TE-Con3 Report
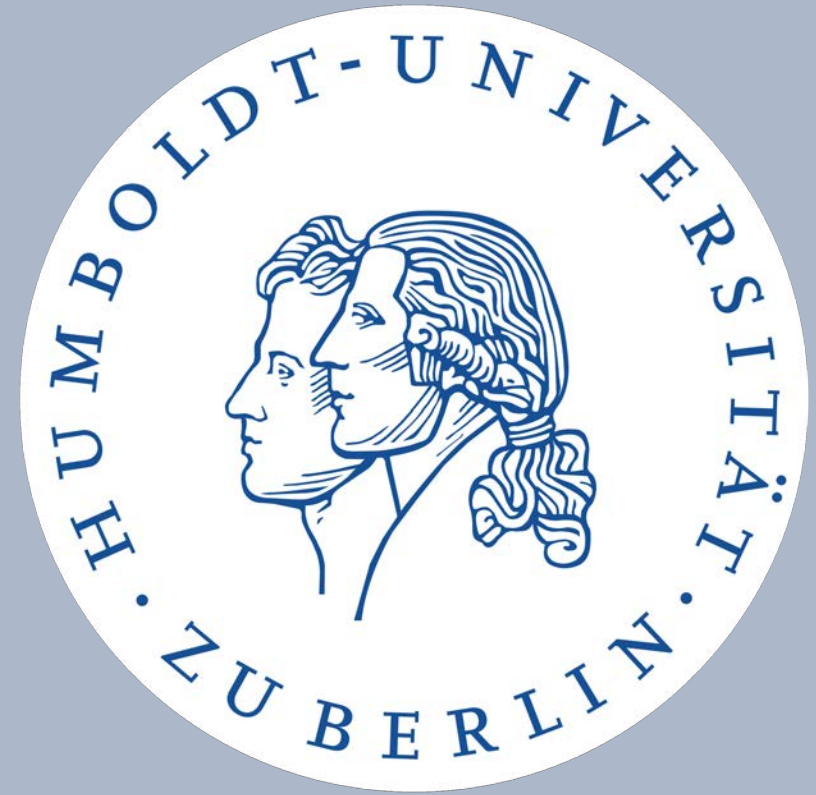
Germany

1) **Status of EHE**

2) **Structural Organisation & Strands of EHE**

3) **Online Tools for Content-driven EHE**

Desk research

4) **Conclusions: Demands & Needs**

Desk research & teacher survey

1) Status of EHE

- **Internationalisation** of German institutions of higher education as overarching aim associated with broad implementation of EHE
- English is the dominant language with respect to programmes that are conducted in a language other than German

(Wagener 2012, 57; Bradbeer 2013, 110)

- Academic year 2020/2021: 2048 International Study Programmes available in 160 German cities at 215 institutions, offering 68 subjects altogether ⟹ English only (N=1499)

(DAAD 2020)

- Absence of language policy in German higher education ⟹ majority of institutions without language policy

(HRK 2019)

TE-Con3

Germany

2) Structural Organisation & Strands of EHE

- Faculties

  – English language courses as part of regular study programmes with strong focus on content

  – EMI degree courses (teaching content through English)

- Language centres (General English, EAP, & ESP)

  – Language-centred English tuition

  – Content-centred English tuition

  – Language support (mainly open for students; depending on the institution also for teachers, administrative staff, academic staff, and researchers)

TE-Con3

Germany
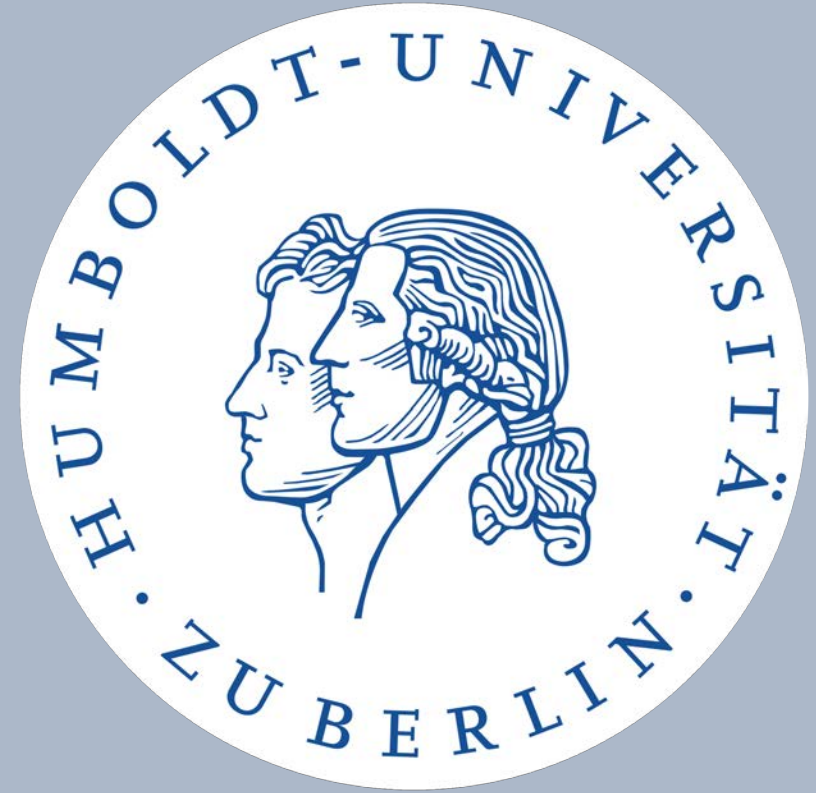
1) **Status of EHE**

2) **Structural Organisation & Strands of EHE**

3) **Online Tools for Content-driven EHE**

4) **Conclusions: Demands & Needs**

3) Online Tools

- Multifunctional: focus on function/method rather than specific strand of tuition

- No resources found that specifically caters for EHE

- Clilstore (Erasmus+ funded)

Clilstore | de | Einloggen

Walking toward true gender equality
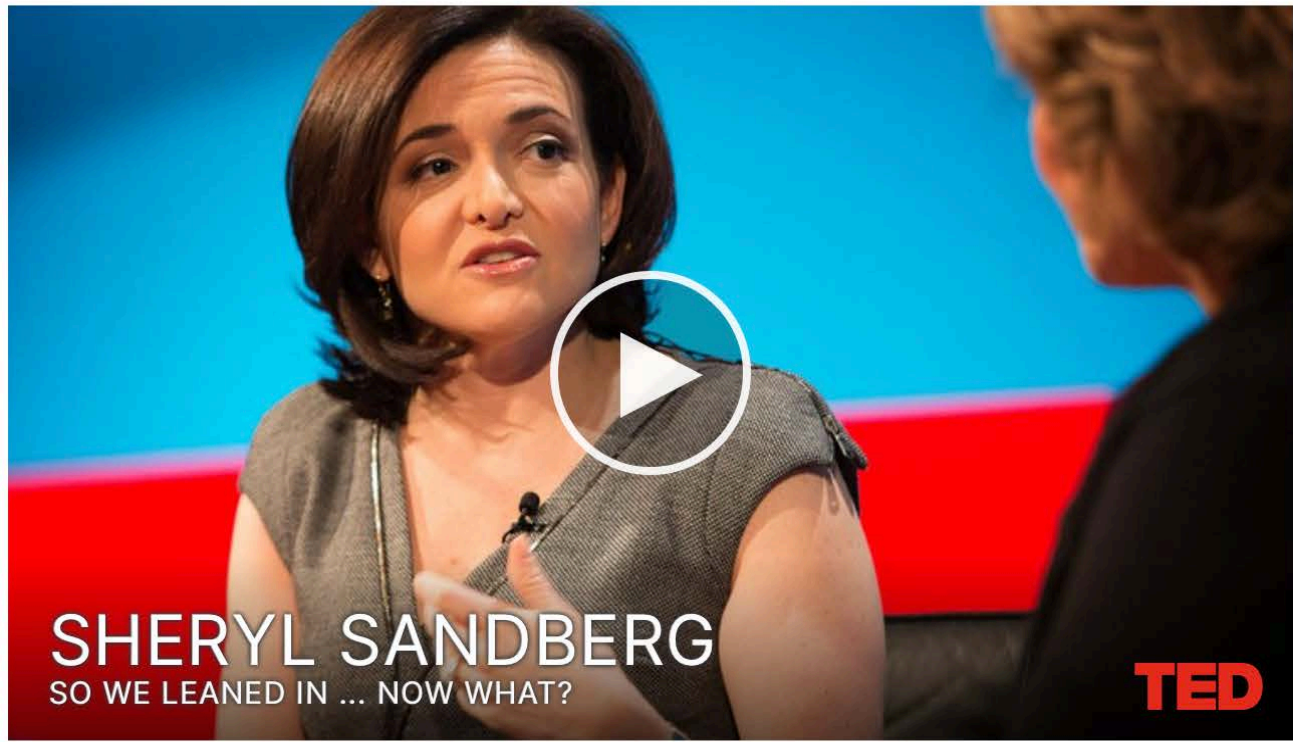
Pat Mitchell: Your first time back on the TEDWomen stage.

Sheryl Sandberg: First time back. Nice to see everyone. It's always so nice to look out and see so many women. It's so not my regular experience, as I know anyone else's.

PM: So when we first started talking about, maybe the subject wouldn't be social media, which we assumed it would be, but that you had very much on your mind the missing leadership positions, particularly in the sector of technology and social media. But how did that evolve for you as a thought, and end up being the TED Talk that you gave?

SHERYL SANDBERG
SO WE LEANED IN ... NOW WHAT?

TED

SS: So I was really scared to get on this stage and talk about women, because I grew up in the business world, as I think so many of us did. You never talk about being a woman, because someone might notice that you're a woman, right? They might notice. Or worse, if you say "woman," people on the other end of the table think you're asking for special treatment, or complaining. Or worse, about to sue them. And so I went through -- (Laughter) Right? I went through my entire business career, and never spoke about being a woman, never spoke about it publicly. But I also had noticed that it wasn't working.

Wort

see

¤From
English (en)

¤To
Português (pt)

Wörterbuch
Vertalen

Suchen

Engels	Portugees
to see, to witness {ww.}	ver enxergar presenciar pôr em vista mirar
I can't see anything!	Não consigo enxergar nada!
It was so dark that they could hardly see.	Estava tão escuro que eles mal podiam enxergar.
to consider, to regard, to account, to take into account, to ponder, to reflect, to see {ww.}	considerar refletir
Take the time to reflect.	Tome o tempo para refletir.

**Woorden** | **Zinnen** | **Vervoegen**

3) Online Tools

- Multifunctional: focus on function/method rather than specific strand of tuition

- No resources found that specifically caters for EHE

- Clilstore (Erasmus+ funded)

- Video conferencing systems: Zoom, Microsoft Teams, BigBlueButton (open source initiative)

⇨ no German domains/ commercial interests/ accessibility
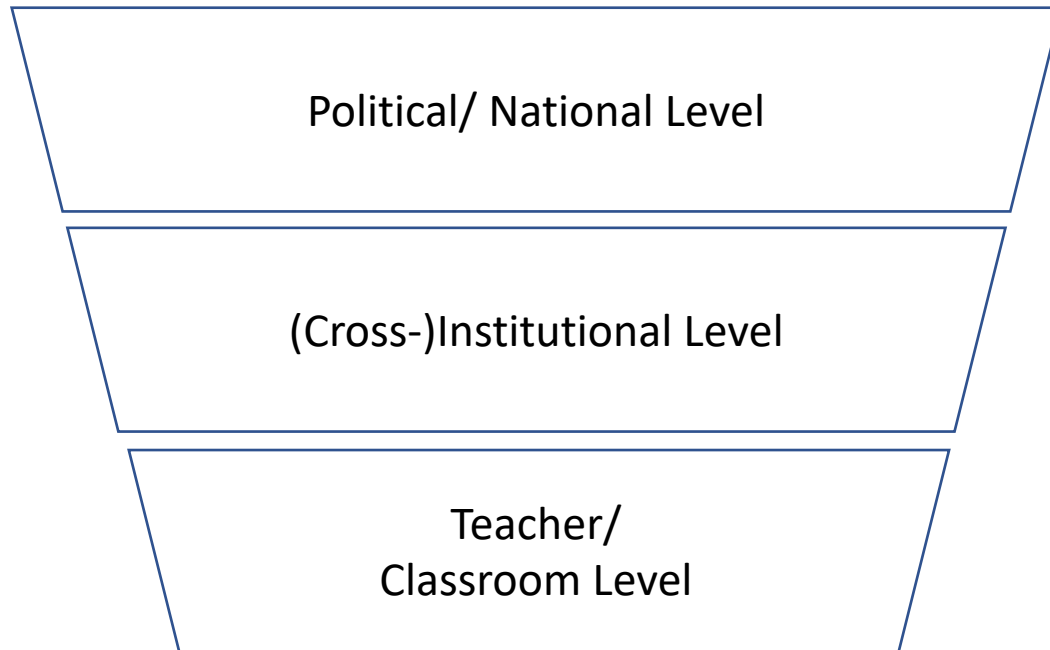
TE-Con3

Germany
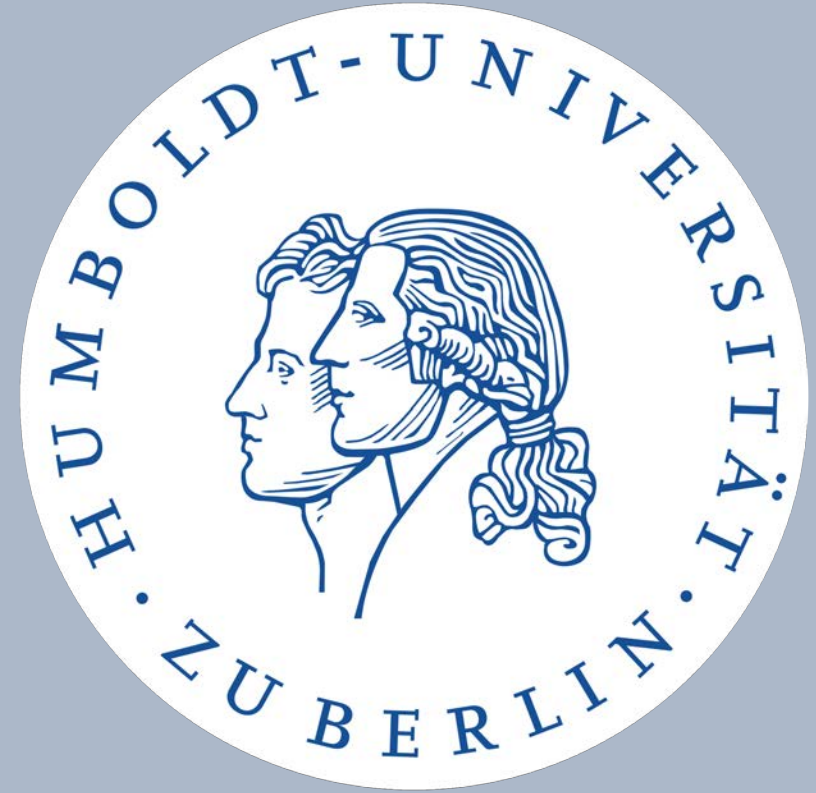
1) **Status of EHE**

2) **System Overview & Strands of EHE**

3) **Online Tools for Content-driven EHE**
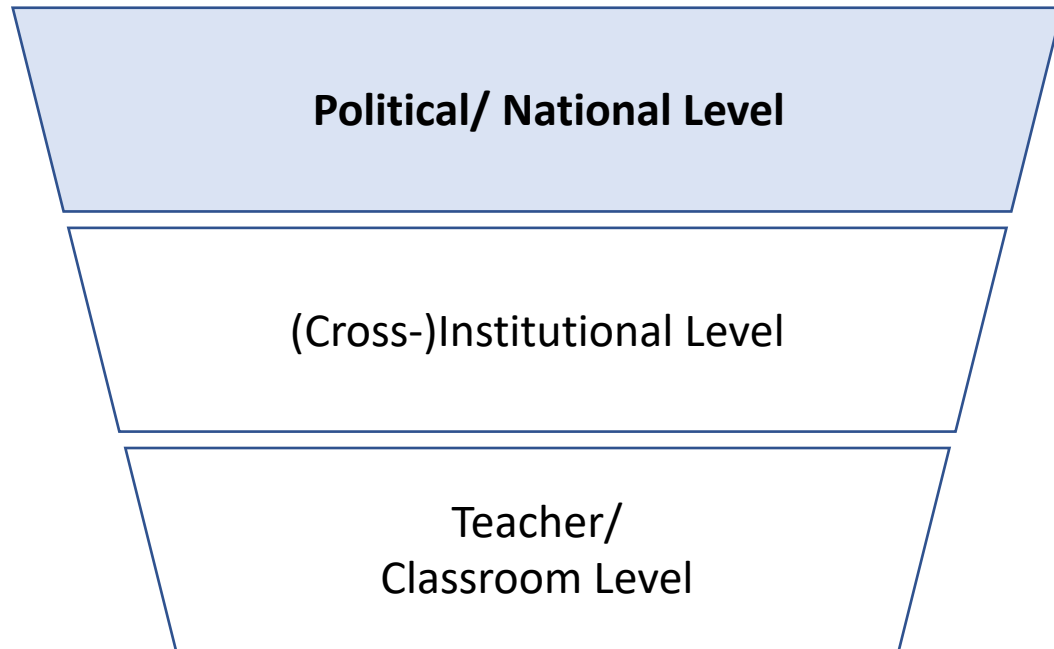
4) **Conclusions: Demands & Needs** → Desk research & teacher survey

4) Conclusions: Demands & Needs

Political/ National Level

(Cross-)Institutional Level

Teacher/
Classroom Level

4) Conclusions: Demands & Needs

Political/ National Level

(Cross-)Institutional Level

Teacher/
Classroom Level

- German Rectors' Conference calls for
  - clear socio-political mandate reflecting on the purpose of foreign languages in the realm of universities
    - e.g. European citizenship education
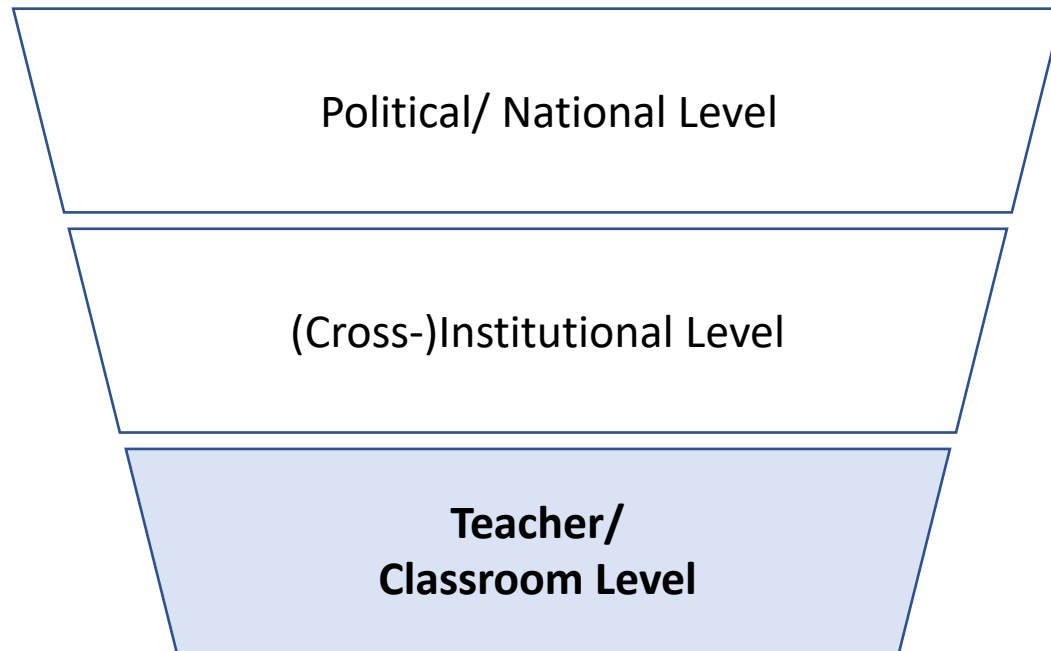 - long term provision of language-related financial support and staffing

(HRK 2019, 75-76)

4) Conclusions: Demands & Needs

Political/ National Level

(Cross-)Institutional Level

Teacher/
Classroom Level
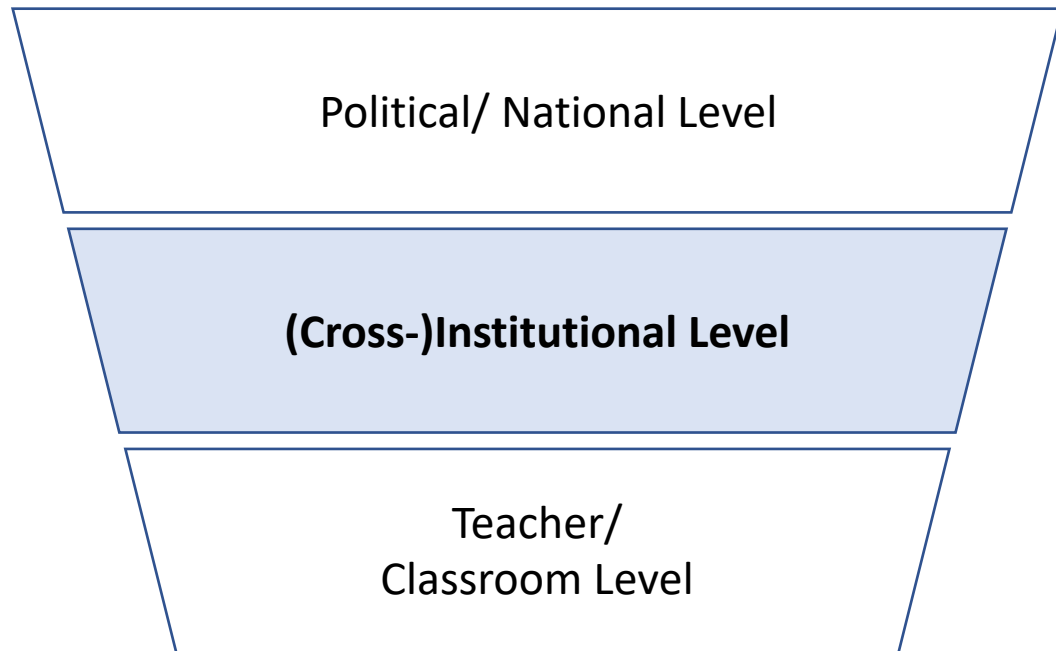
- Institutional anchoring of EHE
  - broad implementation of institutional language policy (officially acknowledged document)
    - internationalisation/ multilingualism
    - recognition of the role of EHE in European citizenship education
  - curricular integration of English (esp. EAP & ESP)
  - long term employment for language teachers
- Provision of training opportunities and language support for all status groups
- Consecutive research on language teaching and learning in tertiary education
- Development and provision of didactic concepts, teaching methods, and didactic materials specifically designed for EHE (EAP, ESP)
- Shared material pools
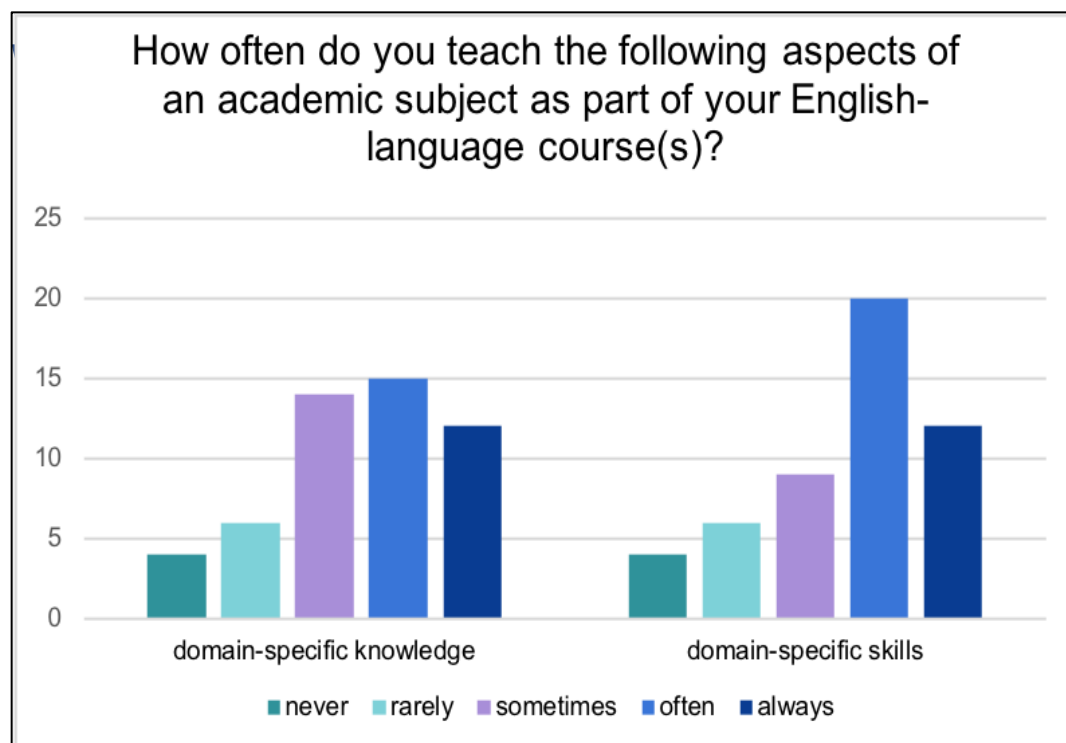- Cross-institutional networking and in-house cooperation

(AKS n.d.; HRK 2019; Gregersen et al., 2018; TE-Con3 Survey GER, 2021)

4) Conclusions: Demands & Needs

Political/ National Level

(Cross-)Institutional Level

Teacher/ Classroom Level

- Recognition from colleagues associated with faculties
- Access to
  - language support
  - training opportunities
  - didactic concepts
  - teaching methods
  - didactic materials

  specifically designed for EHE (EAP, ESP)

- consideration and representation of language policy in class objectives
  - student acceptance
  - e.g. European/global/democratic citizenship education; build communicative competence required in vocational fields; pursue action-orientated approach in higher education

(AKS n.d.; HRK 2019; Gregersen et al., 2018; TE-Con3 Survey GER, 2021)

4) Conclusions: Demands & Needs

How often do you teach the following aspects of an academic subject as part of your English-language course(s)?

- Recognition from colleagues associated with faculties
- Access to
  - language support
  - training opportunities
  - didactic concepts   ⎫
  - teaching methods   ⎬ specifically designed for EHE (EAP, ESP)
  - didactic materials   ⎭

- consideration and representation of language policy in class objectives
  - student acceptance
  - e.g. European/global/democratic citizenship education; build communicative competence required in vocational fields; pursue action-orientated approach in higher education

(AKS n.d.; HRK 2019; Gregersen et al., 2018; TE-Con3 Survey GER, 2021)

Thank you

TE³
CON

Erasmus+