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PROVISION OF ENGLISH-MEDIUM INSTRUCTION: TRENDS AND ISSUES

The article addresses the current trends of teaching subjects through the medium of English which has been boosting in the world and in Ukraine. Introduced due to globalization processes, teaching in English as a Medium of Instruction (EMI) has become an essential part of internationalization policies of universities. The increase in numbers of international students is viewed as an indication of quality of education provided by universities; it contributes to universities' higher ratings and competitiveness. The introduction of EMI has been sustainably promoted by the British Council. Nonetheless, EMI providers across the world keep encountering similar issues and challenges. Amongst those, the most essential is low English language proficiency of non-native English speakers – both teachers and students. The article aims to examine the training provided to Ukrainian teachers who deliver EMI courses. The authors surveyed 28 EMI teachers in two universities in the country. The results imply the necessity to reprofile linguistic and pedagogical courses for EMI teachers, including training them in implementing innovative and interactive teaching techniques. The prospects of further research arouse from the need to develop a quality system of assessing students' learning outcomes.

Keywords: *English as a medium of instruction, English language proficiency, methods of teaching and assessment, certification of EMI teachers.*

1. Introduction

The provision of English-Medium Instruction (EMI), which was initially a prerogative of English-speaking countries, has become increasingly implemented in higher education (HE) across the globe. In the past decade, the spread of EMI has been steadily growing and reached, in particular, 239% increase in the Nordic counties (Sweden, Norway and Denmark) who are leading in this rating (Wächter & Maiworm, 2014). The issues of internalization have been researched by educationalists in the countries where English had been an official language, and the countries where it is still seen as political and economic imperative, in Anglophone and non-Anglophone contexts. From policy makers' perspective, the most obvious benefits of introducing EMI in HE relate to a rise in universities' rankings as well as their increased competitiveness in the world education market (Coleman, 2006; Macaro, 2015; Galloway et al., 2017). Teachers, as Dearden points, tend to be more enthused by enhanced professional opportunities for graduates and the faculty, academic mobility and scientific collaboration rather than global considerations (Dearden 2014: 16). Students' perceptions of EMI advantages relate to increased employability in the globalized world.

Although the advantages to universities/countries adopting EMI are broadly discussed and seem to be obvious, Madhavan and McDonald (2014) argue that "to date we do not have any evidence of students actually learning more or less efficiently though the adoption of EMI. Institutions rarely provide a clear policy statement insisting on EMI, which means the trend is developing in a fairly "organic" manner. This very naturally raises the question of the quality of the classes that are

taught in English, and how these changes can be most effectively scaffolded by professional development opportunities within institutions” (Madhavan & McDonald 2014: 2). Indeed, the introduction of English-medium courses/programmes in various contexts has been controversial and caused a range of concerns and challenges. On the one hand, it is claimed that using English as an instruction medium facilitates better access of those engaged in it to the latest scientific data publicized predominantly in English, the acclaimed *academic lingua franca* of today (Björkman, 2011). On the other hand, this advantage is seriously diminished in the non-Anglophone contexts where insufficient /inadequate proficiency in English is shared by lecturers and students (Dziubata, 2016; Goodman, 2015; Gröblinger, 2017; Hannigan, 2015; Hauge, 2011). Additionally, concerns have been voiced about the possible threats to the role of national languages in HE which is viewed as a path towards losing national identity in HE (Hu et al., 2014).

This paper aims at overviewing the recent trends of EMI provision with a focus on a culture- and education-specific context of Ukrainian HE, challenges faced by EMI teachers in course delivery as well as training in implementing EMI that they perceive as needed.

2. Context of the study

In Ukraine (UA), EMI provision is a significant part of internationalization policy. Traditionally, internationalisation is understood as studying of Ukrainian students in foreign universities within exchange / mobility programmes which is highly desirable in terms of their future career (Onyshchenko, 2015). Additionally, this ‘outgoing’ aspect of internationalisation refers to staff mobility which allows university lecturers to go on training or teaching visits to foreign universities, conduct joint research with foreign colleagues and publicise the findings in English language journals. Therefore, stand-alone courses delivered in English by Ukrainian teachers to Ukrainian students have been provided in UA for some time now. EMI courses on psychology (Tarnopolskyi et al., 2017), social media (Vernyhora, 2016), specialist technical disciplines (Pokrovskiy et al., 2014; Romanovskiy et al., 2015), mathematics (Karupu et al., 2019), and biology (Ovcharenko, 2019) motivate both students and teachers to master English as a means of joining international academia, technology and economics.

The other, “incoming” perspective echoes the global trend of increasing international student population which is considered to be an evidence of a high rank of national education in the world. Due to certain reasons, international students are increasingly choosing to study in non-English speaking countries. As is reported by governmental agency *Study In Ukraine*, 75,605 foreign citizens from 154 countries were enrolled in Ukrainian HEIs in 2019 (*Study in Ukraine*, 2019). The top 10 countries of origin of international students are: India, Morocco, Azerbaijan, Turkmenistan, Nigeria, Egypt, Turkey, China, Israel, Georgia. This list suggests that obtaining HE in UA generally attracts applicants from the areas with somewhat low rather than high index of social development. The advantages of low tuition fees, affordable living, European lifestyle, close vicinity to the EU are reinforced by generally high qualification of the teaching staff thus making studying in Ukraine attractive to the applicants from the countries mentioned above.

The UA universities have invaluable experience of equipping international students with L2 ‘survival’ skills for casual and academic communication, with L2 being Ukrainian and Russian that are spoken in Ukraine (Fedotova, 2009). This is a deep-rooted practice of pre-sessional preparation courses for foreign students aimed to enable them to efficiently acquire subject knowledge during further studies. In this case, subject teachers tend to deliver instruction in their mother tongue (Ukrainian), only slightly adapting their teaching methods to the linguistic challenges of international students. As mass media reported in 2016 based on MES data, almost half of all international students were taught in Ukrainian, over 30% received instruction in Russian and only 19% were taught in English. Since 2014, the number of students taking Ukrainian-mediated courses had a 32,77% increase whereas the percentages of those taught in Russian and English decreased by 25,47% and 7,25% respectively (Shvydko, 2016).

A certain number of international students are content with studying through the medium of Ukrainian, which is fairly convenient for survival in the non-Anglophone environment. It is obvious, however, that depriving international students of proficiency in English reduces their opportunities and competitiveness in the globalised world. Aware of this controversy and risks to lose international applicants, more and more universities are offering English-medium courses and programmes to international students. According

to the *Study In Ukraine's* data, EMI courses for international students are provided in 75 state and 21 private universities, with the total number of courses reported to amount about 220. The official statistics, however, may differ from the actual reality.

This doubt rests upon the premise that mastering English towards the level commensurate with academic study is demanding not only for international students (non-native English speakers) but also for university subject teachers (native Ukrainian speakers). In this respect, 'outgoing' and 'incoming' internationalization perspectives pursue a common goal to ensure adequate English language proficiency of domestic and international students, as well as teachers delivering EMI courses.

In line with this imperative, a recently developed draft of the National policy of implementing English language learning in Ukrainian HE (2019) envisages measures to improve teaching ESP and EMI. The latter is expected to be provided as stand-alone courses in English to Ukrainian nationals (EMI-u), and educational programmes in English to international students, foreigners (EMI-f) (Ministry of Education and Science of Ukraine, 2019). The policy document will draw on the outcomes of the project *English for Universities* conducted under the British Council Ukraine guidance in 2013-2018 and feed the developments forward.

The final report of *English for Universities* stated that "the percentage of academics currently using EMI is below 20 per cent in most universities and the percentage of programmes is below ten per cent" (Bolitho & West, 2017: 97), and "EMI is currently most commonly taught to groups of Ukrainian students, though EMI for whole classes of international students was also common in some universities" (Borg, 2019: 30). Although the British researchers noted some promising individual initiatives and observed some very good EMI classes, they were unable to judge the curricula behind them. They emphasized a need in policy support to expand English-medium instruction including promotion of EMI curricula design, development of teaching and assessment methodology as well as training/re-training EMI teachers.

The while- and post-project activities have engaged thousands of ESP and EMI teachers and will hopefully have a sustainable impact on the state of teaching English in universities in the country. In the following section of the article, we

will focus on the literature highlighting the global and UA issues of EMI provision.

3. Review of literature

Prior to the large-scale British Council Ukraine project, a case study of EMI practices was conducted in one of the private Ukrainian universities (Goodman, 2015; Tarnopolsky & Goodman, 2014). The study revealed multiple challenges posed by the implementation of EMI; the effects of EMI on the pedagogy adopted in subject teaching were also thoroughly explored.

Goodman (2015) argued that it was linguistic competence of lecturers that predominantly inhibited EMI provision. She discovered that some teachers had better knowledge of English than of the subject content, and, conversely, those who were experts in the field were not confident in their English which negatively affected the delivery of their lectures. Another essential challenge lay in poor access to necessary resources in the English language which, in some cases, entailed resorting to available textbooks in Russian/Ukrainian and literally translating excerpts of them into English. Furthermore, the lecturers, aware of linguistic difficulties to listeners and seeking to reduce them, supplied the students with brief notes or even booklets containing the lecture content. They admitted that taking notes of the material in English was too difficult for students, which lowered the pace of lectures. Lack of resources, either authentic or adapted, impeded efficient preparation for seminars and independent reading.

Apart from providing scaffolding during and after lectures, the teachers also adjusted classroom management of the seminars. Goodman quoted one of the teachers who said that 'he cannot critique his students as harshly in English as he would in Russian due to the 'surreal' situation that neither the teacher nor the students are performing in their native language' (Goodman 2015: 136). Here a major difference in learning/teaching objectives between EMI and Content and Language Integrated Learning (CLIL) is observed. In the case of the latter, language teachers who are competent in language pedagogy need to acquire the knowledge in the subject they are teaching through the medium of L2 and, to some extent, become specialists in it. In EMI, conversely, subject teachers being competent in their field and confident while teaching their subject in the native language have to consider the issues of foreign language pedagogy in order to ensure smooth

teaching and learning. In CLIL, teachers are conscious of conventionality of the process and accept it, in EMI the 'surreal' character of the situation may be overcome in case of teachers' high proficiency in English (Safonkina, 2015).

Nevertheless, 'despite the pedagogical challenges of teaching in English, teachers and students still feel strongly that the opportunity to teach and learn in English outweighs the disadvantages' Goodman concluded, (Goodman 2015: 139). She also emphasized that the issue of training subject teachers in methods of teaching content in a foreign language should be made central in the institutions embarking on provision of EMI courses and/ or programmes.

As EMI provision in UA has been progressing, more university teachers have been reporting their experiences focusing on the major issues they encounter in their work (Dziubata, 2016; Vernyhora, 2016; Korneyko, 2018; Bortnyk, 2019). These issues include:

- the inadequate English language proficiency of subject teachers,
- lack of solid methodological foundation for teaching subjects through English,
- insufficient organizational support of university managers,
- lack of opportunities for training EMI lecturers,
- generally quite low level of students' English communication skills and lack in confidence.

Similar conclusion about the key challenges faced by EMI lecturers was made by Borg (2019). He named such issues as: "Ukrainian students' low levels of English, the additional time needed for planning, and limited institutional support". (Borg 2019: 31).

Other issues such as certification of lecturers, content, structure and length of training courses, EMI classroom techniques including assessment of learning are to a great extent in tune with the difficulties indicated by European educationalists (Dearden, 2014; Macaro, 2015). The insufficient linguistic competence of lecturers, for instance, is reported in 83% countries where EMI is implemented (Dearden 2014: 24). Grappling with the necessity to explain specialized concepts in a foreign language, lecturers need to recourse to comprehension check and more detailed explanation of the material taught.

Amongst the strategies employed to achieve these researchers of EMI report translating (Cots, 2013; Dafouz et al, 2007, as cited in O'Dowd,

2015), 'translanguaging' (Sah, 2015), 'code switching'/ (partial) use of mother tongue (Goodman 2015, Borg 2019). Nonetheless, it is necessary to keep in mind that EMI teachers are not concerned with teaching either general English or English in integration with the subject content since they do not possess language teaching techniques. With the distinction in teacher's goals in EMI and CLIL highly debated in the scholarly world (Airey, 2013; Chapple, 2015; Dubinina, 2014; Safonkina, 2015; Vavelyuk, 2015; Wannagat 2007), the responsibility of EMI lecturers still rests solely on teaching their subject through the medium of English.

Although evidence exists that engagement in EMI in L1 contexts positively affects students' English language proficiency (Macaro 2015: 6), there is yet a controversial claim that it is only highly English proficient students who (almost exclusively) benefit from the EMI. Given all the above, linguistic challenges and barriers seem to be the most serious factor inhibiting effective implementation of EMI.

Macaro proposes that in order to overcome reduced linguistic knowledge in an EMI class it is important to adopt a pedagogy that will "become much more learnercentred, in the sense that the teacher or lecturer has to be much more aware of the students' linguistic limitations. It certainly has to become more interactive ensuring similar types of 'meaning negotiation techniques' that ELT teachers are so accustomed to adopting" (Macaro 2015: 7). This claim suggests that EMI teachers should develop specific didactical strategies, and, in the long term, adopt new, EMI-learner centred pedagogy which will guide them in facilitating effective content knowledge acquisition while tackling the learners' inadequate English language proficiency.

The obvious lack of effective time-proven methodology of teaching EMI is aggravated by another concern which is related to assessing learners' progress in EMI courses (Trincado Aznar, 2014; Moore, 2017; Li & Wu, 2018). How should this progress be evaluated? Should content knowledge go first, and what does an assessor do if the message communicated by the learner is not comprehensible enough to make an informed decision about the actual competence of the graduate? How reliable are such decisions in terms of evaluation of a graduate's knowledge of the subject? Will EMI assure sound learning outcomes or should they be compromised? What needs to be done to ensure that the potential beneficial effects

of EMI provision convincingly outweigh its apparent drawbacks? In other words, how will assessment of subject knowledge and assessment of language skills interplay in this new pedagogy? The answers to these crucial questions are still pending although certain insights are accumulated in order to solve them.

Given the numerous implications that are offered by the rocketing increase of EMI in the world, Macaro cautions against venturing yet another 'topdown introduction of an initiative without adequate preparation and without adequate resources' (Macaro 2015: 7). In UA, where overall level of English proficiency is quite low (Go Global, 2015) and teaching subjects in English follows 'classical' tradition (Vernyhora 2016) rather than innovative one, such preparation may primarily consist in raising English proficiency of EMI teachers.

4. Research framework

In line with the clearly identified necessity to enhance EMI teachers' proficiency in English as a language of instruction, the study focuses on the types and amount of linguistic training currently offered to EMI teachers in UA. To resolve the major research question, an online survey of actual training and certification practices was conducted in 2017.

The survey aimed to elicit the specifics of EMI provision at universities in UA was administered online using www.surveymonkey.com. Some questions of the survey replicated those in O'Dowd's (2015) survey of EU universities providing EMI, which allowed for comparison of some data collected in UA with the European-collected.

The survey contained 13 questions with Q1–Q3 aimed at documenting the information about respondents' gender, age, and courses that they taught, the other questions were those of Likert-type and selected response with the possibility of selecting as many options as possible.

Participants in the survey were 28 EMI teachers working in two universities in UA (Karazin University of Kharkiv and University of Sumy). The participants in this survey had not been involved in the British Council Ukraine project *English for Universities*, therefore their perceptions of EMI were not affected by any training activities conducted within this project; they are thought to

reflect the actual state of EMI in the majority of settings providing EMI.

The two universities participating in the survey are among the top-ranked ones in UA and known for certain achievements in EMI provision. The respondents were teachers of a large variety of courses such as Physics, Finance, Economics, Information Systems, Alternative Energy, Environmental Management, Computer Networks, International Projects Management. The inconsiderable number of respondents (28) might be accounted for by several reasons: either the invitation to participate in the survey had not reached all EMI teachers, or they were unwilling to share their views.

The respondents were mostly bilingual speakers of Ukrainian and Russian whereas English was a foreign language to all of them. We do not have the data of their level of English proficiency since certification requirements of EMI teachers have not been officially established in Ukraine but we may assume it was not lower than B2 and, in some cases, could reach C2¹. Presumably, the respondents were experiencing linguistic challenges in preparing and conducting teaching and were well aware of the difficulties the domestic students could encounter. We may also assume that the lecturers could either be following a lecturer-centred mode of courses delivery, be they conducted in Ukrainian or English, or adopting innovative student-centred pedagogical approaches.

5. Findings and discussion

Based on the responses to questions about gender and age, it appeared that 57% of EMI teachers participating in the survey were female. The value reflects the actually existing prevalence of female lecturers in the Ukrainian context wherein the majority of academics are female even in the field of natural sciences. Prevalence of females among EMI lecturers might also be attributed to the generally known stronger inclination towards learning and speaking foreign languages typical of females.

Of interest are the indicators of age: the most numerous group of EMI teachers (42 %) are younger than 25 years old, followed by 35% of 35–44 year-olds. These data suggest that in UA, the cohort of younger teachers, irrespective of academic merit and experience, is ready to face the challenges that EMI poses, possibly because of their better

1 According to Bolitho & West (2017, p. 44-45), "the benchmarking of EMI teachers' English revealed a wide range of proficiency – with many (69 per cent) of those tested achieved at least the B2 level assumed to be the minimum level for effective EMI delivery , almost a third (32 per cent) did not and only 22 per cent attained the Ministry's C1 benchmark".

command of English and/or experience of living/studying abroad. This trend was fixated in other countries, too (Marsh 2015). Furthermore, engagement in EMI is more relevant for younger specialists since participation in joint project and publishing in English language journals is a requirement for scientific and career promotion (Ministry of Education and Science of Ukraine 2016).

The survey also looked at the spread of EMI courses across levels of study. The respondents reported that 96.4% of EMI courses were predominantly taught on the undergraduate level. There was no indication on EMI courses delivered on the pre-sessional, or post-graduate levels at the surveyed institutions, though.

Further questions were aimed at revealing the details of EMI provision typical of the two participating universities. Q4, "How many subjects in English is your university currently offering?", was answered by 21 of the respondents probably because it offered the options with a high degree of subjectivity expressed by 'small' and 'large' that modified the word 'number'. So, 43% of the respondents indicated that a small number of subjects were taught in their universities in English, 33% indicated "a large number", whereas 24% opted for the option "some courses". If compared with the responses of EU teachers, who answered the same question, the situation with EMI in the two participating UA university is not too pessimistic.

Table 1.

Comparison of numbers of EMI courses taught in the surveyed universities

Number of EMI courses/programmes taught	UA	EU
small	43	33
large	33	21
some	39	24
no	7	-

When asked to rate the issues of concern related to EMI at their university, the respondents were to mark the 7 offered options as 'not important at all', 'not very important', 'quite important', 'fairly important' and 'very important'. The weighted average of all indices demonstrated that the biggest concern shared by the respondents were 'levels of teachers' competence in English' (3.86) and 'level of students' competence in English' (3.82). Identically rated numbers 1 and 2, were these issues by the respondents in O'Dowd's survey of EU universities.

As quite significant concerns were also rated 'lack of training and support for teachers in EMI' (3.27), and 'drop in standards of teaching when in English' (3.18). As for the issues of certifying teachers' and students' competence in English commensurate with EMI, the 'certification of teachers' competence' had a somewhat higher index than that of 'certification of students' competence in English to place them on an EMI course' (3.05 and 2.59 respectively). 'Threat to local language and culture' was found the least significant, with an index of 2.05. Interestingly, this issue seemed more significant to EU respondents, whereas UA respondents were more concerned with the possible 'drop in standards of teaching when in English'.

A group of the following questions was aimed at eliciting the details of training provided to EMI teachers before they were certified to teach their courses in English. In UA settings training of EMI teachers was provided by home universities, it was delivered in 43% of incidences by the local training staff (cf. 68% in EU), and in 24% by local staff together with externally-hired trainers (the same in EU). In EU, universities hired external experts in 8% of incidences, whereas no such trainers were engaged in UA settings. Instead, 24% of UA respondents stated that they were recommended to take training courses independently.

The training provided by home institution was predominantly classroom-based (72.22% in UA, as compared to 63.16% in EU), with another frequent option via blended approach (28% in UA, as compared to 36,84 % in EU). No online courses were provided either in UA, or in EU at the time when the surveys were conducted. The length of the training courses appeared to be quite diverse, as is seen in Table 2.

The values indicate that in the two UA universities the courses lasted significantly longer than in the EU. It might be accounted for by the lower level of English typical of UA citizens who, among other reasons, have not been engaged in intense international academic cooperation as yet.

Table 2.

Comparison of length of courses for EMI teachers

Hours	UA	EU
1-15 hours	5.88%	25%
15-30 hours	11.76%	36%
30-60 hours	47%	25%
longer than 60 hours	35.29%	14%

Both in UA and EU, the overwhelming majority of respondents reported about classroom-based training. Supposedly, the curricula designed by the local teacher trainers may differ considerably, as well as the content of courses, methods of teaching, etc. Clearly, the curricula should be context-tailored but have a common meaningful rationale behind them. O'Dowd explored the Contents of EMI training courses focusing on such components as: Cognitive Academic Language Proficiency, Methodology of Bilingual Education, Microteaching and General communicative skills, which were prioritized by the university course providers.

The question about the content of courses in UA settings was adapted to the specifics of our education. As the data demonstrate, the training courses generally aimed to develop proficiency in English, such as in EAP (50 %); General English (16.67), and in ESP (16.67). Worth mentioning are 11.11% of curricula dedicated to training in classroom English (e.g. moderating seminars) and 5.56% to special methodology of EMI. Regrettably, such important areas as general methodology of subject teaching, microteaching and methodology of developing and administering summative assessments (e.g. exams) were not mentioned amongst components in training. These data again resonate with the EU-based studies. Insignificant alike is the attention paid to methodological components of EMI teacher training, as identified by O'Dowd. He quoted Dafouz et al., 2007; Dearden, 2015, who confirmed a commonly held belief in university education: "language proficiency in itself was sufficient for teachers to teach subjects through another language" (O'Dowd 2015).

Since EMI teachers' linguistic competence was mentioned in the literature review as a decisive factor for engaging them in EMI, two specific questions were included in the UA survey. First, it was revealed that EMI teachers' proficiency in English was evaluated primarily via tests prepared by local university staff (written-and-oral (50%) and written (16.67%) tests). In a significant number of

incidences (33.33%), EMI teachers took IELTS/TOEFL or other international exams to ascertain their proficiency.

It was very interesting to find out what language skills were actually tested by local staff. The respondents were asked to mark each of the 9 skills listed as tested 'exclusively', 'mostly', 'fairly' and 'not at all'. The average weighted indices of the 'mostly tested' skills are ranked in the graph below.

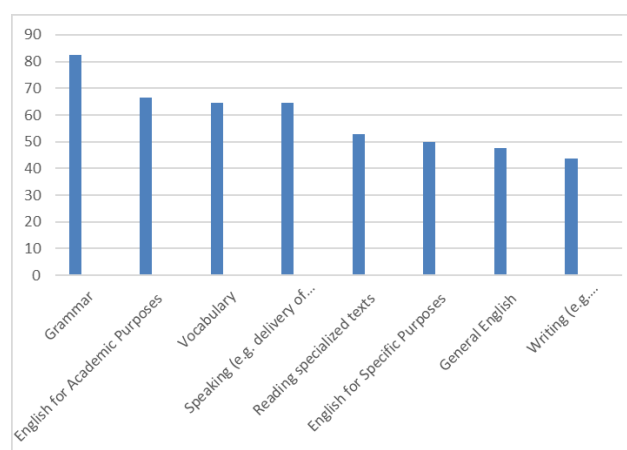


Figure 1. Ranking of language skills tested for certification

The bars in Figure 1 clearly demonstrate, that the test designers focused primarily on grammar, as is a long-standing tradition in UA language education. Presumably, grammar knowledge was tested in discrete items, most possibly using multiple-choice questions, as practice shows. However, it seems more reasonable to test not grammar knowledge but grammar skills, grammatical accuracy in productive skills – speaking and writing. Writing, as we see, occupies the lowest position among the skills assessed. Speaking, on the contrary, is in more privileged position suggesting that the 50% of written-and-oral tests (mentioned above) are focused more on speaking than on writing.

The next question intended to elicit approaches to certifying EMI teachers that were adopted at the UA universities. 7 of the respondents skipped

this question probably because their institutions did not conduct any certification whatsoever. The other responses indicated that the certification

was carried out considering a number of aspects as is seen in the table:

Table 3.

Aspects of EMI teachers' merit considered for certification

Rank	Aspects of academic merit considered	%
I	Evaluation of teachers' previous experiences and qualifications	50.00
II	Evaluation of teachers' linguistic competence (not their methodological competence)	43.75
III	References from Head of department/colleagues	37.50
IV	Participation in non-compulsory or non-evaluated courses (e.g. provided by British Council)	25.00
V	Evaluation of students attending classes	25.00
VI	Evaluation of subject teaching methodology skills	6.25%

It seems reasonable and fair that would-be EMI teachers were accredited according to their professional qualities, equally important is certification of their proficiency in English. However, the index of 6.25% given to 'evaluation of subject teaching methodology skills' suggests that that important aspect of EMI teacher preparation was almost neglected in UA settings. Moreover, that percentage was significantly lower than 40% of incidences reported in EU however unsatisfactory it was viewed from European perspective. This fact once again allows to assert that the methodological preparation for teaching subjects through the medium of English is one of the most critical issues in EMI provision in UA.

The concluding question in the survey was asked in order to reveal the needs in EMI teacher training with the view to further build curricula based on and relevant to these needs.

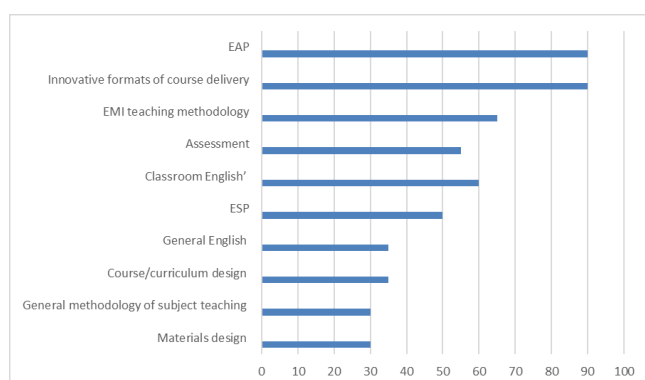


Figure 2. Training needs of EMI teachers

The most meaningful modules appeared English for Academic Purposes and Innovative formats of course delivery (e.g. workshops, online, blended learning) followed by EMI teaching (special methodology) and Methodology of developing and administering summative

assessments (e.g. exams). The ranking of these modules reflected the respondents' most burning needs - in mastering English as a means of instruction, as well as formats to teach subjects in English, special methods of teaching and assessment. Amongst the linguistic needs, of value are modules 'Classroom English', ESP and General English. The lowest positions in the ranking belonged to Course/curriculum design, Materials design and General methodology of subject teaching which did not mean they were the least needed but seemed quite familiar to teachers from teaching in their Mother tongue.

6. Conclusion and prospects of future studies

The current research appears timely in the light of the conclusions made by Bolitho and West (2017) about the state and issues of EMI provision in UA. The insights drawn in this study are in tune with the British Council report, especially in the parts prioritizing the curriculum design, methodology of teaching and assessing within EMI courses. Given the generally rather low level of English language proficiency in the country and major linguistic challenges faced by those who implement EMI, it seems necessary to tailor the EMI curricula to the current situation.

The implications for teaching EMI courses in the UA could be recapped in the following fashion: the communicative competence of teachers and students is important but not crucial providing the appropriately selected content of teaching and innovative organization of instruction. It is obvious that EMI teachers should be specially trained not only in ESP and EAP but essentially in curricula/materials design. Courses should be tailored to the students' not very high language proficiency

but motivate the students to more confidently use a foreign language in situations simulating real-life professional communication. The focus, therefore, should be placed on the improved and updated methodology of course delivery which should primarily include more interactive and informal formats of teacher-student interaction.

The summarized points outline the prospects of future research which also envisages the development of methodology of assessing students' progress in obtaining subject knowledge through the medium of English.

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ТЕНДЕНЦІЇ ТА ПРОБЛЕМИ ВИКЛАДАННЯ СПЕЦІАЛЬНИХ ДИСЦИПЛІН АНГЛІЙСЬКОЮ МОВОЮ

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Анотація

У статті розглядаються сучасні тенденції викладання спеціальних дисциплін англійською мовою, які набирають обертів у світі та в Україні. Викладання англійською (EMI) є ознакою інтернаціоналізації вищої освіти та впливу глобалізації. Зріст кількості іноземних студентів слугує своєрідним показником якості освітніх послуг, що надаються університетами, сприяють підвищенню їх рейтингів та конкурентної спроможності. Проте провайдери EMI у різних країнах продовжують стикатися з низкою проблем та викликів. Серед них – неадекватний рівень володіння англійською викладачами та студентами, які не є носіями цієї мови. Метою статті є дослідження стану підготовки українських викладачів до викладання спеціальних дисциплін англійською. Авторами проведено опитування, дані якого дозволяють порівняти стан підготовки та атестації викладачів EMI в Україні та країнах ЄС (O'Dowd 2015). Поряд з досить низьким рівнем володіння англійською викладачами, що бажають викладати свої дисципліни англійською, респонденти обох опитувань зазначають недостатність уваги адміністрації університетів до організації та якості мовної та методичної підготовки. Ця підготовка відбувається, здебільшого, на основі програм, розроблених викладачами-мовниками цього ж університету, які, у свою чергу, також не мають достатньої спеціальної підготовки. Відтак, основна увага на заняттях англійської для викладачів EMI приділяється вивченню граматики, а такі вагомні навчальні аспекти як «написання проєктів», «участь у дискусії за темою лекції», тощо, розглядаються у недостатній мірі. За допомогою опитування потреб у мовній підготовці викладачів EMI визначені такі актуальні напрями, як англійська академічного спрямування, інноваційні навчальні форми (воркшоп, он-лайн та змішане навчання), методика розробки навчальних матеріалів та інструментів контролю та оцінювання. Як висновок, авторами пропонується переглянути зміст лінгвістичної та методичної підготовки викладачів,