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## MONOLINGUALISM IN THE FIELD OF GERMAN HIGHER EDUCATION AND SCIENCE: «FOR» AND «AGAINST»

**Abstract:** *One of the tools of globalization was the creation of a single European area of higher education, which needs a generally recognized language of international academic communication. Without it, academic mobility, in which many universities in the German-speaking region participate, would not have been possible. Today, English has become the language of international communication in the field of higher education and science, which has become a successful competitor to another communicatively powerful language - German, which has long-standing rich traditions in this area: it was the German language that was the leader in the academic environment from the second half of the 19th century to the middle of the 20th century. however, then, due to a number of historical reasons, he lost his leadership position. As a result, a cultural change took place imperceptibly, fraught with a decline in the prestige of science in German society.*

*The article examines the problems of the language situation in German universities, the dangers of the active introduction of English as the language of instruction for the level of scientific training of students, scientific discussions, as well as for the development of the German language itself. The use of English as a marketing tool in the field of higher education is emphasized, which can lead to the erasure of national systems in higher education.*

**Key words:** *European Higher Education Area; communicatively powerful language, communicative status of language, official language, monolingualism, multilingualism, language expansion.*

**Language:** *English*

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### Introduction

The creation of a single European Higher Education Area was both a consequence of globalization and one of its tools. Since the complex mechanisms of interaction between different countries in the spheres of economy, politics, public relations, culture and science require coordinated training of highly qualified specialists in various fields. The Bologna Declaration (1999) is designed to solve this problem, which formulates the main values "leading to the achievement of comparability and, ultimately, harmonization of national educational systems of higher education in Europe" [Glossary of the Bologna Process 2006: 57]. Following this declaration presupposes a high degree of academic mobility, i.e. obtaining higher education not only in their home country, but also abroad. This led to the problem of the generally recognized language of instruction and

science. It became such at the end of XX - beginning of XXI century. English, displacing (or almost displacing) German from this sphere, which does not happen painlessly for German as one of the communicatively powerful and prestigious languages. A communicatively powerful language is understood as "a developed language with a high communicative rank and a significant number of speakers, having a long written tradition and functioning in economically and culturally developed European countries" [Kirilina 2015: 77]. The displacement of such a language from the forefront into the second row means that "a cultural change has imperceptibly occurred, which may lead to a decrease in the prestige of science in German society" [Rösch 2013: 73].

The decline in the status of the German language in international communication, including in scientific communication, is associated with the defeat of

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Germany in the First World War, after which the German language was not included in the list of the official languages of the League of Nations, unlike English and French. The coming to power of the National Socialists in Germany in 1933 further exacerbated the situation, since 1617 German scientists (primarily of Jewish origin) were shot or forced to emigrate. 825 of them moved to the United States, where they switched to English.

In the humanities, the positions of the German language have suffered less, since the subject of study and problems in these sciences are of “national interest”. Methodically, such studies are connected with the use of the native language, the knowledge of which allows one to convey important shades of meaning [Ammon 1991: 231].

The latter circumstance attracts the attention of the German pedagogical community, which makes considerable efforts to attract students who have come to universities in Germany and Austria to study the German language. They found themselves in a culturally heterogeneous environment, as German culture is permeated in universities by English-speaking influence. In addition to the fact that many lectures and seminars are held for these undergraduate and graduate students in English, teachers who know English are selected as scientific advisers and consultants for them. However, outside the university walls, German is used, the introduction to which is difficult in the universities themselves, which prevents the integration of students into German culture.

However, the reality in higher education and science in German-speaking countries suggests that funding for most research projects is based on the ranking of English-language journals in which grant applicants have published their articles. Grant applications should also be submitted in English. An exception is the Swiss National Fund (der Schweizerische Nationalfonds, SNF), which allows humanities scholars to apply for a grant in any of Switzerland's official languages (German, French, Italian, Romansh). The Austrian Foundation for Scientific Research (der Österreichische Fonds zur Förderung der wissenschaftlichen Forschung, FWF) prescribes to submit applications in English, as it sends them for evaluation to foreign experts, considering them more objective, writes the correspondent of the newspaper "Neue Züricher Zeitung" [53 Hirnstein 2017: ]. In reality, this leads to the formation of two categories of scientists - the highest and the lowest.

A. Khirshtein names another important aspect of the problem of the language of science that requires additional research - the interaction of science and society. It is often argued that with the transition of scientists in non-English-speaking countries to English, this interaction is weakening, science is distancing itself from society. There is, however, evidence that in an English-speaking country like the United States, the distance between the scientific

community and non-scientific populations is no less, if not more, than in non-English-speaking countries.

In the modern globalized world of high technologies, the communicative status of a language (its communicative prestige) is largely determined by its demand in the field of science and the training of highly educated personnel. Therefore, for the communicative status of the German language, the issue of the language situation in German universities is extremely relevant. It is also a matter of preserving valuable scientific traditions in the national higher education, of which the German people have a right to be proud.

Nevertheless, the expulsion of the German language from the educational process in higher education in Germany is a fact to which it is impossible to turn a blind eye. In this regard, in 2009, a joint declaration of the Presidents of the Alexander von Humboldt Foundation, the German Academic Exchange Service, the Goethe-Institut and the Conference of Rectors of Higher Education "On the Support of the German Language as the Language of Science" was adopted [Deutsch als Wissenschaftssprache 2009], which emphasized that English and German should not compete in the educational process, but complement each other. This was also emphasized in the 2010 Memorandum of the German Academic Exchange Service [Memorandum 2010].

Germanists and culturologists see the following disadvantages of the language situation in German universities:

- 1) a decrease in the efficiency and effectiveness of scientific communication as a result of the refusal to use the native language in it;
- 2) a shift in emphasis in evaluating the results of competitions (Wettbewerbsverzerrungen) due to the fact that publications not in English are not enough considered;
- 3) an insufficient level of knowledge of the English language among both students and teachers, which reduces the linguistic and cultural level of scientific discussions and limits the cognitive capabilities of the participants;
- 4) complication of the integration of foreign researchers and students into the culture of the host country.

The tendency towards widespread use of English in higher education may have negative consequences for the development of the German language itself, K. Fiebach believes: “The German language would stop in its development if there was no need to formulate research results in it. Conversational German and the language of science are closely related, so that the abandonment of the German language in the scientific field would also limit the possibilities of the spoken language”[Fiebach 2010 - cit. according to: Lüdi 2013: 278].

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Researchers see a real way out of the current linguistic situation in German universities, firstly, in receptive multilingualism, in which each participant in communication speaks his own language, but everyone understands each other; secondly, in a reasonable amount of curricula in English. It makes sense to use them if they are offered to: 1) foreign students who came on an exchange basis (for example, under the Erasmus program); 2) foreign students who want to find their bearings in the German university environment and choose a suitable university for possible study in it; 3) German students preparing for an internship abroad. However, this should not undermine the position of German as the language of instruction in a German university, even if the good

goal of promoting multilingualism in the academic field is pursued. This point of view, expressed by O. Rösch [Rösch 2015: 22], seems to be quite reasonable and promising, as well as her proposal to separate the concepts of “international communication” and “globalization”. In the first case, we are talking about the physical mobility of students and teachers, about the continuation of the tradition of international scientific cooperation while maintaining national education systems. In the second case, the international market of scientific knowledge is managed, transnational curricula are offered, and the higher education system is transferred to an economic track. At the same time, the national boundaries of educational systems may disappear.

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