

die hochschullehre – Jahrgang 7-2021 (34)

Herausgebende des Journals: Ivo van den Berk, Jonas Leschke, Marianne Merkt, Peter Salden, Antonia Scholkmann, Angelika Thielsch

Dieser Beitrag ist Teil des Themenheftes „Paderborner Beiträge 2021“ (herausgegeben von Diana Bücker und Nerea Vöing).

Beitrag in der Rubrik Praxisforschung

DOI: 10.3278/HSL2134W

ISSN: 2199-8825 wbv.de/die-hochschullehre



English as a Medium of Instruction

Motivation or Frustration for Service Marketing Students in Germany?

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Abstract

The globalization of economic activities inevitably leads to an Englishization in higher education. Universities introduce English as a Medium of Instruction (EMI) to improve their internationalization and attract international students. However, by far not all EMI courses use English as the only language of instruction, while benefits and challenges of EMI in higher education are divergently discussed in extant literature. In the frame of the Scholarship of Teaching and Learning, this study focuses on the student perspective on the EMI course Service Marketing that is taught exclusively in English at Paderborn University in Germany. The findings of an online structured interview (n = 43) show that students of EMI courses generally attribute high levels of importance to the English language, especially for their future career. Further, the results reveal insights into motivating and frustrating factors as well as expectations of the lecturer and resulting reflections on teaching activities in EMI courses.

Keywords: English as a medium of instruction; EMI; Motivation; Frustration; Lecturer expectations

Englisch als Lehrsprache

Motivation oder Frustration für Dienstleistungsmarketing-Studierende in Deutschland?

Zusammenfassung

Die Globalisierung der wirtschaftlichen Aktivitäten führt zwangsläufig zu einer Anglisierung im Hochschulbereich. Hochschulen führen „English as a Medium of Instruction“ (EMI) ein, um ihre Internationalisierung voranzutreiben und internationale Studierende anzuziehen. Allerdings wird bei weitem nicht in allen EMI-Kursen Englisch als einzige Unterrichtssprache verwendet, während die Vorteile und Herausforderungen von EMI in der Hochschulbildung in der vorhandenen Literatur unterschiedlich diskutiert werden. Im Rahmen des Scholarship of Teaching and Learning konzentriert sich diese Studie auf die Perspektive der Studierenden des EMI-Kurses Service Marketing, der an der Universität Paderborn in Deutschland ausschließlich in englischer Sprache unterrichtet wird. Die Ergebnisse eines strukturierten Online-Interviews (n = 43) zeigen, dass die Studierenden des EMI-Kurses der englischen Sprache generell eine hohe Bedeutung beimessen, insbesondere für ihre zukünftige Karriere. Darüber hinaus geben die Ergebnisse Aufschluss über

motivierende und frustrierende Faktoren sowie Erwartungen an den Dozenten und daraus resultierende Reflexionen über die Lehrtätigkeit in EMI-Kursen.

Schlüsselwörter: English as a Medium of Instruction; EMI; Motivation; Frustration; Erwartungen an Lehrende

1 Introduction

The spread of English as a lingua franca is tremendous, especially in international business and Service Marketing contexts. Nowadays, English has the status as an international language of communication that both influences and is influenced by education (Macaro 2018a). Many scholars even write about the “Englishization” (Hultgren 2014; Coleman 2006) as an increase in the use of English at universities where English is not the official language.

For improving their internationalization, institutions in higher education introduce English as a Medium of Instruction (EMI) (Doh 2010). At the Faculty of Business Administration and Economics at Paderborn University in Germany, we introduced the new EMI course Service Marketing for master’s degree students in the winter term 2018/19. When launching the new course, we decided to offer it in English as the foundational literature for the course is in English and we are convinced that English is essential in international business contexts. Another important driving factor is that about one third of all master’s degree students at the Faculty of Business Administration and Economics are enrolled in either the study program “International Business Studies” or “International Economics and Management”. Both study programs clearly advocate an international orientation with all modules offered through English. In addition, the master program “International Business Studies” requires students to have an advanced level of English (C1) before being admitted. Even though the Faculty promotes that German-speaking courses are offered as well, our intention was to support the international orientation with the EMI master course Service Marketing. The course is open to students from several master’s degree programs.

The registration numbers were high the first time we offered the course, especially from international students. However, we observed that student’s course performances varied considerably in terms of grades as well as their respective level of English, which might correlate with each other. Further, even though the students evaluated the course highly positive on several aspects related to the content, the teaching style, and course organization, registration numbers bisected in the second run in 2019. Also, interaction and active participation during lectures were only limited to a few people. Based on these observations and the varied discussion in extant literature on advantages and disadvantages of EMI (Macaro et al. 2018b), the study’s objective is to investigate students’ perspectives on EMI in the Service Marketing course in order to get a better understanding of the participants and their underlying motivations. In addition, the focus is on the student’s expectations toward EMI lecturers. With these insights, this study aims at providing teaching implications for EMI lecturers to increase student’s participation and learning.

More specifically, this research aims to answer the following research questions: (1) Which factors determine students’ motivation and/or frustration in the EMI course Service Marketing? (2) In which contexts is EMI motivating and/or frustrating for students in the course Service Marketing? (3) What are students’ expectations of the lecturer in EMI courses compared to courses in the respective first language?

To address the research questions, students of both runs of the Service Marketing course at Paderborn University were asked to participate in an online survey with closed and open questions, following the approach of a structured interview. The final dataset consists of 43 usable responses (out of 171 participants of students in both runs of the Service Marketing course) that were analyzed qualitatively.

The contribution of this research lies in discussing to what extent and in which contexts EMI can lead to motivation or frustration for Service Marketing students. Determining motivating and

frustrating factors are identified and discussed against different contexts. Further, this research contributes to marketing education literature by identifying what students expect from lecturers of EMI marketing courses compared to courses in their first language.

In the following, extant literature on EMI is reviewed before the research method and findings are presented. The paper concludes with a discussion of the results and teaching implications for EMI courses.

2 EMI in Current Literature

The subsequent paragraphs provide a brief overview of extant literature in the context of EMI in higher education institutions with a specific focus on EMI in business education in Germany.

2.1 Internationalization of Marketing Education

Advancing globalization leads to the development of English as the world lingua franca (Graddol 2006; Weil & Pullin 2011). It is estimated that 80 % of all communications in English worldwide are conducted by non-native speakers (Graddol 2006). This does not only entail consequences for language requirements and communication in general, but also for education. Globalization of economic activity, multinational co-operations, international mobility as well as the steadily advancing Bologna Process foster a general political tendency to support further internationalization in European higher education (Powell & Solga 2010). This applies in particular to marketing education. The globalization of the business environment as well as the socio-economic power of English-dominated international companies and organizations accelerates the need for international marketing (Douglas & Craig 1992; Smit 2010). Together with an increased focus on global management education (Kelley 2007), international marketing education is essential.

With the ongoing Englishization (Hultgren 2014), English has become a global commodity in higher education, which inevitably affects the nature and goals of universities worldwide. Universities are now competing on students on an international level (Gürüz 2011; Hazelkorn 2015), encourage student mobility, and focus on internationalizing their profile (Macaro 2018a). Thus, in the context of globalization, it is inevitable that English in higher education would be the status quo (Earls 2016).

At universities in non-English dominant countries in Europe, however, a north-south divide in terms of the provision of EMI is visible (Hultgren et al. 2015). The Nordic and Baltic states show a significantly higher proportion of EMI master's programs per 100,000 inhabitants than Southern Europe (Hultgren et al. 2015). While Sweden, for instance, offers 7.9 master's programs per 100,000 inhabitants, Germany offers 0.9. Even though the differences are often explained with the number of people speaking the local language outside the own country (Kankaanranta et al. 2015), there is generally a strong tendency towards an Englishization. Variations exist when it comes to the institution's identity – whether they are internationally-oriented or nationally-oriented universities (Bull 2012), but business and marketing education is influenced by the widespread use of English as the official language in most corporations (Kankaanranta et al. 2015).

2.2 English as a Medium of Instruction

Institutions in higher education introduce EMI for improving their internationalization of education (Doh 2010) and to be competitive internationally. Macaro et al. (2018b, p. 37) define EMI as “the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English”. Consequently, EMI consists of three major components that are relevant to consider (Weil & Pullin 2011). First, the English language is certainly a central component of EMI, which entails linguistic consequences for both students and lecturers. Second, EMI as discussed here occurs in university contexts, which means that academic subjects are taught. Thus, EMI does not only have linguistic

consequences, but didactical implications of teaching academic subjects constitute another important component of EMI. The third component comprises the fact that EMI often occurs in non-English speaking environments, which particularly raises intercultural aspects. Participants of EMI courses usually come from a variety of different countries, involving cultural components.

Combining the first two components, scholars in the context of higher education have explored them under different labels like Content and Language Integrated Learning (CLIL) (Coyle et al. 2010; Dalton-Puffer 2011; Dalton-Puffer & Smit 2013) or Content-Based Instructions (CBI) (Brinton & Snow 2017; Lightbown 2014). CBI is sometimes used as an umbrella-term for CLIL or EMI (Brinton & Snow 2017), while other authors consider CBI and CLIL as synonymous (Ruiz de Zarobe & Jiménez Catalán 2009). Generally, all concepts describe classrooms where “students are taught academic content in a language they are still learning” (Lightbown 2014, p. 3). Thus, learning the language and content is integrated. While EMI rather focuses on content-dominant objectives, CLIL includes both, content- and language-dominant objectives (Macaro 2018a). For a systematic review of CLIL and EMI, see Graham et al. (2018).

In EMI, English is supposed to act as an enabling tool that should facilitate the learning of a subject’s content next to improving the language, and is a means by which students reflect on facts and viewpoints (Kyeyune 2003). Several scholars emphasize the beneficial aspects of EMI by showing that students generally see EMI as a personal enrichment and as a boon for their future careers (Lueg & Lueg 2015). Hu et al. (2014) further argue that many people accord high value and prestige to the English language, supporting social mobility and career prospects. In addition, EMI is said to support students’ intercultural understanding and mental flexibility (Earls 2016). On the level of the university, benefits of EMI lie in the internationalization and resulting attraction of foreign students, leading to a competitive profile, rise in university rankings, and additional revenue (Brown & Bradford 2017).

However, while many advocates of EMI emphasize the importance of English and EMI’s beneficial outcomes, many critics exist as well. For example, Macaro et al. (2018b) state that concerns exist about language proficiency of students, lecturers, or both, leading to reduced lecture comprehension for students in EMI classes. Further, Gürtler and Kronewald (2015) found that teachers without experience with foreign-language-medium courses perceive more problems, like biases of language skills on examination results or additional student workload. In addition, Lueg and Lueg (2015) found that the choice of EMI is directly related to the student’s social background. This means that high social background indirectly fosters the choice of EMI while the fear of academic failure of lower-strata students decreases their probability of choosing EMI. Thus, the learning process can often be rather onerous (Dimova et al. 2015), having negative implications on the quality of education (Wilkinson 2013; Shohamy 2013). Given the challenges of English in higher education, Smit (2010) found that joint efforts and mutual engagement of both students and teachers inside and outside the classroom are necessary for successful classroom talk.

2.3 EMI in Germany

As the world’s fourth largest economy (IMF, 2019), Germany is at the center of globalization with the significant export market driving economic activity. In response to this position as well as the European Bologna Process, higher education institutions in Germany have also been undergoing a process of internationalization (Gürtler & Kronewald 2015). Encouraged by the European Union to foster international mobility of students and academic staff as well as to promote language learning and multilingualism, the spread of EMI is inevitable in Germany.

Earls (2016) showed that both students and teachers in Germany are convinced that EMI would be the status quo in business education. For some business subjects, it would “not make sense teaching it in German” (Earls 2016, p. 108). While several concerns exist regarding the loss of the German language, Earls predicted in 2013 that English degree programs are far from attaining the necessary critical mass. The study by Gürtler and Kronewald (2015) supports these findings. More than half of the respondents reported a high or sole usage of English in their EMI courses.

Many respondents even stated that German was the primary language of instruction in EMI courses, or they switched to German part way through the EMI course. Even though many courses at German higher education institutes are promoted to be in English, it need not be the case that the actual teaching language is English. Thus, given this situation as well as the widespread disunity of possible benefits and challenges, this study explores student's perceptions regarding the EMI course Service Marketing in which English is used exclusively as the language of instruction.

3 Research Method

This research project is conducted in the frame of the Scholarship of Teaching and Learning (SoTL) (Huber et al. 2014) at Paderborn University in Germany. SoTL projects usually include a systematic investigation of student learning to advance teaching in higher education (Hutchings & Shulman 1999). Consequently, this study investigates student learning in the EMI course Service Marketing with a specific focus on the impact of the English language. To do so, structured interviews were conducted using an online survey. The decision for an online survey was strongly motivated by the common problem of social desirability which implies that respondents answer questions in a way to please others. Asking the questions with the help of an online survey allowed for the assurance of anonymity and confidentiality. While these are important aspects in terms of research ethics, feelings of low anonymity can exert a strong bias on questions (Fisher 1993). Thus, the structured questioning through an anonymous online survey reduces the likelihood of social desirability bias.

Between January and February 2020, we asked 171 master's degree students to answer the questions in the online tool. 68 students participated, equaling a response rate of 39.7%. After reviewing the data, incomplete responses were deleted from the dataset, resulting in a total of 43 usable responses (25.1%). All respondents are enrolled in a master's degree study program at Paderborn University and participated in the Service Marketing course in either the first run of the course in winter term 2018/19 or in the second run in winter term 2019/20. Almost two-thirds of all respondents are enrolled in an English-speaking study program: 42% are enrolled in the study program "International Economics and Management" and 21% are enrolled in the study program "International Business Studies". Except for one exchange student, all other respondents are enrolled in German-speaking study programs. Most of them follow the program "Business Administration".

The online survey consisted of three major parts. In the first part, students were asked to answer questions regarding their English skills. Also, they needed to indicate their perceived confidence with English writing, speaking, reading, and contributing to lectures in English. The second part specifically dealt with the Service Marketing course. This part started with asking students to what extent EMI in the course impacted their course results, the understanding of the lecture content, or their level of English skills. Afterwards, the questionnaire contained open questions about factors that motivated the respondents to attend a course taught in English as well as about factors that were most difficult. The subsequent questions focused on student's expectations regarding the lecturer in EMI courses as well as what the lecturer should do to enhance students' understanding of the content. The final part of the online survey asked about demographic questions like the age, gender, study program, and country of origin to get a deeper understanding of the research sample.

As EMI attracts international students, respondents were asked to indicate their country of origin. Respondents come from 14 different countries with the majority coming from Germany ($n = 26$). In line with this, only two respondents indicated that English is their first language. For more than 80% of the respondents ($n = 35$), English is the first foreign language. Nevertheless, 74% of the respondents indicated that they command a high level of English proficiency (either C1 – Advanced English or C2 – Proficiency English).

Responses to the open questions comprise 2,388 words which were analyzed using an inductive approach. Starting off with open coding (Corbin & Strauss 2014), themes that emerged from the data, using the terminology from the respondents, were integrated with research on EMI. In a second phase, the coded material was re-assessed using axial coding and focused specifically on relations and interactions of the categories. The findings resulted in four main categories, focusing on the importance of EMI, motivating and frustrating factors as well as lecturer expectations.

4 Findings

4.1 Importance of EMI

The findings reveal that students of the Service Marketing course generally attribute high levels of importance to EMI. One of the questions in the structured online interview was: “In how far do you consider it as important that university courses are taught in English?” Except for one response, all participants consider EMI courses as (very) important in higher education, even though for different reasons. Some respondents even call for additional EMI courses to be offered given the high importance of EMI: “It is vitally important to have English courses as courses are limited and then restricted course selection makes the degree cumbersome. More English courses must be offered” (ID 42).

About 37 % of all responses indicated that EMI courses have a positive impact on their future job chances: “Very important, if students of business these days do not speak English, they do not have a chance to get a job” (ID 8). The focus is specifically set on the business context which is primarily internationally oriented: “It is important as it prepares you for an international business context” (ID 19).

Internationality is also one of the reasons that 19 % of the respondents mentioned – not considering their personal development but with respect to international students and the international orientation of universities. Students see the importance for universities to attract international students: “It is very important, because this is an opportunity for the uni to attract students from all over the world” (ID 39). In addition, some respondents emphasized that it is not only important to attract international students but also to provide them a variety of courses in English: “For courses with a sufficient proportion of international students I consider it as very important that teaching is in English in order to include and not handicap them” (ID 11). This finding particularly supports the increasing international orientation of universities. In case universities want to attract international students, it is inevitable to offer EMI courses. Thus, statements demonstrate that the decision to offer the Service Marketing course in English fosters the international orientation of the Faculty of Business Administration and Economics at Paderborn University as well as the English-speaking study programs offered.

Another 16 % of the respondents focused on the importance of the English language itself as the world language: “Really important, since English is the only international language.” (ID 10). Thus, EMI courses tend “to help students to improve their English skills and English is common throughout the world, learning English is a must” (ID 24). These statements show that students also recognize the rise of English as a lingua franca, in particular in business contexts, and the necessity of English proficiency for their own future career. Interesting to note here is that instead of focusing on their individual learning and development, participants of this study primarily answered in relation to their future job.

In a similar way, the online questionnaire covered questions regarding consequences of EMI in the course Service Marketing specifically. Students were asked to rate negative and positive consequences on a scale from 1 (strongly disagree) to 5 (strongly agree). The results from this question support the open-ended questions regarding the importance of EMI in general. Participants of the questionnaire rated the question “EMI of this course helps me to improve my English skills” as 4.2 on average, which means that they clearly see an advantage for the development of their English

proficiency. On the other hand, the average rate for the question “EMI of this course impacts my course results negatively” as 2.4 on average, which means that most students do not consider the English language as having a negative impact on a successful completion of the course. Consequently, the findings support that students agree on the importance of offering EMI courses in business schools.

In summary, students who participate in the Service Marketing course generally consider EMI as very important for several different reasons. Interestingly, the results support the initial reasons for offering Service Marketing as an EMI course: First, English is essential in international business contexts, and second, it supports the international orientation of the Faculty. Given the high degree of importance of EMI, the following paragraph focuses on motivating factors for choosing the EMI course Service Marketing in more detail.

4.2 Motivating Factors

The two primary motivating factors that respondents of the study mentioned are the topic and the language. The majority of respondents (70 %) indicated that the main motivating factor for choosing to attend the EMI course was the language – however against different backgrounds. Especially international students replied that they simply have no other option as choosing courses taught in English: “As a foreign student, the level of my German doesn’t allow me to participate in courses taught in German” (ID 39). Others see it as an opportunity to refresh or improve their English skills given the importance of English in business contexts: “Because English is an important language, and I am convinced that you should know how to communicate in English confidently” (ID 7). These findings support the statements mentioned in the previous paragraph as English is recognized to be important in businesses contexts but is also required to attract international students. Thus, it is crucial for EMI lecturers to note that there is a high chance that some participants of the course just cannot speak the local language (in this case German). These students would be highly disadvantaged in case the lecturer would use his or her first language, for example in difficult situations or for explaining complex matters.

For the remaining 30 % of respondents, the language did not play a role in choosing the course: “There was no motivation regarding the language, it was just the subject that I was interested in” (ID 38). Respondent 21 further stated: “I liked the topic, the teaching language was not a contributing reason to my decision to choose this course”. Even more, for some respondents, the interest in the topic seemed to outweigh potential difficulties with the language. Interestingly, most of the respondents that mentioned the topic as the main motivating factor for choosing the EMI course are German. Some of them even had preferred if the course was offered in German: “The course was not available in German, otherwise I would appreciate the German one” (ID 36). Similarly, those who were rather motivated by the topic instead of the language show a higher tendency toward perceiving negative impacts of EMI of the course. For instance, the average ratings for the statement “EMI of this course impacts my course results negatively” and “EMI of this course reduces my understanding of the lecture content” are about 0.5 and 0.63 higher for those who were motivated by the topic compared to those who were motivated by the language. This means that choosing an EMI course simply because of the topic might lead to higher difficulties of understanding the lectures and resulting negative consequences for the course results. Accordingly, choosing an EMI course because of the language seems to be an important motivating factor.

4.3 Frustrating Factors

In a similar way, participants of the study were also asked about factors that make it most difficult for them in the course Service Marketing. Even though all participants attribute high importance to the English language for their future, 28 % of the respondents indicated that the language was most difficult for them in the course. This, however, mainly related to the rather complex language used in the scientific papers that course participants needed to read: “Sometimes the Academic English of scientific papers can be difficult to understand” (ID 29). The terminology and concepts

discussed in the papers seemed to be very difficult for some participants: “Understanding some models which are complicated. This would be easier in my mother tongue.” (ID 22). Others (about 16 %) also related the most difficult part to the content of the course and the research papers but did not indicate that it would be easier for them in their first language: “It would not be very different. [...] For me it is most difficult to understand some of the scientific articles, but this would be probably similar when the articles were in German” (ID 11).

Communication within the group of people with different language proficiency levels seemed to also be a frustrating factor: “Group work, [...], since the communication between people with different levels of language proficiency can sometimes present a challenge” (ID 35). This finding was also observed during class. For example, one group of students spoke German most of the time even though one group member was not able to understand and speak German. Further, also cultural differences were observed to present a challenge in working together. Even though intercultural communication is an important soft skill needed in international business contexts, it shows to frustrate students in the course which might ultimately impact their learning.

The findings of this study also reveal that speaking English and expressing themselves in English seems to be a major challenge for those who indicated to have difficulties with the English language. For those students, the average score of speaking English and contributing to lectures in English is much lower than for respondents who mentioned other difficulties. Although some respondents indicated that they want to improve their English skills through participating in the EMI course, a certain fundamental level of English is required for successful group work (surely next to social competences).

Generally, however, most of the respondents (56 %) did not indicate any difficulties with the EMI course Service Marketing, especially compared to the course being offered in their first language. The individual proficiency level of the English language tends to be “I feel pretty confident with English language, that is why it doesn’t influence how difficult the subject for me is” (ID 13). Respondent 24 even stated that English makes it easier to understand the concepts: “No, since many concepts were originally stated in English, the use of the language actually helps me to understand the original concepts”.

Summarizing the findings, most of the participants of this study did not face major difficulties with the Service Marketing course and, in particular, with EMI of this course, which reflects the positive student evaluations of the course. Nevertheless, the findings reveal interesting insights into student learning when English is the language of instruction, which are extended in the following paragraph on student’s expectations regarding the EMI lecturers.

4.4 Lecturer Expectations

In the frame of Scholarship of Teaching and Learning (SoTL), investigations about student learning are usually complemented by reflections on teaching activities. Accordingly, students were asked what they expect from lecturers in EMI courses as well as what the lecturer should do to enhance students’ understanding of the content.

Interestingly, students agree on the importance of the lecturer’s English skills. The vast majority of 38 (88.4 %) participants requests the lecturer to have a high level of English proficiency. Students strongly emphasize the core relevance of mutual language comprehension to manage the course successfully and smoothly: “My first and foremost expectation is – I can interact with my lecturer easily as there is no language barrier between us” (ID 25). Communication and interaction between students and the lecturer are particularly influenced by the level of English proficiency of both, the lecturer and the student. Interestingly, however, the findings show that students tend to have clear expectations regarding the language proficiency of lecturers: “They should speak the language very well with a certain self-confidence and should be able to explain difficult topics in other (maybe easier) words to make it easier to understand” (ID 9). Moreover, there is consensus that “the lecturer should be able to explain everything in English and avoid using another language to explain better” (ID 11).

Lecturer's fluency and proficiency in English seems to be crucial for students – “no strong accent” (ID 16), “perfect and understandable English” (ID 14), “speak very fluently and clearly” (ID 30). However, it is not only the fluency itself but also the capability of explaining topics in an easy way: “They should speak the language very well with a certain self-confidence & should be able to explain difficult topics in other (maybe easier) words to make it easier to understand” (ID 9).

In line with this statement, about 33 % of all respondents indicate that lecturers should speak slowly and use an easy language to enhance students' understanding of the content: “Speak accurate and slow with uncomplicated words and short sentences” (ID 5). Respondent 15 further mentions: “Detailed explanation of unknown words which are important to understand the topic”. Thus, on the one hand, lecturers need to be proficient in English by speaking fluently without a strong accent. On the other hand, however, they need to be able to explain complex concepts in a simple way: “Explaining complex things with simple and easy words would be very helpful” (ID 20). Consequently, the required competence of lecturers lies primarily in the ability of using the English language in a flexible but easy way. This does not require proficiency in terms of complex sentence structures or uncommon words, but rather the proficiency in terms of using synonyms and alternative words for simple explanations and clarification.

To further enhance students' understanding, about 28 % of the respondents mention that providing suitable examples is beneficial: “Show a lot of pictures and use examples” (ID 8). In particular, the visualization of examples seems to be an important aspect: “Intensify the visualization of lectures to reduce misunderstandings of spoken word” (ID 11). Respondent 35 further adds: “Add visual materials, which was implemented in this course and was very helpful”. Consequently, English proficiency, slow and simple usage of the language as well as providing several examples appear to be key competences and didactics in EMI courses. Also, relevant to note here is that several respondents did not mention anything regarding what the lecturer can do to enhance students' understanding of the course content. Rather, lecturers should not do anything different just because the course is taught in English: “Nothing special, just teach the class as if you would do it in your mother tongue” (ID 38). This statement includes that the same pedagogical and didactical elements apply to EMI courses as for courses in the first language. The findings are discussed in more detail in the following.

5 Discussion & Teaching Implications

Extant EMI literature illustrates a divergent discussion on benefits and challenges regarding the use of EMI in higher education. As the review of EMI research shows, by far not all EMI courses actually use English as the only language of instruction. Consequently, this study focuses specifically on the student perspective on EMI courses that are taught exclusively in English in Germany. While the findings of the online structured interview show that students of EMI courses generally attribute high levels of importance to the English language, especially in business contexts, they also reveal interesting insights into motivating and frustrating factors as well as students' expectations of the lecturer.

Since the majority of English language lecturers worldwide are non-native English speakers (Macaro 2018a), in particular bilingual lecturers often revert to their native language, in this study's case German, if necessary to explain difficult things. While these practices might be suitable for courses with only German-speaking participants, it is inappropriate for courses with international students who would be strongly disadvantaged. Especially international students require the continuous use of the English language by their lecturers.

In line with the results of this study, Macaro (2018a, p. 148) states that students expect near-native proficiency of EMI lecturers as “students are so good in English that they expect their lecturers to be really good, if not much better, and that is not necessarily always the case”. Similarly, lacking language proficiency of students, lecturers, or both, is shown to reduce lecture comprehension and

impact examination results (Macaro et al. 2018b; Gürtler & Kronewald 2015). Thus, language barriers can be highly frustrating for students, as also shown in this study.

However, relying on extant literature, a significant number of lecturers does not use the English language exclusively in their EMI courses but switch to their native language (Gürtler & Kronewald 2015). Our study, however, shows that the exclusive use of the teaching language is important in case international students participate in the course. Thus, lecturers must be able to explain everything in English and to handle difficult situation in the language of instruction.

In the whole discussion about the language of instruction, there are also discussions about the importance of content proficiency of lecturers. Lecturers must not only be proficient in the teaching language, but, of course, also in the content and topic of the course. Thus, it is not necessary to sound like a native speaker, but lecturers should be able to convey the content well and easily.

While teaching EMI courses are invariably linked to a necessary level of English, the same pedagogical and didactical skills of explaining difficult things in a simple way apply. However, this study shows that students have some specific language-related expectations regarding lecturers of EMI courses:

- Use simple words and sentence structures in lectures
- Use many examples
- Consistently speak English in order not to disadvantage anyone
- Encourage speaking, but individually, so that language barriers in interactions with others do not lead to frustration

In light of the first two elements, it is important to note that students do not simply expect fluency and near-native speakers. In particular, they expect the ability of explaining difficult things in a simple way. Thus, it is essential that lecturers are capable of using the language of instruction in a way that makes the lecture content accessible and understandable. This can specifically be supported by the use of examples.

Regarding the final element mentioned above, speaking appears to be the linguistic competence that remains to be most difficult for students of the EMI course Service Marketing. Consequently, encouraging students to speak English is one important way to improve this skill. However, one of the frustrating factors that participants of this study mentioned is the problem of language barriers between students or between students and the lecturer. While speaking should be encouraged to improve student's English skills, this must not lead to such language barriers. Accordingly, individual speaking should be encouraged, for example by means of individual presentations or oral exams.

In summary, students who choose to participate in an EMI course are well aware of the importance of English for their future, which is shown to be a motivating factor. Frustration that can be specifically linked to EMI occurs with regard to language barriers that can develop on two different levels: between students and between the student and the lecturer. To overcome frustration between students, individual speaking exercises seem to be suitable. On the other hand, however, group exercises usually support student's problem-solving abilities and intercultural skills, which, if part of the objectives, are shown to be crucial competences. Thus, it needs to be weighed off whether to encourage solely individual improvement of the language or to couple it with group management competences, considering potential frustration. In addition, to overcome frustration at the interaction between the students and the lecturer, lecturers need to have a certain level of English proficiency. It is motivating for students if lecturers are fluent in lectures and interactions with students, but at the same time use a simple language. The simple language of lectures can be enriched by more complex vocabulary in the materials. In this way, English vocabulary can be expanded while ensuring that the content is well-communicated.

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Zitiervorschlag: Purrmann, M. (2021). English as a Medium of Instruction: Motivation or Frustration for Service Marketing Students in Germany? *die hochschullehre*, Jahrgang 7/2021. DOI: 10.3278/HSL2134W. Online unter: wbv.de/die-hochschullehre



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