Teacher Survey

Germany

1) Participants

A) Invitations

– language centres and English departments
  of 29 German universities/ UAS (public higher education)

B) Respondents

– Total number: 51

– Career

  • 43.1% have always worked as English teachers
  • 47.1% teachers of some other subject
  • 31.4% professional career outside education prior to teaching career

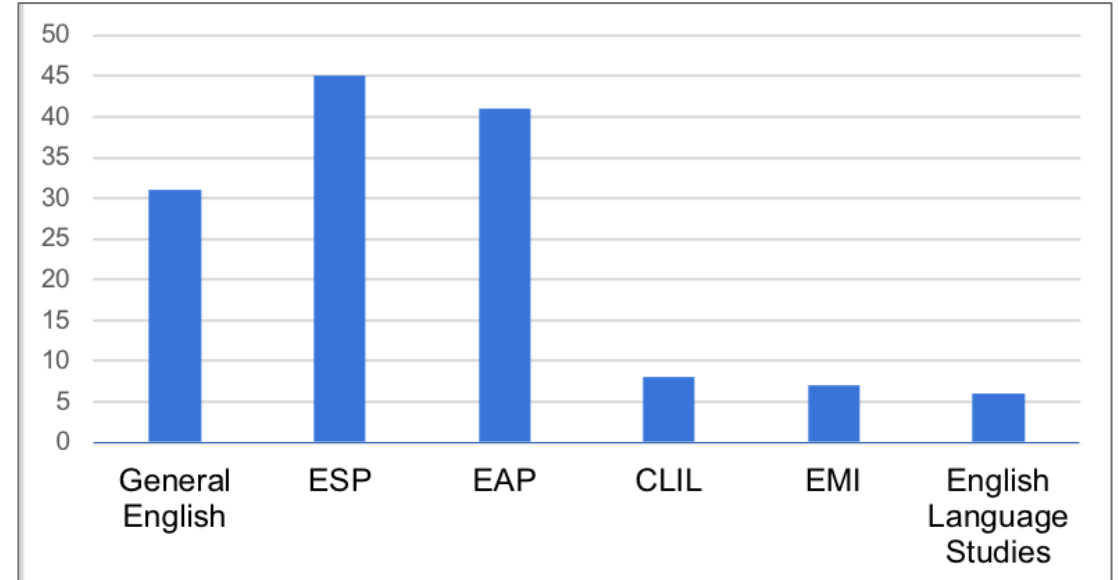# 1) Participants

- Organisational units [1]
  - language centre (94.1%)
  - specific faculty (21.6%)

• (Applied) Linguistics	• Business/ Economics/ Management
• Computing	• Engineering/ Mechatronics
• International Communication	• Law

[1] more than one answer possible
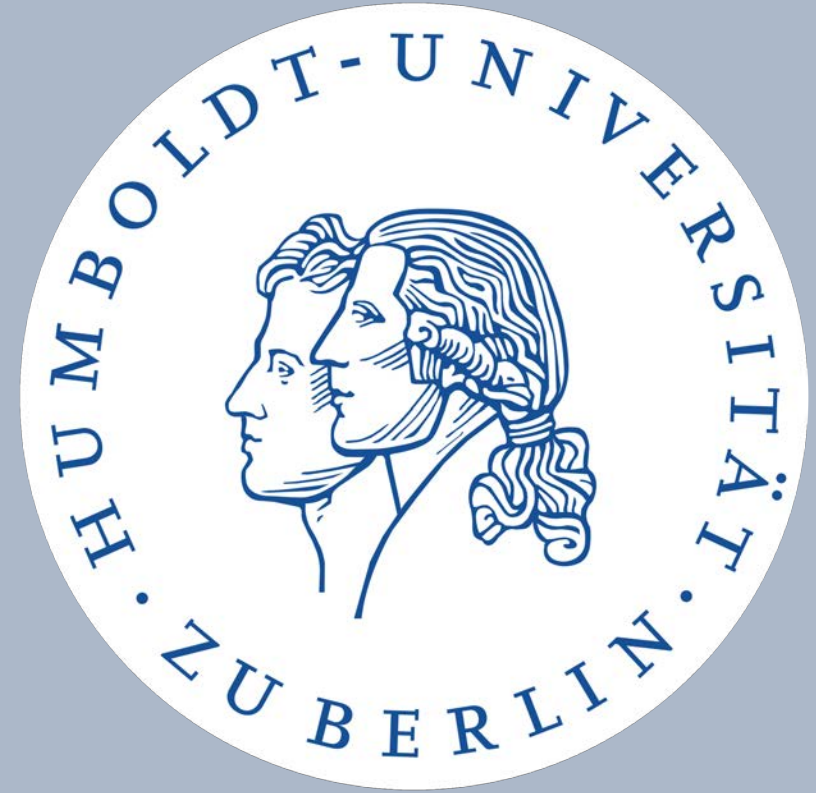
- Types of EHE courses taught
  - ESP (88.2%)
  - EAP (80.4%)
  - General English (60.8%)
  - CLIL (15.7%)
  - EMI (13.7%)
  - English Language Studies (11.8%)

Types of EHE Courses Taught within the Last Five Years

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2.1) Classroom Practices

– Language aspects in focus

o Reading
o Writing
o Speaking
o Listening
o Vocabulary
o Fixed phrases
o Grammar
o Pronunciation
o Pragmatics and culture

Q 12: *How often do you focus on these language aspects when teaching?*

Q 13: *How often do you focus on these language aspects when teaching* specialised *content?*

Likert scale categories: "never" [1], "rarely" [2], "sometimes [3], "often" [4], and "always" [5]

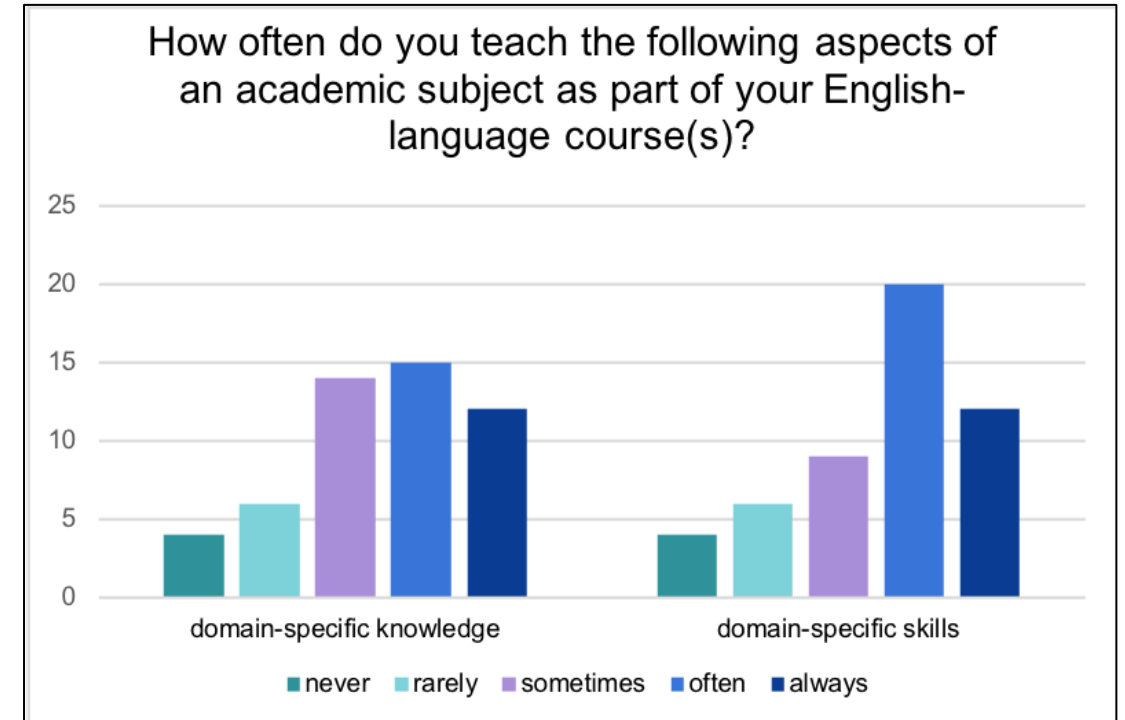|	*when teaching (Q 12)*	*when teaching specialised content (Q 13)*
highest Mean	1. $M_{speaking} = 4.67$, SD = 0.47 2. $M_{listening} = 4.25$. SD = 0.59 (+ lowest SDs in same order)	1. $M_{speaking} = 4.39$, SD = 0.74 2. $M_{reading} = 4.39$, SD = 0.77
Standard Deviation	lower*	higher*
highest number of absolute indications per Likert scale category	"often" scores highest across language aspects	"always", "rarely" and "never" score highest across language aspects
interpretation	holistic approach of balance	elimination of some language aspects in favour of those in focus

internal comparison

cross-comparision
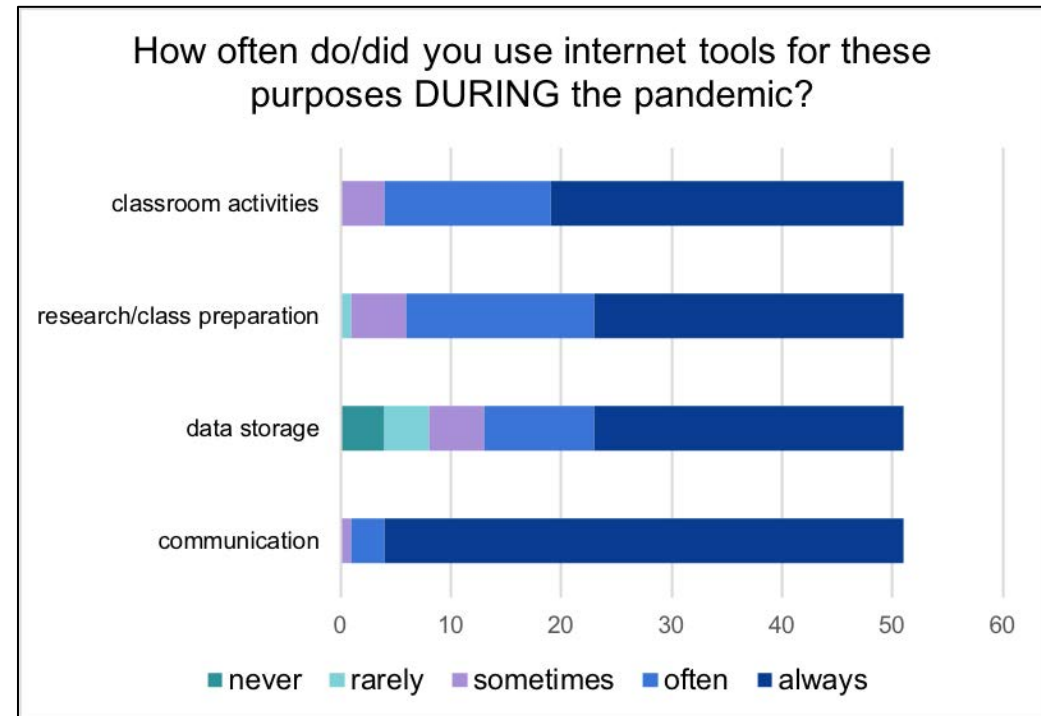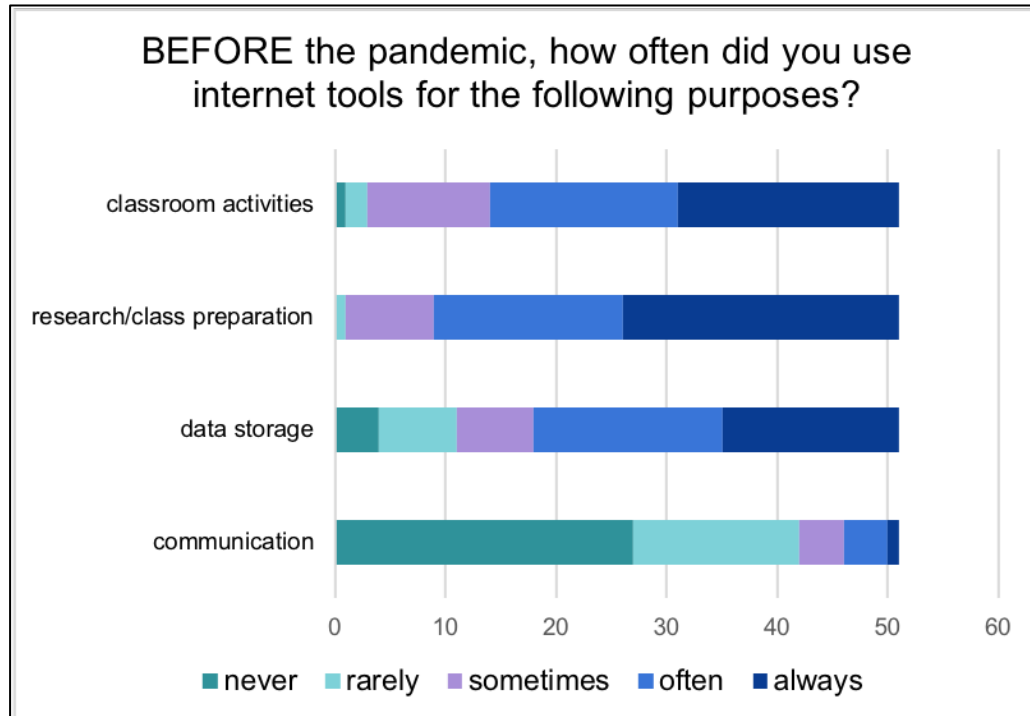
*except for vocabulary

2.1) Classroom Practices

– *Focus when teaching*

- **domain-specific skills** assume pivotal role

– *Teaching methods*

- 94.1% either agreed or strongly agreed that they like trying out non-standard **teaching methods**
- only 7.8% are cautious about the use of **novel technology** in their classes

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

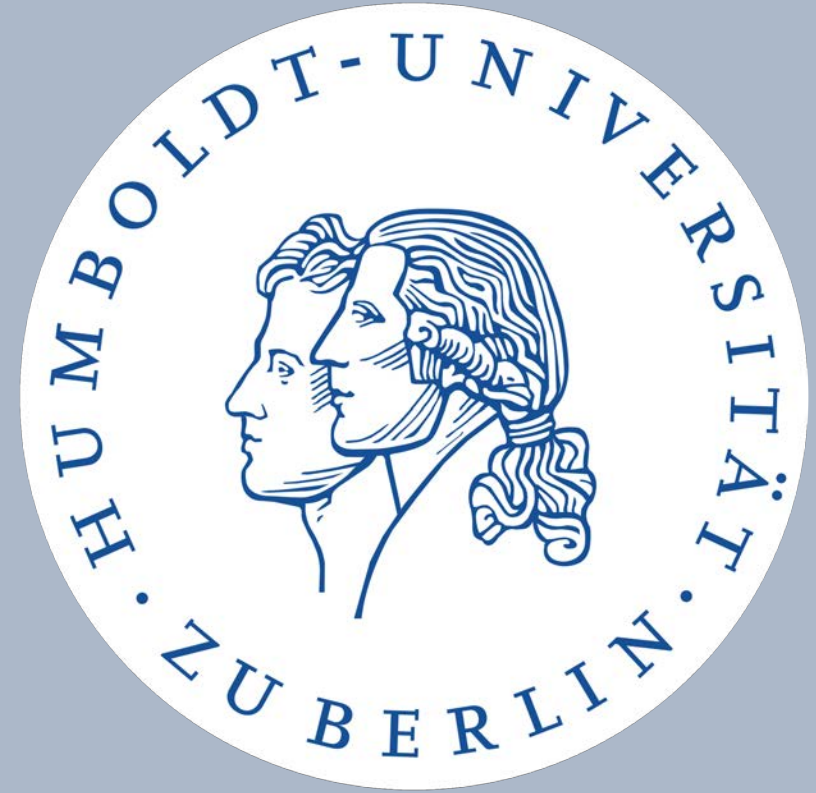■ never ■ rarely ■ sometimes ■ often ■ always

2.1) Classroom Practices

– *Internet use*

- 98% of the surveyed EHE teachers indicated that they plan to use **internet tools** beyond the SARS-CoV-2 pandemic
- perceived benefits of internet tools: enhanced collaboration, flexibility in teaching, and opportunities for individualisation of learning processes
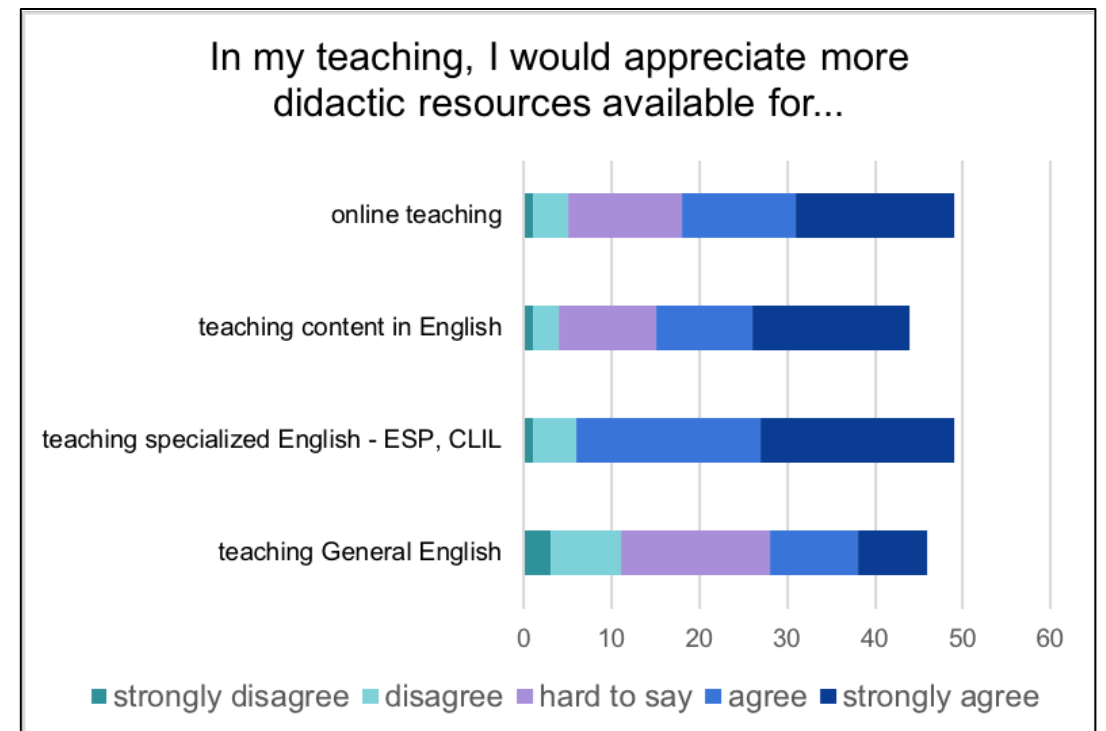
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2.2) Needs & Demands

– ## Teachers' needs

- project work sets (case studies for social science students)
- higher level ESP textbooks and materials (especially for B2 and above)
- textbooks designed for one-semester courses
- academic subject-specific materials
- examination platforms
- assessment creation for ESP/CLIL/EMI

In my teaching, I would appreciate more didactic resources available for...

(Categories: online teaching; teaching content in English; teaching specialized English - ESP, CLIL; teaching General English)

Legend: strongly disagree ■ disagree ■ hard to say ■ agree ■ strongly agree
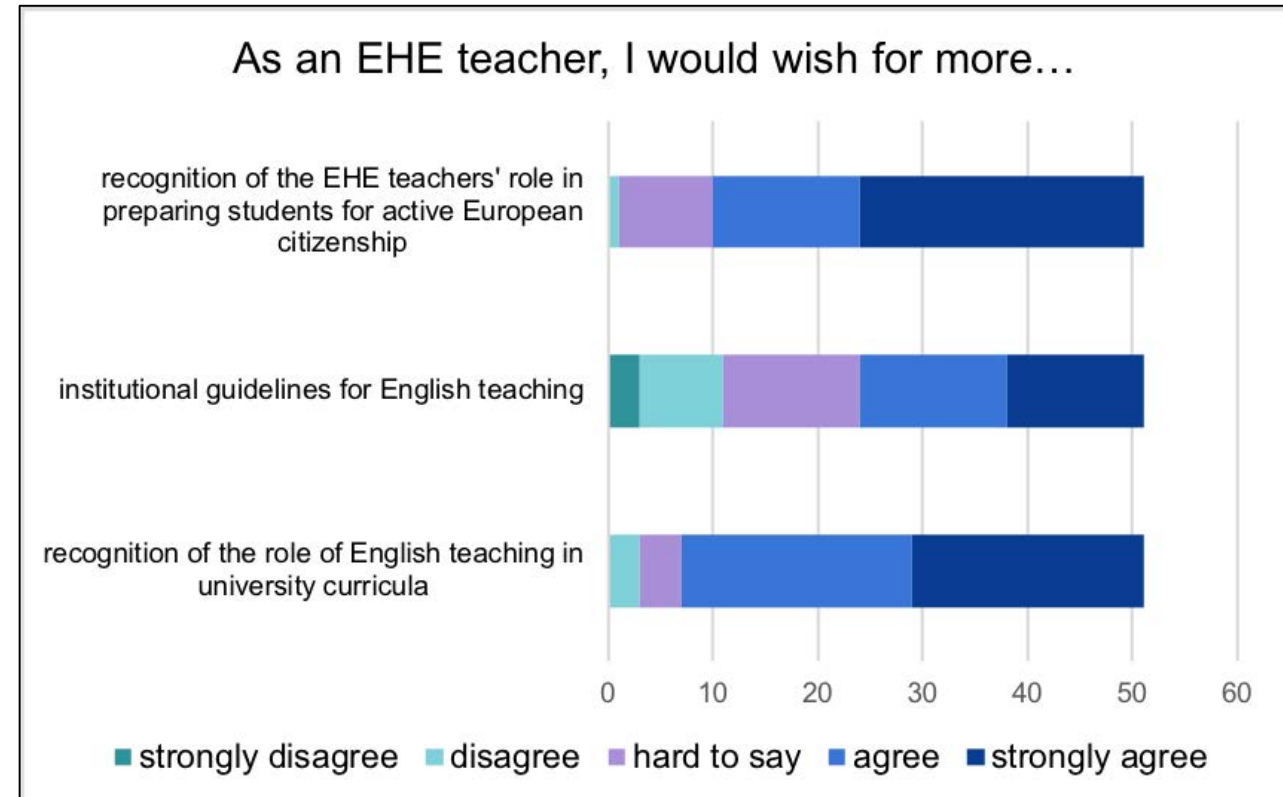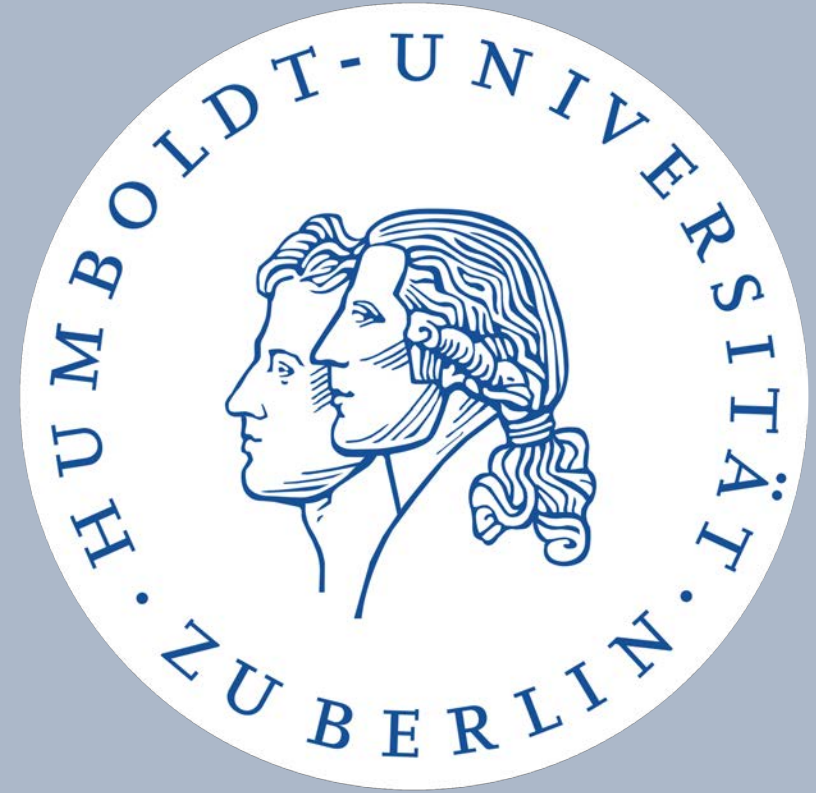
2.2) Needs & Demands

– Teachers' demands
  - recognition from colleagues associated with faculties
  - open-ended questions: teachers do not appreciate bureaucratic and administrative duties

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1) **Participants**

2) **Results & Analysis**

    2.1) Classroom Practices

    2.2) Teachers' Needs & Demands

3) **Summary**

3) Summary

- Teaching English through specialised content
  - speaking and reading in focus
  - indication of higher diversity of language aspects in focus in specialised content teaching
- Strong emphasis on domain-specific skills
- Highest demand for resources concerns specialised content (ESP)
  - textbooks, materials, assessment, project work sets
- Teachers perceive internet tools as support and plan to use them beyond the current pandemic
- No reported significant aversions regarding new technology & teaching methods
- Wish for higher recognition (curricular, job-related, and among colleagues)

Thank you