

The CLIL4ALL project is funded by the Erasmus+ Programme of the European Union. This project and all its contents reflect only the views of the author, the European Commission and/or NA DAAD cannot be held responsible for any use which may be made of information contained therein.

Project code: 2022-1-DE01-KA220-HED-000086844.



**Co-funded by
the European Union**



CLIL4ALL

Mindmapping: TH Wildau by John O'Donoghue, Carly McLaughlin

Introduction:

The findings and recommendations in this text are based on two interviews, one with a professor of marketing and the other with a professor of finance, in the Faculty of Business, Computer Science and Law at the University of applied Sciences Wildau in Brandenburg, Germany. For many years both have been teaching groups consisting of international and German students on English languagetaught programmes at the faculty. These groups are by definition culturally diverse. At the same time, both professors have taught courses that are predominantly attended by German students studying in English.

The semi-structured interviews comprised questions that were based on the the ROAD MAPPING framework and were conducted on December 4, 2023 and January 17, 2023. Summaries of the transcripts of the interviews have been provided before the findings and the list of recommendations. The answers have been categorised using the ROAD MAPPING framework developed by Emma Dafouz and Ute Smit.

INTERVIEWS

Roles of English:

Professor 1

Q. How did you become involved in teaching in English? Were you asked by the faculty? Was teaching in English part of your professional career? This professor sees teaching as part of her job description, linked to publishing articles/papers and attending annual conferences, presenting, relationships with other universities. From the start of her teaching career, 'it was clear I was supposed to teach in English', 'had to present at job interview, I wanted to teach in English, happy to have a field where I could teach in English'. She was intrinsically motivated, not wishing to lose the experience of using English having lived some years in North America.

She perceives a close 'relation between internationalisation strategy and teachers. Since we introduced EBM (European Business Management) we have students who are not able to speak German at all, they would not be able to start studying here and we would not earn any money with these students when there are less professors teaching in English. Also, engagement of the professors with international partners is always positively viewed at the university with the international office. I see there is a strong relationship, also for international funding, DAAD

programmes. If I cannot speak English, then I cannot go to Spain and initiate partnerships, doubleddegree programmes’.

Professor 2

Q. How long have you been teaching in English? Were you asked to teach in English or did you volunteer? Since 2019 this professor has been teaching finance, including investment and capital markets, at TH Wildau in both the Master and Bachelor programmes. It was clear to him that finance should be taught in English as it would be ‘weird to talk about the concepts in German ... international finance should be taught in English, for students who are willing to work in an international environment, for international companies. I prefer to teach these topics in English even if I have a German audience’. Even when teaching to a German group of students at a previous posting, English was the natural language to teach finance in. As this professor has been researching and teaching financial subjects in English for some time, he finds that, there are ‘some vocabularies I do not know in German, specific English vocabulary’ which is one reason that he likes ‘to work with international groups of students’.

Q. Is your teaching connected to other activities you do in English such as attending conferences and publishing? This professor attends conferences and publishes in English, ‘If you go to a conference to present a paper to an audience, of course it has to be in English. You are getting used to the vocabulary so that you can practise English on a daily basis. That helps a lot. Teaching is the basis. Writing a scientific paper is far beyond what is necessary during a normal lecture. Teaching is somewhat on a lower level but gives you a good preparation for what is necessary to write a scientific paper. But not the other way around: (writing a paper does not help with teaching in English to students) If you want to transport information, you should not make it artificially more complicated than it is’.

Academic Disciplines:

Professor 1

Do you enjoy teaching in English? I ‘enjoyed it more when I started than now. The diversity or structure of the group of students have been changing over years. Because of the less rewards from the university, if I am teaching in English (it) leads to form of frustration. Corona, students presenting from different places on the planet, it was really difficult and afterwards a pain to my ears to listen to so many English styles, it is demanding using digital communication means, carefully listening and teaching and understanding, different accents and different styles of speaking English. We have that many students from different countries and that’s fine but if the basic quality of their education is not meeting our education system, then I am not being a professor, I am a high-school teacher for them. In case of this decreasing level of the quality of students increases the amount of modules I am teaching now in German’. With foreign students there are challenging aspects: ‘different sound, level of study skills, content wise, less self-organised, especially in the first semesters’.

Q. Do your students learn to talk like marketeers? In discussing a marketing campaign, talking to a customer? I think so, that they are able to at the end of the course, they have to solve a practical problem and I am always happy to see how much they have gained in competence, I would say yes’.

Professor 2

The professor’s goal is that, ‘students can talk like accountants. One of the outcomes I want to achieve’. Making a financial glossary available to the students on Moodle is one means for them to acquire the key vocabulary of this discipline. But the major challenge for the students is composing a coherent text in the field of finance. ‘Regardless of their language students have a lot of problems structuring their text: this is where we start, this is where we are going and this is my goal. Years ago

this was written in bad English, now it is written with AI and using phrases like ‘the company is shaping the environment’, not from them, it is still a bad paper and makes my job even harder because I have to be really focused and understanding the words, what they are telling me and try to understand what is the sense. AI is not the best friend to the students, they are clearly using it, they do not know yet how to use it. Sometimes I have the feeling even the students do not know (the meaning of the text). It is not the job of the reader to try to understand a graph and why the writer is presenting it. It is your responsibility as a writer to explain, there is this development’. Even in the master programme, there are issues regarding plagiarism where some students seem to be unaware of the fact that they are actually committing plagiarism.

Q. Are the students more equipped to work internationally and use their global competences? Yes, I would say yes.

Language management:

Professor 1

Q. Did you have to provide any language certificate or test when taking up your position? Do you think it would be a good idea to have a standard that everyone involved in an EMI programme should fulfil? Should teachers be rewarded for attaining a certificate? On the issue of language proficiency she stated ‘it is clear in my CV I stayed abroad, no one asked for a certificate. I would not go as far as to say you should provide it with your application, in first three to five years of your teaching we expect you to achieve a certificate, it’s good for the university to show to the outside, before oneself also although, no one knows how my writing is in English. It should be rewarded by the university, not just required. If I have achieved a certificate and am keeping on teaching in English for ten years and every year (it) is very time-consuming then it doesn’t help to be once rewarded for my certificate, for rewarding professors who teach in a different language’. Regarding the question of how the university should reward the extra effort in teaching in English, ‘I would go more for SWS (reduction in teaching load). Easier to implement and reflect the additional effort that you have to undertake, to prepare to hold the lecture, to evaluate. That would be fine for me’.

Q. Do you have any experience of teacher education development programmes at TH Wildau? ‘I believe Vicky (former member of the TH Wildau language centre) was once in my lecture, she made notes, gave me feedback, everything was fine, I should prepare cards with new words that I wanted to learn to integrate them in my lectures. Directly I have not heard that there are actually some offerings’. This professor would appreciate a development programme because ‘once you achieve a certain level it is quite difficult to go the ladder up higher. If you are a non-English speaker you can see your performance is increasing quite fast but if you have a certain level it is quite difficult to develop quite sophisticated academic speaking, writing style even though we have DeepL available for the writing parts, I would be interested to develop myself in this’.

Q. How would you describe the support you receive from the TH Wildau, the Faculty? ‘When I started here there was not any support offered to myself. “It was said, OK you have to teach in English so go”. Also it was not checked by anyone how well or not well my English proficiency is’. Except within the interview process where she had to present in English.

When reporting on her work to the college authorities, she can click a box on a form saying she teaches in English, however, ‘There is no scaling in between. Same benefit if someone says they teach only one module or 100% in English language. This is something to improve’. She received some support from two language teachers at different times, but while this professor is interested in

teachers attending her classes she believes 'attending programmes to increase proficiency, especially fluency, if there is room for improvement' would be more beneficial.

Professor 2

Q. Do you feel appreciated by the faculty, anything you would want from the university in terms of teaching in English? In terms of institutional support, professors at TH Wildau are awarded an increased pay remuneration based on a range of factors, one of which is whether they teach in English or not, 'but the practical implications of whether you do it or not are rather low. Because of that I can totally understand why many colleagues say, "why should I care? Why should I work on that, maybe embarrass myself". Consequently, the professor identified teaching in English as emanating from a 'more ... intrinsic motivation'.

Q. Do you think professors teaching in English should have to demonstrate C1/C2 level? What is the level of English that a professor needs to teach in English? This professor doubts if the university can demand that professors have the C1 or C2 CEFR level, 'the most important thing is that you can transport the information, that the language does not make it harder for the students to understand what are you teaching'. He would be interested in working with language teachers 'to improve lectures for international students, also from international office. I feel they are struggling I do not know if this is the language or the content, but this is something I would like to work on in the future'.

Agents

Up until recently, the drivers of English-taught programmes have been the faculties and more specifically the degree programmes led by their respective degree programme directors.

Practices and Processes:

Professor 1 *Q. Has your methodology changed as a result of teaching in English? Do you teach differently in a foreign language?* 'I may describe my teaching style as more interactive, I cannot say there is any distinction between a class for Germans and a class for international students. What is difficult is the form of preparation, when I prepare for a lecture. In my native language I just browse through the slides, then I try to remember what I wanted to say there, it's faster. In English I really have a worked-out text, which I go through and try to remember so I am not getting stuck in class by missing a certain word or forgetting any specific content in English that I wanted to talk about. I am trying to avoid blackouts so I have it in written form, not so much in German classes. I might run more into open discussions in German classes, when someone brings up a topic then I can say something about it, I turn away from the lecture and I give a little extra, in English I might say a few sentences but not in so much detail like I would do this in German. Because I might be, afraid is not the right word, I feel not so comfortable offering an additional part which is not so well-prepared by myself. So, the students might perceive that she is ill-prepared. In German I could engage the students, so it is more flexible there'.

Q: How do you go about preparing for a course taught in English?

'When I started my first course in English "International Management.", I had a handover from previous lecturers. They used a book from Cengage including the educational materials very intensively and recommended me to do the same. So, I started with this textbook. Cengage has etests prepared for teachers with test banks, self-study exercises, videos, cases and much more, leading to the consequence, that I am using more of their support. BUT! I have to admit, that the

level of difficulty of the e-test is low (Knowledge Checks). On the other hand, students have a hard time understanding open questions. They do not find them clearly enough.

In other courses in English or German, I am also using several materials. I browse through the different materials and create a structural map, which topics/ cases, content is delivered in which book. Then I decide on learning aims, select the topics & material accordingly. Therefore, I am more objective, more picking content from different books, I might put books away because I don't consider them high quality. In English I am "slightly" more focussed on the set of textbooks, use more what is given to me, I am also adding things, developing new things. I believe in my German classes I would go up higher in the level but it is a matter of time also. It is still a higher (effort) for me to prepare these classes in English'.

Q.

Do you feel that your teaching style has become slightly more Anglo-American style? 'I believe so yes. It is a matter of personal development and experience. When you start teaching with American books you feel you are teaching there. I am using this up-to-date material and teaching style out of these textbooks after ten years I view myself more critically adapting these styles. Reflecting, in German class more critical and objective and higher quality'. She doesn't just use one textbook but clusters topics from different sources. 'Questions for the discussion sessions are there, are developed, the materials are so perfectly provided for me, just take it. You tend to just follow the different offers. In German I would come up with my own ideas'.

Q: *What are the skills that are required when teaching in English?* 'I can describe which skills I need or applied, also a cultural sensitivity is needed, cultural awareness, preparedness for different cultures. This is sometimes not paid attention to. You just assume because they are in Germany they have to become German in regard to the study ability skills which students run through the German Abitur did acquire and are used to- in also form of expectations. Sometimes it takes a while before they raise their hand and participating because of their cultural background. Or, how you communicate, giving direct feedback could be quite destroying for some students and for the others it is OK. I think the university is not paying attention to this because we are treating them as if they were had gone through the German educational system and we expect they would be able to deal with direct feedback because you are here. You are joining the German education programme, that's how we do it. You can create some negative psychological consequences for some students. No one is asking about their feelings'. 'Sometimes it is difficult to identify if someone is being lazy or if someone is not lazy. (The topic of) Personality in second semester: reflect on who they are, students from Asia who have never thought about their own way. They come from a collective society and have no idea what you are asking of them. This is actually requiring of a teacher quite a lot, as a teacher I have to go to psychological part. This is part of cross-cultural competence or being sensitive towards it'.

Q. *How would you deal with students in that situation?* 'It depends on the numbers. Giving feedback on personal reflection, this is softer than in comparison to others. Offering person-specific feedback or teaching style or dealing with them, it is a matter of how many students of this group you have in your class. Nowadays we do not have a limitation of three or five, now you have too many ... that is something that is new with the new English programme, too many students having similar problems, I cannot focus on the individual development of each of these students'.

Q. *Is it the job of the international office or the university to deal with that? To have a better mix of European and international students?* I would think so, a better mix of European and international students. I don't need to only have German students, but European students who have a similar level of education and culture-wise are not so far away from me. Then I have some different groups, some Asians and Americans and you can deal with that. As soon as you have a class where the number of European students is quite small and the groups of international students are culture-wise very diverse to you and have different education, that is really taking too much of my resources, I am not equipped with the time & human resources by the system I am working in, that is the difficulty'.

Q. *Would you like to comment on collaboration with language teachers? Sharing a course, having a language teacher involved. What is the value of that experience? How would you like to change it?* 'I am open to it, I like team teaching, like to work with someone who is quite different to myself, I see it as a challenge to come together, like a puzzle, come together to create a product which is then in itself quite unique, quite innovative ... what was new for me is that you start to think in different categories. Writing, listening, speaking skills. Before this, I was not thinking how much writing,

Q.

reading I had in my class. That is something that I started to rethink, the variety of different ways to perceive content’.

Are there times when you would ask for or give a German translation in class? Allowing students to say what a term is in their language? To what degree should one exclude other languages?

‘Incorporating different languages would require that I understand and speak French, Russian, whatever. The others would be then excluded from the class. I don’t feel comfortable with too many languages in class where some are excluded. In the Master programme with only German students once they asked me to teach the class in German and then I did it. It was the last topic in the semester’.

‘It is a German-speaking programme and I am teaching international marketing strategies in English. If students are using materials in English, for example, programming then it is too difficult to keep switching between English and German. If the text is in English and you are talking about it in German then you are using English words I don’t know if this mixture is so nice. You mix them in an inappropriate way’.

Q. *Do you agree that the quality or quantity of content may suffer in courses taught in a foreign language?* I would agree not in regard to the quantity but in regard to the quality. I believe if you are teaching in your native language and the students are also learning in their native language then you require more and dig into topics more deeply. For the majority of teachers that is the case. If I have students with different levels of English then I automatically adapt the level of complexity of my classes to the majority of the students so they are able to follow me. You notice this if they are not understanding this. Sometimes it is a language issue I am not going so deep because of my language skills and maybe because of the students’ language skills. In my native language with a native group of students I dig into more complex topics’.

Q. *Do you think that we naturally simplify the content when students appear not to understand it?* I think it is two-sided. I would not shift the problem just to the students’ desk, it also the teacher. If I have a complex problem or methodology, then I would have to explain it in my non-native language in a way that the other students are understanding me, you may not be so happy to teach these very difficult things not in your own language’.

Q. *Do you notice in these groups that their intercultural and communication skills improve? At the end are they more articulate?* Intercultural skills I think improve, studying in an intercultural atmosphere I believe so. The students have decided to study in an international programme so something is bringing them to study here. They are more open probably. I cannot say if it is something they bring with them or something we develop. I cannot say if they are more articulate because I am not focusing on it. As a content teacher I focus on whether they understand it, do they explain it correctly, not focusing on their communication abilities’.

Q. *What is the level of intellectual activity with these students? Are they able to think about abstract, complex topics?* ‘What I detect often is when they discuss topics it is not coming from their brain it is coming from? their guts. How they relate to the topic. Related to it being their foreign language, they start to discuss content in a specific way. In German it may be more brain or knowledge-driven than guts-driven’.

Q. *Is this a cultural or a linguistic issue?* ‘Cannot say whether it is linguistic or culture issue. This needs a psychological study, I can perceive it but I cannot tell you from looking at the outside what is the cause of this’.

Q.

Professor 2

What are the advantages of teaching in English? Concerning the practice of teaching, the professor identified 'the main advantage' as 'there is a heterogeneous group with different cultural backgrounds'.

Q. How do you deal with those different cultural differences? In order to deal with this variety of cultures, he develops 'a classroom policy at the start of the course, a set of rules that everyone can agree on, (to be) respectful of each other. Sometimes it works very well, sometimes it doesn't work not at all'. 'For some problems I find it hard for me to deal with because I am German and I like to stick to rules, some of my students think the rules are not for them. They can have their own set of rules if they discuss with the corresponding teacher. I do not know how to deal with it, if the person does not listen to you, it makes it very hard to communicate effectively. Not sure if this is a personal or a cultural issue. Students with certain backgrounds are negotiating lots. 'I do not like that I have to do this, can I do this instead?' A different thing. I am not evil, but we have these rules. This makes it harder and I have not found a way to deal with that'.

Q. Do you notice that there are certain cultural groups that are shy, reluctant to participate in class? The issue of student participation is in many teaching situations a concern. 'Many, many students had problems to say anything, regardless of in the Master or Bachelor programme. I hesitate to say the culture issue. Maybe they were lacking in knowledge, which is normal at the Bachelor programme. Even in the Master programme I found it very hard to start a discussion or debate. I would not say this was a cultural issue'. Allowing for the validity of the last statement, the professor went on to observe that 'Germans are more proactive', which would seem to suggest that culture is at least a contributory factor in this classroom constellation.

Q. Have you noticed a change in the standards over the last few years? In terms of study skills, selfmanagement? Do you notice a different academic level between German /European students and students outside of Europe coming from a different educational experience? One reason for the greater proactivity of German students may lie in the professor's observation that, 'I would say the German students are better in terms of their knowledge, not all of them; on average I would say yes. For example, on the Master programme I feel that the educational background the students abroad have is not sufficient to participate effectively here in specific finance subjects. Many of these students think it is just enough to type the question in Google and copy it down or put it into an AI. Most of these students did not show up (to class) and are not able to formulate these sentences (taken from AI sources) on their own and do not have this knowledge. These students have real troubles to follow the content with respect to my field on the Master level'.

Comparing his experience of teaching in the German-taught programme and the English-taught one, the professor observes, 'Teaching German students in the Bachelor programme Financial controlling, we really had discussions about topics that go far beyond what we teach in the basic programmes of the Bachelor programmes. In the international programme I find I have to again prepare the basics so the students know what is going on. As the majority of these students come from abroad I would say this is one issue'.

Drawing a conclusion from the observation that 'Foreign students are struggling to follow the content of my finance subjects on a master level', this professor is considering, in his role in the internationalisation strategy commission, making entry requirements 'more selective and strict for the students we are prepared to accept for these study programmes. If, several times in a row, there is more demand for places on the programme than places available then you can introduce a

Q.

Numerus clausus, an entry level requirement, so that we only accept students with a grade better than A or 2.0. That might be an instrument fixing that. This is a general issue you are not able to solve, you even have these inequalities in Germany’.

Do you think the university or the faculty should give more support to these students if you are saying there is a deficit, a lack of knowledge? This professor was in favour of a support system for international students: ‘That would be very helpful, students have the possibility to talk, important to address issues like cultural differences at the beginning: many students do not show up, in the examinations board I see cases where it is maybe too late, most of these problems could have been solved if they had been addressed earlier’. This issue is not only related to individual cases but relates to the student composition, ‘Not very good for an international programme if you have a huge bloc of students from the same country because they are only staying in their group, what this could trigger is that they are only trying to solve their problems within their own group, someone hears an information and the rumour spreads among them even though this might be the case. If we had a contact person that had an open ear for these students it would be helpful. It could be the programme director but the barrier is relatively high to talk about private problems with a professor. To be honest, we are not psychologists. We do not have the background to help in certain problems. [the solution could be] having a person talking to these students, as in international companies dealing with expatriates, would be very beneficial, someone with knowledge about university procedures and contact persons’.

Q. *Do you prefer using the English terms in Finance because there is no proper German equivalent or because you are not actually familiar with the German term?* The Moodle course does offer a financial glossary compiled by the professor and an English teacher. However, some German translations of Anglo-American financial terms are ‘completely wacky’ so the professor uses the original English terms. ‘The more sophisticated the topic becomes, the more obvious this problem becomes. For instance, financial engineering or derivatives. Net operating assets – English more efficient than the German one. Netto operatives Vermögen is a term no German would understand. I stick to the English terms that I am used to’. This assertion refers to the opening statement that English is the language of finance and certain Anglo-American terms defy translation into other languages.

Q. *Is teaching in English more enjoyable or easier than teaching in German?* ‘More enjoyable definitely. Easier yes, I would say it depends on the topic’. The professor took over a course originally taught in German by a German colleague, Internationale Finanzmärkte, so this course had a large amount of German-speaking students. ‘I switched this course from German to English. I allowed students to answer in German or in English in the exam. What I found interesting at the beginning, a lot of students said they had problems following the lecture because many of the terms are new to them but in the end the majority of students answered in English because they had the same experience that I had, if you hear all the time the vocabularies in English it is an additional effort to translate them’.

Q. *Are you happy in class switching to German?* This professor has a pragmatic attitude to codeswitching, ‘Sometimes it happens. I usually try to explain everything in English but if I see that an all-German group is struggling then I switch to German. It is just a language issue. Sometimes the Germans answer and are missing the English word and use the German word, so I translate for them. This is the exception, not the rule’. In this case a pragmatic approach to translanguaging seems an effective solution to language difficulties, i.e. allowing students to use German initially but over a

Q.

semester creating a situation where using the target language becomes the logical, natural and easier means of communication.

Q. *Does studying in a FL create inhibitions for students?* 'Yes, definitely. When I started students found it difficult. [...] German students had many difficulties in following the content. Now with a pure English programme, it is easier for them to follow'. Teaching and learning in a foreign language is also a process that becomes easier over time when key vocabulary is repeated: 'many students

make vocabulary lists, over the course of the semester students grow with that, using the same terms over and over again, at the beginning overwhelmed, in the end getting more experience'. One issue is language variation when, 'in the exam, some students said they did not understand the questions because I used different terms than I did in the tutorials. I find it strange. If you describe a word in different terms, in a slightly different way, they have the same problems (with language). So language can also be challenging. With my field (finance) language is a high barrier'.

Interestingly, the professor pinpointed the core of the CLIL approach by naming both language and content as challenges; it is 'difficult for the students to follow the content which is already very challenging and having to learn other vocabularies to get access to these problems. They need more support outside of the lecture in the beginning [...] At the beginning you hear the argument, the language is so difficult but it becomes less and less. At the beginning some support might be helpful and then they are capable of doing it on their own. But again sometimes I am not very sure if it is about language or the motivation. Students say they understand the recorded lectures but in the end only a quarter show up for the following tutorial. One thing to hear it in a video another thing to practise it on campus. To a certain extent it is difficult because of the language but the only problem is not language'. One distinction made is between Asian and European students where 'for students from India or Bangladesh learning new vocabulary is not an issue. French, Spanish and German students I have seen them use vocabulary lists (in their own language) so it is difficult for all of them. There is not much difference if you do not have an English background'. So, in contrast to statements made above concerning class participation, Asian students who have generally completed all their education in English have an advantage over many European students.

Q. Have you had any support or collaboration with a language teacher? Apart from the glossary mentioned above, this professor had little contact with members of the language department. 'I would really like to cooperate with them (teachers) to help them (the students) so that language is not a barrier'. He has used flashcards in Moodle and subtitles in the recorded videos to make it easy for the students so they can focus on the content and are not struggling with the language'. So, his goal would be working with a language teacher helping the students dealing with this new, difficult vocabulary.

Q. You yourself as a lecturer do not see any need for a native speaker to come and observe you, you do not need any help with your courses from a language point of view? 'There is always room for improvement'. He has attended English classes in the Brandenburg quality circle that offers training programmes. He would be 'glad to take feedback', specifically he is in 'focusing more on the pedagogical aspects, how to present it to the students in a way they can understand'.

Q. Do you use a different methodology when you are teaching in English? 'Generally, I would say no'. In terms of methodology this professor 'developed a useful toolbox ... regardless of whether it is in English or in German, no difference'.

Q. Because you are teaching in English and using English-language materials are you following a certain Anglo-American approach? 'Yes, definitely'. I 'would consider myself highly influenced by this American literature, style of teaching. However, I only adopt the things I find useful. You can very often see that America is the centre of the world, I try to use European editions, not always have the dollar sign, only American examples'. He finds the American approach 'much more intuitive, explaining and describes methods and concepts' in contrast to the more theoretical German approach. 'I enjoy this style more. For me it is more important; this is the formula, how can you apply it? We have a result, what does it mean? How can I use it? These are the aspects that are more interesting to me and to the students'. Additionally, the publisher provides him with exercises and materials that accompany the textbook.

This professor admitted to generally feeling ‘under pressure talking to native-speakers’, however he ‘would consider my English better than the majority of the students, the average students. It is something you have in mind that the person you are talking to is able to hear all the grammar mistakes you are going to make. In contrast to French and Polish, in English I have higher expectations of myself’.

Internationalisation and Globalisation Professor 2

Making a connection to one of the pillars of the new university plan (Wildauer Narrative), the professor understands ‘our task as providing a certain service to the students. I believe it is necessary to go into this direction, a more international campus, website in English’ and cites the university board of examiners where ‘all our applications are only in German, this is something I would like to change, make it more accessible, so the students are able to understand what we are doing there, how they can file requests’. So, currently it may be difficult for international students to access all the facilities at the university that are available to German students.

Key findings for both professors

Roles of English:

Due to the international nature of some subjects such as finance or international marketing, it may seem a natural choice to teach such subjects in the language that is globally most widely used when engaging with these topics in international business. So, the role that the subject plays in the real business world determines the choice of language. This role also drives the motivation of the students to study their subject in a particular language. This seems to be a virtuous circle of professors operating in an international field, using an international language and interacting with international students.

Teaching in English is part of the professors’ professional profiles, which also include publishing in English, attending conferences and establishing and maintaining relationships with partner universities. Teaching in English is regarded as part of the larger internationalisation process of the university, attracting foreign students and increasing mobility among staff.

Academic Disciplines:

The differences between German/EU students and international students are not essentially a linguistic issue but one of educational/academic standards and motivation coupled with levels of participation in class. Foreign students are generally less familiar with the processes and conventions of German university life and therefore sometimes distract the professors’ focus from the course content due to a lack of self-organisation skills and familiarity with university procedures.

Language Management:

Both professors are interested in contacting language specialists to improve the teaching and learning experience in their classes. It is not always clear to them who is offering what, when in this regard. Communicative academic fluency seems to be the most important skill for content teachers, rather than a language certificate acquired at the outset.

Practices and Processes:

Both professors reported relying on American text books to prepare their English-language courses. In turn, this leads them to adopt a particular teaching methodology and style, which they may also adapt to their own purposes. This style suits many international students. Regarding classroom management and rules, there is clearly a cultural dimension to the universalist view of rules that a German professor and some students may advocate, in contrast to the particularist view that students from certain countries may adopt, expecting exceptions to be made regarding agreed rules. Although both professors clearly enjoy teaching multicultural teams, there are challenges with this diversity.

Recommendations/Conclusions from the interviews with professors:

Academic Disciplines:

The **language centre** and/or internationalisation representative in the Faculty of Business, Computing and Law needs to **communicate clearly** to those lecturing in English outlining the nature of the **support** that is on offer. The consistency and relevance of those offers are key. In other words, language support should be regularly provided in the medium- to long-term and be targeted to the specific needs of the content professors and their courses at specific times. For the professors, the issue of their own fluency in the academic context is a particular area of focus as well as the range of Englishes in terms of accent and varieties of English that international students possess. These may sound distinctly different to standard British / American English and need to be made more familiar to professors and recognized as valid, authentic forms of contemporary English. Essentially, cultural awareness is more important than linguistic proficiency for those teaching in an international language context and developing sensitivity to students' cultural background is critical, especially in the area of giving feedback. Language support should provide lecturers and students with a greater confidence and sense of ease when teaching.

For the students, the language teacher's role is not simply to clarify **lexical** issues but to assist the content teacher in **methodological/didactical issues** in transmitting course content. **Language support** classes are consequently offered not only to teach key content lexis but to help reduce inhibitions, taking into account **affective aspects** of L2 communication; nervousness, anxiety, lack of confidence. Additionally, the language centre should provide support in **academic writing**, structuring and developing coherent arguments in texts. Essentially, the role of the language teacher seems to be that of a **bridgebuilder** between the different backgrounds of international students and the specific context of a university embedded in a distinct national educational tradition.

The issue of student use of **artificial intelligence** needs to be addressed as the current trend is increasing the workload for professors and reducing the cognitive effort and academic achievement of the students. Particularly in a foreign language, the temptation to use large chunks of AI text in a term paper may be hard to resist for some students.

Language Management:

It may well be useful for the university to support content professors in acquiring some **didactic qualification** for teaching in English within the first years of teaching, rather than simply demanding a language proficiency certificate from applicants for these positions. Professors teaching in English should be acknowledged by the university, and rewarded with, e.g., a reduction in teaching hours. The procedure for compensating lecturers for teaching in English should be directly related to the amount of hours taught in English and not simply a box on a form: teaching in English Yes/No.

Admission procedures for international programmes should also take into account **differences in the standard** attained with school-leaving certificates and Bachelor degrees at educational institutions

abroad. In many cases these certificates and the students' corresponding knowledge and skills fall below the standard that German students possess. This gap should be bridged by stricter admission requirements or academic support provided by the faculty at an early stage in the programme.

The composition of the groups is a challenge. It is recommended that large groups of any one nationality should be spread over two seminar groups to avoid monolingual/monocultural blocs forming as this may lead to parallel groups developing.

Practices and Processes:

Professors may adopt a pragmatic approach to **translanguaging** as an effective solution to language difficulties, i.e. allowing students to use their L1 (German) to communicate initially but over the course of a semester creating a situation where using the target language becomes the logical, natural and easier means of communication.

Internationalisation and Globalisation:

The university should see itself as offering a **complete service to international students**, encompassing the entire range of their educational experience, not simply offering them English-taught programmes within the faculties.

The university should nominate a member of staff to act as a guide or **welfare officer** for foreign students. These tasks should include administrative and academic matters with an awareness of cultural and psychological aspects that shape many students' experience as well as acting as an early warning system to potential problems that affect foreign students. **Cultural issues** relating to the host university such as the importance of **observing rules** and **self-reliance** may need to be explicitly explained to international students. This welfare officer should also help students to navigate the complex bureaucratic structures found at a state university.

Section 2: TH Wildau Language concept and Mindmapping

The language concept of TH Wildau was drafted by the Internationalisation Strategy Commission at the university on 27 September 2023.

Roles of English

The official internationalisation strategy of the TH Wildau seeks to develop and implement a language concept for every group of actors at the university to create a bilingual university. This operates both on an individual and institutional level. It is set in the defined fields of action: campus, language, mobility and networking. Both German and English are regarded as being significant in teaching and research as well as administration. Language is regarded as the tool by which various cultures are interconnected.

The TH Wildau offers course and examinations to non-native speakers of German to obtain a certificate allowing them to study at the university. International students have the opportunity to take German classes while studying in German-taught programmes. In order to facilitate integration German classes are a mandatory part of English-taught programmes.

The TH Wildau currently offers a Bachelor programme European Business Management and a Master's programme European Management in the faculty of Business, Computing and Law. In the engineering faculty Technical Management is offered in the Master' programme. The university aims to extend its range of English-taught programmes including in the area of specializations, electives, interdisciplinary modules and further training programmes. Professors will receive language support for their teaching in terms of further training and coaching. Applicants for teaching posts at TH Wildau are required to prove that they are prepared and able to teach in English.

Academic Disciplines

The business faculty has double the number of English-taught programmes as the engineering faculty. This may be due to the more international nature of business and the more international composition of groups in the business faculty.

Language Management

The TH Wildau promotes English and other mobility languages both within and beyond the curriculum as compulsory, elective and interdisciplinary courses. This includes further training for employees. As an inclusive and intercultural university, it promotes cultural exchange and measures where employees can develop intercultural competence and awareness. This applies to teachers, students and other staff members.

All the documents, form and regulations of TH Wildau that are necessary for degree courses, teaching and research are available in German and English. Relevant communications within the university are available in German and English as is the internal portal on the university website. To ensure that everyone is able to participate in college life, 'passive multilingualism' is being introduced so that German and English are acceptable languages in college meetings and faculty boards. In terms of external communications, the website, newsletter and social media channels are also bilingual. Translating documents, regulations and the website will be centrally coordinated.

Implementing this language concept will be regularly monitored by the Internationalisation Strategy Commission. Key players in this implementation are the language centre, the international office and the Internationalisation Representatives in the faculties.

Job advertisements for teaching and research as well as managerial positions dealing with strategy in the administration will always be disseminated internationally and in English. Research projects and results are conducted and published in German and English.

The TH Wildau language concept is the result of recommendations put forward by the Conference of University Rectors (Hochschulrektorenkonferenz) based on the audit Internationalisation of Universities (2021) and the Conference of University Rectors (Hochschulrektorenkonferenz) manual on Multilingualism in Studying and Teaching (2018) and the German Academic Exchange Service strategy of 2025.

Agents

Administrative staff are able to advise and support students, staff and visitors in both English and German. In each administrative section staff are available who have English proficiency at the B2 level.