

ForumSprache

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Bilingual Content Teaching: A Case Study of Tertiary German in an Australian Context

Martina Möllering

Abstracts

This contribution considers the interaction of content and language classes in the context of teaching German as a foreign language in an Australian university setting. The paper presents a case study of curriculum planning and implementation against the background of an integrated approach to language and content teaching in the setting of a Department of International Studies, which incorporates the teaching of ten Asian and European languages. Particular focus is given to the distribution of English, as assumed L1, and German, the target language, across different levels of the language acquisition process as well as to the academic and administrative challenges faced in a bilingual approach to content teaching in a tertiary foreign language setting.

Dieser Beitrag untersucht die Interaktion von Fach- und Sprachunterricht im Kontext eines Programms für Deutsch als Fremdsprache an einer australischen Universität. Der Artikel präsentiert eine Fallstudie zu curriculärer Planung und Umsetzung im Rahmen eines integrierten Ansatzes zu Sprach- und Fachunterricht innerhalb eines *Department of International Studies*, welches für Programme in zehn asiatischen und europäischen Sprachen zuständig ist. Besondere Berücksichtigung finden sowohl der Gebrauch von Englisch, als angenommener Erstsprache der Studenten, und Deutsch als Zielsprache in verschiedenen Niveaus des Spracherwerbsprozesses, als auch akademische und administrative Herausforderungen, die eine bilinguale Herangehensweise im Umfeld tertiären Fachunterrichts mit sich bringt.

Dans le cadre de l'enseignement d'allemand langue étrangère dans une université australienne, cet article examine l'interaction entre les cours de langue et les cours de discipline et de civilisation/culture. Il présente une étude de cas concernant l'élaboration et l'exécution d'un programme d'études qui s'appuie sur une approche intégrée de l'enseignement de langue et de culture au sein d'un département d'études internationales dans lequel dix langues (européennes, asiatiques) sont enseignées. L'étude met l'accent sur la place de l'anglais, en tant que L1 supposée, en lien avec l'allemand langue cible, à travers des niveaux acquisitionnels différents. L'analyse met en avant les difficultés conceptuelles et administratives rencontrées lorsque l'on adopte une approche bilingue pour l'enseignement intégré de matières dans un département de langues étrangères à l'université.

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Introduction: German as a Foreign Language in Australia

In the last quarter of the 20th century Australia embarked on a path to legitimating and valuing its multilingualism through the development of a national language policy (Lo Bianco 1987). This step has been acclaimed by leading international scholars on bilingualism and while language policy is no longer high on the agenda, Michael Clyne (2005) reports that overseas visitors are still impressed by some of the icons of multilingualism in Australia, such as SBS Television, ethnic and multilingual radio, the large number of languages accredited for the year 12 examination, the Telephone Interpreter Service, and the multilingual holdings of local public libraries. However, all is not well with Australia's state as a multilingual society. The 2001 Census figures show that a significant proportion of the Australian population, particularly in the cities, is bi- or multilingual and half of the top 20 community languages used in Australia fall into the group of most widely used languages other than English in the world, namely: Mandarin, Cantonese, Spanish, Hindi, Arabic, German, French, Italian, Korean and Vietnamese. But how does this impact on the rest of the population? Clyne (2006: 20) suggests that "it sometimes seems as if there were two worlds, the multi-lingual one-third and most of the other two-thirds who are happily and proudly monolingual." Australia's language resources do not appear to be utilised very much in the business sector where an international survey conducted in 2000 found that Australian business executives averaged proficiency in fewer languages than those of any of the other – mainly OECD – countries sampled. It is also obvious in the education sector where, in 2003, Australia wide, only 13.4 per cent of students in year 12, the final year of schooling, took a language other than English.

Michael Clyne (2006: 20) describes this paradox between the language resources available in Australia and the inadequate use of those resources as a feature of 'the monolingual mindset': "The greatest impediment to recognizing, valuing and utilising our language potential is a persistent monolingual mindset. Such a mindset sees everything in terms of monolingualism being the norm, even though there are more bi- and multilinguals in the world than monolinguals and in spite of our own linguistic diversity" (Clyne 2006: XI). It is against this setting of a society that is multicultural and multilingual but nevertheless places only limited value on language education in schools and universities that this case study of a tertiary German program is to be read.

Although German is one of nine so-called "Key Languages" in the Australian context that were categorized as "Languages of Wider Teaching" (Fernandez et al. 1993) and one of the top ten "community languages" with 76,443 speakers, according to the 2001 census data (Clyne & Kipp 2002), its popularity in the secondary and tertiary education sector has been waning. Up until the 1970s, Australia had a strong orientation towards Europe in its political, economic and cultural outlook. This began to change in the early 1970s with a Labour Government coming into power after 23 years of Liberal/National Party rule. Australia's self-identity began to change towards becoming an English-speaking multicultural nation between Southeast-Asia and the Pacific, hence interest in Asia and Asian languages began to grow (Harting 2002, Mehigan 2006). Another change was affected in the mid-1970s: Foreign languages were no longer to be compulsory subjects for students acquiring tertiary entrance qualifications. These factors contributed to a steady decrease in enrolments for German in the secondary sector, as the figures for the State of New South Wales exemplify (see Figure 1).

German HSC Enrolments

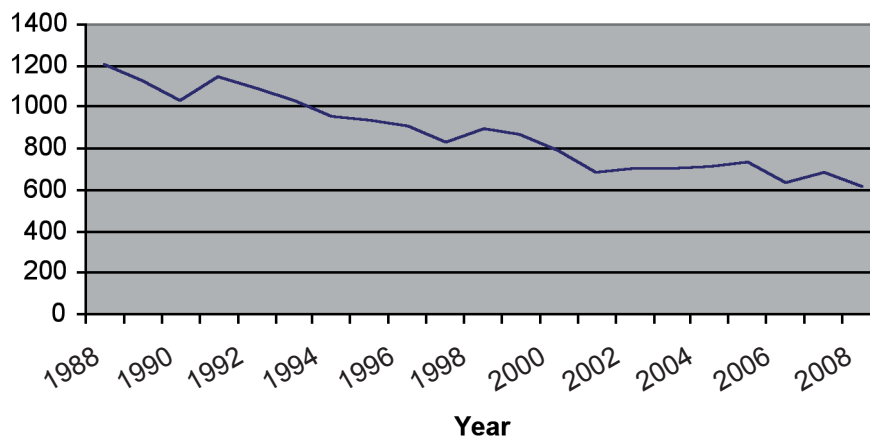


Figure 1: German Higher School Certificate enrolments in New South Wales (Based on statistics from New South Wales Government)

Thus, the numbers of students entering tertiary education with a Higher School Certificate (HSC) including German has drastically declined over the past decades. This has impacted on enrolment patterns for German at the tertiary level, with the largest groups of students now those at introductory level and a decline of student numbers at post-HSC level, a trend that has been documented for universities in the UK as well (cf. Lutzeier 1998). A recent ARC (Australian Research Council) Linkage Learned Academies Special Project (LASP) administered by the Australian Academy of the Humanities, which commenced in 2006, explores enrolment patterns at the introductory level. The project, entitled, “An audit survey and analysis of beginners’ LOTE (Languages Other Than English) studies in Australian universities”, which provides a detailed audit of beginners’ language courses in Australian universities based on data from ten universities nationally, has shown retention rates of students commencing their study at the introductory level to be low (Nettelbeck 2009).

Therefore, the number of students proceeding into more advanced language units and developing their language skills to a level that is sufficiently advanced to conduct content teaching in the target language is limited. The question is then how to best construct a coherent program of studies in German that takes these factors into account: What role should language acquisition play and how is content teaching to be integrated? This tension between the teaching of German as a Foreign Language and the wider field of German Studies is well documented in the literature on German Studies in the US (e.g. Robinson 2000), and it has wider reach in the English-speaking world, as most recently demonstrated at a robust discussion of this issue at the International German Teachers Congress – IDT (Internationale Deutschlehrertagung) – in Jena, Germany¹.

Many of the students enrolling for introductory German courses do not choose German as their “major” but study it in combination with other subjects such as Law or Business Studies. This shift in the make-up of the student body necessitates a different orientation towards the contents and forms of offering German in the tertiary sector: more flexible degree structures that can incorporate language study on the one hand and on the other hand the realisation that a traditional program of German Studies, centered around a literary canon, is not necessarily the main interest of a large part of the student population.

1. Panel discussion: “Germanistik und Deutsch im Ausland – Chancen und Probleme”, XIV Internationale Tagung der Deutschlehrerinnen und Deutschlehrer, Jena-Weimar, 3.-8. August 2009

Case Study: Teaching German in a Department of International Studies

Another structural factor affecting German Studies in Australia is the fact that many German Departments have been amalgamated into larger administrative entities, such as “School of Languages” or “Department of Languages and Linguistics” (McGuinness-King 2003). While this is generally criticized and seen as a loss of identity and autonomy (cf. Mehigan 2005, 2006) and has had far-reaching implications in terms of loss of full-time academic positions, it might also offer some chances and opportunities.

German Studies at Macquarie University in Sydney, NSW, is one of those departments that has undergone the administrative changes described above over the past decades. Having been a Department of German Studies with a full Chair until the late 1990s, it is now one of ten language and culture disciplines offered in the Department of International Studies, which is part of the Faculty of Arts. All languages offered in the Department (Chinese, Croatian, French, German, Italian, Japanese, Modern Greek, Polish, Russian, Spanish) can be taken as part of a number of different degree structures:

- ▶ Bachelor of Arts: students wishing to major in one of the languages enroll for a minimum of eight language and/or content units;
- ▶ Bachelor of International Studies: language study is a compulsory component of the degree; students enroll for a minimum of six language and/or content units and spend a compulsory semester abroad in a country where the target language is spoken;
- ▶ Diploma of Languages: students enroll for eight language and/or content units; the Diploma can be completed as an add-on or stand-alone degree;
- ▶ Certificate of Languages: students enroll for four language and/or content units; the Certificate can be completed as an add-on or a stand-alone degree and can also serve as a pathway into the Bachelor of Arts.

The language programs are also open to all students across the campus who might want to just enroll for a single language unit. This very flexible degree structure leads to a varied student body in terms of previous language study as well as in terms of motivation, ranging from those students who have previously studied the language as part of their secondary education and wish to complete a major at university to those who enroll for an introductory language unit with the intention of only ever completing the one unit.

The compulsory language component in the Bachelor of International Studies has given new impetus to language study across the University. The degree requires a higher tertiary entrance score than that required for the Bachelor of Arts and carries a great deal of prestige. In addition to a minimum of six units of language and/or culture study in the target language, a semester abroad in a country where the target language is spoken is compulsory. This is undertaken with the University’s exchange partners and students are expected to complete their program abroad in the target language. Students in the Bachelor of International Studies are also provided with the opportunity to complete an internship – preferably in a target language setting – which counts as an integrated part of their degree.

An integrative approach to language standards

In order to ensure a common approach to curriculum design in terms of learning objectives and outcomes across the ten languages taught in the Department, a development project on assessment standards for European languages was recently conducted (a parallel project is underway for the two Asian languages taught in the Department). The project was designed to inform scholarly discussion amongst academic staff about currently used standards of assessing language competency and the relationship of those standards to learning objectives and learning outcomes. The project sought to establish assessment standards that are comparable across the different languages taught in

the Department and that relate to internationally established competency levels, giving students internationally recognized indicators of language capabilities. At the centre of the project was the concern for a unified approach to language assessment and curriculum across all (European) languages taught in the Department. The approach was to take into account scholarly discussion about national and international language standards and a commonly accepted set of standards – the Common European Framework of Reference (CEFR) – for benchmarking purposes. The CEFR is the result of initiatives of the Council of Europe. The framework aims to provide a tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner. As the CEFR is now widely recognized across Europe and elsewhere, it provides a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility. Ongoing research shows that it is increasingly used in the reform of national curricula and by international consortia for the comparison of language certificates and a European Union Council Resolution (November 2001) recommended the use of the framework in setting up systems of validation of language competences².

At the onset of the project, learning objectives and learning outcomes based on the CEFR had already been incorporated into the curriculum design for the German language units taught in the Department of European Languages and Cultures and external benchmarking has been in place in German Studies, as third year (300 level – Advanced I) students regularly sit for an external CEFR-based exam conducted by the Goethe-Institute, Goethe Zertifikat C1, (<http://www.goethe.de/lrn/prj/pba/bes/gc1/deindex.htm>) on a voluntary basis.

The development project involved academic staff in the department in a discussion of standards by:

- ▶ Setting up a database of language level descriptors as outlined in the CEFR for all (European) languages taught in the Department;
- ▶ Comparing current learning objectives and outcomes as set out in the Unit Guidelines for language units taught in the Department with the CEFR descriptors;
- ▶ Disseminating the above data to all academic staff in the Department;
- ▶ Offering a number of workshops for academic staff to work towards common standards across the Department.

The Department's Learning and Teaching Committee then set up the following guidelines (see Figure 2) for standards to be attained at various stages of the language program (Möllering 2009).

Language Unit	Language Level (based on CEFR)
Introductory I	A1
Introductory II	A2
Introductory III	A2
Intermediate I	B1
Intermediate II	B1/B2
Advanced I	B2
Advanced II	B2/C1
Advanced III	C1
Advanced IV	C1

Figure 2: Guidelines for CEFR-based standards

² For a detailed description of language competency levels referred to in this article please see (http://www.coe.int/T/DG4/Linguistic/CADRE_EN.asp)

Integration of content across languages

In addition to developing a joint approach to learning objectives and learning outcomes with regards to language teaching, the Department has also taken an interdisciplinary approach to content teaching, adding a suite of team-taught units in English to the content-based units taught in each of the target languages, offering the following units pertaining to the study of European languages and cultures:

EUL 101 Societies of Europe (averaging about 200 enrolments)

A general education unit, team-taught in English, this unit encourages students to develop intercultural competency by providing them with cultural information about a range of societies in Europe and inviting them to explore these issues in further depth through guided research for written tasks. The course provides sections referring to individual cultures which offer information about a range of factors that shape the society concerned. It also addresses overarching topics of interest to all of Europe, such as migration and its influences. Through lectures, tutorials and their own research, students are able to gain an overview and a better understanding of Europe and its diverse cultures.

EUL 201 Screening Europe (averaging about 40 enrolments)

This course is a team-taught study of contemporary Europe through cinema. It introduces students to the art of film criticism by studying a broad range of films that illustrate a period of intense social, political and cultural change. Students develop an understanding of how cultural productions such as cinema contribute to the creation of national identity. They also gain insights into the major developments in European film, cinematic techniques and directors.

EUL 202 European Union (averaging about 60 enrolments)

Within the history of the integration process and with a particular focus on the European Union (EU), students evaluate the extent to which integration has changed the lives of citizens and relations between nation-states in Europe, they critique EU policies and processes, they analyse the EU's role as an international actor and they apply insights derived from integration theory. The lecture program for the unit capitalizes on the availability in Australia of many experts associated with the EU and its institutions, as well as providing more general contextual lectures on its history, functioning and place in the contemporary world. Tutorials are focused on ensuring that students develop an adequate understanding of how the EU functions, its relationships with member nations, and the ways in which it is important to the rest of the world, including Australia.

Thus, all language students are encouraged to complement language and content study in their target language with studies of European culture(s), history and politics (a parallel program is on offer for Asian Studies), taught in English. For students interested in German Studies this setup affords an opportunity for the study of Germany as a historical, geopolitical and cultural entity in its European setting – even if they do not have the German language skills required to do so in the target language.

Bridging the teaching of language and content: the bilingual seminar

As outlined above, the decline in German enrolments for the Higher School Certificate has led to a shift in enrolment patterns for German at the University level, with the largest groups of students now those at introductory level (see Figure 3).

LEVEL	2002	2003	2004	2005	2006	2007	2008	2009
100	110	111	131	120	112	110	90	137
200	125	71	107	111	110	73	90	72
300	70	57	52	55	76	60	59	45
Total	305	239	290	286	298	233	239	254

Figure 3: Enrolments in German language and content units at Macquarie University, Sydney

The German language units – based on an integrated approach to language teaching that makes use of literary texts, film and media/ press texts in addition to set text-books at Introductory, Intermediate and Advanced I & II level – are designed to make as much use of the target language as possible, which means that the use of English as the language of instruction steadily declines in first year (Introductory I, II and III) and from the Intermediate level onwards tutors are encouraged to teach mainly in German, with only occasional explanations - especially in regards to grammar – provided in English. The text-books used for the Intermediate I and II and Advanced I and II level units (Perlmann-Balme et al. 2008a, 2008b, 2008c) are written in German but complementary course notes focusing on selected areas of grammar are provided in English. All German language units are supported by online components (Möllering 2004a), where students have access to quizzes – testing listening comprehension, vocabulary and grammar – as well as voice boards, where they can post spoken messages, often integrated as assessed tasks for each thematic lesson. In the online component they also have access to relevant websites related to learning about cultural aspects of the German-speaking countries and to a discussion board where they can communicate in writing with their teacher and fellow students.

Opportunities for the use of German with native speakers are provided through the integration of telecollaboration projects at the Advanced III level (Möllering 2004b, 2005) and by providing extra-curricular conversation classes set up with German exchange students with an interest in teaching German as a second language, who conduct these classes as part of a mini-internship. All students enrolled in the German program are also strongly encouraged to participate in either short-term (three week) intensive language programs offered by exchange partner universities in Germany or in full semester exchanges, where their study is to be undertaken in German. Both – short-term programs and semester exchange – are financially supported by the University.

In addition to the offerings of English-language units addressing Germany and the German-speaking countries in their European context outlined above, the German language units are complemented by a suite of content-based units, with topics reflecting a shift in curriculum design away from the traditional canon of German Studies, which, in the Australian context, was strongly focused on literary studies. While literary texts feature amongst others in the units outlined below, it is the (inter)cultural reality (cf. Kramersch et al. 2007) and the role of language as part of this reality that form the core of the content units offered. This selection is based on the shift in the make-up of the student body as discussed earlier: students now enrolled in German Studies do not necessarily major in this field, they come from a variety of study backgrounds and their main interest is often in the everyday reality of the German speaking societies, rather than in a more traditional literary canon.

All of these units described below are taught in a bilingual mode, which is here taken to mean that the teaching materials and the teaching itself make use of both: German and English, with the distribution of both languages varying from unit to unit. While readings and other source materials (e.g. audio files and video) are provided in German, these are complemented by support materials in English.

GMN275: German Literature and Culture

This is a reading unit focussing on a number of short 20th century texts and taking into account their historical and cultural contexts. The unit also introduces students to the basic tools for analysing literary texts. This unit is strongly recommended to students who have the necessary prerequisites (i.e. who have completed Intermediate German I), as it is designed to help them develop their reading skills and, at the same time, introduce them to important aspects of German culture and society.

Students attending the unit *German Literature and Culture* are typically concurrently enrolled in an intermediate level language unit and they are working towards a level of language competency that can – in terms of the CEFR levels – be expressed as B2 “Vantage” level, which is described as follows:

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (Council of Europe: European Language Portfolio (Levels). http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/levels.html (accessed 26 February 2010))

In this unit, discussions of the set readings are held in German or English according to their level of difficulty: the comprehension of texts is typically discussed in German, whereas questions of interpretation are discussed in either German or English. Assignments for this unit are written in German, as this is seen to support and enhance the language acquisition process through detailed feedback on content as well as on language forms and style.

GMN360: The German Language in Use - Variation and Change

This unit for students of German at an advanced level of proficiency aims at practising German language skills while introducing the student to sociolinguistic aspects of the German language. Amongst the topics for discussion are: linguistic variation in German (e.g. regional variation, variation between written and spoken German, language and gender) as well as language change (e.g. Rechtschreibreform, “Engleutsch”, German in East and West). Assessment is by coursework which includes oral and written discussion of the material in German.

GMN361: Berlin - A Window to German Culture and History

This unit examines selected topics in the literature and culture of the German speaking countries. The focus is on the role of Berlin as a cultural and political centre. The unit examines Berlin’s place in history, as well as its image in literature and film. Starting with a brief historical overview, selected periods of life in Berlin are explored in more detail. Students are presented with texts in German (short literary texts, texts on historical and political developments, documentary style videos and films in German). Assessment is by coursework, with all work to be submitted in German.

GMN363: Germany - An Intercultural Perspective

This unit uses German-language material to investigate intercultural aspects of German society. It introduces key concepts used in current discussions of cultural identity and applies them to cross-cultural encounters in German-speaking contexts. Amongst the material covered will be a range of literary texts and film. Assessment is by coursework, with work to be submitted in German.

In order to enroll for these units at the third year level, students have to have completed at least the Intermediate II unit and would typically be enrolled in one of the Advanced level language units. Therefore, in terms of the CEFR indicators, they would

be working towards language competency at the C1 “Effective Operational Proficiency” level, which is described as follows:

Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. (Council of Europe: European Language Portfolio (Levels). http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/levels.html (accessed 26 February 2010))

At this level, all source materials are provided in German, including links to German-language websites through the units’ *Blackboard* sites and all assignments are to be submitted in German, again with feedback on content as well as on language forms and style provided. The unit *The German Language in Use - Variation and Change* (GMN360) is an example of a bilingual approach that combines set readings in both languages, as source materials in German are supported by a set text in English (Stevenson 1997), which helps to introduce students to relevant theoretical concepts. The excerpt from the unit’s semester plan (see Figure 4) shows this approach.

Woche 1	<p>Einführung: Variation im Deutschen</p> <p>Kurzer Abriss zur Entwicklung der deutschen Sprache</p> <p>Text: Zur Entwicklung der deutschen Sprache. In: Esser, U. & Muesch, B. (1994): <u>Die deutsche Sprache. Entwicklungen und Tendenzen</u>. Themenhefte zur Landeskunde. Ismaning: Hueber.</p> <p><i>Stevenson (1997): “German: language, people, place” pp. 3 - 17</i></p>	
Woche 2	<p>Varianten des Deutschen: Dialekte</p> <p>Dingeldein, H.J. (1992): Dialekte und Mundarten. In: <u>Konturen. Magazin für Sprache, Literatur und Landschaft</u>. 1/1992. Ismaning: Hueber.</p> <p>Hörverständnis: Beispiele zu verschiedenen Dialekten des Deutschen (online)</p> <p>Weitere Beispiele für Dialekte: Schwäbische Sprichwörter Kölscher Songtext (BAP)</p> <p>Text: Zur Vielfalt der deutschen Mundarten In: Esser, U. & Muesch, B. (1994): <u>Die deutsche Sprache. Entwicklungen und Tendenzen</u>. Themenhefte zur Landeskunde. Ismaning: Hueber.</p> <p><i>Stevenson (1997): “Regional variation in spoken German” pp. 61-81</i></p>	
Woche 3	<p>Gesprochene Sprache / Geschriebene Sprache</p> <p>Beispiel: Augenzeugenaussage</p> <p>Regeln und Tendenzen der gesprochenen Sprache. In: Rug, W. & Tomaszewski, A. (1993): <u>Grammatik mit Sinn und Verstand</u>. Stuttgart: Klett.</p> <p><i>Stevenson (1997): “Written German, spoken German” pp. 83 – 102</i></p>	Assignment 1 due Monday, 9 March 2009

Figure 4: Excerpt from Semester Plan *The German Language in Use - Variation and Change*

This excerpt from the unit outline shows, how actual target language texts (in the wider sense of the word and including spoken language texts) and reflections about those texts as types are interwoven throughout the seminar. Students have the opportunity to deepen their understanding of the discussions held in class in German (i.e. *Dialekte - Regional Variation in German*) by preparing for the in-class discussions and/or by following up on it by reading the relevant chapters of the set English-language text.

Conclusion

I hope to have shown in my account of the case study above how an integration of content and language study at three different levels can help to create a program of German Studies that caters to the needs of an increasingly diverse student body. The three levels are:

- ▶ the institutional level: integration of area studies across the wider curriculum,
- ▶ the program level: integration of language and content units, incorporating the use of German as well as English,
- ▶ the seminar level: integration of German and English in content-based seminars, incorporating a language acquisition element.

The curriculum for German Studies as outlined in the case study above takes into account important external factors – the setting of German as a Foreign Language in the Australian context – as well as internal institutional factors – the embedding of German Studies in the setting of a Department of International Studies. Due to relatively low enrolments at more advanced levels of the language acquisition process it is not feasible to offer a large number of content units for each of the languages taught in the Department. The interdisciplinary units offered for students of all European languages provide a viable alternative and complement students' area studies. They also allow for an introduction of content study in students' first year of study when their language skills in the target language do not yet allow for an intellectually stimulating engagement with theoretical concepts and their application carried out in German. The bilingual approach taken to the German content seminars in 2nd and 3rd year allows students to engage with the materials presented at different levels and to contribute to in-class discussions according to their confidence in the target language, a factor considered crucial to bilingual seminar settings:

Wichtig ist, dass diejenigen Studierenden, die in einer bestimmten Situation eher in ihrer Ausgangssprache einen Beitrag leisten wollen, dadurch weder vom Seminarleiter noch von den *peers* als zweitklassig angesehen werden – das Primat des Inhaltlichen in diesen Seminaren muss die Sprachwahl dominieren, so dass ein genuin zwei- oder mehrsprachiger Verstehens- und Diskussionsprozess im Seminar sich entwickeln kann. (Rösler 2006: 232f.)

Overall, the bilingual approach described here, giving students a choice of first and target language use across and within content-based seminars, is designed to meet the challenges that tertiary German Studies in Australia face.

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