-related and technical communication**. These classes frequently include analyses of subject-related videos and audio materials, reading authentic subject-specific texts, writing texts in technical academic language about field-related topics, practising monological speaking in presentations, and engaging in dialogical discussions that involve domain-specific issues. The selection of communicative skills which find themselves represented in course agendas are normally closely related to discipline-specific challenges and requirements. Along with the oral and the written proficiency, technical vocabulary and expressions are to be found in the centre of attention. Content-driven English classes may also specifically aim to address typical morphological and syntactical structures which allow participants to describe procedures, structures, set-ups, charts, graphs, objects, and effect-cause relations that are commonly used in a given subject area.

2.2.2 Content-driven English Tuition at Language Centres of Universities of Applied Sciences

At German Universities of Applied Sciences (UAS), language centres commonly show an orientation towards **ESP** as opposed to general EAP. This may be owing to the fact that the major objective is to "use knowledge of language and culture to operate in an international

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[15] Bold print letters were inserted afterwards and do not show in the original text.
https://www.sprachenzentrum.hu-berlin.de/de/kursangebot-und-anmeldung/semesterkurse.
[16] https://campus.uni-stuttgart.de/cusonline/wblvangebot.wbshowlvoffer?porgnr=615.

context" (Studer 2013, 12). Since practical applicability of learning outcomes has priority, English tuition mostly involves ESP as it is specifically adjusted to the socio-cultural phenomena typical of the respective vocational contexts (Studer 2013, 13).

As numerous Universities of Applied Sciences have specialised in different facets of business or technology, their language centres also tend to offer the corresponding **field-related English tuition**, namely Technical English and Business English. At the UAS Aachen, some courses aim to promote certain skills regardless of the subject (e.g "English conversation skills"), while ESP courses are generally designed specifically for the subject at hand (e.g. "English for Electrical Engineering" and "English for Information Technology").[17] Despite the narrowed focus on Science, technology, engineering, and mathematics (STEM) at the UAS Aachen, the English language demands between study programmes ranging from architecture to aerospace engineering remain diverse. Thus, the majority of language courses is principally open to students of a given study programme to allow for specialised and explicitly structured course designs suiting the academic discipline at hand. However, some courses are designed for more than one course of studies if they intersect considerably. Collaboration in the design of course provisions may occur if the subjects of the composite target group show content-related overlap. E.g. the website of the language centre of the UAS Aachen shows that only two departments, namely those of *chemistry and biotechnology* and *energy technology,* act jointly regarding their ESP courses provisions (UAS Aachen n.d.).[18] English courses with more general orientation, such as courses aiming to promote English conversation skills, may also have limited access since the aforementioned course is only available to two out of ten fields of study at the UAS Aachen.

In sum, all study programmes have access to English classes at the UAS Aachen, but the quantity and specificity of courses offered varies significantly between the study programmes. According to the HRK (2019, 74) institutional language policy should also include **curricular integration** of foreign language modules. For instance, the University of Applied Sciences Bochum meets this demand as it has partially incorporated ESP courses into their regular study programmes. Thus, Mechatronics (Bachelor of Engineering) stipulates the module „Technical English for Students of Mechatronics" as an integral part of the regular module guide.[19] The learning objectives of the module include discipline-specific vocabulary and the means necessary to express oneself adequately in vocational situations both orally and in writing. The course materials, among others, involve textbooks such as "Technical English 3", "Supply Chain Management", and "English Grammar Use", which show that field-specific

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[17] For additional information see https://www.fh-aachen.de/hochschule/sprachenzentrum/lehrveranstaltungen/.
[18] For additional information see https://www.fh-aachen.de/hochschule/sprachenzentrum/lehrveranstaltungen/.
[19] For additional information on the module guide of Mechatronics (B. Eng.) see https://www.hochschule-bochum.de/fileadmin/public/Die-BO_Fachbereiche/fb_m/gemeinsameDateien/aktuelleModulhandbuecher/Modulhandbuch_Bachelor_Mechatronik_abWS_01.pdf.

content-centred materials as well as mere language learning texts are used to underpin the module's agenda. There is only a recommendation for English language competences at the level of B1/B2, but no placement test is to be shown for permission, denoting a major difference to most public universities where placement tests are the norm.

To conclude, courses at German Universities of Applied Sciences are partially integrated into the regular study programme, making the corresponding ESP classes of particular study programmes an integral part of the students' studies. The major difference between content-driven English course provisions at public universities and UAS concerns the predominance of ESP in the realm of the latter. At both public universities and UAS, modules and course agendas diverge in terms of language skills in focus as they intend to mirror discipline-specific and/or vocational challenges and specifics.

2.2.3 Case Study: The Collaborative Paradigm of Bremen

The following sequence will provide an insight into a language centre that incorporates the constituents of the five-point plan demanded by the AKS.[20] As the presented institution is a partner of the AKS, the two players host joint symposiums about language learning and teaching.[21]

"The 'Fremdsprachenzentrum der Hochschulen im Land Bremen (FZHB)' is a **joint institution of the four public universities** in the federal state of Bremen: the University of Bremen, the Hochschule Bremen, the Hochschule für Künste and the Hochschule Bremerhaven" (FZHB n.d.). The institution's services comprise language learning advisory, language courses, and autonomous language learning, with the latter scope including advice on autonomous language learning, a language tutoring programme, an independent learning centre for languages (ILC), and language tandems.[22] The latter involve an organised language exchange where two people regularly meet so that both can enhance their language skills. The native language of one tandem partner is the target language of the other partner and the FZHB helps individuals to finds a suitable partner (FZHB n.d).

The centre lists the Goethe-Institut (German), Institut Français (French), Instituto Cervantes (Spanish), and Konfuzius-Institut (Chinese) as partners. Further partners are the British Council, Arbeitskreis der Sprachenzentren, European Confederation of Language Centres in Higher Education (CercleS), University of Oldenburg/ Language Centre, and European Language Council, making up a **diverse conglomeration of partnerships**, ranging from local to European institutions and associations.

The FZHB is generally open to **diverse status groups**, i.e. students, academics and

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[20] For an overview of the five-point plan see section 1.2.3.
[21] For additional information on the symposiums see https://www.fremdsprachenzentrum-bremen.de/2091.0.html.
[22] For additional information on the aims and objectives of the FZHB see https://www.fremdsprachenzentrum-bremen.de/5.0.html?&L=1.

researchers, staff members, school pupils, guest students, and external professionals are eligible to sign up. While some services and classes are open to all status groups, there are some courses with limited access. In the latter case, applicants request courses specifically tailored for their respective group needs. The FZHB organises **regular courses** to accompany the teaching term and **intensive courses** during the term breaks. Courses comprise 30 or 60 hours over 15 weeks (regular courses) or between one and three weeks (intensive courses).[23] Intensive courses during the semester for specific target groups are also possible, but they are limited to the respective applicant group (e.g. request from one specific department for a specific purpose). Costs for course participation vary considerably depending on the status group and institutional affiliation. Moreover, a placement test is mandatory for participation in all courses with the exception of those classes designed for beginners.

Some courses at the FZHB pursue language-centred approaches towards English tuition, while another strand of tuition specifically focusses on ESP and/or EAP. At the FZHB, EAP courses normally address at least one specific communicative skill: "English for Academic Purposes"; "Advanced Academic English: Listening and Speaking Skills"; "Advanced Academic English: Reading and Writing Skills". By contrast, course titles of the ESP type refer to the relevant domain as in the case of "Legal English", which is designed for law students at the CEF B2 level and aims to cater for domain-specific linguistic needs. While some ESP classes are optional, others are ingrained in the curriculum of the respective study programmes, such as in the case of "English for Shipbuilding and Marine Technology", which is a compulsory part of the "Shipbuilding and Marine Technology" programme. For that matter, the FZHB does not only collaborate with partners outside the immediately affiliated institutions of higher education, but it also offers ESP-classes that are compulsory to successfully complete certain degree programmes, which is why **in-house collaboration** with the respective departments is also necessary. Further examples of content-driven English classes can be found in the realm of international degree programmes of the Bremen University of Applied Sciences, such as in the case of "Shipping and Chartering B.A.", which is mostly taught in English. "Maritime English" and "Shipping English" are two exemplary mandatory classes that are integrated into the curriculum of the aforementioned degree programme. "Shipping English" involves a basic review of English grammar in use and exercises to enhance general English proficiency, maritime and technical vocabulary, commercial correspondence, shipping documents and current maritime issues in specialised literature, a sea story writing competition which aims for the applied use of grammar and maritime vocabulary, the application of acquired knowledge of shipping vocabulary, maritime expressions and basic business skills in role plays, meetings, negotiations and presentations, and lastly the analysis and use of the

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[23] For information on all courses offered at the FZHB see https://www.fremdsprachenzentrum-bremen.de/312.0.html?&L=1.

English language in excerpts from contracts, shipping documents, insurance policies, and maritime law texts.[24]

All in all, the FZHB shows strong ties of collaboration not only between and within the associated public universities of the state of Bremen but also with national and international partners. Its services are partially ingrained in official study programmes and they are open to various target groups, which is why the course provisions show an orientation towards teaching general and/or content-driven English.

2.3 Perspectives and Needs

This section will elaborate on EHE-related **perspectives and needs** of both teachers and students. While the subsequent two subsections named "Students' Perspective" and "Teachers' Perspective" revolve around students' and teachers' general attitudes towards English in German higher education, the scope narrows down on content-centred English tuition in "Teacher's Needs". The latter section, because of largely missing empirical data, builds mainly on proposals from practitioners engaged in the field. However, in order to compensate for lacking empirical data on EHE teachers' demands and needs, a teacher survey has been conducted along with this report (see chapter 5).

2.3.1 Students' Perspective

Despite the relevance of English language competences for future occupations, researchers report students to be largely sceptical of classes and modules that are being taught in English (Gnutzmann, Jakisch & Rabe 2015, 38; HRK 2019; Schäfer 2016, 505). Schäfer (2016, 505) argues that classes are often perceived as **artificial**, especially if teachers and students do not fully rely on the English language but rather have the opportunity to communicate in a common L1 such as German. She argues that students are hence less accepting of the integration of English into their study programmes. In contrast, other surveys suggest that students are fairly welcoming of English as a medium of instruction (Bradbeer 2013, 112), which is why the findings concerning student acceptance of English are ambiguous. To increase the acceptance of English among students, Gnutzmann et al. (2015, 38) suggest making reasons for the use of English and the associated goals transparent in all classrooms. The purpose of choosing English as a medium of instruction could be specified in course outlines, syllabuses, and the introductory class of each course (e.g. enhancing general communicative competence in English, advancing presentation skills in English, enhancing communicative competence specifically in work-related contexts, or enriching the lexicon in the vocational field). When defining course objectives, teachers may want to consider the

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[24] For additional information about the individual module "Shipping English" see https://www.hs-bremen.de/mam/hsb/staff/module_1-2.pdf.

discrepancy between students at public universities and those at universities of applied sciences since the latter tend to be more welcoming of the incorporation of English into their study programmes when English is more practically oriented. Thus, English for specialised content is perceived as more relevant than EAP (Studer 2013, 11–13, as cited in Schäfer 2016, 506). Regardless of the type of university, students tend to be accepting of using English when they are allowed to **code-switch** and granted **more time to work** on tasks in exam situations (Wilkinson 2003, 5 as cited in Schäfer 2016, 605). Moreover, Schäfer (2016, 505) argues that students' acceptance for English in otherwise German-centred study programmes increases under the following circumstances:

- (guest) lecturers who are non-native speakers of German;
- student groups of different L1s;
- consistent use of teaching/learning materials in English;
- content that relates to anglophone countries/topics;
- content that aims for specific communicative situations ("English for Specific Purposes");
- language certificates as course aim.

2.3.2 Teachers' Perspective

Gnutzmann et al. (2015) asked university teachers about their perception of the advantages and disadvantages of English as medium of instruction (EMI). They found that teachers' attitudes towards the use of L2 English in their classrooms are diverse. The teachers indicated that English tuition provides their students with the opportunity to change perspectives, approach their academic discipline from another angle, and get to know multiple academic cultures. Other perceived benefits of teaching English were access to English research literature, the opportunity to communicate with researchers from all over the world, and preparation for linguistic challenges in professional life. The strongest perceived benefit referred to better access to the **current state of research**, which is predominantly encoded in the English language. While some teachers stated that they do not believe that the choice of the course language has an impact on the quality of the students' learning processes, the large majority of the surveyed teachers indicated that they have reservations about teaching in a language different from their L1. Major concerns relate to the increased **expenditure of time**, assumed impairment of the students' **understanding of academic contents,** and especially to the teachers' own **difficulties with the English language** (Gnutzmann, Jakisch & Rabe 2015, 32).

Fandrych and Sedlaczek (2012) conducted a study on English tuition at the tertiary level among tutors, students and administrators. Data was collected through questionnaires, semi-structured interviews, and language assessment tests. The authors report that language

requirements and the corresponding **proofs of language competences** differ between HE institutions and among study programmes within the same institution. Also, many institutions of higher education are lacking an overarching policy or concept targeting for language development and even institutions which make language learning an integral part of their study programmes seem to insufficiently target their provisions to meet students' needs. In the same study, the majority of the tutors stated that they mostly feel comfortable with academic communication in English, however, a considerable proportion of them also indicated that they do not. These tutors clearly addressed their need for specialised **language training and support** in the area of **Academic English**. Fandrych and Sedlaczek (2012) conclude that German HE institutions do not fully meet their students' and teachers' English language needs, in particular in terms of Academic English provisions. Therefore, the authors suggest the promotion of foreign language support and training. Other surveys call for immediate multi-layered action with regard to English provisions, including the areas of studies, research, administration, policy, and the overall institution (HRK 2019, 73-74).

2.3.3 Teachers' Needs

As opposed to approaches that exclusively focus on content and thus abstain from foreign language-tailored didactics and methods, educators teaching English through content will inevitably have to consider the weighting of content and language. Bradbeer states that there are "issues of **balance between language and content knowledge"** and hence raises the following fundamental question: "[H]ow much of an expert should the teacher be in language and indeed, vice versa, what qualifications, skills and knowledge English language experts need to be able to teach academic courses?" (Bradbeer 2013, 110). Wilkinson (2005, 5 as cited in Schäfer 2016, 506) argues that language teachers who are also qualified in the content-related realm of academia would be the ideal fit for institutions who consider hiring new staff since those teachers could better assess, support, and correct their students. A scenario of such kind is, however, highly unlikely as teachers having this sort of **ideal-typical double qualification** are difficult to recruit (Schäfer 2016, 506). Hence, Studer, Pelli-Ehrensperger, and Kelly (2009, 19) suggest fostering collaborations between subject-specialised teachers and language experts to increase the coherence of content and language tuition. This way, "communities of practice" consisting of equal and complementary partners can be established, which may in turn help to develop further content-centred language tuition collaboratively. Yet, Studer et al. (2009, 19) point out that the development of such innovative partnerships requires the willingness of all parties involved as they draw special attention to institutional readiness to innovate as a prerequisite for integrated content and language tuition. Teachers who are non-native speakers of the course language in particular show negative attitudes when it comes to the variability of their language register, the ability to involve humour,

be spontaneous, detailed and nuanced in their classrooms. Digressions of an anecdotal kind are also less frequent (Tatzl 2011, 261 as cited in Schäfer 2016). Therefore, **language training** to enhance the teachers' L2 language competences is a key aspect to ensure a mutually successful content and language integrated learning (CLIL) experience for students and teachers (Schäfer 2016, 507).

As scholars, students, and teachers address the issue of lacking English foreign language competences, Brandl (2005) points to the unequivocal need to minimise linguistic weaknesses of various status groups. She contends that to enhance teachers' foreign language competences, they should be supported in various areas, such as Academic English, English for Specific Purposes, English for Presentations, and Written English. Sing et al. (2014, 3-4) emphasise that a special focus of the teachers' language training should lay upon the academic field they are working in. They furthermore accentuate the importance of **corpus-based approaches** as they could grant teachers access to word lists bundling terms and phrases frequently used in a given subject area.[25] Moreover, Sing et al. (2014, 4) emphasise that teachers are often in need of appropriate **teaching methods** when it comes to teaching a foreign language through content.

Bradbeer (2013) published a report on the provision of English language support to teaching staff in tertiary education. Bradbeer sent a questionnaire to 132 institutions and conducted follow-up interviews with HE staff about the language support their institutions provide to their teachers. The interviews showed that only a **small number of institutions offer dedicated language support** for teaching staff. Reasons stated referred to lack of money, time, or both. Whenever structural language support was offered, there was consistent positive feedback by the teaching staff. Besides, only few of the universities that offer support to their teachers indicated to collaborate with other universities. Bradbeer (2013) concluded that there was little indication of a comprehensive networking system among HE institutions. This could, in turn, mitigate the aforementioned financial and temporal limitations for providing language support to teaching staff. Lastly, the report underlines that there is "very little, if any, **specific material** on the market for teaching English to teachers in higher education" while stressing the need to take action for this matter (Bradbeer 2013, 110). Yet, the current work of the FZHB[26] and the recommendations propagated by the AKS (Association of Language Centres at Institutions of

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[25] Examples of subject-specific word lists can be retrieved from https://www.eapfoundation.com/vocab/other/lists/. The lists provided at this website are based on data from WordNet, a software created by the Princeton University (http://wordnet.princeton.edu).
An example of a compilation of a general Academic English word list independent from a certain subject can be retrieved from either the website given above or from the following link, which is named *The Academic Word List* (AWL): https://www.wgtn.ac.nz/lals/resources/academicwordlist/publications/awlsublists1.pdf.
[26] See section *2.2.3 Case Study: The Collaborative Paradigm of Bremen* of this report for further information on their approach towards teaching English as a content subject.

Higher Education)[27] show that, albeit sporadically, universities collaborate in sharing expertise to save resources.

Besides, Schäfer argues that under the current circumstances, CLIL at the tertiary level may lead to a trade-off between language acquisition and academic contents. CLIL-based teaching tends to significantly reduce the intended curriculum in favour of repetitive language elements and linguistic and cultural explanations (Schäfer 2016, 506). According to Schäfer, the loss of quality is particularly significant in the fields of social science and humanities. Hence, sound **didactic concepts** specifically designed for the academic sphere are in demand (HRK 2019, 76) that integrate quality content and domain-specific language in order to alleviate the reservations voiced by critics. In addition, Schäfer stresses that the implementation of CLIL requires additional time, staff, and financial resources to motivate teachers to accept the **additional workload** for preparing CLIL classes (Schäfer 2016, 506-507). The extra effort for CLIL teachers particularly involves the procurement and adjustment of course materials (Schäfer 2016, 506), which could unequivocally be diminished if didactic concepts and domain-specific course materials were at the teachers' free disposal.

Schäfer (2016, 507) provides a list of measures that HE institutions could consider to support CLIL implementation and strengthen teacher motivation:

- appropriate recognition of CLIL classes with regards to the teaching load for permanent staff/ sabbaticals;
- bonus systems;
- promotion of L1 guest lecturers;
- funding of exchange programmes;
- conferences in the target language;
- promotion of collaboration between language and faculty teachers;
- attractive and flexible compensation structure (salary and teaching load);
- bestowal of best practice awards;
- appealing training opportunities (e.g. foreign language didactics, intercultural trainings);
- establishment of support services for CLIL teachers (e.g. proofreading, supervision, academic mentoring during the transformation process);
- comprehensive support by the university administration.

Last but not least, Schäfer argues for a consistent **language policy** to be crucially important to foster sensitivity to questions relating to foreign languages within the whole institution. The clarification of institutional goals associated with the implementation of L2 English tuition can also serve as an important guideline for teachers when designing courses and curricula.

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[27] See section *1.2.3 Planning for Comprehensive Foreign Language Tuition: The AKS' Five-Point Plan* of this report for their suggestions on how to develop further foreign language tuition in tertiary education.

Schäfer argues that language policies not only have to lay down language objectives that clarify the relation between content and linguistic goals, but they should also provide a ranking of these goals (Schäfer 2013, 507). Hence, HE institutions should aim for **transparency of learning objectives** in the context of content-driven L2 English tuition. Teachers should also be given guidance regarding the **structural organisation** of CLIL-based courses or lectures, the quantity of content, interactive and repetitive elements as well as the type of assessment (seminar paper, presentation, oral exam, written exam, portfolio, etc.) and assessment criteria (Schäfer 2013, 506).

In sum, institutions and their sub-divisions (faculties and departments) will need to agree on guidelines, standards, and policies that shed light on the formalities of content-driven English to provide teachers with the firm ground that they need to teach in their L2. The threshold for teachers to engage in L2 tuition will presumably be lowered if they a) know what the administration and their affiliated departments expect of them when teaching CLIL, b) benefit from compensations for the additional effort, and c) have support structures they can easily access.

2.4 Conclusions: The Status Quo of EFL in Tertiary Education

This chapter presented the status quo of content-driven English in German tertiary education. On the basis of the measures in place, demands and needs were identified and discussed. The following list summarises the central issues of this chapter:

- lack of uniform language policy at the institutional level
- little curricular integration of content-driven English
- at Universities of Applied Science (UAS), English for Specific Purposes (ESP) is more common and accepted than English for Academic Purposes (EAP)
- at Universities, there seems to be broader acceptance of Academic English as opposed to UAS
- need for pedagogic and methodological transparency (aims and purpose of CLIL-based approaches)
- need for transparent assessment criteria in course work and exams
- need to create incentives for teachers to offer CLIL-related classes/modules (based on the assumption of increased workload)
- demand for training opportunities and support systems for students and teachers that are provided and funded by politics and the respective universities (possible foci: discipline-specific discourse [as opposed to just vocabulary and grammar], English for presentations, teaching methods for CLIL, etc.)
- demand for accessible discipline-specific material pools for teachers (including methodical approaches)

- demand for implementation of cooperative cross-institutional facilities.

3. Existing Training Opportunities and Educational Resources for English Teachers at the Tertiary Level

The existing training provisions for teachers who intend to enhance their foreign language (teaching) competences are oftentimes accessible to affiliated members of the institution offering a given programme. In order to meet the demand for more accessible training opportunities for teachers while minimizing cost and staff expenditures at the same time, the HRK claims that institutions of higher education should aim for synergetic effects resulting from nationwide and regional collaborations. This way, resources could be used more efficiently. Yet, the demand for synergetic collaborations has not been satisfactorily met since, in its latest publication, the HRK still urges German institutions of higher education to create comprehensive and cooperative training programmes for teachers (HRK 2019, 12).

The following two examples will provide insight into the work of two facilities that help teachers with the challenges of teaching classes in a language different from the L1. The joint language centre of the four public universities in the federal state of Bremen (FZHB) (cf. section 4.2.3) offers training opportunities for tertiary teaching staff and researchers, e.g. "English for Lecturers", "Academic Writing", "Preparing for Publication, Punctuation Courses", "CVs and Letters of Application", "Academic Discussions and Conversations", "Customised courses for research groups and graduate schools".[28] On its website, the FZHB advertises both in German and in English that "[b]asically, anybody who is interested can take part in the courses offered by the FZHB. Restrictions apply for curricular language courses, special courses for doctoral students, and courses offered for staff at the university and the Hochschulen, for example […]. The course directory also allows [users] to search for courses according to target group (institution-specific courses)" (FZHB n.d.).

These courses aim for general English, ESP, and EAP and are mostly available to multiple status groups at the same time, namely students, institutional staff, and external parties. While staff members of the public institutions of higher education in Bremen usually have to pay a compensation of 160€, external participants are required to pay 211€ for a class that is worth 3 ECTS[29] points, requires 1.5 hours of attendance per week, and lasts throughout the entire teaching term.

The joint language centre furthermore advertises "coaching for academic staff and researchers". This strand of support includes writing consultations (i.e. "linguistic support and

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[28] For further information see https://www.fremdsprachenzentrum-bremen.de/3.0.html?&L=1.
[29] European Credit Transfer and Accumulation System

corrective feedback for papers, dissertations and other publications"), coaching language learning ("achieve your own personal learning objectives with individual coaching sessions, a customised learning schedule and advice from our qualified teaching staff on how best to learn"), and project coaching ("linguistic support with your projects, e.g. publications, lectures and talks") (FZHB n.d.). [30]

The UAS Wildau "Centre of Competence for Teaching in English" is a second suitable example to illustrate how English language support for tertiary teachers can be put into practice. The facility was set up in 2010 and the project is being financed by a target agreement between the UAS Wildau and the Brandenburg Ministry of Science, Research and Culture (TH Wildau n.d.). The centre's business model is to provide language support and courses for all EHE teachers working in the state of Brandenburg. Bradbeer (2013, 109-110) explains that in 2011 "[t]he centre's main purpose [was] primarily to provide […] teachers with English language support so that they can teach their modules in English confidently and effectively". As of 2020, the facility's self-understanding reads as follows (TH Wildau n.d.):

> The main purpose of the project is to support professors, teaching staff and other employees at the UAS Wildau as well as across the other universities in Brandenburg in aspects concerning teaching in English. The project aims to further the internationalization of UAS Wildau and the universities in Brandenburg. An important element of internationalization is to provide lectures and classes in the English language for all subjects.

In order to assist their teachers, the "Centre of Competence for Teaching in English" offers **needs analysis** and support for professors and teaching staff. They do **one-to-one coaching**, **group coaching** and provide support in the **development of material** in English. Additionally, the facility offers **language and pedagogical training** and makes use of **class observations** and **team-teaching** to enhance the quality of teaching in English. Teachers are also offered **support in assessing students' oral abilities** and receive the chance to partake in workshops and specific trainings (Bradbeer 2013, 110; TH Wildau n.d.). The centre's approach, which involves the provision of training opportunities, support services, and support for material design in English, considerably accords to the HRK's suggestions on foreign language provisions at the tertiary level (cf. HRK 2019).

The course catalogue features courses such as "Giving Professional Presentations in English: Conventions and Useful Language", "English for administrative staff", and "English for your team" (TH Wildau n.d.). The latter is open exclusively to TH Wildau staff and specialises on personalized topics designed in accordance with the needs of each group of professionals.

Furthermore, the centre's services are open for teachers at universities across the entire federal state of Brandenburg, which is how the facility creates an impact beyond its own

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[30] For further information on coaching for academic staff see https://www.fremdsprachenzentrum-bremen.de/1377.0.html?&L=1.

institution. Due to the target agreement made with the Ministry of Science, Research and Culture of the federal state of Brandenburg which is a pivotal political entity for tertiary education at the federal state level, the UAS Wildau Centre of Competence for Teaching in English receives the political backing that the HRK (2008) has been demanding to structurally support L2 English teachers at the tertiary level. Hence, the UAS Wildau "Centre of Competence for Teaching in English" pools resources within the federal state of Brandenburg as it offers its services to tertiary English teachers employed in the entire federal state. After all, it needs to be stressed that the involvement of politics through backing and funding is crucial for the implementation of language support facilities aiming to act collaboratively. This, again, alludes to the necessity of comprehensive **political action and support** to allow further institutions of higher education to follow suit.

When it comes to supporting CLIL teachers at the tertiary level, a different picture emerges. None of the outlined language centres specifically address the theme of L2 tuition through content as they mainly offer linguistic support. Teacher trainings relating to CLIL-based approaches mostly focus on the target domain of German primary and secondary education. Therefore, current and prospective teachers in primary and secondary education compose the target group of CLIL trainings, which are usually offered at universities. The TU Braunschweig, for instance, offers a CLIL training programme composed of seven individual courses. The training involves seminars, workshops, and an internship, and it is available to both schoolteachers and students of teaching/education. More specifically, the audience of the training programme is mainly BA and MA teacher students majoring in EFL and a second relevant topic-related school subject, such as performing arts, history, or mathematics.[31] However, in-service teachers are allowed on certain conditions (e.g. payment of tuition fee) (TU Braunschweig n.d.).[32] Teachers in higher education are not addressed as a target group, which underpins the notion that CLIL training programmes are generally more available for teachers at the primary or secondary level of education. There is a clear lack of training opportunities for university teachers intending to upskill in the field of content-driven English tuition.

CLIL trainings that are available for teachers at the German tertiary level of education are commonly funded by the "Erasmus+ Programme of the European Union". These programmes usually take place abroad, as in the case of "Erasmus+ staff mobility" which the HRK (2020) generally recommends to HE teachers. The training involves English language courses

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[31] In Germany, secondary teachers generally teach two subjects. Accordingly, teacher education comprises two subjects as well as a third strand including pedagogical and general educational aspects.
[32] Further information about this CLIL training programme is available under the following link: https://www.tu-braunschweig.de/anglistik/seminar/esud/lehre/bilingual.

specifically designed for the tertiary level of education, such as "CLIL for Higher Education", which is available to researchers and teachers.[33]

As there are numerous associations and privately organized social media collaborations aiming to support both general English and CLIL teachers, some of the latter have already decided to privately seek support online. This kind of training and support, however, requires personal commitment as it is not usually advertised and especially not incentivised by universities. An example for a platform/community for English language teachers around the world is the International Association of Teachers of English as a Foreign Language (IATEFL) which is composed of 16 interest groups. The association offers **tutorials** (e.g. "How to webinar" and "How to give a presentation at an international conference") and organizes **panels** with topics such as **"**moving to teaching online". Several blog entries elaborating on CLIL at the tertiary level can be found on its associated websites. The association is an example of an organisation that is independent of both the European Union and nation states[34] responding to the demand for support, training, and exchange of information concerning teaching L2 English, including CLIL, worldwide.

To sum up, English training programmes for HE teachers are generally accessible to affiliated members of the providing institution. Some institutions open up their provisions to external teachers requiring a tuition fee. National HE training programmes usually involve general English, ESP, or EAP disregarding CLIL. By contrast, the international "Erasmus+ staff mobility" programme comprises several strands of HE tuition, including CLIL.

After all, there is a need for comprehensive and easy to access training programmes specifically designed for HE English teachers. Trainings could, for instance, be offered based on collaborations between universities to make trainings available within the region rather than asking staff to accept time-consuming travel. Alternatively, trainings could be offered online to further increase accessibility. Participation in training programmes should furthermore be incentivised (cf. HRK 2019; Schäfer 2016, 506).

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4. Online Teaching at the Tertiary Level

Digital media have been increasingly gaining currency in the sphere of higher education. The development of interactive and collaborative elements of the internet (e.g. Web 2.0) in particular has made the web incrementally useful for HE tuition (Riedel & Börner 2016, 209). A study conducted by Wannemacher, Jungermann, Scholz, Tercanli and Villiez (2016) shows

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[33] For information on further CLIL training courses see the following list compiled by the University of Regensburg: https://www.rwu.de/sites/default/files/2019-07/Englischkurse_Wissenschaftler_2019_RWU.pdf.
[34] For further information on resources for ELT see https://www.iatefl.org/free-resources-currently-made-available-elt-professionals and https://ttedsig.iatefl.org/best-practices/using-stories-to-empower-clil-content-and-language-integrated-learning-classes/.

that there was basic organisational infrastructure for online teaching at many HE institutions in 2016, which did, however, not automatically lead to a consistent use of e-learning. A survey conducted by Riedel and Börner (2016) suggests that teachers make use of the available technical infrastructure, supplementing it with individual tools and applications to enhance the quality of tuition. MOOCs (Massive Open Online Courses/ virtual lectures), Flipped or Inverted Classroom and e-portfolios have become increasingly popular just like the use of more simple tools such as *Class* or *Audience Response Systems* (CRS or ARS) for in-classroom settings. Commonly ARS and simple tools are described as an opportunity to individualise learning and to increase student activation and engagement, suiting the general direction of learner autonomy and increasing participation of students in classroom settings (Bremer 2017, 307; Riedel & Börner 2016, 219; Riplinger & Schiefner-Rohs 2017, 26). Based on findings from their survey, Riedel and Börner (2016) point out that digital media is also frequently used to consolidate knowledge in addition to the didactic function of student activation. Also, the shift towards an increased use of digital media in learning settings at the tertiary level is received well by students generally, especially if they perceive added value to their learning (e.g. increased autonomy) (Riplinger & Schiefner-Rohs 2017, 26).

It seems to be common practice at many institutions of higher education to make use of digital media for the purposes of course organisation and supervision (Riedel & Börner 2016, 219). Learning materials and various kinds of support are frequently made accessible via Learning Management Systems (LMS), e-assessments and exams are offered digitally, and lectures are stored on platforms (Riedel & Börner 2016; Riplinger & Schiefner-Rohs 2017; Wannemacher et al. 2016). Prior to the COVID-19 pandemic, over 90 % of Germany's institutions of higher education used digital Learning Mangement Systems, which were mainly open-source platforms, with Ilias, Moodle and Stud.IP being the most prominent representatives (Ladwig 2019). In 2016, 17 % of German institutions of higher education indicated that they teach parts of their curriculum fully online, 73 % stated that they supplement their teaching by digital media, and 36 % reported to teach through various types of blended learning (Wannemacher & von Villiez 2016). More recently, only 17 % of German HE institutions indicated that they have enough technical support staff (Hochschulforum Digitalisierung 2020) and only 14 % stated that they had implemented a digitisation strategy (Expertenkommission Forschung und Innovation 2019).

Recent findings from the summer term 2020 (with the **COVID-19 pandemic**[35] in full swing) show that the dominant form of tuition were video conferences/webinars. 29 % of students indicated that all of their courses were video conferences/ webinars and 23 % stated that more than half of their courses used this format (Lörz et al.

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[35] Access https://hochschulforumdigitalisierung.de/sites/default/files/dateien/kurz_und_kompakt-Das_digitale_Sommersemester_2020.pdf for a detailed conglomeration of empirical data related to the first distance learning summer term of 2020 during the COVID-19 pandemic.

2020, 3; see **Figure 4**). The findings of another study show that 56.4 % of students declared that they wished traditional in-person teaching to be complemented by digital media in the future, while 14.9 % clearly deny such an option. Furthermore, 49 % of learners designated the summer term of 2020 as their first experience with digital tuition (Forschungs- und Innovationslabor Digitale Lehre 2020). The higher education forum for digitisation (Hochschulforum
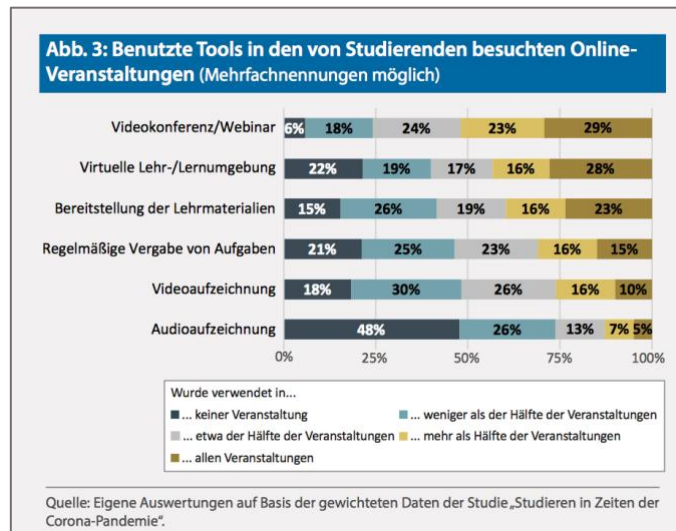

Figure 4: Student Use of Tools in Online Sessions
(Lörz et al. 2020, 3)

Digitalisierung 2020) suggests that there is no need in tertiary tuition to transform into complete online learning formats in the future. They stress, however, that blended learning as well as the corresponding support structures ought to be provided on a wide scale and developed further.

4.1 Online Tools suitable for Content-driven EFL Teaching at the Tertiary Level

In the course of the research process of this report, a lot of online tools were found that can be used to supplement content-driven L2 English tuition, but very few are designed specifically for the purpose of teaching CLIL. Examples of the latter are those applications which are co-financed by the **Erasmus+** programme of the European Union. These applications are the "CLILSTORE", which helps users to „[f]ind language videos at [their] level on various topics, with transcripts where every word is linked to a choice of online dictionaries in [their] own language", "Wordlink" which „[l]ink[s] (mostly) any webpage automatically word-by-word to online dictionaries in a choice of languages", and "Multidict" which is used to "[f]ind and switch easily between online dictionaries in many languages".[36]

A report submitted by ICF[37] on behalf of the European Commission elaborates on the potential of Computer assisted language learning (CALL) in the light of content-driven language learning and provides a compilation of suitable software. The report draws on Golonka et al. (2014), who have previously listed a wide range of specific tools and teaching aids that can be used to implement CALL. Their list categorises relevant software as follows: Learning Management Systems (LMS); interactive white boards; ePortfolio (a digital archive created by a learner);

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[36] To access the software, go to https://multidict.net.
[37] ICF is a global consulting services company with over 5,000 specialised experts. For more information go to https://www.icf.com/.

corpus (a collection of authentic language in spoken form, written form, or both); electronic dictionaries; electronic glossary or annotations (word- or sentence-level, context-specific translations, explanatory or background information); intelligent tutoring systems; grammar checkers; automatic speech recognition (ASR) and pronunciation programmes; virtual world or serious games; chat (synchronous computer-mediated communication, either text-based or including audio); social networking; blogs; internet forums or message boards; and Wiki (Golonka et al. 2014; ICF 2014). Particularly in response to the COVID-19 pandemic, which has left many institutions unable to have face-to-face classes with physical attendance, video conferencing software has gained importance, enabling teachers to offer synchronous and distance learning online.

Based on this list and additional research, the following compilation of currently working software[38] has been assembled. The compilation aims to provide a selective overview of specific software which can be used to supplement content-driven L2 English teaching and learning. Since most of the following applications originate from commercial providers, data protection may be a potential issue limiting their acceptability within public HE institutions.

As both individual teachers or institutions as such may wish to refrain from using specific software for ethical or judicial reasons, the following list can only systematise the plethora of software according to the purpose of their design. The list is, of course, incomplete, however, the authors state that there are no conflicts of interest and they do not gain personally or commercially.

Educational Blogs:

• *Edublogs* (https://edublogs.org): An edublog is a blog created for academic purposes.

Brainstorming & Concept Maps:

• *Creately* (https://creately.com): *Creately* visually helps to draw and collaborate on ideas, concepts, and processes as it allows users to create concept maps and visualise relationships.

• *Popplet* (https://www.popplet.com): *Popplet* provides visual support for brainstorming through graphic organizers. It is designed to capture, visualize, organize, and share ideas through simple lists, timelines, and complex spiderwebs integrating text, images, and video.

Dictionaries:

• *Visuwords* (http://visuwords.com): *Visuwords* is a visual interactive dictionary/thesaurus.

• *Just The Word* (http://www.just-the-word.com): This is a website recommending collocations and word combinations.

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[38] as of August 2020

Documentation of the Learning Progress:

• *Penzu* (https://penzu.com/): *Penzu* allows users to customize online journals.

Presentations and Illustrations:

• *Glogster* (https://edu.glogster.com): This software helps to create interactive multimedia posters.

• *WordPress* (https://wordpress.com): This is a website building set.

• *MySimpleShow* (https://www.mysimpleshow.com/): *MySimpleShow* allows users to create customised explanatory videos. Teachers and students can type in a text for each slide and let the software read it out loud. The software also includes a variety of cartoons and clipart to visually support written or spoken text.

• *Padlet* (https://padlet.com/): *Padlet* provides a web platform allowing users to upload and arrange videos, recordings, pictures, written texts, and documents to real-time collaborative online boards.

Platforms for Multiple Purposes:

• *Moodle* (https://moodle.com): *Moodle* is a customizable Learning Management System "self-described as enabling educators to create their own private website filled with dynamic courses that extend learning, anytime, anywhere. Designed to be responsive and accessible, the Moodle interface is easy to navigate on both desktop and mobile devices. CLIL teachers can work and share activities and materials in forums, wikis, glossaries, database activities, and much more" (Morgado et al. 2016, 38).

• *Edpuzzle* (https://edpuzzle.com): *Edpuzzle* is a video learning platform. Videos can be edited, teachers can check whether and how many times students have watched the uploaded videos, and if students understood the content.

Quizzes:

• *Quizlet* (https://quizlet.com/de): Creates quizzes (asynchronous & synchronous) and flashcards.

• *Kahoot!* (http://create.kahoot.it): Creates quizzes and games (synchronous).

• *QuizTree* (http://www.quiz-tree.com): Retrieve online quizzes to improve language skills.

• *LearnClick* (https://www.learnclick.com/?lang=en): *LearnClick* users can create interactive gap-filling exercises (cloze tests), which can be customised by inserting images, sounds, or videos. Also, teachers are provided with an overview on the students' quiz results.

Surveys, Feedback & Assessment:

• *Mentimeter* (https://www.mentimeter.com): *Mentimeter* provides real-time input from remote teams and online students with live polls, quizzes, word clouds, and Q&As.

• *Plickers* (https://get.plickers.com): This is a formative assessment tool (create multiple-choice quizzes or multiple-choice feedback assessment).

Text to Audio Conversion:

• *NaturalReader* (https://www.naturalreaders.com): This is a text-to-speech software which reads PDF-files out aloud; allowing users to upload text and documents, convert them to mp3 and listen to them remotely.

Text Compactor:

• *TextCompactor* (https://www.textcompactor.com): This tool summarizes/compresses written texts.

Video-content:

• *Ted* (https://www.ted.com): TED talks are videos (including text guides, subtitles, and video transcripts) categorised by topic/discipline. TED claims to be owned by a nonpartisan non-profit.

• *TubeQuizard* (www.tubequizard.com): This is a content-driven video library with a filter option for content fields (e.g. business or people & society) as well as for language levels. There are additional quizzes with a focus on language (e.g. "modal verbs" or "*some* versus *any*").

Vocabulary Learning & Discipline-specific/ Academic Language:

• *Vocabulary Profiler* (http://www4.caes.hku.hk/vocabulary/profile.htm): Learners can use the Vocabulary Profiler to analyse English academic texts (Carloni 2012, 39). Therefore, they enter text in a text box and the application will tell them how many word types the text contains from the following frequency levels:

1. the list of the most frequent 1000 words,
2. the list of the most frequent 1001 - 2000 words,
3. the Academic Word List (AWL), (Coxhead 1997),
4. the remaining words in Xue and Nation's (1984) University Word List not included in the AWL, and
5. the words that do not appear in any of the preceding lists, which is why Carloni (2012, 39) labels it as off-list featuring mainly content-specific words.

• *Word and Phrase – Academic*
(https://www.wordandphrase.info/academic/analyzeText.asp):"[P]romote learners' awareness about academic and content-specific language" (Carloni 2012, 39) by analysing phrases and words used in a given text. The website gives a definition for each word and provides examples of how they are used in a coherent sentence. The application also shows how frequently a given word is used in the academic disciplines (history, education, social studies, law, humanities, philosophy, science, medicine, business).

• *EAPFoundation* (https://www.eapfoundation.com): *EAPFoundation* compiles a number of supportive measures categorised by language aspects and skills. For instance, the website

provides technical vocabulary lists and general academic word lists. Also, it features the AWL highlighter software by Nottingham University which allows users to detect academic vocabulary in a written text and cluster inserted textual entities into categories like academic, general, or discipline-specific (language arts, science, maths or social studies). The application is also linked to Princeton WordNet which clusters words showing related expressions (https://www.eapfoundation.com/vocab/academic/highlighter/).

• *TAALES* (https://www.linguisticanalysistools.org/taales.html): *TAALES* (Automatic Analysis of Lexical Sophistication) generates an output of many indices of lexical sophistication including frequency, range, and n-gram frequencies.

WebQuests:

• *Zunal* (http://zunal.com): This software allows teachers to access and create WebQuests without writing any HTML codes.

Wiki:

• *Tiddly Wiki* (https://tiddlywiki.com): This software enables users to create their own hypertext (computer-displayed text including references liked to other texts)*.*

Working Collaboratively:

• *Oncoo* (https://oncoo.de/oncoo.php): *Oncoo* is a German website incorporating the following applications: flashcards, peer-teaching support system, placemat, learning pace duet, simple evaluation in the form of a visualized target.

• *Etherpad (https://etherpad.org)/ Edupad* (https://edupad.ch): These are collaborative text editors allowing multiple users to edit a text document in real-time.

• *CryptPad* (https://cryptpad.fr): This is an end-to-end encrypted and open-source collaboration suite (texts, presentations, sheets, polls, etc.).

The FZHB (cf. section 2.2.3) provides its own neatly structured list of links, which is subdivided into general English, Business English, and Technical English. Under the section of general English, the FZHB displays "[l]inks to learning resources and authentic news sources. Plenty of general interest current affairs reading, listening and viewing" (FZHB n.d.). Links to business-related English language sources are segmented into the categories of Learning Resources, Business news publications, and Audio & video business topics. The technical strand is compiled of the subcategories "general science reading", "wind energy", and "aviation & aerospace" (FZHB n.d.).[39]

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[39] Go to https://www.fremdsprachenzentrum-bremen.de/192.0.html to access the FZHB's compilation of online software.

5. Teacher Survey

5.1 Study Context, Aim & Instruments

The upcoming section aims to supplement the previous literature-based part of this report with empirical survey data specifically gathered for the purpose of the TE-Con3 project. The survey aimed to provide an insight into current EHE practices and listen to teachers' voices in the process of designing a content-based model of foreign language teaching at the tertiary level. Consisting of three parts, the survey started out with demographic information such as the participants' personal and professional background (e.g. employment status, experience, education, professional development, linguistic background). The second part took current classroom practices and techniques into consideration before the final section asked about teachers' professional needs and perspectives on EHE.

5.2 Participant Description

The invitations to participate in the survey were sent out to collective email addresses, to individual staff members of language centres, and to English departments of 29 German universities and universities of applied sciences. Between February and March 2021, a total
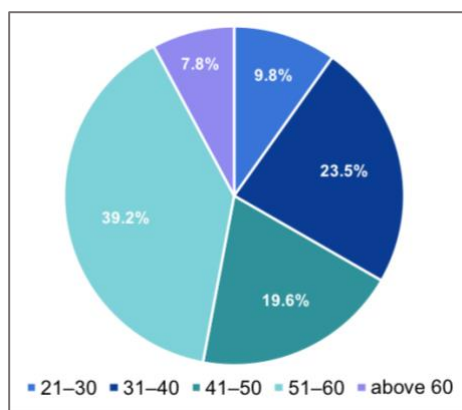

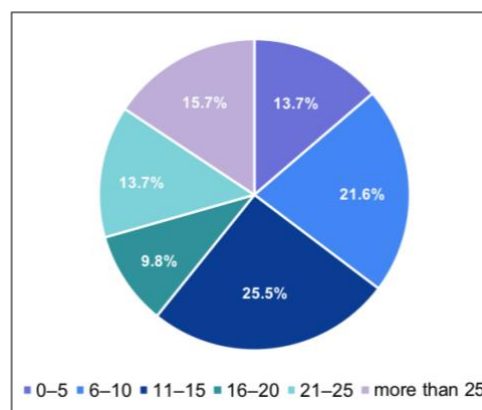**Figure 6:** EHE Teaching Experience in Years

Figure 5: Age Group of Respondents

of 51 EHE teachers speaking ten different native languages took part in the online survey. All participants hold an academic degree, and they taught in EHE in Germany at the time of the survey. All age groups from under 20 up to above 60 years of age are covered in the sample. Most of them (39.2 %) were 51-60 years old (cf. **Figure 5**). Teaching experience in the field of EHE ranged from 0-5 years to more than 25 years, with the biggest group having taught between 11 and 15 years (25.4 %) (see **Figure 6**). While 43.1 % of the teachers have always worked as English teachers, almost half of them (47.1 %) have also worked as teachers of some other subject. Moreover, about a third (31.4 %) had pursued a professional career outside education prior to their teaching career. 80.4 % of the respondents were on permanent employment contracts either full-time or part-time. 94 % of the respondents taught at a

language centre, while only 21.6 % were associated with a specific faculty at the time of the survey.[40] In terms of the latter, teachers from the following academic branches participated in the survey: (Applied) Linguistics, Business/ Economics/ Management, Computing, Engineering, International Communication, Law, and Mechatronics/ Mechanical Engineering. All of the participants have taught at *public* higher education institutions within the last five years. Within this time frame, the large majority of participants taught classes that align with the strands of General English (60.8 %), EAP (80.4 %), and/or ESP (88.2 %), clearly outnumbering the indications of CLIL (15.7 %), EMI (13.7 %), and English Language Studies (11.8 %) (see **Figure 7** and **Figure 8**).[41]
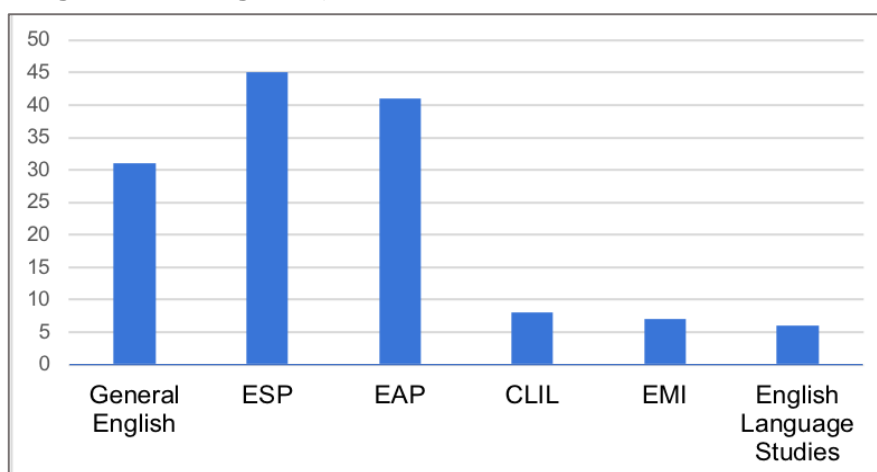

Figure 8 Type of EHE Courses Taught within the Last Five Years
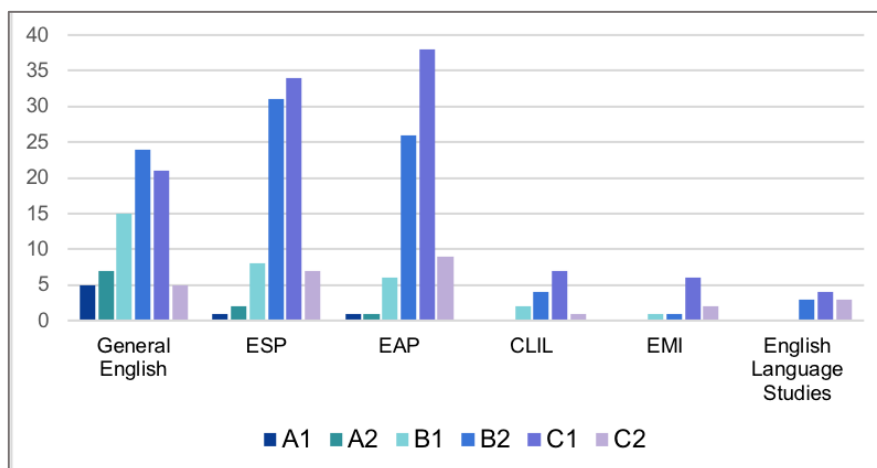(disregarding language levels)

Figure 7: Type of EHE Courses Taught within the Last Five Years
(including respective language levels)

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[40] Several indications were possible for this question as some respondents teach at a faculty and a language centre, which is why the overall percentages add up to more than 100 %.
[41] This imbalance is likely to be related to the fact that most of the surveyed teachers were associated with the language centres of their institutions, which is where General English, EAP, and/or ESP are prominently addressed. On the contrary, CLIL, EMI, and English Language Studies rather fall into the realm of the faculties, but only about every fifth participant of the survey was associated with a specific faculty. This could hence be one possible explanation for the underrepresentation of those strands in the survey.

5.3 Results

In the survey, teachers were asked to answer open-ended questions as well as closed-ended questions. The latter allowed for several question types, i.e. yes/no, multiple choice, and five-point Likert scale response options.[42]

5.3.1 Classroom Practice & Techniques

The Likert scale in this section of the survey includes the following items: "never" [1], "rarely" [2], "sometimes [3], "often" [4], and "always" [5]. The numerical conversion thus allowed to calculate the mean (M) or mean focus (M_{focus}), standard deviation (SD), and mode (Mode).

Foci in ELT

Participants were asked to estimate how often they focus on a specific language aspect (see Questions 12-14 in Annex 3).

Teachers indicated that they focus on the language aspect of speaking the most in proportion to all other aspects listed in **Figure 9** when teaching English ($M_{speaking}$ = 4.67, SD = 0.47, Mode = 5). Teachers were also asked to what extend they use *specialised content* (e.g. biology, history, economics) apart from the content available in General English coursebooks. Responses show that both speaking and reading assume dominant roles when specialising content ($M_{speaking}$ = 4.39, SD = 0.74, Mode = 5; $M_{reading}$ = 4.39, SD = 0.77, Mode = 5) (see **Figure 10**). 54.9 % of the surveyed teachers indicated to "always" focus on reading in specialised content English tuition, whereby 39.2 % gave the equivalent answer concerning English teaching in general. The situation is reversed, however, when looking at the absolute indications for the option "often". Statistical analysis of the answers to Question 12 and Question 13 of the questionnaire (see Annex 3) shows that the mean for reading in specialised content and that for language-centred tuition remain comparable (specialised content: $M_{reading}$ = 4.39; *no* specialised content: $M_{reading}$ = 4.31), while the standard deviation for reading is higher for specialised language teaching (specialised content: $M_{reading}$ = 0.77; *no* specialised content: $M_{reading}$ = 0.61).

Shifting focus from one specific measurement to global tendencies reveals that the responses to the content-centred question (Question 13) show noticeably higher indications of the category "always" in writing, reading, listening, and pragmatics/culture as opposed to the results generated from the language-centred question (Question 12), where "always" was selected more often in reference to speaking and grammar. At the same time, however, more teachers indicated that they "rarely" focus on reading, writing, speaking, or listening when teaching specialised content as opposed to non-specialised language teaching. The survey data also show that a very small number of teachers even omit certain language aspects (e.g.

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[42] Please find attached the questionnaire in Annex 3.

grammar or pragmatics) in content specialised classrooms ($M_{grammar}$ = 3.25, SD = 0.99, Mode = 3; $M_{pronunciation}$ = 3.49, SD = 1.04, Mode = 4; $M_{pragmatics}$ = 3.88, SD = 0.98, Mode = 4).

In Question 13, which refers to specialised content teaching, the categories "always", "rarely" and "never" count higher absolute indications in comparison to Question 12, which draws on teaching English in general (specialised content: always [162], rarely [29], never [4]; language-centred: always [145], rarely [20], never [0]). Based on these numbers, there seems to be a tendency to choose certain language aspects over others when specialising content. This aligns with the findings derived from Question 13 (specialised content), where the standard deviation is higher for all respective language aspects except for vocabulary.

The standard deviation for the speaking measurement deviates from this tendency since it is remarkably higher in language-centred classes (specialised content: $SD_{speaking}$ = 0.74; *no* specialised content: $SD_{speaking}$ 0.47). This is due to the fact that all participants indicated that they either "always" or "often" focus on speaking in non-specialised English classes and no respondent stated that they only "sometimes", "rarely" or "never" focus on speaking in this area.
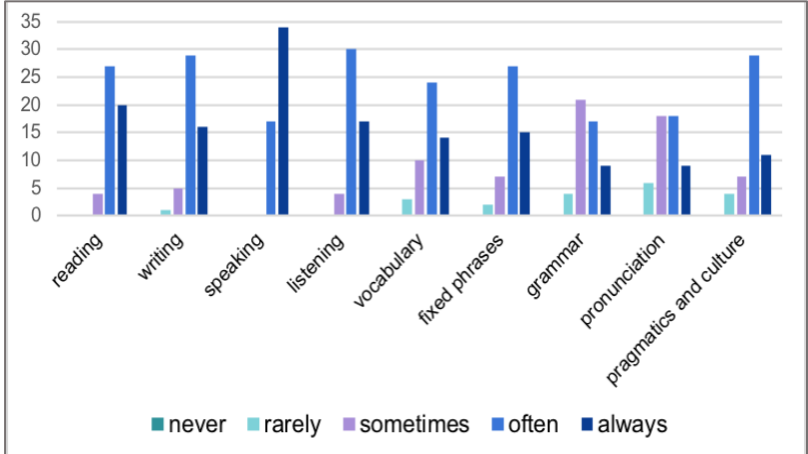

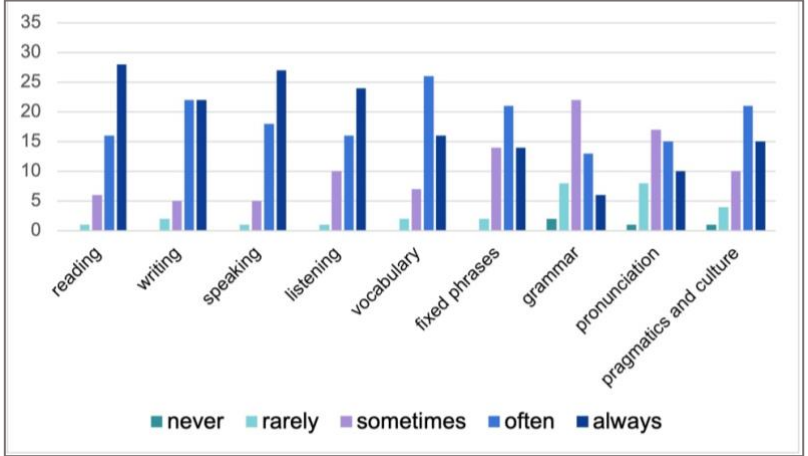**Figure 9:** Language Aspect in Focus in Language-centred Teaching
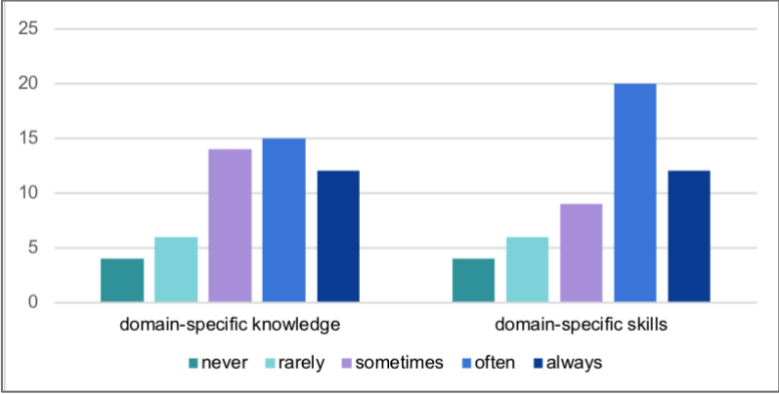

Figure 10: Language Aspect in Focus in Content-centred Teaching

When asked what they teach when focusing on a specific academic subject as part of an English language course, teachers stated that they address domain-specific skills (e.g. those required of a successful geographer) ($M_{\text{domain-specific skills}}$ = 3.59, SD = 1.19, Mode = 4) more frequently than domain-specific knowledge (e.g. facts and figures pertaining to geography) ($M_{\text{domain-specific knowledge}}$ = 3.49, SD = 1.19, Mode = 4). Accordingly, 62.7 % stated that they "often" or "always" teach domain-specific skills. Only 52.9 % indicated that they "often" or "always" teach domain-specific knowledge (see **Figure 11**).

Figure 11: Aspects of Academic Subjects Taught in English Language Courses

Teaching Resources

In this section, participants were asked to indicate how often they use certain teaching resources in their classrooms on the five-point Likert scale. M_{resource} shows the mean for each resource.

49 out of 51 participants answered that they use authentic materials either often or all the time when teaching English at the tertiary level ($M_{\text{authentic material}}$ = 4.39, SD = 0.63, Mode = 4), with no one stating they "never" use authentic materials and only one person indicating to "rarely" make use of them. Furthermore, about 90 % stated that they often or always design materials themselves or adapt existing materials ($M_{\text{self-designed materials}}$ = 4.35, SD = 0.65, Mode = 4). The results equally show that none of the participants claimed to "never" or "rarely" design or adapt materials (see **Figure 12**).
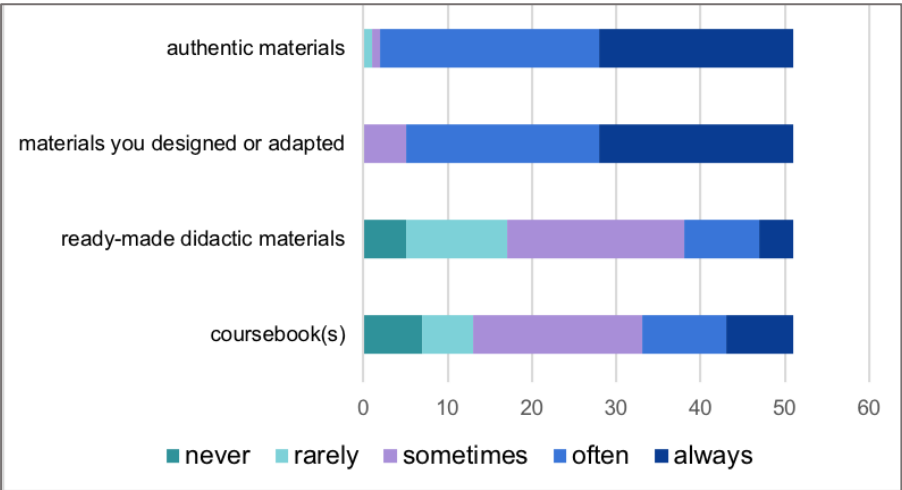

Figure 12: Use of Resources

In terms of the use of coursebooks and ready-made materials, the answers were less uniform with a tendency towards the middle ($M_{\text{coursebooks}}$ = 3.12, SD = 1.22, Mode = 3;

$M_{\text{didactic materials}} = 2.9$, SD = 1.05, Mode = 3): 39.2 % indicated that they sometimes use coursebook(s) and/or 41.2 % utilise ready-made didactic materials. 13.7 % reported that they never use coursebooks, while a proportion of 13 % said that they always use them.

Teachers use authentic materials from the internet (e.g. newspaper articles, scientific articles, blog posts, materials from companies, TED talks, speeches, videos, podcast and interviews) and usually adjust them in accordance to their course. One exemplary statement of a teacher reads as follows: "I take authentic materials and didacticize them, i.e. create exercises and question. I also abridge longer texts".

Teaching Approaches/ Methods/ Techniques

The responses relating to those teaching approaches/ methods (e.g. communicative approach, task-based learning, presentation-practice-production) which teachers employ in their classroom practice show that task-based learning is predominantly popular, followed by the communicative approach. More specifically, 89.8 % of the respondents indicated that they use task-based learning the most, which is not to say that this is the only approach they follow when teaching EFL. A proportion of 67.3 % stated that they adhere to the communicative approach. More than 30 % of the teachers indicated that they employ the presentation-practice-production method. The test-teach-test approach was only mentioned in three cases (6.1 %), and the flipped classroom method in two cases (4.1 %). While some teachers seem to clearly adhere to one approach, others mentioned a variety of methods and approaches.

When asked in an open-ended question format about teaching techniques which the participating teacher employ in their practice, most of them listed project work (54.9 %) and role plays (51 %). A third of the teachers (33.3 %) indicated to make use of note taking in their courses. Pair or group work, presentations, and discussions were further popular answers.

Assessment Techniques

As the respondents were allowed to give more than one answer in this section, the results show that a large majority of teachers use multiple types of assessment rather than only one. Most teachers indicated that they employ a variety of assessment techniques in their practice. Most of them shared in open-ended responses that they use presentations or discussions to assess their students orally (90.2 %). Regarding written assessments, teachers seem to favour essays or portfolios (62.7 %).

In terms of testing, both open-ended and close-ended tests were named frequently. According to the collected data, two thirds (66.7 %) of the surveyed teachers use close-ended tests for assessment. The participants specified that these tests may feature various kinds of task/activity forms such as multiple and single choice, putting in the right order, gap-filling, drag and drop (for online testing) etc. 64.7 % use open-ended tests to assess their students.

Use of the Internet

A comparison of the teachers' assessment of their own internet use before and during the COVID-19 pandemic reveals that information and communications technology (ICT) systems have become an integral part of most current teaching arrangements during the pandemic.[43] Teachers estimated how often they use various internet tools and gave their indication on the same five-point Likert scale as in the previous secti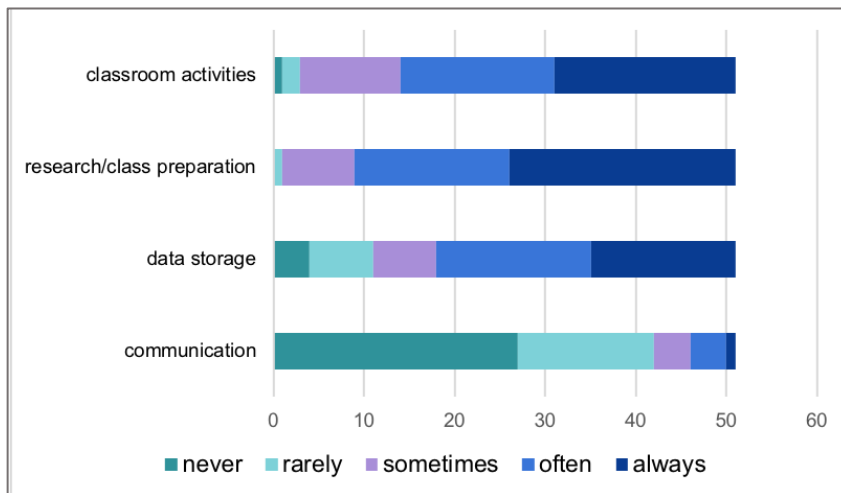ons ("never" = 1, "always" = 5). For each internet tool its average usage [M_{tool}] was calculated. While responses quoting "never", "rarely" or "sometimes" for storing and sharing data online *before* the pandemic add up to 35.2 % ($M_{data\ storage}$ = 3.67, SD = 1.26, Mode = 4; see **Figure 13** and **Figure 14**).

Figure 13: Use of Internet Tools Before the COVID-19 Pandemic
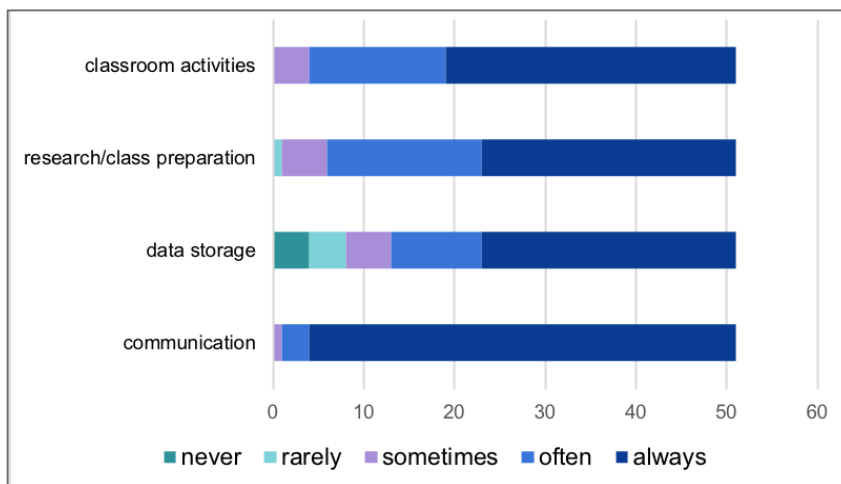
Figure 14: Use of Internet Tools During the COVID-19 Pandemic

Furthermore, the use of classroom activities and in-class media (e.g. Moodle, Padlet, Kahoot!, YouTube) has not only increased, but it has also been taken up by the entire spectrum of surveyed teachers (before the pandemic: $M_{activities}$ = 4.04, SD = 0.97, Mode = 5; during the pandemic: $M_{activities}$ = 4.55, SD = 0.64, Mode = 5). Hence, unlike before, none of the respondents indicated that they "never" or only "rarely" utilize classroom activities during the pandemic. More specifically, 62.7 % of the surveyed individuals stated that they "always" use online-classroom activities during the pandemic, while only 39.2 % had consistently used them

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[43] A possible explanation for this phenomenon could be the physical distance regulations intending to lower the COVID-19 infection rate. As an alternative to in-class arrangements, synchronous or asynchronous online communication channels are spiking in use (cf. Lörz et al. 2020, 3).

before.[44] Open-ended statements reveal that teachers also use internet tools for purposes such as vocabulary or grammar learning, assessment, wikis, and tutorials.

When the EHE teachers were asked if they plan to use internet tools with their students after the pandemic, 98 % gave an affirmative statement. 15.7 % of the respondents specified that they believe internet tools bear potential to facilitate collaboration inside and outside the classroom, they increase accessibility of information, and they can help to individualise learning processes. Moreover, some teachers expect greater flexibility when incorporating online features into their teaching. In the light of perceived benefits of online teaching formats, several teachers point to the potential of blended learning opportunities. Besides, learning management systems such as Moodle are seen as providing extensive support for teaching and learning processes.

5.3.2 Needs & Perceptions

The Likert scales in this section include the following items: "strongly disagree" [1], "disagree" [2], "hard to say" [3], "agree" [4], and "strongly agree" [5]. The numerical conversion thus allowed to calculate the mean, standard deviation, and mode.

Resources and Materials

As a first question of the third and last part of the survey, which focuses on EHE teachers' needs, the participants were asked how strongly they would appreciate more didactic resources for different strands of ELT, namely teaching General English, teaching specialised English (ESP, CLIL), teaching content in English and online teaching. The greatest demand was expressed in reference to specialised English, such as ESP or CLIL, since eight out of ten teachers would appreciate or strongly appreciate more didactic resources in this area ($M_{specialised English}$ = 4.18, SD = 1, Mode = 5). Furthermore, 56.9 % agreed or strongly agreed with a need for more resources in the area of "teaching content in English" (e.g. teaching law in English), while 60.8 % agreed or strongly agreed with a need for more resources in "online teaching". Thus, the demand for more resources concerning the latter strands is almost similar ($M_{teaching content}$ = 3.95, SD = 1.07, Mode = 5; $M_{online teaching}$ = 3.88, SD = 1.06, Mode = 5).

In terms of teaching General English, the results are comparably less conclusive as only 35.3 % agreed or strongly agreed that they would appreciate more resources for this strand of EHE. At the same time, 21.6 % disagreed and 33.3 % indicated that it is hard for them to say ($M_{general English}$ = 3.26, SD = 1.13, Mode = 3) (cf. **Figure 15**).

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[44] This change should, however, be regarded against the background of increasing synchronous video chat software. Since all participants of synchronous online-courses have to meet basic technical requirements to enter the video conferences (e.g. online-enabled devices with a working internet connection), the threshold to use further online applications is much lower in comparison to in-class teaching arrangements, where web-enabled devices are no pre-requisite for participation.
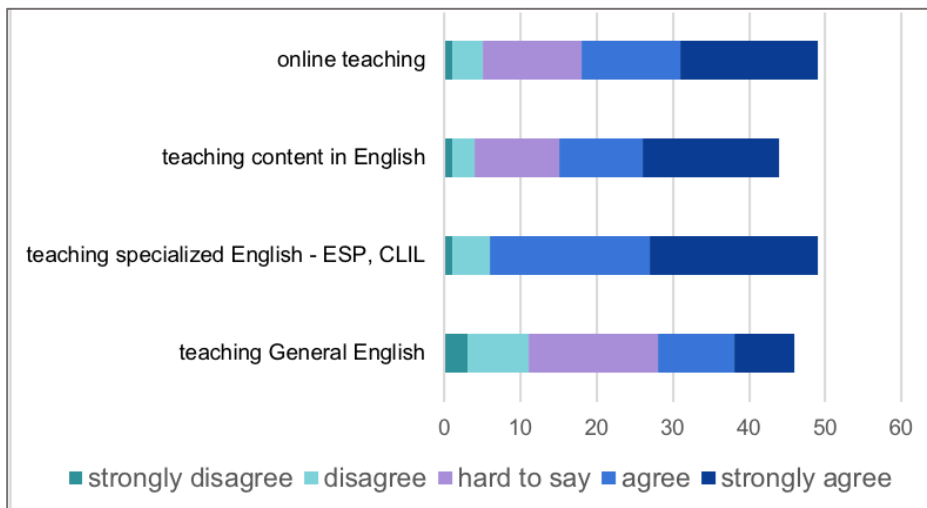
Figure 15: Didactic Resources Teachers Would Appreciate

Teachers were also asked in an open-ended question what kind of didactic resources they would wish for. Responses show that they would appreciate project work sets (case studies for social science students), higher level ESP textbooks and materials (especially for B2 and above), academic subject-specific materials, examination platforms, assessment design tools for ESP/CLIL/EMI, and textbooks designed for one-semester courses. In terms of the latter, most textbooks are perceived as too extensive to match the university term schedule, which usually has only 14 weeks of tuition in the summer term and 16 weeks in the winter. Textbooks providing more compact units are hence in demand.

Professional Development

Responses relating to questions which aimed to detect needs for professional development (e.g. training opportunities) have generated diverse categories of those needs. Needs seem rather individual than collective, as the described needs pertain to diverse tasks and dimensions of an EHE teacher, such as assessment and feedback methods, CLIL, ESP, and EMI course design, materials design, technicalities of online teaching, as well as tandem teaching.

Job-related Perceptions

In reference to the question whether distance learning is an effective educational approach compared to traditional in-class instruction, more than half of the teachers agreed (strongly) (54.9 %), about a quarter disagreed (25.4 %), nobody disagreed strongly and 19.6 % found it hard to say (M = 3.47, SD = 1.05, Mode = 4).

Participants were also asked to assess if effective English teaching for university students should be based on specialised content (e.g. pertaining to sociology, philosophy, etc.). Almost two-thirds (strongly) agreed (62.7 %). While only 15.7 % disagreed (with no mention of "strongly disagree"), 21.6 % found it hard to say (M = 3.65, SD = 0.95, Mode = 4) (see **Figure 16**).
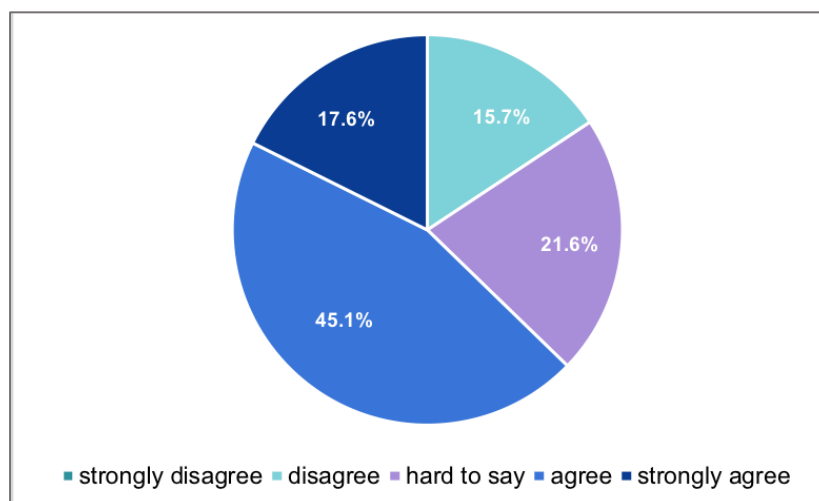
Figure 16: "Effective English teaching for university students should be based on specialised content"

Self-Assessment

An overwhelming majority of the respondents (94.1 %) agreed or strongly agreed that they like trying out novel, non-standard teaching methods (M = 4.33, SD = 0.65, Mode = 4).

Also, 86.3 % indicated that they disagree or strongly disagree to be rather cautious about the use of novel technology in their classes (M = 1.9, SD = 0.82, Mode = 2).

In terms of accuracy, 45.1 % disagreed that "accuracy is very important – it is hard to eradicate language errors", while 35.2 % agreed and 19.6 % were inconclusive (M = 2.94, SD = 0.96, Mode = 2).

Furthermore, 82.3 % agreed or strongly agreed that it is an important aspect of language teaching to develop students' social skills. Only a small proportion of 4 % (strongly) disagreed and 13.7 % were undecided (M = 4.06, SD = 0.83, Mode = 4).

In reference to the statement reading "The best way to learn a foreign language is through interaction with classmates", 72.6 % agreed or strongly agreed, 7.8 % disagreed, and 19.6 % were inconclusive (M = 3.8, SD = 0.79, Mode = 4).

Besides, 43.1 % agreed that online teaching is as effective as classroom teaching, 27.4 % disagreed and 29.4 % considered it hard to say (M = 3.24, SD = 1.21, Mode = 3).

Teachers' Needs

Teachers by a large majority (86.2 % agreed or strongly agreed) stated that the role of English teaching should receive greater recognition in university curricula (e.g. stronger integration of language courses with university curricula). While 7.8 % of the teachers found it hard to find a position, only a small minority of 5.9 % clearly disagreed (see **Figure 17**).
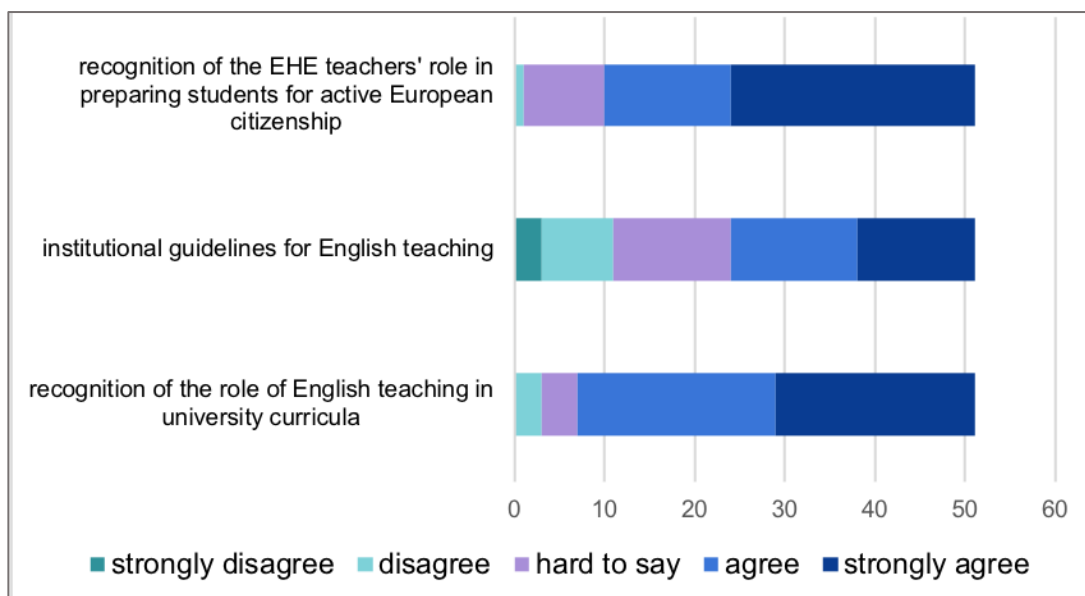
Figure 17: EHE teachers would wish for more…

Another question prompted the participants to state whether they perceive a need for institutional guidelines for English teaching (e.g. pertaining to course requirements, target proficiency levels, assessment criteria etc.). Results for this question show a mixed picture. Roughly half of the teachers agreed or strongly agreed that they wish for more institutional guidelines (52.9 %), while a quarter of the participants found it hard to tell (25.5 %) and 21.6 % disagreed.

A proportion of 80.3 % stated that they wish for more recognition of the EHE teachers' role in preparing students for active European citizenship (e.g. in terms of career opportunities or effective social interaction). An additional proportion of 17.6 % found it hard to say, and only one person disagreed.

Perceived Upsides and Downsides of Being an EHE Teacher

Teachers were asked in an open-ended question with no exemplary answers given about their work-related likes and dislikes. 45.1 % of the teachers stressed that they enjoy EHE teaching as it allows them to get in touch with a great variety of students. As those students sometimes have backgrounds in diverse academic fields, many respondents indicated that in the EHE learning environment students and teachers learn a lot about and from each other.

When asked to share aspects that the participants do not like about their work, teachers mentioned the administrative and bureaucratic dimensions of their profession. Additionally, several of the respondents feel that they receive little acknowledgement by colleagues outside of their own profession, and hence critically point to a perceived lower reputation of their position.

What to Change

Rounding up the survey, the participating teachers were asked in an open-ended question to state what changes they would like to see in their work as EHE teachers. Areas that were addressed frequently refer to more job security, staffing and (institutional) recognition of both foreign language teachers and the language centres they are associated with, less bureaucracy and administrative duties, more flexibility and time, and, last but not least, more cooperation and networking opportunities among teachers inside and outside of their own institution.

5.4 Analysis / Main Findings

According to the results outlined in the previous chapter, the data from teachers' self-reports show that teachers regularly address all **competences and skills** associated with EFL when teaching General English. This balance disperses in settings where specialised content is at the centre of teaching. In specialised EHE settings, domain-specific skills also seem to be addressed more frequently than domain-specific knowledge. This could be due to the circumstance that specific aspects of language learning in focus oust others that do not match the specialised course aims.

A large majority of EHE teachers indicated that both language learning through social interaction and the development of the students' social skills are essential to their EHE classrooms. This is consistent with another finding in the survey which shows speaking is the second most important aspect in content-centred EHE teaching settings. In terms of the latter, not only speaking but also reading, writing, and domain-specific vocabulary seem to assume pivotal roles. To create suitable content-centred materials, designers should thus understand and address the nature of the respective domain-specific skills.

98 % of the responding EHE teachers indicated that they plan to use **internet tools** beyond the SARS-CoV-2 pandemic, especially due to broadly perceived benefits with regard to enhanced collaboration, flexibility in teaching, and opportunities for individualisation of learning processes. Hence, the expedient incorporation of internet tools may be one area to consider for EHE didactics for both distance and classroom learning.

With teachers almost unanimously agreeing (94.1 %) that they like trying out non-standard **teaching methods**, course designers of content-centred modules for EHE are left with vast freedom with respect to the nature and choice of teaching methods. Similarly, only 7.8 % (N=4) stated that they are rather cautious about the use of **novel technology** in their classes. As far as technological innovation is concerned, low thresholds should be the aim in order to ensure broad accessibility and availability for both students and teachers.

The strongest need for **resources and materials** that the survey data has revealed relates to the strand of specialised English, such as ESP or CLIL. The demand for didactic materials to

teach content in English and online teaching is slightly less predominant, but still shared by more than half of the participants. The range of support and classroom teaching materials that teachers would appreciate comprises project work sets (case studies for social science students), higher level ESP textbooks and materials (especially for B2 and above), subject-specific materials, examination platforms, assessment design tools for ESP/CLIL/EMI, and textbooks designed for one-semester courses. These findings are particularly interesting since teachers seem open to become more engaged in ESP or CLIL but lack the required resources. This underscores the significance of further efforts in the development of relevant teaching materials and in advancing content-related approaches to English language teaching at the HE level.

At the institutional level, a large majority of the respondents wish for higher recognition of ELT in university **curricula**, which would be associated with a stronger integration of language courses. Declaring the development of domain-specific skills (which are required to operate in a given vocational field) as one of the most important aims of EHE could help to increase the acceptance for a stronger integration of English teaching into study programmes.

In addition to the argument that EHE incorporates pivotal skills to manage the challenges of a given work field, the role of EHE for European citizenship education could be promoted further as a clear majority of the participating teachers consider this political dimension of ELT to be underacknowledged.

When thinking about curricular integration, several options may be up for discussion. EHE courses could be integrated into already existing modules of a given degree programme, which have so far been considering only content. This way, the domain-specific knowledge taught at the faculties would be supplemented with courses provided by language centres which consider both content and domain-specific communicative foreign language skills. Alternatively, content-centred foreign language courses could be grouped and provided in the form of an independent foreign language-related module.

A stronger curricular integration of EHE may in turn have a positive effect on the recognition of both the language centres and the EHE teachers, among whom several have expressed dissatisfaction with the status of their profession within their respective academic institutions. In other words, a stronger representation of EHE in university curricula could lead to a higher **reputation** of EHE and all associated entities. This may also lead to higher job satisfaction among teachers, and to higher engagement.

Institutional guidelines seem to be less clearly in demand as agreement drops to only 52.9 %, while more than one fourth found it hard to tell and a little less than one fourth (strongly) disagreed. This could be related to the fact that several teachers previously indicated that they do not like the administrative and bureaucratic aspects of their profession.

6. Concluding Discussion

This report aimed to provide an overview of EHE in Germany, including good educational practices to be transferred internationally, as well as the areas in need of improvement and further research. The second part of the report (Ch. 5) was based on empirical data derived from an online questionnaire, to which 51 EHE teachers responded.

As the information obtained from the survey complements the outlined needs for development from the academic discourse, the further development of content-based packages for EHE instruction will be grounded in both theoretical and empirical demand analyses.

In Germany, EHE has gained momentum as a result of an attempt to internationalise institutions of higher education. Yet, the academic discourse revolving around EHE in Germany as well as the data from the empirical part of this report show that two of the dominant subtractive factors to the status of EHE are those of political and in-house recognition. Starting at the political level, the German Rectors' Conference (HRK 2019, 76) hence calls for a "clear socio-political mandate" that reflects on the purpose of foreign languages in the domain of HE. A socio-political mandate could, in turn, pave the way for consistent language policies. Such policies are yet missing at the majority of tertiary institutions despite the increasing numbers of study programmes that offer full or partial tuition in English. The HRK (2019) claims further that both political and institutional impetus are needed to secure and provide the financial and organisational means to significantly boost English tuition in higher education. The HRK furthermore argues that questions of language are to be addressed not only in terms of language policies for the overall institution but vows for a reflective stance on the purpose of English in all individual study and course programmes. This stance aligns with findings of the survey associated with this report, in which 86.2 % of the respondents agreed or strongly agreed that as English teachers they would wish for more recognition of the role of EHE in university curricula. 80.3 % of the teachers wish for more recognition of the EHE teacher's role in preparing students to become active European citizens. While teachers feel that EHE is underrepresented not only at the overall institutional level, they also criticise that their colleagues from the faculties do not recognise the importance of EHE for the students' professionalisation. The demand for higher recognition of English tuition in university curricula corroborates the need for curricular implementation of language learning, which has been actively promoted by both the German Rectors' Conference and the Association of Language Centres at Institutions of Higher Education (AKS n.d.; HRK 2019). While several sources report about lacking acceptance towards EHE in students (Gnutzmann, Jakisch & Rabe 2015, 38; HRK 2019; Schäfer 2016, 505), the teachers in this survey rather stressed lacking acknowledgement of EHE in faculty colleagues. From the teachers' standpoint, higher

institutional and political recognition of EHE should however not lead to an increase of bureaucratic and administrative duties.

The increasing acknowledgement of EHE expressed through curricular recognition could in turn boost the reputation of EHE teachers in general and among HE teachers outside language tuition. The reported reputational divide between language teachers and academic tutors may be potentially fostered through the organisational separation of faculties and language centres in German institutions of higher education. Promoting dialogue and mutual cooperation and collaboration between faculties and language centres could be a way to bridge the work of the two institutional entities. The survey responses reveal that the focus of courses provided by language centres is on domain-specific skills rather than knowledge. To structurally corroborate competence orientation in EHE, knowledge-driven tuition should be supplemented with the skill-centred approach pursued at language centres. In open-ended questions of the survey, several language teachers also indicated that they wish for more collaboration. To have recourse to the pertinent literature, closer collaboration and networking within and amongst universities has been demanded at the regional, national, and international levels (AKS n.d.; HRK 2019).

The HRK further urges German institutions of higher education to implement comprehensive and cooperative training programmes for teachers and all other status groups (HRK 2019, 12), which could also increase the accessibility of training programmes concerned with content-integrated or -centred EHE for active teachers and graduates. Training programmes focusing on ELT as well as permanent language services may particularly support tutors working at the faculties and who are lacking a specific background in English teaching. As tutors without a typical English teaching background may need incentives to offer classes in English (Schäfer 2016, 506), the design and provision of pre-prepared materials would likely reduce the preparatory workload for teaching staff. Similarly, the results of the survey have shown that in-service EHE teachers also feel the need for more didactic resources and materials, especially for specialised English such as ESP or CLIL. As the EHE teacher survey has shown that the adaptation or design of materials are to be seen as common practice when preparing for EHE classes, support in said field could reduce the preparatory workload of EHE teachers and thus create further incentives to offer EHE classes. Besides, a large majority of teachers expressed their openness to hybrid teaching and the use of online tools. This is why a modular approach aiming for modern EHE tuition should take online solutions into consideration. Therefore, non-commercial software should be prioritised and developed further in order to ensure that data protection needs are met. Once the newly designed didactic materials, resources, and modules associated with the TE-Con3 project are ready, they could be promoted through the channels of the HRK, the AKS, and the universities to reach university policy makers, the faculties, and the language centres.

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Annex 2: List of Studies

- Bredbeer's survey of university representatives on language support for teaching staff from 2011 (Bradbeer 2013)

- Digital learning in HE (Wannemacher et al., 2016)

- Digital media in German tertiary education (Riedel & Börner 2016)

- Digital tuition in times of the COVID-19 pandemic (Forschungs- und Innovationslabor Digitale Lehre 2020)

- Digital tuition after the COVID-19 pandemic (Lörz et al. 2020)

- "Publish in English or perish in German?" (PEPG) is a research project in which university teachers were asked about perceived advantages and disadvantages of English as medium of instruction (Gnutzmann, Jakisch & Rabe 2015)

- HRK online survey on language policy at German institutions of higher education from 2017 (HRK 2019)

- Study on English tuition at the tertiary level (language usage, linguistic experiences, and types of language support) incorporating data from questionnaires, semi-structured interviews, and language assessment tests with teachers, students and administrators as subjects of analysis (Fandrych & Sedlaczek 2012)

- Survey of foreign students in Germany on behalf of the Federal Ministry of Education and Research from 2016 (Apolinarski & Brandt 2018, 7)

Annex 3: EHE Teacher Questionnaire

A. Demography

1. **Which age group describes you?** /tick applicable/
   - o under 20
   - o 21-30
   - o 31-40
   - o 41-50
   - o 51-60
   - o above 60
   - o I prefer not to say

2. **Which gender describes you?** /tick applicable/
   - o Male
   - o Female
   - o Prefer not to say
   - o Other…

3. **In which country do you teach?** /tick applicable/
   - o Estonia
   - o Germany
   - o Poland
   - o Portugal
   - o Romania
   - o Other…

4. What is your native language? /if there is more than one, list them all/

5. Does your professional work extend beyond English Language Teaching? /tick all applicable/
- o No, I have always worked as an English teacher
- o I have worked as a teacher of some other subject(s)
- o I have pursued a professional career outside education

If applicable, please specify the subject(s) or field(s) from the previous question:

6. How many years have you taught English at the tertiary level?
- o 0-5
- o 6-10
- o 11-15
- o 16-20
- o 21-25
- o more than 25

7. What is your employment status? /tick all applicable/
- o Full-time permanent
- o Full-time non-permanent
- o Part-time permanent
- o Part-time non-permanent
- o Other…

8. At which type of tertiary level institution have you taught within the last five years? /tick all applicable/
- o Public higher education institution
- o Private higher education institution

9. At your tertiary level institution, what is your organizational unit? /tick all applicable/
- o I teach at a Language Centre
- o I teach at a specific Faculty (Department)
- o Other…

If applicable, please specify the faculty (e.g. law) from the previous question:

10. Which type of English courses have you taught at the tertiary level within the last five years? /tick all applicable/

Rows
- o General English
- o ESP (English for Specific Purposes, e.g. English for automotive engineering)
- o EAP (English for Academic Purposes, e.g. English for research publications)
- o CLIL (Content and Language Integrated Learning, e.g. teaching biology through English, with a focus both on English and on biology)
- o EMI (English Medium Instruction, e.g. teaching geography in English, with no focus on language)
- o English Language Studies (e.g. philological studies)

Columns
- o A1
- o A2
- o B1

o B2
o C1
o C2

If other than above, please add a comment about the type and level of the courses you have taught over the last five years.

11. Do you hold an academic degree?
o Yes
o No

If applicable, please, specify the degree(s) you hold and the area(s) they are in (e.g. MA in general education, MSc in architecture)

B. Classroom Practice & Techniques

12. How often do you focus on these language aspects when teaching? /for each, tick the answer which best approximates the relevant frequency/

Rows
o Reading
o Writing
o Speaking
o Listening
o Vocabulary (individual words)
o Fixed phrases (language chunks, collocations)
o Grammar
o Pronunciation
o Pragmatics and culture (appropriate language use depending on context and cultural background)

Columns
o Never
o Rarely
o Sometimes
o Often
o Always

Are there any other language aspects that you focus on? Please, list them:

13. How often do you use specialized content (e.g. biology, history, economics), apart from the content present in General English coursebooks, to teach the following aspects? /for each, tick the answer which best approximates the relevant frequency/

Rows
o Reading
o Writing
o Speaking
o Listening
o Vocabulary (individual words)
o Fixed phrases (language chunks, collocations)
o Grammar
o Pronunciation
o Pragmatics and culture (appropriate language use depending on context and cultural background)

Columns
- o Never
- o Rarely
- o Sometimes
- o Often
- o Always

Are there any other language aspects that you teach via specialized content? Please, list them:

14. How often do you teach the following aspects of an academic subject as part of your English-language course(s)? /for each, tick the answer which best approximates the relevant frequency/

Rows
- o domain-specific knowledge (e.g. facts and figures pertaining to physics, archaeology etc.)
- o domain-specific skills (e.g. those required of a successful geographer, historian, architect, etc.)

Columns
- o Never
- o Rarely
- o Sometimes
- o Often
- o Always

15. How often do you use the following teaching resources? /for each, tick the answer which best approximates the relevant frequency/

Rows
- o coursebook(s)
- o ready-made didactic materials (e.g. found on the Internet)
- o materials you designed or adapted
- o authentic materials

Columns
- o Never
- o Rarely
- o Sometimes
- o Often
- o Always

If applicable, please characterize the materials you adapt or design (from the previous question):

Are there any other teaching resources that you use? Please, list them:

16. Which teaching approach(es)/method(s) (e.g. Communicative Approach, Task-based learning, Presentation-Practice-Production) do you employ in your practice? Please, list it/them:

17. Which teaching techniques (e.g. role-play, project work, note-taking) do you employ in your practice? Please, list them:

18. Which assessment techniques (e.g. close-ended tests, open-ended tests, student presentations) do you employ in your practice? Please, list them:

19. In your EHE classes, who talks more in English? /tick the most appropriate answer/
- o definitely the teacher
- o rather the teacher
- o rather students
- o definitely students
- o hard to say

20. BEFORE the pandemic, how often did you use Internet tools for the following purposes? /in each tick the answer which best approximates the relevant frequency/

Rows
- o communication (e.g. Zoom, MS Teams, Skype)
- o data storage and sharing (e.g. Google Drive)
- o research/class preparation (e.g. websearch)
- o classroom activities (e.g. Moodle, Padlet, Kahoot, YouTube)

Columns
- o Never
- o Rarely
- o Sometimes
- o Often
- o Always

21. How often do/did you use Internet tools for these purposes DURING the pandemic? /in each tick the answer which best approximates the relevant frequency/

Rows
- o communication (e.g. Zoom, MS Teams, Skype)
- o data storage and sharing (e.g. Google Drive)
- o research/class preparation (e.g. websearch)
- o classroom activities (e.g. Moodle, Padlet, Kahoot, YouTube)

Columns
- o Never
- o Rarely
- o Sometimes
- o Often
- o Always

Are there any other purposes you use Internet tools for? Please, specify:

22. Do you plan to use Internet tools with your students after the pandemic?
- o Yes
- o No

Please, specify why Yes (if applicable)

Please, specify why No (if applicable)

C. Needs & Perspectives

23. In my teaching, I would appreciate more didactic resources available for… /for each, tick the answer which best approximates your perception, if you do NOT teach a given course type – leave BLANK/

<u>Rows</u>
- teaching General English.
- teaching specialized English - ESP, CLIL (e.g. a course of English for medicine students).
- teaching content in English (e.g. teaching law in English to English-medium students).
- online teaching (e.g. ready-made Moodle activities).

<u>Columns</u>
- strongly disagree
- disagree
- hard to say
- agree
- strongly agree

Are there any other didactic resources you would wish for? Please, list them:

24. To further develop my teaching skills, I would wish for more training in the following areas: /please specify the most important areas/

25. As an EHE teacher, to what extent do you agree with the following /for each, tick the answer which best approximates your perception/

<u>Rows</u>
- Distance learning is an effective educational approach, comparable to traditional in-class instruction.
- Effective English teaching for university students should be based on specialized content (e.g. pertaining to sociology, philosophy, etc.).

<u>Columns</u>
- strongly disagree
- disagree
- hard to say
- agree
- strongly agree

26. As an EHE teacher, I would wish for more… /for each, tick the answer which best approximates your perception/

<u>Rows</u>
- recognition of the role of English teaching in university curricula (e.g. stronger integration of language courses with university curricula).
- institutional guidelines for English teaching (e.g. pertaining to course requirements, target proficiency levels, assessment criteria etc.).
- recognition of the EHE teachers' role in preparing students for active European citizenship (e.g. in terms of career opportunities or effective social interaction).

<u>Columns</u>
- strongly disagree
- disagree
- hard to say
- agree
- strongly agree

27. To what extent do the following apply to you – as an EHE teacher? /for each, tick the answer which best approximates your perception/

<u>Rows</u>
- I like trying out novel, nonstandard teaching methods.

- o I am rather cautious about the use of novel technology in my classes.
- o Accuracy is very important – it is hard to eradicate language errors.
- o An important aspect of language teaching is to develop students' social skills.
- o The best way to learn a foreign language is through interaction with classmates.
- o Online teaching is as effective as classroom teaching.

Columns
- o strongly disagree
- o disagree
- o hard to say
- o agree
- o strongly agree

28. What I like about my work as an EHE teacher is:

29. What I don't like about my work as an EHE teacher is:

30. What I would like to change about my work as an EHE teacher is:

31. What else comes to your mind in relation to your EHE work?