

The internationalisation of Ukrainian universities: the English language dimension

Rod Bolitho and Richard West

British Council, Ukraine
English for Universities Project

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В цьому звіті представлено результати об'ємного та інтенсивного допроектного дослідження, проведеного від імені Британської Ради та Міністерства освіти і науки України в 2014-16 роках, щодо ролі та статусу англійської мови в п'ятнадцятьох вищих навчальних закладах України. Звіт включає в себе опис використаної для збору даних методології, презентацію основних результатів дослідження та низку рекомендацій для подальших дій.

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ABBREVIATIONS AND GLOSSARY

ALTE **Association of Language Testers of Europe:** An organization of public language test providers whose examinations are aligned to the Common European Framework of Reference. Ukraine is not represented at present.

Aptis **Aptis:** A British Council computer-based test of English. Aptis has five components: Reading, Writing, Listening, Speaking and Grammar and Vocabulary. The results are aligned to those of the CEFR and candidates receive a CEFR grade for each component as well as an overall grade.


BALEAP **British Association of Lecturers in English for Academic Purposes:** An organisation of university lecturers teaching academic English to international students. BALEAP has produced schemes for quality assurance and teacher development.

BEC **Business English Certificate:** A UK-based examination in Business English.

BS **Baseline Study:** A survey of an educational sector or institution which identifies areas of strength and weakness, and makes practical recommendations for reform. This report is a baseline study and it also makes frequent reference to a previous baseline study of English language teaching in higher education in Ukraine carried out by the British Council in cooperation with the Ministry in 2004.

CAE **Certificate in Advanced English:** A UK-based English examination set at CEFR C1 level.

CEFR **Common European Framework of Reference for Languages:** A Council of Europe document published in 2001 that sets out standards for foreign-language teaching at six levels¹ (A1, A2, B1, B2, C1, C2). Ukraine is a member of the Council of Europe and the levels of the CEFR should therefore be adopted for all foreign-language courses in Ukrainian universities. Most non-linguistic students in Ukraine

C2	Advanced  Elementary
C1	
B2	
B1	
A2	
A1	
Pre-A1	

¹ A draft document circulated at the end of 2016 proposes a seventh level – pre-A1.

currently enter university in the A1-B1 range and are expected to reach B2 by the time they graduate.

- CLIL** **Content and Language Integrated Learning:** An approach to academic teaching (e.g. the teaching of Economics, Science, Medicine) in which the academic faculty member or teacher takes some responsibility for the language used to deliver the content and tries to accommodate the language problems of his/her students (compare **EMI**).
- CoE** **Council of Europe:** A political, cultural, educational and legal association of European nations. Ukraine is a member.
- CPD** **Continuing Professional Development:** The process of professional development that enables academics and teachers to improve their linguistic and professional skills. In this report it includes both formal training beyond the graduate level (e.g. at master's level), informal training (e.g. institutional courses and workshops) and personal development (e.g. 'reflective practice').
- CUP** **Cambridge University Press:** A UK-based publisher.
- DNU** **Vasyl Stus Donetsk National University,** Vinnytsia (displaced).
- DS** **Diploma Supplement:** A document offered to international students describing the courses and/or qualifications they have taken while studying overseas. The DS is a Bologna requirement and is offered by many Ukrainian universities.
- EAP** **English for Academic Purposes:** The kind of English required for university study, e.g. reading academic books or journals, writing academic assignments or papers, listening to academic lectures, and taking part in academic discussion. EAP is usually divided into general (EGAP) and specific (ESAP) (see Figure 1).
- EAQALS** **Evaluation and Accreditation of Quality in Language Services:** A European quality assurance scheme for adult language programmes.
- ECTS** **European Credit Transfer System:** A system that describes the objectives, learning outcomes and study budget of any university course or programme. ECTS is a Bologna requirement.
- EF** **Education First:** A Swiss-based educational organization (formerly known as English First) that provides language courses and also produces the annual English Proficiency Index (see also EPI).

- EfA** **English for Academics:** A type of EAP intended for academics, university lecturers and researchers.
- EFL** **English as a Foreign Language:** The situation in countries (e.g. Ukraine) where English is not the mother tongue of the majority of the population and has no formal administrative role.
- EGAP** **English for General Academic Purposes:** A branch of English language teaching (ELT). The type of Academic English (EAP) that is taught to all students, regardless of their academic discipline or job. Usually contrasted with English for Specific Academic Purposes (ESAP) (see Figure 1).
- EGOP** **English for General Occupational Purposes:** A branch of English language teaching (ELT) concerned with the type of occupational English (EOP) that is taught to all trainees, regardless of their profession or job. Usually contrasted with ESOP (see Figure 1).
- EGP** **English for General Purposes:** A branch of English language teaching (ELT). The type of English that is usually taught in schools and which is not related to a particular study or occupational purpose. Usually contrasted with ESP (see Figure 1).
- EGPP** **English for General Professional Purposes:** A branch of English language teaching (ELT) concerned with the type of professional English (EPP) that is taught to all trainees, regardless of their profession or job. Usually contrasted with ESPP (see Figure 1).
- ELT** **English Language Teaching:** The profession of teaching English to speakers of other languages. ELT includes several main branches (see Figure 1).
- EMI** **English as a/the Medium of Instruction:** Teaching which is delivered through the medium of the English language.
- EOP** **English for Occupational Purposes:** A branch of English language teaching (ELT) that is concerned with teaching the kind of English that relates to a person's occupation or job, e.g. writing business letters, making business phone calls, reading professional reports, giving a business presentation, etc. (see Figure 1).
- EPI** **English Proficiency Index:** An annual index or ranking of countries' English proficiency, based on an online English test

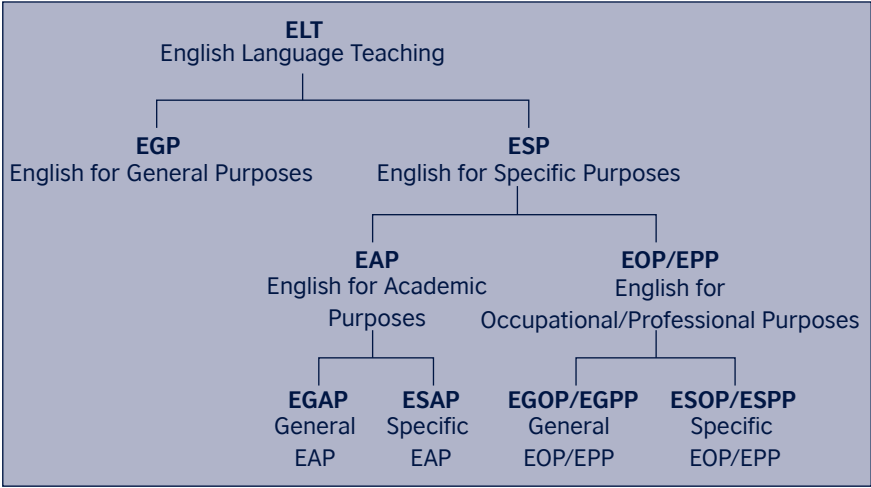


Figure 1: Branches of English language teaching

administered by Education First (EF). Ukraine took part of the latest 2016 EPI of 72 countries and achieved 41st rank.

- EPP** **English for Professional Purposes:** A branch of English language teaching (ELT) that is concerned with teaching the kind of English that relates to a person’s occupation or profession, e.g. writing business letters, making business phone calls, reading professional reports, giving a business presentation, etc. (see Figure 1).
- ESAP** **English for Specific Academic Purposes:** A branch of English language teaching (ELT) concerned with teaching the academic language of a particular discipline (e.g. Economics, Psychology, etc). This includes specialist terminology and the conventions for writing particular documents. Usually contrasted with EGAP (see Figure 1).
- ESOP** **English for Specific Occupational Purposes:** A branch of English language teaching (ELT) concerned with teaching the occupational language of a particular profession (e.g. accountants, airline pilots, doctors, etc). This includes specialist terminology and the conventions for writing particular documents. Usually contrasted with EGOP (see Figure 1).
- ESP** **English for Specific Purposes:** A branch of English language teaching (ELT) concerned with teaching the language needed for a particular purpose. Usually divided into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (see Figure 1).

ESPP	English for Specific Professional Purposes: A branch of English language teaching (ELT) concerned with teaching the occupational language of a particular profession (e.g. accountants, airline pilots, doctors, etc). This includes specialist terminology and the conventions for writing particular documents. Usually contrasted with EGPP (see Figure 1).
EU	European Union: The economic and political association of European countries. Ukraine has been granted the right to apply for EU membership.
FCE	First Certificate in English: A UK-based English examination set at CEFR B2 level.
HE	Higher education: The sector of education, including universities, which delivers degree-level programmes and conducts research.
HEI	Higher education institution: A university or an institution that delivers degree-level programmes and conducts research.
IELTS	International English Language Testing System: A UK-based English examination used to assess language proficiency according to a system of nine 'bands'. Widely used for university entrance and occupational purposes.
L1	First language: A person's native language or mother tongue (MT).
L2	Second language: A language that is acquired or learned after childhood. Usually contrasted with their first language (L1).
MI	Medium of Instruction: The language used for teaching. In this study there are three main MIs – Ukrainian, Russian and English.
MoE	Ministry of Education and Science of Ukraine, Kyiv.
MT	Mother Tongue: A person's native or first language (L1).
N	Number: The total number of participants or cases in an experiment or survey.
NMU	National Mining University, Dnipro (formerly Dnipropetrovsk).
NNS	Non-native speaker: Someone who does speak a language as their mother tongue (MT).
NS	Native speaker: Someone who speaks a language as their mother tongue (MT).

PhD	Doctor of Philosophy: The third or top tier of higher education under the Bologna system.
QA	Quality assurance: A system that provides a full and regular check on the quality of an educational institution. A requirement of the Bologna process.
QS	Quacquarelli Symonds: A UK-based organization that compiles annual rankings of the world's top universities.
RAE	Research assessment exercise: A regular system for assessing the quality of university research.
THES	Times Higher Educational Supplement: A UK-based weekly newspaper specialising in university education. One of its publications is an annual ranking of the world's top universities.
TL	Target Language: The language that a person is trying to learn on a language course.
TOEFL	Test of English as a Foreign Language: A US-based examination of general English as a Foreign Language which is widely used for university entrance purposes.
UK	United Kingdom.
URAP	University Ranking by Academic Performance: An annual university ranking system compiled by Middle East Technical University, Ankara.
USA	United States of America.
USSR	Union of Soviet Socialist Republics: The former Soviet Union.
U1	Taras Shevchenko National University of Kyiv.
U2	Lviv Polytechnic National University.
U3	National Technical University "Kharkiv Polytechnic Institute".
U4	Poltava National Technical University.
U5	Yuriy Fedkovych Chernivtsi National University.
U6	Odessa I.I. Mechnikov National University.
U7	Vasyl Stus Donetsk National University, Vinnytsia (displaced).
U8	National Mining University, Dnipro (formerly Dnipropetrovsk).
U9	Cherkasy State Technological University.

- U10** Ternopil Ivan Puluj National Technical University.
- U11** National Technical University of Ukraine “Igor Sikorskiy Kyiv Polytechnic Institute”.
- U12** Uzhhorod National University.
- U13** Luhansk Taras Shevchenko National University (displaced).
- U14** Zaporizhia National Technical University.
- U15** Chernihiv National University of Technology.

FOREWORD

Since the Revolution of Dignity in 2014, Ukraine has witnessed a significant increase in the demand for improved English language skills, as a means of engaging with, sharing experiences with, and learning from, the wider world. This has involved policy makers, academics and society as a whole, and culminated in 2016 being designated as the Year of English by President Poroshenko.

The British Council, this year celebrating 25 years in Ukraine, has played a large part in developing and supporting initiatives and programmes, not only to improve current English language skills in Ukraine, but also to have a lasting, positive and sustainable impact on the teaching of English within the education system.

Our English for Universities Project is one of our flagship programmes, achieving positive, transformational and sustainable change in the quality of teaching and learning of English in higher education institutions, and in the levels of English, so that university teaching staff can fully participate in international exchange and collaboration, and students can graduate with more employable skills and greater ability to read the world around them.

Starting in 2014, and in partnership with the Ministry of Education and Science of Ukraine, the British Council has conducted in-depth baseline studies of universities across the country to evaluate the current English provision as well as the role and status of English. This has focussed on three key audiences: teachers of English for Specific Purposes (ESP) and English for General Academic Purposes (EGAP), teachers of other subjects who wish to use English as a Medium of Instruction (EMI) or for research and international purposes, and finally general students who need to understand English either for course requirements or as a specific target for their universities.

By 2017 the British Council had completed detailed baseline studies of 15 classical and technical universities. Their findings and recommendations have been shared with representatives of the Ministry of Education and Science, and with the rectors, senior management and teachers of each of the participating universities. The response to the findings has been one of enthusiasm and action, with proactive working groups agreeing key action points to be taken forward. The collated details of all of the findings and recommendations from all 15 universities are now presented in this report, for wider discussion and use beyond just the universities surveyed.

We would like to thank the officials of the Ministry of Education and Science for their continued support for the project; our expert UK consultants,

Rod Bolitho and Richard West, for their untiring hard work and enthusiasm; and of course the rectors, teachers and students at all of the participating universities, for their determination and productivity. Finally, a thank you to Zhanna Sevastianova and the rest of the English Programmes team at the British Council in Ukraine for making it all happen.

English is now recognised as a basic life skill for the 21st century, like using a computer, rather than as a specialist accomplishment. It provides people with the ability to explore and navigate wider ranges of information and viewpoints than if they just have their home languages. The British Council's English for Universities Project has already started to make, and we believe will continue to make, a significant, sustainable and positive change to the way in which English is taught and learned in universities in Ukraine. This, in turn, will improve general levels of English amongst the adult population and will enhance Ukraine's prosperity, resilience and interconnectedness with the wider world.

Simon Williams
Director Ukraine
British Council

1

INTRODUCTION

1 INTRODUCTION

1.1 Context and background

Recent political events have re-emphasised Ukraine's European aspirations across a broad sector of society, not least in the educational sphere. The country needs profound transformational change to move away from residual post-Soviet practices to become a society able to replicate the leaps forward made by EU members such as Poland and Slovakia.

The Minister of Education and Science has set a number of reform priorities for Ukraine's education system: these include significantly reducing the number of universities; considering altering the number of school years to 12; and improving levels of English in the HE sector as a priority.

Standards of English of school leavers entering Ukrainian universities rarely reach CEFR B1 level. There is a strong appetite among the country's leading universities to raise standards of English to be more attractive to potential students, and to facilitate more international interaction and partnerships.

The British Council is a partner with the Ministry of Education and Science in improving the level of English language in schools through continuous professional development. However, improvement will be gradual, and therefore direct work with leading universities is essential for this sector to develop. A number of areas of priority in the Higher Education sector have been identified, all of which involve a particular emphasis on ELT:

- i) assisting the government in modernising its approaches in higher education for a European future through UK expertise and through capacity-building for these sectors
- ii) helping develop the 'next generation' of leaders who will succeed to positions of influence in 10-15 years in higher education
- iii) helping meet the aspirations of young people in their educational and career needs through stronger educational links with the UK and through the English language
- iv) higher Education reform, helping shape a university sector which can build effective partnerships internationally, with quality assurance, autonomy and leadership at its heart
- v) achieving transformational change in levels of English in Ukraine's leading universities amongst both teaching staff and students, focusing on 20 universities within the first three years.

These priorities have been built into the English for Universities project, which was initiated by the British Council Ukraine in October 2014 after the Ukrainian Ministry of Education and Science had identified the improvement in levels of English in Ukraine's universities as a priority. The longer-term objective is to help Ukraine create its own sustainable ELT capacity, and to introduce standards in universities which produce students at B2 or C1 CEFR levels. This will be carried out based on the recommendations of a Baseline Study assessing what is structurally wrong and what is needed to reach goals of fluency in English amongst more staff and students.

The Ukrainian Baseline Study is one of several research studies carried out by the British Council in countries in the 'Wider Europe' region — Russia², Ukraine³, Turkey⁴, Uzbekistan⁵, and Macedonia⁶. All of these studies have, to a greater or lesser extent, been a response to a dramatic move towards internationalisation in university education across the world in the years since the turn of the century. This development has been well-documented by Graddol (2006), who identifies various factors which have contributed to this move:

- the internationalisation of industry and commerce, with a corresponding internationalisation and mobility of the workforce, which now requires internationally-recognised qualifications
- the corresponding internationalisation of university education, with students and academics increasingly moving to universities in other countries
- the development of transnational education, with universities offering their qualifications in other countries through, for example, distance programmes or in-country campuses
- the introduction of the Bologna agreement of 1999, which sought to harmonise the structure of degree programmes and documentation, and to develop supporting systems of quality assurance
- the consequent need for demonstrable quality in university education, which has led to the publication of annual tables ranking the top universities of the world

All of these developments have led to an increased demand for English language skills across all educational sectors as graduates need enhanced English proficiency to work or study overseas, academics need enhanced proficiency

² Winetroube and Kuznetsova 2002 and Frumina and West 2012

³ Ministry of Education and Science of Ukraine/ British Council 2004

⁴ West et al 2015

⁵ West and Sheykhametova 2016

⁶ West 2016b

to carry out and publish their research and to access academic literature, and teachers at all levels need enhanced English to teach learners at all stages of education. Many governments have responded to this increased demand for enhanced levels of English by publishing guidelines or ‘benchmarks’ for the English language target levels for students, teachers and academics, defined on the six-level scale of the *Common European Framework of Reference* (2001). A recent survey carried out in the British Council’s Wider Europe region showed the levels that have been mandated or recommended across the countries of the region:

country	School-Leavers	University graduates (non-linguistic)	University graduates (linguistic)	Primary teachers	Secondary teachers of English	University teachers of English	EMI academics
Albania	A2	C1	C2	B1	B2	C1	C2
Armenia	A2	B2	C1	?	?	(B2)	?
Israel	B1	B2	B2	B1	B2	C1	?
Kazakhstan	?	?	(C1)	?	(A2)	(B1)	(B2)
Macedonia	B2	?	C1	A2	C1	C1	C1
Montenegro	B2	(C1)	?	?	?	?	?
Russia	Not yet benchmarked						
Serbia	?	B2	C2	?	B2	?	?
Turkey	Not yet benchmarked						
Ukraine	B1	B2	Not yet benchmarked		C1	B2 ⁷	B2
Uzbekistan	A2	B2	C1	B2	B2	C1	C1

Table 1: Sector benchmarking in Wider Europe Region⁸

These developments have revealed the need to reform the provision for the teaching and learning of English in the university system in many of these countries.

1.2 Overall aims of the project

The Ukrainian Baseline Study is the result of two years of research carried out by two UK consultants in 15 universities across the country. This research is intended as the first phase of a larger initiative known as the English for Universities project. The longer-term aims of this project are:

- to achieve transformational change in levels of English in Ukraine’s leading universities

⁷ In Ukraine, B2 is benchmarked for all university teachers. There is no separate government-mandated benchmark for university language teachers, as far as we can determine. See section 3.1.1 below.

⁸ Brackets indicate expected rather than mandated CEFR levels. Source: West 2016a.

- to raise standards in the Ukrainian university sector to a point at which it can fully participate on the international stage.

1.3 Baseline Study consultancy objectives and research questions

The Baseline Study had three narrower objectives from which research questions were derived:

- to benchmark teachers' levels of English (using the Aptis test as a baseline) What is the current English proficiency level of English teachers and academics?
- to identify the strengths and weaknesses of each university's strategy for improving English, including its current capacity, possible capability and curriculum Does the HEI sector currently have the capacity, capability and curriculum to improve standards of teaching English (ESP) and teaching through English (EMI)?
- to set out proposals for sustainable improvement, taking into account each university's overall strategy and ambitions, following discussion with its senior management. What initiatives need to be taken to reform the HEI sector to expand the role of English and raise standards to a point at which it can fully participate on the international stage?

1.4 Consultancy Terms of Reference

- To conduct a baseline study at a number of universities designated by the Ministry of Education in order to gain a holistic understanding of what needs to be done to achieve the overall aims mentioned above.
- To conduct interviews, focus groups and written questionnaire-based surveys with learners, teachers/ lecturers, heads of department and faculty, plus rectors.
- To assess whether the current structure and capability of the universities surveyed are likely to help them meet their goals in raising standards of English among teaching staff and students; and to make recommendations for further improvement and development.

1.5 Research methods and foci of investigation

A range of research methods was used in order to try to ensure that the data gathered were valid and reliable:

	Focus	Methods
i	To benchmark standards of English among university teachers of English	The principal method was Aptis Test results. Further evidence of standards was gathered through classroom observation by the consultants, focus-group discussions with ESP teachers, and ESP teachers' self-assessment in questionnaires.
ii	To benchmark standards of English among teachers using English as a medium of instruction	The principal method was Aptis Test results. Further evidence of standards was gathered through classroom observation by the consultants, focus-group discussions with academics, and academics' self-assessment in questionnaires.
iii	To investigate all aspects of the existing provision for English language courses in the 15 designated universities	Classroom observation by the consultants of ESP lessons; focus-group discussions with ESP teachers and students; questionnaires to English teachers and students
iv	To investigate all aspects of the existing provision for academic courses delivered through the medium of English in the 15 designated universities	Classroom observation by the consultants of content lessons delivered through the medium of English; focus group discussions with academics and students; questionnaires to academics and students.
v	To investigate the commitment among managers and decision-makers to improving standards of English in their institutions	Meetings with rectors, deans and senior managers; individual interviews with academics giving lessons through the medium of English; focus-group discussions with academics and students.
vi	To ascertain whether the existing structure, capability and strategies of the universities are geared to the improvement of English language tuition.	Meetings with rectors, deans and senior managers, individual interviews with ESP teachers and academics; focus-group discussions with ESP teachers, academics and students; review of institutional websites and prospectus material.

1.6 Timeframe

Data for this report was gathered in four phases:

- (i) November 2014 through institutional visits by the consultants (Kyiv and Lviv), and at distance with Kharkiv. An experienced member of the BC Kyiv teaching team carried out a series of classroom observations in Kharkiv on behalf of the consultants. Aptis tests were administered by the British Council at each university.

- (ii) May 2015 through institutional visits to Poltava, Chernivtsi and Odessa. Aptis tests were administered by the British Council at each university.
- (iii) October-November 2015 through institutional visits to Vinnytsia (Vasyl Stus Donetsk National University), Dnipro and Cherkasy. Aptis tests were administered by the British Council at each university.
- (iv) May-November 2016 through institutional visits to Ternopil , Kyiv (Polytechnic Institute), Uzhhorod, Zaporizhia and Chernihiv. Data was gathered from Luhansk Taras Shevchenko National University displaced by videoconference and through questionnaire returns. Aptis tests were administered by the British Council at each university.

The phasing of the Baseline Study over two years had certain advantages:

- it enabled the consultants to fine tune the research methodology and instruments⁹ after each phase, eliminating the need for a pilot phase
- as points of interest or concern emerged in one phase, the consultants were able to give particular focus to these areas in subsequent phases
- it enabled preliminary findings to be disseminated to stakeholders at an early stage, without waiting for the final report
- it enabled preliminary work to begin on implementing some of the practical phases of the project, in particular, training for heads of department and ESP teachers.

1.7 Representativeness

While each of the 15 universities included in the survey is unique in character, history and subject range, we believe, though we cannot be absolutely certain, that they do provide a representative sample of the state of English and EMI teaching across the country. The universities surveyed were selected according to geographical location, size and in some cases specialisms, as well as their desire to participate in the project. They include both elite, highly-ranked institutions and some with a lower profile. Some had already embarked on the process of internationalisation while others were only beginning to see the possibilities it might offer. We were able to visit one displaced university (Vasyl Stus Donetsk National University) and to include one other by means of video-conferencing (Luhansk Taras Shevchenko National University). The survey of Kharkiv National Technical University was undertaken by a

⁹ For example, the Institutional Profile template (see appendix C) was expanded after phase 1.

combination of video-conferencing and a direct visit. It is also clear that the results of our survey across these different institutions have produced data and findings which are remarkably consistent from one university to another. All this is important because the Baseline Study is intended to supply generalisable data with a view to extending the reach of the English for Universities project to other HEIs across the country.

1.8 Limitations of the study

There are several limiting factors on a study of this nature:

- within each university, we were unable to obtain reliable data on the extent of teaching through the medium of English across all faculties and departments. At Lviv National Polytechnic University, for example, the consultant only saw classes in Economics and Management
- findings from classroom observation are inevitably characterised by a degree of subjectivity, as well as by the realisation that some of the lessons we saw were rehearsed ‘set pieces’, and any conclusions drawn must be seen in close connection with data obtained by other means
- the sheer size (staff and student numbers, range of departments and faculties) of each of the fifteen universities in this study means that findings from our visits and investigations are by nature snapshots and samples rather than comprehensive overviews
- the completion of student questionnaires was not supervised or supported in many instances, and there is some evidence in the returns of both misunderstanding and questionnaire fatigue. However, while we still feel that the phase 1 data was broadly reliable, we decided to simplify the questionnaires for subsequent phases.

2

BACKGROUND

2 BACKGROUND

2.1 Brief survey of universities in Ukraine with special reference to the provision for EMI and the teaching of English

At the start of the project in 2014 there were 803 Higher Education Institutions in Ukraine, 198 of them universities. It is clear, however, that there has been a commitment since 2011 to reducing the overall numbers, mainly through merging existing institutions. This, from the Baseline Study tender document issued by the British Council, Ukraine, is probably the closest we can get to the status quo and to current aspirations:

The Minister of Education has set a number of reform priorities for Ukraine's education system: these include significantly reducing the number of universities; considering altering the number of school years to 12; and improving levels of English in the HE sector.

This situation has been further complicated by events in Crimea and the east of the country, which in several cases have led to the closure or transfer of HE institutions¹⁰. For the same reasons, we have not been able to find any reliable data on the extent of ESP teaching or EMI practices in HEIs in those parts of the country.

We understand, however, that the practices we encountered in the fifteen universities surveyed for this study are fairly typical in HEIs across the country. These include:

- English teaching to non-English majors varies across a spectrum from English for General Purposes (EGP), through English for General Academic Purposes (EGAP), to English for Specific Academic Purposes (ESAP). There are no universally agreed exit standards.
- The number of contact hours devoted to the teaching of English varies widely from institution to institution, and even across faculties within institutions. There is some evidence that more English is available to students enrolled in highly verbal major subjects such as Tourism, Business, Management and Economics than in Pure and Applied Science disciplines.
- EMI is provided in a piecemeal fashion at the initiative of departments, faculties and even individual lecturers. However, where significant numbers of foreign (non-Anglophone as well as Anglophone) students are recruited, English-medium courses are normally mandatory.

¹⁰ Two of the universities visited, Vasyl Stus Donetsk National University and Luhansk National University, are 'displaced'.

2.2 Current issues

The Higher Education Law in Ukraine, passed by the Rada in July 2014, may usefully be summarised as follows:

Provisions for many reforms that will bring Ukrainian universities into compliance with the Bologna Agreement, will recognize foreign degrees, decentralize administration and simplify the bureaucracy, allow more control to universities and expand student self-governance, and will promote transparency¹¹.

It is noteworthy that Ukraine joined the Bologna process as long ago as 2005 (UNESCO 2006) but that full compliance across the sector has still not been achieved. In the context of this study, it should also be noted that the move towards increased autonomy for institutions is likely to make the introduction of reforms in ESP/EMI on a national level more difficult. Added to this is the fact that the internal organisational structure of many universities is still based on the Soviet model, which among other things forefronts Philology as the foundation discipline for future teachers of English, and fails to recognise methodology and foreign language pedagogy as ‘respectable’ fields of learning or research. Here it should be mentioned that the British Council, together with the Ministry of Education and Science, has embarked on a project aimed at radically reforming and expanding the methodology curriculum for future teachers of English, a reform which is sure to have a long-term impact on the teaching of English at all levels.

At the time of writing, the QS rankings place six Ukrainian Universities within the top 1000 worldwide and the Times Higher Education Supplement lists four. These rankings include several of the institutions surveyed (in italics):

University	QS ranking 2016	THES 2016
V N Karazin Kharkiv National University	382	801+
Taras Shevchenko National University, Kyiv	431-440	801+
Kyiv Polytechnic University	551-600	801+
Sumy State University	701+	-
Kharkiv Polytechnic Institute	701+	-
Vasyl Stus Donetsk National University	701+	-
Lviv Polytechnic National University	-	801+

Table 2: World rankings of Ukrainian universities

The Rector in Kharkiv expressed an ambition to bring his institution into the world’s top ten, but none of the other universities visited explicitly expressed such ambitions. However, the Rectors of Kyiv Polytechnic Institute and

¹¹ Source: <http://www.usubc.org/site/member-news/new-law-on-higher-education> Website of the US – Ukraine Business Council, accessed 5 December 2014

Poltava National Technical University are very mindful of the need to increase their universities' ranking as a means of attracting both students and highly qualified academic staff to the institutions.

Within Ukraine, the consolidated university rankings give a broad picture of the standing of each of the fifteen universities targeted in this study:

University	Overall ranking	TOP-200 Ukraine ¹²	Webometrics ¹³	Scopus ¹⁴	Final score
Taras Shevchenko National University of Kyiv	1	1	1	1	3
National Technical University Kharkiv Polytechnic Institute	4	4	2	9	15
Lviv Polytechnic National University	6	6	8	10	24
Odessa I.I. Mechnikov National University	7	18	10	4	32
Yuriy Fedkovych Chernivtsi National University	12	26	20	5	51
Vasyl Stus Donetsk National University	15	25	32	14	71
National Mining University	21	7	12	84	103
Poltava National Technical University	61	111	16	111	238
Cherkasy State Technological University	162	134	215	98	447
Ternopil National Technical University	26-27	34	32	40	106
Igor Sikorsky Kyiv Polytechnic Institute	3	1	2	6	9
Uzhhorod National University	17-18	35	27	13	75
Luhansk Taras Shevchenko National University	42	49	46	69	164
Zaporizhia National Technical University	69	72	104	58	234
Chernihiv National University of Technology	64-65	121	60	49	230

Table 3: National rankings of Ukrainian universities (<http://osvita.ua/vnz/rating/25712/>)

2.3 Earlier, related projects in Ukraine

It may be important to supplement the reading of this Baseline Study and the planning of the emerging project by referring to earlier work carried out by the British Council in cooperation with the Ministry of Education and Science

¹² See ireg-observatory.org/en/index.php/86-top-200-ukraine-ranking (a website listing the top 200 universities in Ukraine)

¹³ See www.webometrics.info/en (a website listing the world's top 500 universities)

¹⁴ See <https://www.scopus.com> (the world's largest academic abstract and citation database)

and a number of leading Ukrainian universities as well as the University of Lancaster and the University College of St Mark & St John in the UK. These publications are:

- Curriculum for English Language Development in Universities and Institutes (Ministry of Education and Science/British Council Kyiv, 2001)
- English for Specific Purposes in Ukraine: a Baseline Study (Ministry of Education and Science/British Council Kyiv, 2004)
- ESP Curriculum for Ukrainian Universities (Ministry of Education and Science/British Council Kyiv, 2005).

The implementation of the actions and recommendations contained in these documents has been piecemeal in nature, possibly because of the absence of a fully worked out strategy for dissemination. On the visits we made to Poltava and Chernivtsi, senior ELT staff produced copies of the 2006 publication and claimed to be working with it as a basis for EAP course design. However, newer staff members were not familiar with it, and ELT staff at most other institutions seemed unaware of it. A notable exception was the National Mining University, Dnipro, which had been involved in the original ESP curriculum project and has implemented it across all programmes.

3

SURVEY RESULTS

3 SURVEY RESULTS

In this section the results of the various baseline surveys are collated and analysed. This has been carried out according to the consultancy aims (as set out in the original Project Background document)¹⁵, which we have taken as our terms of reference. This section is divided into three main sub-sections corresponding to the consultancy aims:

- to benchmark teachers’ levels of English
- to assess teachers’ practical classroom skills and capability
- to identify the strengths and weaknesses of the universities’ strategies for improving English, including its capability, capacity and curriculum.

These aims, and the suggested methods, have been interpreted broadly.

3.1 English language proficiency

3.1.1 Introduction: English language proficiency in Ukraine

Ukraine generally has a low level of English proficiency. In the 2016 English Proficiency Index (EPI)¹⁶, Ukraine was ranked 41st of the 72 countries included. This was a decline from the 2015 results, when it came 34th, and Ukraine remains close to the very bottom of the rankings for 26 European countries:

world ranking (CEFR level)		country	world ranking (CEFR level)		country
1	B2	Netherlands	17	B1+	Serbia
2		Denmark	18		Hungary
3		Sweden	20		Romania
4		Norway	21	B1	Slovakia
5		Finland	24		Bulgaria
7		Luxembourg	25		Spain
8	B1+	Austria	26		Bosnia & Herzegovina
9		Germany	28		Italy
10		Poland	29		France
11		Belgium	34	B1-	Russia
14		Switzerland	41		Ukraine

¹⁵ British Council, Kyiv, June 2014

¹⁶ See www.ef.co.uk/epi (a website ranking the EFL proficiency of 72 countries)

world ranking (CEFR level)		country	world ranking (CEFR level)		country
15	B1+	Portugal	51	A2	Turkey
16		Czech Republic	57		Azerbaijan

Table 4: English proficiency levels of European countries (2016 EPI report)¹⁷

It is against this background that we assess the English proficiency levels of ESP teachers, EMI teachers and university students at the fifteen universities in this chapter.

3.1.2 ESP teachers

The Project Document aim merely refers to benchmarking teachers' levels of English 'using the Aptis test as a baseline'. While this has been done, we have also looked at other evidence of the English language proficiency of teachers (English teachers and teachers using English as a medium of instruction), as well as students.

The fifteen universities surveyed from very large to relatively small, with corresponding variations in the numbers of English language teachers:

University	No. of students	English teachers ¹⁸	ratio
Taras Shevchenko National University of Kyiv	26,000	100	260:1
Lviv Polytechnic National University	35,000	80	437:1
National Technical University Kharkiv Polytechnic Institute	16,000	240	66:1
Poltava National Technical University	6,800	25	272:1
Yuriy Fedkovych Chernivtsi National University	14,400	41	351:1
Odessa I.I. Mechnikov National University	10,800	44	245:1
Vasyl Stus Donetsk National University, Vinnytsia	7,000	11	636:1
National Mining University, Dnipro	9,569	21	456:1
Cherkasy State Technological University	5,670	12	472:1
Ternopil National Technical University	3,620	12	302:1
Igor Sikorsky Kyiv Polytechnic Institute	23,201	132	176:1
Uzhhorod National University	13,968	59	237:1
Luhansk Taras Shevchenko National University	5,357	23	233:1
Zaporizhia National Technical University	10,262	40	257:1
Chernihiv National University of Technology	7,096	18	394:1

Table 5: Numbers of students and ELT/ESP teachers

¹⁷ Ukraine's 'low' score on EPI equates to CEFR level B1-, a decline from 'moderate'/B1 in 2015.

¹⁸ This total refers to core English teachers. In some university there are departments with their own dedicated English teachers, or teachers of Translation, Linguistics, etc. who also do some teaching of English.

These figures suggest that (with the exception of the National Technical University Kharkiv Polytechnic Institute) staff-student ratios are very high by international standards, and these ratios will clearly impact on workloads and time available for preparation and professional development. These raw figures may present a misleading picture: in most of the universities surveyed the class size was around 15, which compares well with most universities in Western Europe. However, students consistently expressed their feeling that smaller classes would improve standards of English.

As far as can be ascertained, these teachers are mostly well-qualified graduates, employed as full-time university faculty members. It could be assumed, therefore, that they would have high levels of language proficiency.

While the Ministry of Education and Science has set the English language benchmark for all university teachers at CEFR B2, it has not (so as we can ascertain) specified a language proficiency level for university teachers of English. However, it has stated that the target level for graduating English language teachers 'is correlated with the Common European Framework of Reference' (CEFR)¹⁹. This alignment is not exact (see Appendix A) but teachers entering the profession are expected to have reached Target Level 5, which broadly corresponds to CEFR level C2. While this target does not apply directly to university teachers of English, it does not seem unreasonable to expect that university teachers would have a proficiency level at least equal to that of secondary teachers of English.

With this in mind, small samples of teachers of English from each of the fifteen participating universities were tested, using the British Council's Aptis test, which provides results aligned to the CEFR. The results of this exercise demonstrated that, while a majority (61 per cent) of those tested did reach level C, a significant proportion (39 per cent) did not and a few (4per cent) were assessed at only B1 or A2 levels:

University	CEFR level					average
	N	A2	B1	B2	C	
Taras Shevchenko National University of Kyiv	20 ²⁰	-	-	(9)	(11)	(C)
Lviv Polytechnic National University	10	-	1	5	4	B2
National Technical University Kharkiv Polytechnic Institute	10	-	1	2	7	B2
Poltava National Technical University	8	-	1	3	4	B2

¹⁹ *Curriculum for English Language Development in Universities and Institutes*, Ministry of Education and Science of Ukraine/British Council, 2001: 20

²⁰ ESP teachers from KNU did not take the writing component of APTIS and so their overall grades have been aggregated

University	CEFR level					
	N	A2	B1	B2	C	average
Yuriy Fedkovych Chernivtsi National University	8	-	-	4	4	B2
Odessa I.I. Mechnikov National University	9	-	1	3	5	B2
Vasyl Stus Donetsk National University, Vinnytsia	10	-	-	4	6	B2/C
National Mining University, Dnipro	8	-	-	3	5	B2/C
Cherkasy State Technological University	5	-	1	2	2	B2
Ternopil National Technical University	5	-	-	2	3	B2/C
Kyiv Polytechnic Institute:	11	-	-	4	7	B2/C
Uzhhorod National University	19	-	-	5	14	B2/C
Luhansk Taras Shevchenko National University	16	-	-	3	13	B2/C
Zaporizhia National Technical University	11	1	-	4	6	B2/C
Chernihiv National University of Technology	7	-	-	2	5	B2/C
TOTALS	157	1 (1%)	5 (3%)	55 (35%)	96 (61%)	B2/C

Table 6: Aptis overall results – ESP teachers

While the overall figure of 61 per cent at level C initially looks quite positive, it still means that a large proportion (39 per cent) of the teachers tested did not reach the threshold of CEFR level C required even for secondary teachers of English. This apparent weakness is likely to affect the quality of the English teaching in universities²¹.

These overall figures conceal significant weaknesses in some skills and very few teachers reached an overall C. There are individual weaknesses in all skills, with average scores falling below the C threshold in 13 of the 15 institutions surveyed:

University	CEFR level				
	Reading	Writing	Listening	Speaking	Overall
Taras Shevchenko National University of Kyiv	C	-	C	B2	C
Lviv Polytechnic National University	B2	B2	B2	B1+	B2
National Technical University Kharkiv Polytechnic Institute	B2	B2	B2	B2	B2
Poltava National Technical University	B2	B2	B2	B2	B2
Yuriy Fedkovych Chernivtsi National University	B2	B2	-	B2	B2

²¹ Many teachers are apparently aware of this weakness and improving their English language proficiency came second in the areas that teachers listed for professional development (see table 18).

University	CEFR level				
	Reading	Writing	Listening	Speaking	Overall
Odessa I.I. Mechnikov National University	B2	B2	B2	B2	B2
Vasyl Stus Donetsk National University, Vinnytsia	B2/C	B2/C	C	B2	B2/C
National Mining University, Dnipro	B2	B2/C	C	B2/C	B2/C
Cherkasy State Technological University	B2/C	C	B2/C	C ²²	B2
Ternopil National Technical University	B2/C	B2/C	B2/C	B2	B2/C
Kyiv Polytechnic Institute	B2/C	B2	C	B2	B2/C
Uzhhorod National University	B2/C	B2/C	C	B2/C	B2/C
Luhansk Taras Shevchenko National University (displaced)	B2/C	B2/C	C	B2/C	C
Zaporizhia National Technical University	B2/C	B2/C	B2/C	B2	B2/C
Chernihiv National University of Technology	B2/C	B2/C	C	B2/C	B2/C

Table 7: Aptis results for ELT/ESP teachers by skill

The skill that was weakest across the fifteen universities was speaking, with only 61 (40 per cent) of the 153 teachers assessed reaching CEFR C level and averages for fourteen of the fifteen institutions failing to reach level C:

University	CEFR level					
	N	A2	B1	B2	C	average
Taras Shevchenko National University of Kyiv	20	-	6	12	2	B2
Lviv Polytechnic National University	10	-	4	6	-	B1+
National Technical University Kharkiv Polytechnic Institute	10	-	3	7	-	B1
Poltava National Technical University	8	-	1	4	3	B2
Yuriy Fedkovych Chernivtsi National University	8	-	2	3	3	B2
Odessa I.I. Mechnikov National University	8	-	-	3	5	B2
Vasyl Stus Donetsk National University, Vinnytsia	10	-	2	4	4	B2
National Mining University, Dnipro	7	-	1	2	4	B2/C
Cherkasy State Technological University	3	-	-	-	3	C
Ternopil National Technical University	5	-	-	5	-	B2
Kyiv Polytechnic Institute	11	-	2	4	5	B2
Uzhhorod National University	19	-	1	5	13	B2/C
Luhansk Taras Shevchenko National University	16	-	2	5	9	B2/C

²² Only 3 of the 5 ESP teachers tested at Cherkasy took the Speaking component of APTIS

University	CEFR level					
	N	A2	B1	B2	C	average
Zaporizhia National Technical University	11	1	1	4	5	B2/C
Chernihiv National University of Technology	7	-	-	2	5	B2/C
TOTALS percentages	153 100%	1 1%	25 16%	66 43%	61 40%	B2

Table 8: Aptis Speaking results for ESP teachers (N=153)

These figures reveal that there are serious weaknesses in the speaking skill, and the test results were frequently confirmed during lesson observations, with observers commenting on the strong accents of many teachers. It has to be acknowledged, however, that this apparent weakness in speaking skills does not correlate with the perceived value of speaking lessons. The student questionnaire, in which students were asked to rate nine different types of English classes, shows that speaking classes consistently come at or near the top, and are consistently felt to be of more value than the other skills:

Please assess all classes you take at university. How useful are these classes for your university studies and your future career?

ENGLISH LANGUAGE CLASSES		very useful (3)	useful (2)	some use (1)	no use (0)	Average and ranking
reading classes (N = 1341)	U1	27	31	26	7	1.9/2=
	U2	16	31	20	8	1.9/2=
	U3	27	32	30	2	1.8/3=
	U4	23	24	6	1	2.3/2=
	U5	59	37	3	1	2.5/2=
	U6	43	42	12	0	2.3/1=
	U7	56	38	9	0	2.5/2=
	U8	36	56	9	0	2.3/3=
	U9	56	45	3	0	2.8/1
	U10	24	34	9	0	2.2/2=
	U11	43	52	13	1	2.3/3
	U12	46	48	5	0	2.4/3=
	U13	13	33	7	4	2.0/4
	U14	53	40	6	1	2.45/2
	U15	35	43	15	0	2.2/3=
overall	U1-U15	557	586	173	25	2.25/3

ENGLISH LANGUAGE CLASSES		very useful (3)	useful (2)	some use (1)	no use (0)	Average and ranking
writing classes (N = 1357)	U1	30	29	24	6	1.9/2=
	U2	14	30	24	8	1.9/2=
	U3	38	34	22	3	2.2/2
	U4	20	42	13	0	2.1/4
	U5	52	45	3	0	2.5/2=
	U6	37	38	17	1	2.1/3=
	U7	56	38	8	0	2.5/2=
	U8	39	47	13	0	2.3/3=
	U9	59	41	4	0	2.5/3
	U10	24	32	12	0	2.2/2=
	U11	37	51	19	2	2.1/4
	U12	43	53	3	0	2.4/3=
	U13	23	22	13	0	2.2/2=
	U14	35	52	7	1	2.3/3
	U15	33	47	11	2	2.2/3=
overall	U1-U15	540	601	193	23	2.22/4

ENGLISH LANGUAGE CLASSES		very useful (3)	useful (2)	some use (1)	no use (0)	Average and ranking
listening classes (N= 1375)	U1	34	24	20	8	1.6/4
	U2	19	23	22	12	1.9/2=
	U3	34	26	22	8	1.8/3=
	U4	23	24	6	0	2.3/2=
	U5	59	33	7	1	2.5/2=
	U6	48	87	16	2	2.3/3=
	U7	59	34	10	0	2.5/2=
	U8	58	36	6	0	2.5/2
	U9	53	44	5	1	2.4/4
	U10	26	27	13	0	2.2/2=
	U11	56	39	11	1	2.4/2
	U12	60	31	8	0	2.5/2
	U13	26	20	7	4	2.2/2=
	U14	42	44	11	3	2.25/4
	U15	51	35	8	0	2.5/2
overall	U1-U15	648	527	160	40	2.3/2

ENGLISH LANGUAGE CLASSES		very useful (3)	useful (2)	some use (1)	no use (0)	Average and ranking
speaking/ conversation classes (N = 1412)	U1	57	23	6	8	2.4/1
	U2	48	12	11	5	2.5/1
	U3	57	15	19	5	2.3/1
	U4	34	26	4	2	2.4/1
	U5	81	36	2	0	2.8/1
	U6	72	45	7	3	2.6/1=
	U7	81	14	8	1	2.7/1
	U8	84	12	3	0	2.8/1
	U9	78	22	3	1	2.7/2
	U10	50	16	2	0	2/7/1
	U11	80	18	10	1	2.6/1
	U12	82	16	1	0	2.8/1
	U13	44	9	4	0	2.7/1
	U14	71	24	4	1	2.65/1
	U15	75	16	3	0	2.8/1
overall	U1-U15	994	304	87	27	2.6/1

Table 9: Students' perceptions of the usefulness of skills classes

The apparent success of the speaking lessons may contribute to teachers' feelings of confidence when teaching ESP – all feel confident all (47 per cent) or most (53 per cent) of the time:

How confident do you feel when teaching ESP?	completely confident	confident most of the time	confident little/ none of the time
U1	27 (48%)	29 (52%)	-
U2	8 (44%)	10 (56%)	-
U3	32 (74%)	11 (26%)	-
U4	5 (25%)	15 (75%)	-
U5	10 (50%)	10 (50%)	-
U6	11 (50%)	11 (50%)	-
U7	11 (55%)	9 (45%)	-
U8	12 (55%)	10 (45%)	-
U9	5 (50%)	5 (50%)	-
U10	4 (33%)	8 (67%)	-
U11	6 (46%)	7 (54%)	-
U12	4 (20%)	16 (80%)	-
U13	11 (61%)	7 (39%)	-
U14	4 (16%)	20 (80%)	-

How confident do you feel when teaching ESP?	completely confident	confident most of the time	confident little/ none of the time
U15	5 (33%)	10 (66%)	
TOTALS	155 (47%)	178 (53%)	0 (0%)

Table 10: ELT/ESP teachers' beliefs about language proficiency levels (N=333)

Conclusion At present, there seems to be no established standard for university teachers of English, and a useful first step in raising quality would be to identify a minimum CEFR level of C1 for all university teachers of English. The benchmarking of ELT/ESP teachers' language proficiency levels revealed that very few teachers reach the CEFR C level required for secondary teachers, and that there are significant weaknesses in some skills, especially speaking. However, there is no apparent correlation between language levels in particular skills and teachers' effectiveness in teaching each skill – while speaking is the teachers' weakest skill, speaking lessons currently receive the highest ratings from students. But this situation may not continue – as EMI is adopted for more and more courses and there is a consequent demand for higher levels of English for both students and academics, the language proficiency limitations of ELT/ESP teachers are likely to be more exposed than they are at present.

3.1.3 EMI teachers

In 2004, the Ukrainian ESP Baseline Study noted:

The advance of English as a language of world communication and science has encouraged Ukrainian higher educational institutions to use it as a medium of instruction²³.

Since 2004 this process has accelerated in all parts of the world²⁴ including Ukraine. The three universities surveyed in phase 1 currently claim that approximately ten per cent of their staff teach at least some of their courses in English, and the Rector of Kharkiv Polytechnic Institute stated that his target is 50 per cent by 2020. The universities surveyed in phases 2, 3 and 4 had more variable percentages of staff teaching in English, but all of them stated aspirations to increase these numbers. Universities with high levels of recruitment from overseas (e.g. in the Medical Faculty at Uzhhorod National University and in the Oil and Gas Department at Poltava National Technical University) normally teach these students, many of them from Anglophone countries in Africa and Asia, through English medium in segregated groups.

²³ Ministry of Education and Science of Ukraine & British Council 2004: 17

²⁴ See Graddol 2006: 68-80 for a brief account of the reasons behind this development

English as a Medium of Instruction (EMI) has recently been the focus of a broad-based British Council research project²⁵ and one of the issues is the level of English required for effective EMI. However, the report concludes that ‘it is as yet unclear what the requirements are with regard to English language competence’, although it also noted that ‘Teachers would welcome a standard level of proficiency in English for EMI’ (2004: 27). One of the respondents in the research suggested ‘B1 for students, higher for teachers’, and this fits well with the descriptions in the CEFR²⁶. In the following analysis, CEFR level B2 is taken as the suggested minimum level for effective delivery of EMI by an academic teacher, although we have learned that the Ministry has recommended C1. A number of academic teachers using or aspiring to use EMI from the fifteen institutions took the Aptis test and the majority (68 per cent) did indeed reach or exceed the threshold of B2 but fewer than a quarter (22 per cent) met the C1 benchmark suggested by the Ministry:

University	CEFR level						
	N	A1	A2	B1	B2	C	average
Taras Shevchenko National University, Kyiv	8	-	-	2	6	-	B1/B2
Lviv Polytechnic National University	16	-	1	2	11	2	B2
National Technical University Kharkiv Polytechnic	37	-	2	12	15	8	B1/B2
Poltava National Technical University	38	-	9	11	15	3	B1
Yuriy Fedkovych Chernivtsi National Univ.	21	1	1	5	7	7	B1/B2
Odessa I.I. Mechnikov National University	11	-	-	1	5	5	B2
Vasyl Stus Donetsk National University, Vinnytsia	16	-	2	6	8	-	B1/B2
National Mining University, Dnipro	24	-	-	6	11	7	B2
Cherkasy State Technological University	11	-	-	4	4	3	B2
Ternopil National Technical University	33	-	-	7	18	8	B2
Kyiv Polytechnic Institute	21	-	1	1	6	13	B2/C
Uzhhorod National University	16	-	1	7	8	-	B1/B2
Luhansk Taras Shevchenko National University (displaced)	6	-	1	-	3	2	B2

²⁵ See Dearden J (2014), *English as a Medium of Instruction – a growing global phenomenon*, British Council (www.teachingenglish.org.uk)

²⁶ See Appendix D for CEFR descriptors selected to describe academic language use and table 25 for Ministry guidelines.

University	CEFR level							average
	N	A1	A2	B1	B2	C		
Zaporizhia National Technical University	22	-	2	9	9	2	B1/B2	
Chernihiv National University of Technology	16	-	-	1	9	6	B2	
TOTALS	296	1	20	74	135	66	B2	
(percentage)	(100%)	(0%)	(7%)	(25%)	(46%)	(22%)		

Table 11: Aptis results – EMI teachers

However, the profiles of some EMI teachers were very ‘spiky’ and Aptis scores for some skills occasionally went as low as A1. As is clear from the CEFR descriptors (see Appendix B), A1 and A2 would be completely inadequate for effective EMI teaching or research; indeed, it is difficult to see how any academic researcher could function with a reading level of A1 or A2, assuming that much of the research literature in his/her field would be in English.

EMI teachers were asked how adequate they felt their English was in each of the four main academic language skills, and the responses suggest that they have high levels of confidence in all skills, although with weaknesses in writing. The full results are summarised below:

Do you feel that your English is good enough for:	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	%
Giving lectures/presentations																
<i>Completely</i>	36	12	77	19	10	19	10	12	9	1	5	7	1	3	0	62%
<i>Most of the time</i>	5	1	11	8	11	2	4	2	0	20	14	11	5	16	10	34%
Listening to lectures/ presentations																
<i>Completely</i>	41	13	80	23	19	19	10	13	11	1	10	13	3	6	1	74%
<i>Most of the time</i>	0	0	7	4	2	2	5	0	0	22	11	5	7	16	7	25%
Reading academic books/journals																
<i>Completely</i>	41	13	85	25	19	21	10	14	12	4	16	13	2	10	1	80%
<i>Most of the time</i>	0	0	3	2	2	0	5	0	0	18	5	5	10	14	9	20%
Writing academic papers/articles																
<i>Completely</i>	34	12	70	17	12	20	9	13	11	0	9	9	2	3	0	64%
<i>Most of the time</i>	7	1	18	10	9	2	6	1	1	19	9	9	3	17	9	34%

Table 12: Standard of EMI Teachers’ English (N=354)

Despite these high levels of confidence, the majority (85 per cent²⁷) of EMI teachers stated that they would like to take further English classes. Many EMI teachers gave ‘teach more classes in English’ as a high priority, and overall it

²⁷ Based on phase 1 results; the question was omitted in the phase 2 questionnaire

was ranked as the number three reason (94 per cent) for wanting to improve their English. The full ranked list of reasons shows that publishing academic research has the highest priority:

Rank	1	2	3	4	5	6
Reason	Publish papers/articles	Go to international conferences	Teach more classes in English	Travel overseas	Go to work in an overseas university	Study overseas
U1	96%	89%	79%	64%	69%	63%
U2	85%	92%	92%	92%	77%	92%
U3	83%	82%	73%	73%	49%	43%
U4	100%	96%	100%	92%	72%	65%
U5	100%	100%	100%	100%	94%	79%
U6	100%	100%	100%	100%	100%	85%
U7	100%	100%	100%	100%	100%	93%
U8	100%	100%	100%	64%	100%	36%
U9	100%	100%	100%	91%	90%	56%
U10	96%	95%	96%	82%	71%	65%
U11	100%	100%	100%	58%	85%	43%
U12	100%	93%	94%	82%	83%	85%
U13	95%	100%	86%	94%	54%	54%
U14	100%	88%	92%	58%	50%	32%
U15	100%	90%	100%	80%	90%	80%
average	97%	95%	94%	82%	79%	65%

Table 13: EMI academics’ reasons for wanting to improve their English

It is known that delivering classes in English presents problems for both teachers and students – for example, EMI lessons certainly take longer to prepare and it may take longer to cover the full curriculum²⁸. However, the advantages may outweigh the disadvantages: students at all the universities that offer EMI classes felt that these offered a ‘two-for-the-price-of-one’ package, i.e. they were learning English as well as their academic subject.

Most of the EMI lessons observed were delivered in adequate English but there were several cases where observed lessons were delivered in very weak English. For example, one mathematics lecture was given by a teacher with an estimated speaking level of A2:

Speaks in learned phrases, does not always understand when addressed. Very strong accent; a lot of pronunciation errors (“sass” for “thus”); sometimes the word stress and sentence stress are not placed

²⁸ One electronics teacher reported that he had worked with an ESP teacher for two years to prepare an English version of one of his lecture courses.

correctly. Not all mathematical operations are described idiomatically. (= “equally”, “divide on”). Some international terms are pronounced in L1 “igrek”, “zero”²⁹.

It was interesting that in these cases, when students’ English was often better than the EMI teacher’s, the students seemed to compensate for the teacher’s weakness and even to try to assist him/her. However, in two rather extreme cases, the students actually complained to the observer about their teacher’s poor spoken English.

In the observed EMI lessons, teachers adopted a range of strategies to ensure that the students understood. In all, six groups of strategies were identified during the observations:

Mother tongue (MT) strategies These are strategies where the academic uses Ukrainian/ Russian in various ways to try to ensure comprehension. These include:

- providing summaries or key parts of a lecture in L1
- using the MT for clarification
- asking questions in English but allowing students to answer in the MT
- using the MT for technical terms/explaining technical terms in the MT
- using MT PowerPoint slides for a lecture given in English
- providing bilingual glossaries.

English language strategies These are strategies used by academics who are generally confident using English, and in fact, they were used quite frequently in the observed lessons:

- providing an English commentary when scientific or mathematical formulae were written on the board
- asking and answering questions in English
- providing lecture notes in English
- slowing down input to allow students time for intake and note-taking.

Repair strategies As the name suggests, these are strategies used by the academic when s/he perceives that there is a problem. Experienced EMI teachers will use anticipatory repair strategies, i.e. knowing that there may be problems, the teacher tries to check whether the class has understood rather than wait for students to ask questions or look blank. Repair strategies were used quite frequently in the observed lessons:

²⁷ Observer’s notes.

- inviting questions/comprehension checks
- permitting interruptions for questions/clarifications
- modifying his/her English for the audience (e.g. by slowing down the pace of delivery, making pauses)
- paraphrasing.

Lesson structuring Clear structuring is an obvious way of helping students follow the lesson. These strategies were used in approximately half of the observed lessons:

- announcing the aims/structure of the lesson at the start
- using key questions to structure the lesson
- using PowerPoint slides to structure the lesson.

Visual-aid support In classes where students have problems with English, especially spoken English, a useful group of strategies involves using visual aids. Several of these strategies again involve the use of PowerPoint:

- giving students PowerPoint slides as handouts
- providing PowerPoint slides online
- using video extracts, diagrams and illustrations to support input³⁰
- using the black/whiteboard extensively.

Textual support The final group of strategies involve supplying students with parallel content to the lecture in written form. Again, there was rather limited use of these strategies:

- referring students to textbooks, articles, etc
- using equations, examples, tasks throughout the lecture
- giving handouts and/or electronic copies of lesson materials.

Conclusion While the Ministry has apparently issued guidelines recommending CEFR C1 for university teachers teaching through the medium of English³¹, as far as we can establish, no university currently uses English proficiency as a criterion for appointment or promotion, though one rector stated that he is considering introducing it as a requirement for newly appointed staff. The benchmarking of EMI teachers' English revealed a wide range of proficiency – while many (68 per cent) of those tested achieved

³⁰ Video extracts were generally used very inefficiently, with no focus questions, few follow-up questions and no opportunity to view the video more than once.

³¹ See table 25 below.

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. While teachers’ self-assessment seemed to over-report language levels, most teachers seem aware of their limitations and expressed a willingness to take English lessons. In observations, EMI teachers adopt various strategies to compensate for their students’ language weaknesses, and vice versa, and it seems that language is not the main problem in EMI lessons (see section 3.2.6 below).

It must be stressed, however, that EMI currently accounts for a relatively small percentage of academic courses offered at Ukrainian universities, and, if the number and range of EMI courses is to be expanded to anything like the 50 per cent suggested by the Rector of National Technical University Kharkiv Polytechnic, there will have to be a massive programme of English for Academics (EfA) to upgrade subject teachers’ proficiency. This job will inevitably fall on the shoulders of ESP teachers but, at present, most lack the time, skills and materials to develop or teach such courses³². In some cases, where courses are offered (e.g. in Poltava, Chernivtsi and Lviv), academics are expected to pay for their classes, albeit at a subsidised rate. Both Cherkasy and the Dnipro National Mining University offer free classes for their own academics at various levels.

3.1.4 Students

Benchmarking of students’ language levels was outside our terms of reference, but we collected quite a lot of data about their English. An initial indication is given by students’ results in the school-leaving examination, as declared on the students’ questionnaire, with the majority (52.4 per cent) stating that they received ‘excellent’ scores:

Grade	6-7 Satisfactory	8-9 Good	10-12 Excellent	Not taken	Totals
U1	6	17	54	23	100
U2	0	13	63	2	78
U3	2	11	77	10	100
U4	12	36	30	0	78
U5	0	29	59	12	100
U6	9	36	51	1	97
U7	10	26	65	6	107
U8	10	30	57	3	100
U9	12	49	42	3	106
U10	5	36	25	1	67

³² The British Council began training for ESP teachers to teach an ‘English for Academics’ course to EMI teachers in 2016.

Grade	6-7 Satisfactory	8-9 Good	10-12 Excellent	Not taken	Totals
U11	5	29	72	3	109
U12	3	31	59	2	95
U13	20	22	16	1	59
U14	15	58	25	2	100
U15	9	42	33	9	93
Totals (%)	118 (8.5%)	465 (33.5%)	728 (52.4%)	78 (5.6%)	1389

Table 14: Students' English language scores in the School-Leaving Exam (N = 1389)

There are two problems in interpreting these scores – one qualitative and the other quantitative. The qualitative problem is that examinations in former-Soviet countries are generally not standardised and so are often unreliable, varying in standard from year to year and place to place (see West & Crighton 1999). The quantitative issue is that, as far as we can tell, the results of the School-Leaving exam have not been aligned with the CEFR, although, as the Ministry states that English-language majors entering university are expected to have achieved level B1+³³, we can assume that the top grades of 10-12 should correspond roughly to B1. As can be seen from the table above, 52.4 per cent of the students surveyed gained this grade. Universities do not routinely have entrance examinations in English and, where they do, these are not aligned with the CEFR, and so it is impossible to verify students' proficiency levels on entry. However, we can get some insight into the adequacy of students' English levels from the questionnaires, where they were asked if their English is good enough for university study. Here is a summary of their responses:

Response	U 1	U 2	U 3	U 4	U 5	U 6	U 7	U 8	U 9	U 10	U 11	U 12	U 13	U 14	U 15	Totals (N = 1384)
Completely adequate	42	34	56	26	31	37	21	45	32	29	36	39	10	27	12	477 (34.5%)
Adequate most of the time	36	41	39	42	49	51	63	43	52	25	51	46	32	55	64	689 (49.8%)
Inadequate	22	3	4	9	18	8	21	11	16	12	17	7	15	15	14	192 (13.9%)
Completely inadequate	0	0	1	0	0	2	2	1	5	1	4	6	1	3	0	26 (1.9%)
Totals	100	78	100	77	98	98	107	100	105	67	108	98	58	100	90	1384

Table 15: Students' confidence in using English at university

It can be seen from this table that 84 per cent believe that their English

³³ Ministry of Education & Science/British Council 2001: 21

is good enough for university study (completely adequate/adequate most of the time). Of course, it is difficult to know how realistic these estimates are³⁴. For one reason, there are currently rather low English-language demands on students as most of their courses are delivered in the L1 and following university lectures/classes in English (seventh place) and writing university papers in English (tenth place) come low on their list of reasons for learning English:

Overall rank	reason	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	To travel to other countries	3	2	2=	1	5	2=	1=	4	1	1	2	1	1	1=	2
2	To meet employers' demands	1	1	1	3=	1	2=	3	1	3=	3	4	3	5	1=	3
3	To study in other countries	2	3	4	7	6=	1	5	5=	3=	4=	1	2	4	6	4
4	To use the internet/Computers	10	6	10	6	4	8	6=	2	2	2	3	4	7	3	1
5	To pass international English language exams	4	5	5	3=	2	6=	6=	3	5	4=	5	5	6	8=	9
6	To pass professional exams	5	4	2=	8=	3	5	4	5=	6	9	7	7=	3	4	6
7	To follow university lectures/classes	9	7	6	2	6=	6=	1=	9	8	6	10	7=	2	5	5
8	To read academic/professional books/journals	7=	11	9	5	8	4	6=	7	9=	10	6	10	10	7	7
9	To watch films/TV in English	7=	8	8	8=	9	9	10	10	7	7	8	6	8	11	8
10	To write university papers/essays	6	9	7	10	10	10	9	11	9=	8	11	11	11	8=	11
11	To take part in tutorials/ discussions	11	10	11	11	11	11	11	8	11	11	9	9	9	10	10

Table 16: Students' reasons for learning English

Secondly, university students may find it difficult to assess their language skills against the future demands of an employer:

ESP students tend to overestimate their language proficiency as they

³⁴ One student who described her English as 'completely adequate' commented: "English in my institution, teaching English lessons very weell. (sic) I am not having any suggestions now." Another spelled foreign as "foreing".

are deprived of concrete descriptors which they could use for realistic self-assessment and have no self-assessment guidelines, which can be provided by the ESP language portfolio³⁵.

Finally, students are assessing their English levels against current standards and demands. It is clear that English will play a much larger role in universities as EMI spreads, and the demands on students' English proficiency will therefore increase.

Conclusion It is difficult to know what students' language levels currently are as there is no way of knowing how reliable the School-Leaving Exam is, or what its grades mean in CEFR terms. University teachers repeatedly reported that many students, perhaps the majority, do not currently reach the Ministry's B1 benchmark. Furthermore, there is no robust assessment in universities which monitors students' language levels³⁶. Even if levels were monitored, universities do not build the Ministry's expected levels of achievement, either on entry or graduation, into their curriculum standards. This situation underlines the need for effective assessment within universities, which itself would require training in modern ESP/ESP assessment practices for at least a core team of teachers. There may also have been a change in students' motivation for learning English between 2014 and 2016 – early returns suggested that motivation was driven by (Ukrainian) employers' demands but more recent returns place more emphasis on overseas study and travel.

3.2 Teaching of/through English

In this section we seek to assess teachers' practical classroom skills and capability, looking at both teachers of ESP and teachers using English as their medium of instruction (EMI). This will be done through looking first at wider contextual issues – the training and qualifications of ESP teachers, the organisation of the teaching of English, the English curriculum and syllabus, and ELT and ESP materials and resources – before looking at classroom practice.

3.2.1 Training and qualifications

In 2004 the British Council baseline study of ESP in Ukraine concluded:

In terms of qualification requirements English language teachers in Ukraine, once they have their Specialist or Masters degree in Linguistics or Pedagogy, are expected to be able to teach ESP. No other training or qualification is required. Thus, there is no objective

³⁵ Ministry of Education & Science of Ukraine/British Council 2001: 37

³⁶ See Shatrova 2014: 153

³⁷ 2004: 31

*way of assessing the professional competence of ESP teachers*³⁷.

This situation does not seem to have changed since 2004 the ESP teachers' questionnaire seems to show a profile of apparently well-qualified and experienced teachers:

	Philology- linguistic degree	Philology- pedagogical degree	Specialist diploma	Master's degree	Candidate of science	Ph D	Years of experience in HEIs (average)
U1	29 (48%)	30 (49%)	16 (26%)	20 (33%)	22 (36%)	3 (5%)	17
U2	5 (28%)	12 (67%)	2 (11%)	6 (33%)	10 (56%)	-	8
U3	16 (33%)	31 (65%)	25 (50%)	12 (24%)	10 (20%)	2 (4%)	28
U4	7 (35%)	13 (65%)	5 (25%)	5 (25%)	10 (50%)	1 (5%)	12
U5	16 (80%)	6 (30%)	6 (30%)	11 (55%)	4 (20%)	2 (10%)	10
U6	20 (91%)	2 (9%)	2 (9%)	4 (18%)	17 (77%)	2 (9%)	13
U7	5 (45%)	7 (55%)	3 (25%)	5 (42%)	4 (33%)	-	9
U8	8 (50%)	10 (63%)	13 (81%)	6 (38%)	2 (13%)	-	18
U9	1 (9%)	10 (91%)	6 (55%)	2 (18%)	3 (27%)	-	11
U10	4 (33%)	8 (67%)	5 (45%)	1 (9%)	5 (42%)	-	17
U11	7 (54%)	9 (69%)	7 (54%)	2 (15%)	4 (31%)	1 (8%)	6
U12	9 (45%)	11 (55%)	10 (50%)	7 (35%)	3 (15%)	-	10
U13	5 (28%)	13 (72%)	2 (11%)	8 (44%)	6 (33%)	2 (11%)	11
U14	13 (52%)	12 (48%)	11 (44%)	6 (24%)	7 (28%)	-	13
U15	2 (13%)	13 (87%)	7 (47%)	3 (20%)	5 (33%)	-	16
TOTAL	147 (44%)	187 (56%)	120 (36%)	98 (30%)	112 (34%)	11 (3%)	13 years

Table 17: Qualifications and experience of ESP teachers (N = 332)³⁸

This profile, however, conceals the true picture that ESP seems to be neglected or even ignored at all levels of training in Ukraine:

- Teachers' initial training is largely focused on philology, with little attention to issues of pedagogy such as second language acquisition, methodology, learner autonomy, etc, and no training in ESP.
- Master's and doctoral level studies also focus on linguistic, literary or philological topics, and areas related to methodology are still mostly inadmissible for PhD research³⁹. Teachers from one university said that their topics included bizarre areas such as 'the English of chess' and 'the English of music' – topics totally unrelated to their work. Most of the

³⁸ Some respondents gave more than one response, so totals exceed 100 per cent

³⁹ Taras Shevchenko University Kyiv allows pedagogical/methodology topics from September 2014

teachers we spoke to seemed completely unaware that ESP is a well-established area of research and training: not one could name a single book about the teaching of ESP and none of the universities seems to have a teachers' resource centre containing any such books or journals. Indeed, a group of young teachers at one university did not even know what ESP stood for.

- There has been very little in-service training or professional development in ESP. A few said that they had received some ESP/EAP teacher training in the past five years, but only very few actually gave any indication of what this consisted of. A particular area of concern is materials production. Many teachers do take subject-specific texts into lessons, but simply apply comprehension-based methods, grammar or translation to the texts, giving no attention to the development of discourse or vocabulary strategies. The training deficit here seems to be in the areas of pedagogical language awareness, of genre and discourse analysis and their implications for the design of teaching materials.
- Teachers did express some interest in further professional development in areas related to ESP and even ranked ESP/EAP methodology as their number one choice, but fewer than a third regarded this or any form of further training as essential, indicating a low level interest in professional development overall:

Rank	Training area	Number regarding as 'essential'															TOTAL (%)
		U 1	U 2	U 3	U 4	U 5	U 6	U 7	U 8	U 9	U 10	U 11	U 12	U 13	U 14	U 15	
1	ESP/EAP teaching methodology	12	2	8	5	6	10	3	8	1	3	9	8	9	10	4	30%
2	Improving English language proficiency	11	7	8	4	6	3	5	9	1	8	2	5	8	10	1	27%
3	ESP/EAP materials development	11	1	3	9	5	8	4	5	2	2	5	6	5	3	8	23%
4=	IT/computer skills for language teaching	4	1	3	3	3	7	0	11	2	0	2	2	5	7	4	16%
4=	General language teaching methodology	3	4	6	3	3	3	2	2	2	4	3	4	5	6	2	16%
6	ESP/EAP needs analysis and course design	9	1	2	1	3	2	3	5	0	3	4	6	6	2	3	15%

Rank	Training area	Number regarding as 'essential'															TOTAL (%)
		U 1	U 2	U 3	U 4	U 5	U 6	U 7	U 8	U 9	U 10	U 11	U 12	U 13	U 14	U 15	
7	ESP/EAP materials evaluation and selection	8	2	2	2	2	3	1	5	0	4	5	5	6	1	1	14%
8	Language testing/ examinations	0	0	3	3	2	2	0	5	2	0	1	2	1	3	4	8%

Table 18: ESP teachers' priorities for further training (N= 332)

These figures confirm low levels of interest in professional development and are a cause for concern: the picture of English teachers that emerges from this baseline study is similar to that in the 2004 report:

The BS has revealed that there is no formal ESP teacher training in Ukraine⁴⁰.

They (ESP teachers) are 'reluctant settlers in the new territory'⁴¹. However, this problem may stem from the absence of training in ESP methodology and a misunderstanding of what ESP teaching entails⁴².

They have a basic knowledge of principles and practices of teaching, though there is a strong need to clarify the distinction between EGP and ESP and provide practical training in teaching ESP, its methodology, use of materials, course design, assessment, etc.⁴³

Even more disturbing, however, is the fact that not only do most ESP teachers seem to have little understanding of ESP, but in most universities they also have little interest in finding out more.

Conclusion There seems to be little or no formal training in the teaching of ESP at any level – pre-service or in-service – and only limited interest among teachers in undertaking professional development in the area of ESP. This lack of training underlies all aspects of ESP teaching and may well account for the picture of ESP teaching that emerges in the following sections. There is clearly a need for basic training in the principles of ESP teaching but, in many cases, there is relatively little interest among teachers in undertaking such training.

3.2.2 Organisation

The university teaching of English in Ukraine and other countries of the former Soviet Union was traditionally organised into several departments, each

⁴⁰ 2004: 16

⁴¹ Hutchinson & Waters (1987:162)

⁴² 2004: 55

⁴³ 2004: 31

serving one or more academic department(s), within the same university. This contrasts with the situation in the UK and most countries of the EU, where a single 'service' unit provides English to all departments. The multi-department system persists in some Ukrainian universities, but not all. There would seem to be several reasons for its continuance in some institutions:

- tradition
- geographical convenience, where academic departments may be widely separated across a city (as in Chernivtsi, Vinnytsia and Kyiv, for example)
- the belief that ESP should be narrow in focus (ESAP – English for a Specific Academic Purpose) in order to provide language tailored to each specific discipline
- the desire by some forward-looking academic departments to improve ESP teaching by establishing and funding their own dedicated ESP teams
- personal rivalries.

We should like to argue that this tradition should be re-examined, in particular, the belief that English is delivered most efficiently if it is 'narrow' ESAP – English for Architecture, Biology, Chemistry, Zoology, etc. This approach has a long tradition in countries in the region, but it is problematic in a number of ways:

- It is based on a long outdated theory of ESP as 'register', i.e. that each academic or professional discipline has its own unique terminology and grammatical characteristics. This encourages the teaching of lists of technical terms and large amounts of grammar, rather than the communicative skills needed to operate in the target situation.
- As most modern materials from the major publishers are based on a concept of 'broad' ESP, there are few published materials available to Ukrainian ESP teachers, who, therefore, develop their own *metodichkas* or publish their own 'narrow' textbooks which are little more than collections of *metodichkas*.

The lack of any central department for ESP in some of the universities surveyed also means that there is usually no unified approach to the teaching of ESP – no agreement on the balance between EGP, ESP and ESAP, no agreement on the number of hours or years for ESP, no agreed standards (e.g. CEFR levels to be reached for graduation), no focus on needs analysis, no effective core syllabus, no effective assessment system and no transparent quality assurance procedures.

The lack of continuing professional development for ESP teachers can also be attributed, in part at least, to this lack of any central organisation. All Ukrainian

universities are entitled to regular CPD but, as in other countries in the region, this entitlement often lapses or is ineffective⁴⁴. As discussed in section 2.2.1, there is a clear need for further in-service training in ESP, but the present situation undermines opportunities. At present there seems to be little understanding of the kinds of skills and professional standards that should be expected of ESP/EAP teachers⁴⁵.

The 2004 ESP baseline study noted that ‘there is no unified system of assessment or of grading⁴⁶’ and this remains the case. We found a lack of rigorous and relevant testing at all stages of the ESP programme – entry, end-of-year and graduation – and this must again be one of the side effects of the absence of any centralised coordination of ESP:

At the Ukrainian institution, it is solely the responsibility of each instructor to prepare assessing materials. Overall, all participants expressed satisfaction with the assessment procedures in terms of content and structure ... The most effective forms according to the participants are tests. However, some participants made a point that though the tests are valid, they do not meet the expectation of presenting a “general picture about the student’s level of mastery of the language”. The “ready to go” tests from the course-books are good but “easy to cheat” for the students, in their opinion⁴⁷.

The lack of testing, and the apparent lack of expertise or even interest in testing (cf. table 18 above), is a matter of concern as it means that the universities have no way of knowing whether standards are being achieved. Further, this means that it is difficult to have meaningful quality assurance systems.

Conclusion The current system of de-centralised ESP teams undermines effective ESP teaching at all levels and needs to be re-examined. A central ESP/EAP department or unit would be better able to develop an effective core syllabus for ESP/EAP, to introduce, and where appropriate produce, better teaching materials, to establish and monitor standards of student performance and progress, to organise more effective CPD for teachers, and to develop a proper system of assessment.

3.2.3 ELT and ESP curriculum and syllabus

There is a distinction between a curriculum and a syllabus in the university teaching of English in Ukraine. The curriculum is usually a Ministry or

⁴⁴ See 2004 ESP Baseline Study pages 32 and 67

⁴⁵ See, for example, the BALEAP *Competency Framework for Teachers of English for Academic Purposes*, 2008

⁴⁶ 2004: 24

⁴⁷ Shatrova 2014: 153

institutional standard specifying the hours⁴⁸ and years that languages should be taught, with perhaps a brief and broad indication of content. This curriculum was a matter for the institution in each of the universities we visited and seemed to differ in each one, though all of them are, at least notionally, constrained by a Ministry-issued template which is topic-based, dates back to Soviet times and takes no account of either language as communication or of attention to international standards. In practice, the curriculum in each university seemed to be written in such broad terms that individual departments and even individual teachers seemed to have considerable freedom⁴⁹. One result of this is that each university has its own policy on when to make the transition from General English to ESP, and there is little or no evidence of a genuine EAP element in the curricula of most of the universities surveyed. A number of students complained of the lack of consistency and continuity. This finding is consistent with that reached in the 2004 Baseline Study:

*the absence of a national ESP curriculum in Ukraine results in a lack of consistency in ESP syllabuses for university students in terms of structure and content*⁵⁰.

The lack of any standardised approach was particularly apparent in two areas: the hours taught and the balance between EGP and ESP. As far as we could ascertain, and whatever the curriculum may state, English is taught in all four years in some departments at nearly all fifteen universities, but other departments teach English for only one or two years. The balance between EGP and ESP also varied considerably: some of the institutions claimed to teach only ESP, while another taught EGP for two years, followed by two years of ESP. However, the students' questionnaires revealed a chaotic situation with wide differences in each year and between departments. The only consistent finding from our survey was that all students in all fifteen universities wanted more ESP in all years than is currently taught.

The syllabus is a more detailed list of points to be taught, and seems to vary from university to university. The consultants found it very difficult to obtain copies of syllabuses; sometimes we were shown a syllabus but it was mostly in Ukrainian and requests for a summary in English or even a paper or electronic copy were politely ignored. However, what we did see fitted with the descriptions offered by the authors of the 2004 Baseline Study, who made a detailed analysis of syllabuses from 26 institutions:

⁴⁸ See table 25 below.

⁴⁹ See Shatrova 2014: 152

⁵⁰ 2004: 6. Note: there is now a national curriculum (published in 2005), but it was not in use in any of the universities surveyed.

The syllabuses analysed in this study contain a list of topics for study. Because of the absence of standardised selection criteria, these topics are selected by English departments themselves in accordance with the course books in use.

The syllabuses analysed list the elements of linguistic competence, phonetic and grammar components, and requirements for vocabulary, but there is no unanimity there either ... As a rule, speech patterns and functions are not fixed in the syllabuses, only in the textbooks used⁵¹.

In one university, we were shown a central syllabus arranged according to topics, and individual ESP teams then found materials fitting that topic that were more-or-less appropriate to their students. They then taught these materials, highlighting the language points selected by the textbook's authors. Clearly, using topics as a unifying feature provides little uniformity of teaching across different departments, and we found no examples of modern core ESP syllabuses based on academic/professional language skills and genres, or any mention of levels to be achieved year-by-year. Crucially, no curriculum or syllabus document specified the CEFR level to be reached on graduation, or the number of hours of class time needed to achieve any desired exit level, despite guidelines from the Ministry⁵². Indeed, there appears to be little or no understanding of how to assess students' proficiency in relation to either curriculum requirements or international standards. All syllabuses seemed to be private documents for use by teachers and were not available to students.

Conclusion: The broad curriculum documents used by universities offer little in the way of guidance on years or hours for English or, most importantly, the standards that are expected. The syllabus documents that we had sight of were mostly loosely based on topics, with the detail filled out by reference to the textbooks used. There would seem to be little capacity for curriculum or syllabus analysis or development in the institutions surveyed.

3.2.4 ELT and ESP materials and resources

In the absence of a useful curriculum or syllabus, teachers in the universities surveyed (like teachers all over the world) rely principally on textbooks and accompanying materials. These materials are of several main kinds:

- general English textbooks published in Ukraine
- general English textbooks published overseas
- ESP textbooks published in Ukraine
- ESP textbooks published overseas

⁵¹ 2004: 20

⁵² See table 25 below.

- *metodichkas*.
- grammar textbooks
- a range of supporting materials.

All of these were included in a detailed questionnaire to establish both the frequency of use and the usefulness of each type. The combined ranked results for the fifteen universities were as follows:

overall rank	Materials	Usefulness (by rank)														
		U 1	U 2	U 3	U 4	U 5	U 6	U 7	U 8	U 9	U 10	U 11	U 12	U 13	U 14	U 15
1	International ESP/EAP textbooks	3	2=	1	1	2	3	2=	2=	1=	1	1	1	1	1	1
2	Grammar books	5	4	2	2	3=	2	2=	11	4=	8=	4	4=	6=	3	3
3	International general English textbooks	1	5	3	4	3=	6	1	9=	1=	5=	5=	2	6=	2	11
4=	Computer/internet sources	4	1	4	7	1	4	6	2=	9=	3	8	4=	4=	5=	5
4=	Authentic materials	6	6	9	5	3=	1	10	1	4=	2	2	3	2	9	10
6	Bilingual dictionary	9	7	6	3	6	5	5	6=	6=	4	9	7=	8=	7	4
7	Tape/CD materials	2	10=	5	6	8=	10=	4	5	9=	12	5=	7=	3	5=	2
8	Video/DVD materials	7	8	7	8	7	12	7=	4	1=	8=	3	10	4=	8	7
9	Monolingual English dictionary	8	10=	12	10	11	7	9	6=	6=	5=	5=	6	8=	10	9
10	Home-made materials (metodichkas)	10	9	8	12	12	8	11=	6=	8	10	10	7=	12	4	6
11	ESP/EAP materials published in Ukraine	11	2=	10=	9	8=	10=	7=	9=	12	7	11	11	10	11=	8
12	General English textbooks published in Ukraine ⁵³	12	10=	10=	11	10	9	11=	12	11	11	12	12	11	11=	12

Table 19: ESP teachers' perceptions of the usefulness of materials

There are several points to note here:

- We note that international ESP/EAP materials are considered the most useful (one) but there seem to be limits on availability currently. In some institutions they are perhaps not being used frequently because they generally cover 'broad' ESP/EAP skills, whereas the demand in Ukraine is for 'narrow' ESP. The high cost of international textbooks was also cited as an inhibiting factor.

⁵³ In fact, we saw no evidence of books in this category in use during our classroom observations.

- We may note the very high ranking (two) of grammar books. This would seem to reflect an older, grammar-based approach to teaching languages rather than a more modern, communicative one. This point was nicely put by a student of Financial and Actuarial Mathematics on his questionnaire:

Also I can add that classes should focus on talking English rather than learning special for math words or grammar rules.

- The high perceived usefulness (three) of international general English textbooks reflects the fact that General English is quite widely taught in some institutions, especially in Years one and two. We conclude that teachers are using them because of their quality, even if they are not totally appropriate.
- The high ranking (four) of computer/internet based materials would seem to be encouraging, but little evidence of such materials was noted during lesson observations.
- The low ranking of Ukrainian ESP/EAP materials (11) and home-made metodichkas (ten) relates to the way in which they are constructed. They were analysed in some detail in the 2004 Baseline Study:

The absence of modern ESP textbooks for certain specialisms leads to the use of EGP textbooks in ESP classes. Other teachers create compilations of texts and exercises. Teachers have to produce their own additional materials to meet the needs of students. At the same time, self-made materials are inferior in quality to commercial textbooks written by teams of highly qualified specialists.

On the whole, the majority of even recently published ESP books in Ukraine have the following weaknesses. They:

- *are based on a structural/grammatical approach*
- *do not cover the four macro-skills*
- *contain a number of texts by which English tends to be studied through a detailed analysis of these texts (in these cases, the specialism is indicated only in the vocabulary)*
- *have a limited choice of text types*
- *lack communicative exercises*
- *have few or no accompanying materials (teacher's guide, assessment materials, audio support)*
- *are not based on students' needs*

- *are not compatible with the syllabuses*⁵⁴.

The use of these materials seems to vary quite widely: in one of the universities surveyed in-house ESP/EAP materials or *metodichkas* were considered very useful, but in the other universities they were much less widely used. In one of these universities, however, we found boxes of such books unused. This seems to demonstrate that Ukrainian ESP/EAP materials can be valuable when well produced. All too often, however, they consist of authentic or adapted texts from unacknowledged sources with a few exercises of the types suggested in the 2004 report⁵⁵. In one example that we were given⁵⁶, there are texts over 50 pages long with just four exercises:

- I *Study the texts and retell them.*
- II *Render biographies in Ukrainian.*
- III *Put all types of questions to each text.*
- IV *Give a brief talk on one of the following topics (44 topics listed).*

These materials seem to fit the ‘recipe’ noted in the 2004 Baseline Study:

*Our experience and the interviews with Ukrainian ESP teachers reveal that in their everyday practice, ESP teachers employ a variety of foreign EGP course books, based on modern communicative principles. But when ESP is being taught, the teachers try to develop their personal resource pack. The main sources for development of such a resource pack are usually authentic materials in the field of the students’ specialism. But having found an appropriate text, teachers often have neither the expertise nor the time to develop communicative tasks and exercises, the least demanding methods in this case being grammar translation. Ultimately this practice does not lead to the desired learning outcomes and makes both learners and teachers frustrated*⁵⁷.

Conclusion International General English and (to a lesser extent) ESP textbooks are widely used and liked by teachers and students. However, the demand for ‘narrow’ ESP means that many teachers produce their own ESAP materials – *metodichkas* or even whole books of *metodichka*-like materials. These are considered of little use and evaluation confirms that they are constructed on outdated grammar-translation approaches. If Ukrainian teachers could be persuaded to use ‘broad’ ESP/EAP materials, a

⁵⁴ 2004:24

⁵⁵ See Shatrova 2014: 152

⁵⁶ Lyalko S V (2002), *Philosophy and Political Science*

⁵⁷ 2004: 45

wide range of international materials would be available. In the longer term, teachers could be trained to produce higher quality *metodichkas* and books of materials using more modern and varied approaches⁵⁸.

3.2.5 Teaching ESP – classroom practice and methodology

Classroom ELT/ESP lessons are generally well-rated by students. In the questionnaire, students were asked to rate the different types of lessons included in their English programmes. They were asked both about the perceived usefulness of general English (EGP) and ESP lessons, but also about the approaches and activities within those lessons. These cover both traditional approaches (translation, grammar, etc.), and also more modern, skills-based approaches. The results for the 15 universities were somewhat inconclusive: students indicated high levels of satisfaction with nearly all kinds of lessons, both traditional and skills-based. The full results were as follows:

rank	Type of lesson	satisfaction (%)															average
		U 1	U 2	U 3	U 4	U 5	U 6	U 7	U 8	U 9	U 10	U 11	U 12	U 13	U 14	U 15	
1	Speaking/ conversation classes	74	76	73	81	73	86	89	93	91	89	86	93	87	88	92	85%
2=	Translation classes	64	70	72	75	77	81	86	79	83	76	74	85	80	89	81	78%
2=	Vocabulary	64	66	61	82	85	72	86	86	82	76	77	83	81	80	87	78%
4	Listening classes	57	53	59	76	94	74	82	84	82	72	77	83	71	75	82	75%
5	Grammar	61	59	69	70	83	76	80	72	80	69	70	78	79	83	77	74%
6	Reading classes	56	56	58	76	83	77	82	76	84	72	74	80	71	82	73	73%
7	Writing classes	61	54	68	71	79	69	82	75	84	71	70	80	71	75	72	72%
8	ESP/specialist English classes	64	76	63	70	83	70	68	75	74	63	61	72	60	84	80	71%
9	General English classes	66	65	66	64	88	63	67	53	73	62	64	73	74	69	57	67%
10	Pronunciation	-	-	-	62	64	67	66	66	74	63	59	72	71	65	63	66%

Table 20: Students' perceptions of the usefulness of ELT/ESP lessons

Similar results showing very high levels of satisfaction were reported in the 2004 Baseline Study and the authors of that report raised doubts about these levels of satisfaction:

Generally, students are satisfied with their English classes (79.3 per cent of respondents). Their satisfaction seems to be unrealistic because 52.0 per cent of respondents consider the duration of

⁵⁸ For example, standard reading exercises of the type used in the British Council's Brazilian ESP project. See Scott et al. (1984)

their English course is insufficient. This diversity of opinion may be explained by the fact that neither teachers nor students are aware of what knowledge and skills students will need for their work⁶⁰.

We would have to concur: almost none of the lessons observed actually constituted a true, needs-based ESP lesson focusing on skills, but followed a topic-based text or textbook which was in some way related to the students' field. In the same way, we observed very few lessons which could actually be called a speaking or conversation class – classroom interaction was largely dominated by teacher talk and on-the-spot correction of errors, and only a few teachers employed pair- or group-work. In many of the classes we observed very few students had a copy of the book, and often worked from shared photocopies or electronic copies of the lesson material. As in the 2004 survey, we found that nearly all students wanted more hours of English and this was the number one suggestion for improving the quality of English-language tuition from both students and ESP teachers.

The 2004 authors also called into question the quality of the lessons when assessed by communicative criteria. More than ten years on, there has apparently been little change in this respect, though there were isolated examples of good practice. One of the best ESP lessons observed during this study was one given by a teacher who skilfully produced a 'tour' of the chemistry laboratory he used as a classroom to introduce a large amount of technical vocabulary, but it was unclear whether this technique could have been extended to a skills-based lesson. Another welcome example was in an English for Tourism class, in which students were assigned different local regions and had to suggest ways of promoting tourism in their area.

The authors of the 2004 report also found the majority of lessons to be non-communicative:

The analysis of the classroom observation data shows, however, that in the majority of classes visited non-communicative activities and techniques prevailed. Out of 170 activities registered during the observation, only 45 (26 per cent) were of a communicative nature (skimming, scanning, discussions, role-plays, etc.). The rest focused heavily on structure development, more mechanical tasks and activities. The conclusion is that grammar-translation methodology is still popular in ESP classes, which contradicts the communicative methodology declared in the syllabuses themselves. ... The observation sheet data show that a typical ESP classroom is teacher-dominated, with corresponding modes of classroom interaction

⁶⁰ 2004: 33

(teacher-student, whole class, and individual work) prevailing ...
Attention is focused on accuracy rather than fluency⁶¹.

Again, we would concur: lessons tended to be grammar-translation rather than communicative, with a lot of use of L1, teacher-centred with few interactive activities, immediate error correction, and high levels of teacher talking time. Many lessons were also very inefficient, with large amounts of time translating round the room or going over homework – teachers constantly called for more contact hours but could actually achieve a lot more if they used the current hours more productively. Here are the observer’s comments taken at random from several ESP lessons:

- *Is quick to pounce on every mistake, especially pronunciation.*
- *Students read the text out loud and translate into Russian or Ukrainian. They are then asked to do a grammar exercise in writing.*
- *She never gave students time to reply to her questions and answered most of them herself.*
- *Checking of random vocabulary items or vocabulary lists by means of translation.*
- *Very little time devoted to group or pair work.*
- *There are no communicative activities in the lesson; at times it’s almost like a translation lesson for low levels.*
- *... she quickly drops the idea (of a communicative activity) and gives the Ss a copy of a grammar page from Golitsynsky (a grammar course book for schools). The students read the answers out loud in turns. The T explains everything in L1.*

This last point was emphasised by one of the students’ comments during phase four:

Professors must speaking in English language in every lesson.

Conclusion In their questionnaire, ESP teachers were asked to assess the basis of English language teaching standards at their institution. The results were as follows:

overall rank	Standard	U 1	U 2	U 3	U 4	U 5	U 6	U 7	U 8	U 9	U 10	U 11	U 12	U 13	U 14	U 15
1	Ukrainian standards	2	1	1	1	1	1	1	1	1	3	3=	1	1	1	1
2	European standards	1	3	2	3	3	5	3	3	4	1	1=	4	2	2	3

⁶¹ 2004: 21

overall rank	Standard	U 1	U 2	U 3	U 4	U 5	U 6	U 7	U 8	U 9	U 10	U 11	U 12	U 13	U 14	U 15
3	Institutional standards	3	2	3	4	2	3	2	2	2	4	3=	3	3	3	2
4	International standards	4	4	4	2	4	4	4	4	3	2	1=	2	4	4	4
5	Inherited Soviet standards	5	5	5	5	5	2	5	5	5	5	5	5	5	5	5

Table 21: Teachers' views on teaching standards

The Ukrainian standards observed in lessons in 2015 -2016 seemed to be little different from those observed and analysed in 2004. We could find little evidence of European standards: there was little or no use of the CEFR and most teachers seem to have very little knowledge or understanding of its principles. Equally, there was little evidence of European standards of communicative language teaching – the methods and classroom interaction were far more reminiscent of Soviet-era teaching than anything that one would expect to see in most countries in Europe today. This was clearly plain to some of the students, one of whom commented:

Fire the majority of teachers and change the Soviet Union system (of) teaching into modern interactive one.

The problems are widespread and deep rooted; the baseline is low. The situation could perhaps be remedied by large-scale teacher training courses in ESP principles and methodology, but this would be time-consuming and expensive, and, it seems, would not be of interest to most ESP teachers (see table 18). An alternative would be to introduce modern ESP materials on a larger scale, with the help of Teacher's Guidance and Notes, so that teachers would actually learn modern practices on the job.

3.2.6 Teaching through EMI – classroom practice and methodology

As we observed earlier, in section 3.1.3, the language of many EMI teachers is not particularly good, but they and their students seem to develop strategies to get through the lesson, albeit rather slowly. Our other concern - classroom practice and methodology – was investigated through the observation of a range of classes at the fifteen universities.

There is a widespread assumption that EMI involves not only the translation of course material from L1 into English, but also a change in teaching style from a teacher-led, transmission style to a more interactive one:

One could hypothesise that they (EMI teachers) would additionally need to find alternative ways of presenting academic material to students to whom English was also a second language. In which case similar skills required of an EFL teacher would need to be found in

an EMI teacher. They would need to know how to modify their input, assure comprehension via student-initiated interactional modifications and create an atmosphere where students operating in an L2 are not afraid to speak; all this whilst taking into account the many cultural differences present in the room and the potentially different language levels of individuals⁶².

While we did find traditional lectures which were probably transmitted in English much as they were in the L1, especially when delivered by teachers whose English was weak, we also found some evidence that, consciously or unconsciously, some EMI teachers in the universities we visited are attempting to adopt a more interactive style. For example, we found cases in which EMI teachers adopted the following approaches:

- conducting lessons as seminars, with students participating freely in question and answer session
- question-and-answer sessions in English during and at the end of lessons
- using realia and visuals to illustrate points
- a large Psychology class which consisted entirely of students making PowerPoint presentations in English
- a Journalism class, part of which was conducted as a press conference (role play)
- a Finance lesson in which teams of students made presentations based on files prepared at home
- a class for medical students in which they played the roles of doctor and patient (a smoker), with the ‘doctor’ taking a person-centred counselling approach
- an International Economics class based around a commercial video, followed by a PowerPoint with key questions for students to engage with
- a class in Criminal Law incorporating Socratic questioning and a courtroom simulation
- a large class in Accounting and Auditing which made extensive use of group work and role play, supported by excellent PowerPoint slides.

However, we also observed difficulties among both students and teachers in adjusting to a new teaching style:

- students who were mostly too shy to ask questions or who answered the teacher’s questions in L1

⁶² Dearden 2014: 23

- students who remained silent and showed little or no sign of understanding or participation
- students who could prepare good PowerPoint slides, but did not present clearly
- students who looked at the IWB instead of their audience, who mumbled and failed to use signposting. In this case, the teacher admitted that she had not taught the students any presentation skills
- teachers failing to give students thinking time before answering a challenging question; no real awareness of the need to develop their students' critical and higher-order thinking skills, even at Master's level
- no attempt by the teacher to give while-listening or while-viewing tasks, so that the audience loses attention.

Conclusion EMI teachers in our designated universities seem to be operating, albeit with considerable goodwill, largely in an academic vacuum, with little support from the university authorities or from English language teachers. There is a clear need for practical guidelines on how to deliver EMI more effectively, as well as for access to free-of-charge language improvement lessons. This could be a good opportunity for cooperation between ESP teachers and academics moving into EMI, but a more professional approach would be to provide opportunities and incentives for teachers using EMI to take a short course on EMI teaching methodology such as the British Council's five-day *Academic Teaching Excellence*⁶³ seminars, which is now part of the training provision in the context of the English for Universities project.

⁶³ See www.britishcouncil.org.ua/sites/default/files/british_council_academic_teaching_excellence_brochure.pdf

4

**UNIVERSITIES'
STRATEGIES FOR
IMPROVING ENGLISH**

4 UNIVERSITIES' STRATEGIES FOR IMPROVING ENGLISH

4.1 Global background to English as a medium of instruction (EMI)

A major development in higher education in recent years has been the adoption of English as a medium of instruction (EMI) in universities in countries where English is not an official language or a traditional medium of instruction. There has been a huge growth in particular at graduate level, with many masters programmes now available in English, often exclusively in English. Current statistics show that about half of these programmes are now offered in non-English speaking countries, although Ukraine comes very low in the table:

rank	country	number	rank	country	number	rank	country	number
1	United States	15,178	22	Hungary	192	43	Iceland	38
2	United Kingdom	12,286	23	Greece	178	44	Bulgaria	23
3	Australia	2,398	24	Singapore	170	45=	Croatia	22
4	Germany	2,140	25	Romania	169	45=	Slovakia	22
5	Canada	1,733	26	Taiwan	167	45=	UAE	22
6	France	1,283	27	Kenya	160	48	Georgia	19
7	Switzerland	1,213	28	Cyprus	153	49	Barbados	17
8	Netherlands	1,150	29	Czech Republic	144	50=	Brazil	16
9	Spain	1,048	30	Russia	133	50=	Lebanon	16
10	Sweden	746	31	South Africa	111	52	Egypt	15
11	Italy	655	32	South Korea	110	53=	Lithuania	11
12	Austria	607	33	Japan	102	53=	Monaco	11
13	Denmark	448	34	Slovenia	101	55	Armenia	8
14	Belgium	423	35	Malaysia	92	56	Kazakhstan	7
15	New Zealand	397	36	Israel	81	57=	Malta	6
16	Turkey	393	37	Hong Kong	69	57=	Nigeria	6
17	Portugal	361	38	Thailand	69	57=	Serbia	6
18	Finland	315	39	Latvia	54	57=	Tanzania	6
19	Poland	287	40	Luxembourg	51	61	Liechtenstein	4
20	Norway	285	41	Qatar	46	62	Ukraine	3
21	China	259	42	Estonia	42			

Table 22: Numbers of EMI master's programmes⁶⁴

⁶⁴ www.mastersportal.eu/countries accessed 28/11/2016. It will be seen from table 24 below that there was strong support from EMI staff for increasing the numbers of EMI master's programmes in the universities surveyed.

Dearden (2014: 9-10) examines national policies relating to EMI, beginning with the issue of whether English-medium instruction is permitted and in which sectors. The question of whether EMI is allowed was applied to six sectors of education across 55 countries. 29 countries (53 per cent) allow EMI across all sectors. Ukraine fell into the second group which permits EMI in five of the six sectors, and it may be of interest to list these countries:

Country	Public Primary	Private Primary	Public secondary	Private secondary	Public University	Private university
Greece	N	Y	Y	Y	Y	Y
Italy	N	Y	Y	Y	Y	Y
Japan	N	Y	Y	Y	Y	Y
Saudi Arabia	N	Y	Y	Y	Y	Y
Sri Lanka	N	Y	Y	Y	Y	Y
Switzerland	N	Y	Y	Y	Y	Y
Ukraine	N	Y	Y	Y	Y	Y
Vietnam	N	Y	Y	Y	Y	Y

Table 23: Countries allowing (Y) or not allowing (N) EMI across different educational sectors⁶⁵

There seems to be no discernible pattern across the EU or eastern European countries, and comparisons are difficult as none of Ukraine’s immediate neighbours participated in the survey. Nevertheless, Ukraine’s national policy would seem to provide a good political and legal framework for EMI, and, as far as we understand, the current Higher Education Law permits a large amount of autonomy to state universities, though the universities seem unsure of what this means in practical terms and are thus reluctant to commit to independent decision-making on key issues such as materials and curriculum design, contact hours for English, and teaching loads for EMI teachers, especially when, according to some informants, Ministry inspectors insist that old-style regulations on these issues must be enforced.

4.2 EMI in Ukraine

While there seems to be a broad national policy in place permitting EMI in universities⁶⁶, this seems to be somewhat passive – permitting EMI rather than actively promoting it. Similarly, we found limited evidence of active or

⁶⁵ Dearden 2014 9-10

⁶⁶ Support for English teaching was confirmed in a speech by the President on 3 October 2014. APT reported: “English should become the second language to be taught in schools. There is a connection between people’s standard of living and their level of knowledge of English ... “The more Ukrainians speak English, the better off Ukraine will be.” Poroshenko said.

well-developed university policies for promoting or improving English. Table 22 shows that there are few EMI master's programmes in Ukraine and that Ukraine is low in the European rankings. There is clearly an understanding that while the major issues of university globalisation – the Bologna process, student and staff mobility, university league tables and rankings, transnational education, etc⁶⁷ – are inextricably bound up with improved English standards and provision, the universities we visited seem to have little in the way of developed institutional policies or planning to these ends. Only one university (Kharkiv Polytechnic Institute) had a 'concept' for improving English as part of its ten-year upgrading and internationalisation plan. This includes several elements piloted in 2014-15:

- getting into the Shanghai top ten rankings for universities
- teaching half of all classes in English
- increasing the number of PhD students and research publications
- doubling the number of foreign students
- recruiting more teachers who can deliver courses in English
- offering a ten per cent bonus to staff who teach in English
- full implementation of the Bologna three-tier degree structure
- redesigning all programmes according to European Standards and with European Credit Transfer System ratings
- decreasing the amount of face-to-face lecturing and increasing the proportion of self study in the course study budget
- devoting attention and increased funding to student mobility and internships for academic staff
- more involvement in international, especially EU projects
- establishing more agreements with overseas student recruitment agencies
- improving support for international students, e.g. providing accommodation and support in obtaining and renewing documents
- providing seven months' language support in English, Russian and Ukrainian for international students
- improved access to electronic book and library facilities.

⁶⁷ See Graddol 2006: 73-80

This list is impressive but it has to be said that the Rector and both academic and English language staff were aware that these ambitions may encounter major practical obstacles. In particular, it was not at all clear how ELT staff were going to provide the English for Academics courses that are now expected of them – they did not seem to have been informed of this new duty, have no appropriate textbooks, no timetable allocation and, as far as one can tell, lack any training in course design and materials development.

At most of the other universities, there was no apparent systematic plan for internationalisation and the promotion of English. In most cases, our visits seemed to be regarded by the managers as a trigger for putting some kind of policy or action plan together, and this was reinforced by the British Council Project Manager who in every case has asked for an institutional action plan. Most universities have submitted their action plans, though these often focus on the expectation of British Council support rather than on what can be achieved within the institution. None of this is unusual. The recent British Council survey of EMI reported that there is limited top-down planning or practical support for EMI:

It appears that policy makers in many countries insist on introducing EMI for reasons of economic growth, prestige and internationalisation without considering the teaching resources needed to ensure its proper implementation such as sufficiently trained teachers, materials and assessment.

Overwhelmingly, the respondents in the 55 Countries study felt that there were not enough qualified teachers. ... Difficulties were expressed in resourcing EMI exams, securing the appropriate number of qualified teachers and providing the learning materials and textbooks.

Although 27 per cent of respondents reported that their country had some limited guidelines about how to teach through EMI, 60 per cent reported none. Moreover in very few countries adopting EMI was there a clear strategy in terms of educational structure with regard to EMI.⁶⁸

4.3 A policy for improving EMI

It is difficult to know what a coherent policy on improving English in the context of university internationalisation might look like, and there would seem to be no models in the literature. In an attempt to see what such a policy would involve, we carried out a survey of selected universities in the UK, Sweden and former-Soviet countries with which we are familiar. The result

⁶⁸ Dearden 2014: 24

⁶⁹ See table 25

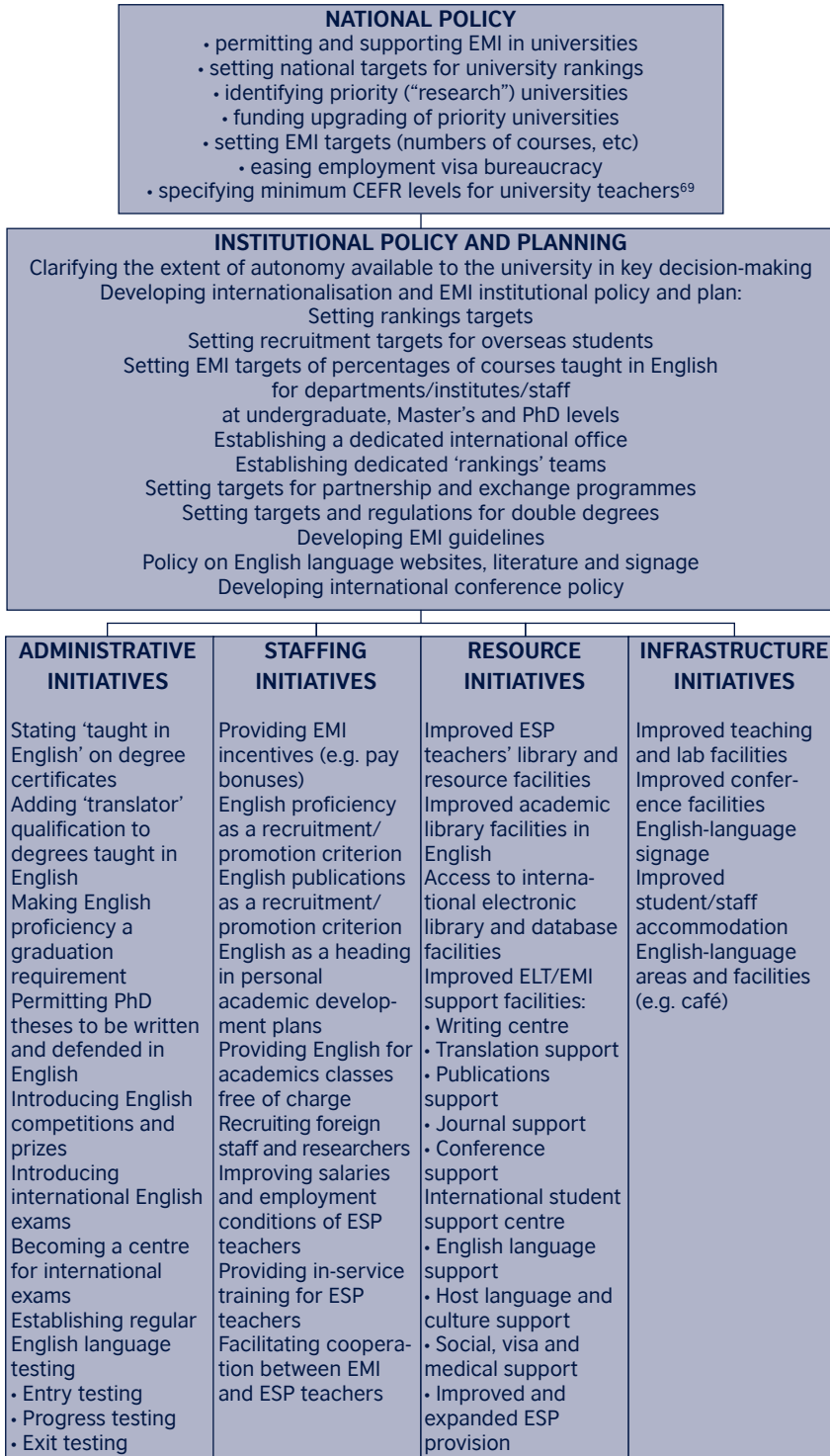


Figure 2: Model of policies for university internationalisation and the promotion of EMI

is presented in the form of a table on the previous page (see Figure 2). This model needs some points of explanation:

- it assumes that EMI is being introduced or expanded as part of a broader policy of internationalisation by the institution and/or the government
- it also assumes that internationalisation and EMI are being pursued as part of a quality-enhancement programme rather than merely as a source of international students and fees
- the initiatives have to be top-down, or at least fully supported by the university administration, if they are to be effective
- the policy needs to be systematic, coherent and well-funded
- the policy needs to involve coordinated initiatives at all levels: administrative, staffing, resourcing and infrastructure
- some of the initiatives involve systemic change in university structure and regulations.

In the absence of any coherent policy, initiatives in the universities surveyed seem to have been piecemeal. These are listed here to exemplify what has been achieved, but it must be stressed that at present they are mostly isolated strategies rather than a coherent policy:

- ELT/ESP expanded across all years of undergraduate degrees
- a new, unified syllabus for all departments and institutes (although allowing for applications to specific academic fields)
- up to ten per cent of staff doing at least some teaching through the medium of English
- some instances of subsidised, small group English courses for current or aspiring EMI teachers
- whole master's programmes taught in English, usually at the initiative of a particular department or institute
- particular courses taught in English, often at the initiative of individual academic teachers
- permitting PhDs to be written and defended in English
- English-language entry tests for some master's programmes
- Ukrainian academic journals being published alternately in Ukrainian and English
- university prospectuses and website home pages in English

- support centres or departments for international students
- support for English language conversation clubs for students.

Of particular interest is how these initiatives actually came about. While some (e.g. support centres or departments for international students) were clearly central strategies driven by the university administration, many seem to have been bottom-up initiatives started by particular departments or even individuals. Departmental initiatives are likely to be more common in disciplines which are by their nature international:

There is growing evidence of English used in this way for teaching International Communication and Technology, Economics, International Law, International Relations and other subject areas in some higher educational institutions. The instructors are either Ukrainian subject teachers working in close co-operation with ESP departments, or visiting scholars from abroad⁷⁰.

This finding was confirmed in our survey, but other top-down initiatives frequently came when courses were taken by large numbers of overseas students who simply do not have sufficient Ukrainian or Russian to follow classes, and English is seen as an alternative (in Poltava and Uzhhorod, for example).

In other cases, EMI teachers stated that the initiative had been personal. In some cases, academic teachers decided to offer EMI courses after returning from teaching or studying abroad or because students suggested it, with varying degrees of institutional support – one academic told us that his dean “didn’t mind”, while another said that the university authorities had been “pretty obstructive”. This reaction meant that there was little or no financial support for textbooks or other resources, and salary bonuses (if at all) of only \$17 a month, despite the considerable extra burden of preparation that an EMI teacher always faces.

EMI teachers seem to feel rather isolated and neglected, judging from their responses to questions about their university’s support for EMI and internationalisation. Response levels were very high and the responses were very strong, with EMI teachers supporting the greater use of English in all areas:

Rank	Opinion	Agreement (%)															
		U 1	U 2	U 3	U 4	U 5	U 6	U 7	U 8	U 9	U 10	U 11	U 12	U 13	U 14	U 15	Average
1	The university should have a website in English ⁷¹	95	92	97	100	95	100	100	100	100	97	100	100	95	92	100	98%

⁷⁰ ESP Baseline Study 2004: 17

⁷¹ All universities in the survey actually have home pages in English, but academics explained that the whole website, including departmental pages, should be available in English.

Rank	Opinion	Agreement (%)															
		U 1	U 2	U 3	U 4	U 5	U 6	U 7	U 8	U 9	U 10	U 11	U 12	U 13	U 14	U 15	Average
2=	The university should have more partnership agreements with foreign universities	100	100	98	100	86	100	100	86	100	91	95	100	95	92	100	96%
2=	The university should fund more staff to attend conferences overseas	95	85	95	96	100	100	100	79	100	97	95	100	95	96	100	96%
4=	The university should provide free English classes to academic staff ⁷²	-	-	-	88	90	90	100	93	83	97	86	100	95	-	-	92%
4=	The university should teach more master's degrees in English	93	92	83	100	90	90	100	93	83	83	100	89	84	96	100	92%
6	The university should provide more help for staff to publish in English ⁷³	92	92	90	-	-	-	-	-	-	-	-	-	-	-	-	91%
7	The university should recruit more international students-	82	92	80	92	100	81	100	100	83	78	100	84	89	88	100	90%
8	The university should provide more English language support for academic staff ⁷⁴	60	54	52	-	-	-	-	-	-	-	-	-	-	-	-	55%

Table 24: University support for EMI and internationalisation

Conclusion While there is some evidence of a long-term policy to promote English as part of the drive for internationalisation at one university, there is little evidence of coherent, long-term, funded support for the expansion of EMI and ESP as part of plan to upgrade Ukrainian universities and attract more overseas students. The use of EMI is fairly widespread in three universities surveyed in phase one and in two of the universities in phase four, but in those visited in phases two and three its adoption has been extremely limited or piecemeal, usually at the initiative of individual departments or institutes or even individual academic teachers.

More broadly, there is a need for greater English language support for academics using English (or wanting to use English) across a wide range of activities. This might involve support at two levels:

- Basic support in the area of English for academics – an ESP course for subject teachers and researchers. In the short term, ESP teachers could be trained to use an existing, published textbook such as CUP's *English for Academics 1 and 2* (Bolitho (ed.) 2014-15). In the longer term, a team of Ukrainian ESP teachers might be trained to develop and produce a similar course tailored to the requirements of Ukrainian academics.

⁷² This question was added for Phase two as it was raised as an issue during Phase one.

⁷³ This question was omitted in Phase two as it was seen to be outside the terms of reference of this project.

⁷⁴ This question was replaced in Phase two by the question on free English language classes.

- More specific language support in specific areas of academic work such as writing articles for publication in international journals or preparing conference posters and presentations. This is probably outside the scope of the current ELT project, but might be included in the British Council's broader project for university education in Ukraine.

5

FINDINGS AND RECOMMENDATIONS

5 FINDINGS AND RECOMMENDATIONS

In this section we present the findings and recommendations of all four phases of the study. These findings and recommendations were first drafted after the first phase of the baseline study in late 2014 and in subsequent phases we have not discovered anything fundamentally new, but the visits to further universities and the variations of practice that we have found in those universities confirmed our findings and enabled us to sharpen our focus.

In this chapter we present our findings for each level of the higher educational system (systemic and institutional) and for each of the staff groupings (management, ESP teachers, EMI teachers and students). For each finding we offer one or more recommendations.

5.1 Systemic – strategic

1. **National strategy for universities** There is a clear need to upgrade and internationalise universities across Ukraine. At present, there is uncertainty as to whether this is the responsibility of the Ministry or the institutions – there is lack of clarity about the extent of university autonomy in decisions about medium of instruction, recruiting international students, curriculum development, materials design and contact hours. At times this leads to confusion or indecision; at other times it is a convenient excuse for ‘comfortable inaction’. For example, some academics declared their belief that teaching through the medium of English is not permitted by law, but further investigation suggests that this is a myth⁷⁵.

Recommendations

- **Quality assurance** *The National Quality Assurance Agency for Higher Education designs and approves education activity standards, and under article ten of the Law of Ukraine on Higher Education (2014), higher education standards are designed according to the National Qualifications Framework and are used to define and evaluate the quality of content and performance of higher education institutions. However, there is a need for the development of national Quality Assurance standards and measures in line with the requirements of the Bologna Process. There should be more effective documentation and training in order to promote compliance with the standards and procedures of the Bologna Process. This should become the responsibility of designated offices within the Ministry and in each university.*

⁷⁵ See table 23

- **English** *There is a need to recognise the value of English in academic institutions and research, and to include the promoting of the teaching and learning of English as part of a national strategy.*
 - **EMI** *The strategy should include a clear rationale, and financial support for EMI, with agreed targets (numbers of programmes, target dates) for each university and department/faculty.*
2. **National standards and curriculum** The Ministry has drawn up the ESP Curriculum for Universities (2005) and set out guidelines for contact hours and CEFR standards to be met at university level, but the curriculum and standards have not been effectively disseminated and are largely unknown or ignored. There is a need to rectify this situation.

Recommendations

- *The 2005 ESP curriculum prepared by the Ministry/British Council team should be updated and re-issued with guidance as to how it could be implemented in universities.*
 - *The Ministry guidance on the contact hours required to reach mandated CEFR levels⁷⁶ should be re-issued to all universities as the basis for teaching allocations across all faculties.*
3. **Bologna requirements** Although Ukraine signed up to the Bologna process in 2005 and all the universities state that they are Bologna-compliant (see Appendix C), we could find little evidence for defining curriculum modules and credits according to Bologna requirements, and very little evidence of any quality assurance systems in use. Very few of the university managers that we consulted were aware of the implications of the Bologna Process.

Recommendation

- *There should be more effective documentation and training in order to promote compliance with the standards and procedures of the Bologna process. This should be the responsibility of designated offices within the Ministry and of each university.*

5.2 Systemic – English language teaching

1. **Departmental organisation** The organisation of ESP teaching is often split between different departments, which may take very different approaches to the curriculum and to methods. There is also often a different approach between different faculties, with students in some faculties receiving more English for more years than those in other faculties.

⁷⁶ See table 25

Recommendations

- *Wherever local conditions allow, ESP teaching should be consolidated within a single department in each university, with a common approach to the curriculum across all faculties and to the number of hours needed to achieve agreed outcomes in terms of CEFR levels.*
 - *Within each ESP department there should be teams with particular responsibilities, such as curriculum development, materials selection and development, assessment, quality assurance, appraisal and professional development.*
2. **Exit levels of English** Although the Ministry has mandated CEFR levels for all graduates⁷⁷, these may be unrealistically and unnecessarily high for some subjects in current circumstances.

Recommendation

- *Exit levels of English for all graduates need to be set in direct relation to the CEFR:*
 - *C1 for linguistically-demanding disciplines such as Law, Economics, Humanities, etc.*
 - *B2 for less linguistically-demanding disciplines such as most Pure and Applied Sciences, Engineering, etc.*
 - *It is also suggested that degree certificates should include an endorsement stating the CEFR level attained by each graduate, though it may take some time to achieve the standardisation in testing that would be needed to implement this.*
3. **Assessment** As this study identified, there are generally poor standards of tests and examinations. There is a pressing need for English teachers to be trained in methods of assessment and testing, especially in ways that exit or graduating examinations can be transparently aligned to the standards of the CEFR. This not only means that the Ministry, employers and the public at large in Ukraine have no reliable way of knowing if universities are delivering English-language programmes of the standard required, but it also makes quality assurance (as required under the Bologna agreement) impossible.

Recommendation

- *There is a pressing need for training in modern, valid testing and assessment procedures to enable teachers to feel confident in assessing their students against international standards, and to assure the Ministry that standards are being achieved.*

⁷⁷ See table 1

4. **Teachers' language levels** In most cases the proficiency levels of university English teachers are in the B2/C1 range, but few reach the C1 level in all skills required for secondary teachers. Most of the EMI teachers we tested (68 per cent) and observed have levels of English which are adequate. 'Adequacy' was defined by reaching CEFR level B2 rather than the C1 suggested by the Ministry. It should be noted, however, that academics whose English was tested were all volunteers and we cannot be sure that these findings are representative of academic staff as a whole.

Recommendation:

- *National English language benchmarks should be established for staff by the Ministry and/or the university authorities and included as a criterion for appointment and promotion. It is suggested that the following levels would be appropriate:*
 - *C1 in all skills for university teachers of English.*
 - *B2 for EMI academics (rather than C1 as suggested by current Ministry guidelines).*
5. **Syllabus development** There is a pressing need for a more modern and flexible syllabus for English at university level, taking into account a focus on English as a means of international communication, the academic and professional needs of undergraduate and graduate students and, very importantly, standards in the CEFR. However, at present there are few ESP teachers with any training or experience of developing a modern, communicative syllabus meeting international standards.

Recommendation

- *There should be training in modern approaches to curriculum development, taking the 2004 Ministry/British Council ESP Curriculum as a starting point.*
6. **ESP textbooks** Although international materials are now available in some universities, there is a continuing requirement to produce *metodichkas* in most institutions. In most cases these adopt a grammar-translation approach, with no evidence of familiarity with more modern approaches. All too often, in-house *metodichkas* have little changed from a model developed in the Soviet Union in the 1950s and their development is perpetuated by the current 'attestation' process.

Recommendations

- *There should be a move away from institutionally-produced and highly-specific ESP textbooks (*metodichkas*) in favour of English for General*

Academic Purposes materials available from international publishers.

- *To build capacity in materials development, a centralised ESP Textbook Development Unit should be set up in one university, with trained writers working in co-operation with subject specialists to develop textbooks for use in different disciplines in all universities according to modern principles and practice. This recommendation implies the need for an intensive training programme in materials development for ESP as a means of establishing a cadre of specialist writers.*

7. **English teachers' roles and responsibilities**

Recommendations

- *Change the responsibilities of teachers of English in the universities so that they are released from the obligation to carry out research or produce publications of limited value for 'attestation' in order to concentrate fully on their teaching. Their professional development would be better defined in terms of enhancement of teaching skills and personal language proficiency rather than of the acquisition of higher academic qualifications. A PhD never made anyone a better teacher.*
 - *As recommended in point 1 above, all ESP teachers should take on particular responsibilities within their departments (syllabus, materials, assessment, etc). These responsibilities should be revolved every three years so that, in time, all teachers gain experience and relevant training in all areas.*
8. **CEFR standards** Most teachers are aware of the CEFR but we could find little evidence that it is being applied to define curriculum levels and standards, or to construct tests or other assessment instruments to determine if levels are being attained.

Recommendation

- *The CEFR needs to be incorporated into all aspects of ESP teaching: curriculum design, determining objectives and learning outcomes, materials, methodology and assessment. Ministry guidelines, training, exemplification and the sharing of good practice will be required.*

5.3 **Systemic – EMI**

1. **National EMI strategy** There is a lack of a national strategy for introducing and promoting EMI programmes, so that current EMI provision is varied and sporadic. In each university we found small groups of teachers who are willing and able to teach their subjects through the medium of English. In some universities where there are currently no EMI

programmes, individual teachers put on special demonstration lessons during our visits to show their readiness. Of course, we have no way of determining how representative these groups are or if there are larger numbers of teachers who could teach in English.

Recommendations

- *There is a clear need for a national strategy or plan for upgrading and internationalising universities across Ukraine. This would include the recognition of the value of English in research dissemination and other quality indicators, and a rationale for EMI, with financial support from the Ministry and agreed targets (numbers of programmes, numbers of students, target dates).*
- 2. **Incentives and support** There is a great variety of policies and practices across the universities we investigated. Many of the academics we met who are teaching in English, or who could, are frustrated by the lack of institutional policies or targets for EMI programmes, and the lack of support for departments or individuals who want to introduce EMI programmes. Some universities offer incentives to academics teaching through English; others do not. The range of incentives includes salary bonuses, opportunities to attend conferences, reduced teaching load and improved resourcing.

Recommendations

- *Each university should set clear targets for introducing more EMI programmes, with clear procedures for approval, documentation and quality assurance according to Bologna guidelines.*
- *Standard incentives should be provided for subject specialists prepared to use English as a Medium of Instruction: supplementary payment, reduced teaching load, overseas conference expenses, etc.*
- 3. **Language classes** Although English levels are generally adequate among those we tested, we have no way of knowing how good they are across the broader academic populations of each university. In focus group discussions, lecturers stressed the need for English for academics (EFA) courses to be made available for all academics either free or at subsidised rates.

Recommendations

- *English classes for academics should be provided by all universities, free-of-charge or properly subsidised.*
- *ESP teachers in each university should be trained in teaching EFA classes⁷⁸.*

⁷⁸ The British Council has already begun training a number of ESP teachers in how to teach English for Academics so that they can go back to their institutions and introduce English classes for academics using modern materials.

4. **Partnerships** While some universities have been very successful at setting up international research and teaching partnerships, often with EU programmes such as Erasmus+ and Horizon 2020, others have few such partnerships.

Recommendations

- *More partnerships and links for EMI teachers should be established within Ukraine and internationally.*
 - *While universities have an international office responsible for international links and programmes, officers should be given opportunities to visit universities in the UK and across the EU to see how their offices operate. It should be noted that the British Council programme 'International Offices: Best practices', supported by the Ministry of Education, has been delivered by senior managers from international offices of Warwick and Coventry universities to 97 Ukrainian universities.*
5. **Resources** Academics lack the necessary resources to prepare English-medium lectures and programmes. In particular, they require academic textbooks written in English and online library resources.

Recommendation

- *University libraries will need to prioritise the acquisition of English language resources across the disciplines in which EMI is taught. This should include online access to relevant English-medium journals.*

5.4 Institutional — policies and planning

1. **Institutional policy** Some universities stated that it was not their place to introduce an institutional policy. Other universities do have such initiatives, but these are often driven by the enthusiasm of individual rectors, deans or heads of department.

Recommendation

- Within a national strategy, each university needs to develop an institutional policy spread over 3-5 years covering the following areas:
 - **internationalisation**
 - **quality enhancement and assurance** within the Bologna framework
 - **English language teaching** The promotion of English across all programmes and years.

- **EMI** The promotion of English-medium programmes, with targets for each department/faculty and individual, and support for English for academics (EfA) classes.
2. **Action plans** As far as we could determine, EMI projects in most universities had been individual initiatives rather than the result of institutional planning.

Recommendations

- *Each university needs to draw up annual action plans to provide short-term targets spread over 3-5 years covering internationalisation, quality enhancement, the promotion of English teaching and the promotion of English-medium programmes⁷⁹. The plans should include specific details and targets for particular initiatives and projects.*

5.5 Institutional – English teachers

1. **Research** While the need and, indeed, the opportunity for English teachers to engage in academic research is appreciated, all too often research topics are totally irrelevant to teachers' professional interests and are often determined by supervisors rather than teachers. There seemed to be little or no awareness that ESP is a well-established research field with its own literature and international peer-reviewed journals.

Recommendation

- *Priority should be given to research into teaching rather than obscure and irrelevant areas of literature and linguistics. Teachers wishing to study for a PhD should be pointed in the direction of practical research in areas directly relating to and derived from their ESP teaching.*
2. **Continuing professional development (CPD) policy** Most English teachers are well-qualified academically, with many taking higher degrees, but the majority are not up-to-date professionally and have little or no training in the area of ESP. We found mixed attitudes to CPD in the universities we visited: some teachers in some universities are enthusiastic but the majority feel that they do not need further professional development, preferring to concentrate on academic

⁷⁹ A start has been made with institutional action plans being drawn up within the British Council's English for Universities project. At the time of writing, action plans had already been produced by all universities, but there is a clear need to monitor and update these plans on a regular basis if momentum is to be maintained.

qualifications or publications required for 'attestation'.

Recommendation

- *There is a need for each university to develop and implement a CPD policy for teachers of English, with a requirement for regular updates in teaching methodology, and, as and when grants become available, professional trips to other countries.*
3. **Lack of practical training** In most cases English teachers lack practical training, lack opportunities for practical training, and lack the resources for practical training. In some universities, teachers are apparently unaware of their need for further practical training. The lack of practical training is particularly apparent in the following areas:
- **Modern methodology** Many English teachers demonstrate little or no understanding of the variety of approaches and methods utilised in similar teaching contexts globally.
 - **Mixed ability teaching** Many teachers complain that they don't cope well with the typical mixed ability intake in Year 1 of undergraduate study.
 - **ESP/EAP and study skills** In much the same way, modern developments in the teaching of ESP, EAP and study skills are not widely known or practised in Ukraine.
 - **Materials Development** There is a need for a focus on genre and discourse analysis as a basis for working with texts.
 - **Assessment** There is a need to develop an understanding of the basics of assessing progress and achievement as well as CEFR standards and proficiency testing.

Recommendation

- *In-service training should focus on the practical issues of teaching ESP at university level.*
4. **Contact hours** Most English teachers are frustrated by the lack of sufficient class time to bring their students up to a good level of English proficiency. This is the number one complaint of teachers across all universities. However, we found no real evidence that teachers know how to develop autonomous learning strategies in their students to compensate for the shortfall in contact hours. As most universities allocate English teachers to faculties and departments, it would take an instruction from top management to mandate an increase in contact hours for the teaching of English. In many cases, English teaching stops altogether after the second, third or fourth semester of undergraduate study, which makes

it impossible to attain levels close to CEFR-related targets.

Recommendations

- *More class contact hours determined by reference to requirements to attain CEFR standards will give them a chance to bring students up to the required levels. The Ministry and institutions need to bring the number of contact hours into line with the guidelines already issued by the Ministry to achieve progress from one CEFR level to another:*

Target level \ Entry level	A2	B1	B2	C1
A1	200 hours	400 hours	600 hours	850 hours
A2	•	200 hours	400 hours	650 hours
B1	•	•	200 hours	450 hours
B2	•	•	•	250 hours

Table 25: Hours required to progress from one CEFR level to another⁸⁰

- *It is recognised that the figures in Table 25 would require a very large increase in the number of contact hours needed, and, while a significant increase is recommended, it is also recommended that training should be offered to teachers in the development of autonomous learning strategies in students to improve the efficiency of self-study.*

5.6 Institutional – EMI teachers

1. **Methodology** Most current and potential EMI teachers require methodological training to make their delivery more effective for students whose English may be weak. This training would need to include the effective use of technology, ways of making lectures more interactive, and in general scaffolding their inputs to make them more accessible. Academics are often aware that there has to be a move away from transmission-mode lectures and they require training in alternative methods and we observed some EMI lessons where the lecturer simply read his lecture notes aloud or where video was used with no accompanying tasks or activities.

Recommendation

- *Universities should develop and implement a CPD policy providing fuller professional support to academics embarking on teaching through the medium of English as part of a broader institutional strategy, e.g.*

⁸⁰ Ministry of Education and Science of Ukraine, *English for Specific Purposes – National Curriculum for Universities*, 2005, page 29. NB the same information is given in Ukrainian on page 2 of the same document

methodology and the use of technology.

2. **Professional support** Preparing English-medium lectures and programmes requires a lot of time – one academic who gave a one-hour demonstration lecture said that it had taken him a week to prepare, while another had spent two years translating all of his lecture notes into English. One of the Phase three universities said that it gives a reduction in afternoon teaching so that academics can prepare EMI lectures.

Recommendation

- *Universities need to provide professional support to academics preparing EMI programmes – time, resources, support from ESP teachers, etc.*

5.7 Institutional – students

We encountered very high levels of interest in learning English and motivation to learn. While most students realise that English is essential for their academic careers, they stated that travelling abroad, study abroad and employment prospects were more important reasons for learning English. While most students had limited exposure to modern language-teaching methods and materials, they expressed strong views on ways in which ESP teaching could be improved.

Recommendations

1. **Class size** *There should be smaller class size for English courses, with a maximum of 15 in each class.*
2. **Number of classes** *More classes per week (especially in years 1 and 2) and ESP classes should be offered in all years to maintain levels and to increase students' chances for reaching mandated CEFR levels (see table 25 above for Ministry guidelines on the total number of hours required).*
3. **Curriculum** *The curriculum should include more ESP in all years and less general English. Consideration should also be given to offering a course in professional English (EPP) in year four (as we saw at Zaporizhia).*
4. **Methodology** *There needs to be a move away from teacher-fronted lessons towards more modern methodological approaches which increase student interaction in the classroom and make more efficient use of contact hours.*
5. **Materials** *More modern international ESP materials should be used, with the accompanying technological support and aids available from international publishers. Where in-house materials are used for narrow ESP classes, these*

⁸¹ See, for example, Scott et al. (1987)

should be prepared according to more modern approaches⁸¹.

6. **Student autonomy** *Teachers need to develop more autonomous learning strategies in their students in order to make more exposure to English outside the timetabled contact hours available*
7. **International exchanges** *Universities need to create and advertise more opportunities for international exchanges.*
8. **Contact with native speakers** *There was an often-expressed but unrealistic request for more contact with native speakers. Universities and teachers need to explore ways of making contact with other speakers of English (not necessarily native speakers) through English clubs and the use of technology such as Skype. In particular, contact with students of the same discipline in other countries should be encouraged.*

6

CONCLUSIONS

6 CONCLUSIONS

6.1 Research questions

In this Baseline Study we set out to collect a range of information, both quantitative and qualitative, across 15 universities to answer three fundamental research questions:

- 1 What is the current English proficiency level of English teachers and academics?
- 2 Does the HEI sector currently have the capability, capacity and curriculum to improve standards of teaching English (ESP) and through English (EMI)?
- 3 What initiatives need to be taken to reform the HEI sector to expand the role of English and raise standards to a point at which it can fully participate on the international stage?

In this chapter we will attempt to summarise the answers to all three questions.

6.2 English proficiency level of English teachers and academics

In both cases the English proficiency levels were assessed primarily through the use of the online Aptis test, which assesses all four skills as well as grammar and vocabulary. The results were verified through lesson observation and focus groups, together with self-assessments through questionnaires. There was, however, one major difference: the samples of English teachers consisted of largely random groups for Aptis testing and observation, together with large numbers of ESP teachers who attended the focus groups and answered the questionnaires. We have, therefore, high confidence that our findings are based on a large sample and are representative. However, the academics who were assessed were largely self-selecting – academics who teach or wish to teach through the medium of English. The sample is, therefore, much smaller as a proportion of the total of academics in Ukrainian universities and is unlikely to be representative. Indeed, it almost certainly paints an over-optimistic picture of the English proficiency levels of academics.

6.2.1 ESP teachers

Levels of English among ESP teachers are generally fairly high (see table 6), reaching CEFR B2/C1 in most universities and an average of C in a few. There are, however, two areas of concern:

- a) the average proficiency level in most institutions fails to reach the CEFR C1 level mandated for secondary teachers, and this has to be a concern that needs addressing
- b) teachers' proficiency in different skills is not balanced, with clear weaknesses in the speaking skill in particular (see tables 7 and 8).

While language proficiency levels are adequate for current teaching and for any likely reforms, they need to be improved among many existing teachers and a C1 benchmark needs to be mandated for new recruits.

6.2.2 Academics

The level of English proficiency among the academics who were assessed is lower – B1 or B1/B2 on average (see table 11). While this may be regarded as 'adequate', it is only barely adequate and there are areas of concern that need to be addressed:

- a) while we have rated proficiency levels as 'adequate' and the academics themselves felt that their English was adequate for most academic tasks (see table 12), the majority of the academic themselves expressed a need for improvement
- b) as has already stated, these results are based on surveys of a small and unrepresentative sample, and proficiency levels among a broader and more representative sample would almost certainly be lower.

It has to be concluded, therefore, that Ukrainian universities have a small and weak base for expanding their EMI programmes, and that a large-scale push to upgrade academics' English skills is a priority⁸² if universities are to be more international in their research, teaching and rankings.

6.3 Current capability, capacity and curriculum to improve standards of teaching English (ESP) and through English (EMI)

6.3.1 ESP teachers

While we encountered many instances of good practice, the example of the National Mining University, Dnipro (formerly Dnipropetrovsk) stood out as an institution which offers modern ESP courses comparable to those one would hope to find in any good European university. This seems to have been achieved through a combination of factors:

⁸² The British Council has directly trained more than 800 ESP teachers since 2015, who have gone on to disseminate learning to many more colleagues back in their institutions

- british Council training in the 1990s and early 2000s of key ESP teachers
- dissemination of training to other ESP teachers
- strong leadership from the Head of Department
- strong support from the Rector over a long period.

These factors were all incorporated into initiatives implemented within the institution and demonstrate the effectiveness of modern training by an external agency, institutional in-service training and support from the management. As far as could be determined, these reforms were achieved through institutional initiatives rather than any national policy promoting English teaching. They do show, however, that high standards can be achieved when a university has an effective strategy and staff with training and vision.

The findings of the Baseline Study suggest that the potential for improvement in standards of ESP teaching exists as long as the context is right:

- **Capacity** ESP teachers have the language proficiency capacity to improve standards by teaching at higher CEFR levels than are currently achieved, but generally lack training in modern approaches to language teaching in general and ESP in particular.
- **Capability** At present, there is no national strategy for prioritising the role of English or reforming approaches to language teaching. Such a strategy does exist in some universities and some institutes or faculties within certain universities, and the results are evident, suggesting that ESP teachers have the capability to implement reform within a broader strategy and with the appropriate training.
- **Curriculum** There are several aspects of the curriculum that need reform if ESP teaching is to be more effective and to deliver the international standards established by the Ministry:

The Ministry published the ESP curriculum for Ukrainian universities in 2005⁸³ but there is little evidence that it has been implemented and many universities are unaware of its existence. The result is that most universities continue to teach with an outdated syllabus based on grammar and topics rather than skills.

Many institutions continue to produce in-house materials based on such a curriculum according to a model established in Soviet days. The continued production of these materials has been maintained by the 'attestation' process. There is a need for more modern materials and for training in the use and design of modern, skills-based ESP materials.

⁸³ Ministry of Education & Science of Ukraine 2005

Most ESP teachers lack training in ESP teaching and this situation should be rectified through regular and effective training in modern methodology, course design, and materials writing.

The Ministry needs to ensure that English is taught for sufficient hours in all years so that students have the fuller opportunities to learn and practise their English in order to reach the CEFR standards that have been mandated.

Clearly, autonomous universities should have the freedom to develop their own approach to the syllabus, while the Ministry provides guidelines covering curriculum, study hours and training in order to provide a framework for syllabus reform.

In conclusion, we advocate a new national strategy for English teaching in universities, backed up by adequate resourcing and re-training programmes.

6.3.2 EMI teachers

The current capability, capacity and curriculum to improve standards of teaching through EMI is more difficult to assess as levels of EMI provision vary considerably and it is impossible to assess what the potential for increasing EMI programmes might be.

- **Capacity** Current capacity, assessed by the numbers of teachers using EMI and the number of EMI programmes, is low:

University	Percentage of teachers using EMI	Percentage of programmes delivered in English
Taras Shevchenko National University of Kyiv	22%	n/a ⁸⁴
Lviv Polytechnic National University	n/a	n/a
National Technical University Kharkiv Polytechnic Institute	9.1%	n/a
Poltava National Technical University	7.3%	n/a
Yuriy Fedkovych Chernivtsi National University	n/a	n/a
Odessa I.I. Mechnikov National University	1.1%	n/a
Vasyl Stus Donetsk National University, Vinnytsia	10-19%	1-9%

⁸⁴ n/a here means ‘not available’, i.e. the universities did not supply this information

University	Percentage of teachers using EMI	Percentage of programmes delivered in English
National Mining University, Dnipro	1-9%	1-9%
Cherkasy State Technological University	10-19%	1-9%
Ternopil National Technical University	n/a	n/a
Igor Sikorsky Kyiv Polytechnic Institute	n/a	n/a
Uzhhorod National University	n/a	n/a
Luhansk Taras Shevchenko National University	1-9%	1-9%
Zaporizhia National Technical University	10%	0.6%
Chernihiv National University of Technology	1-9%	n/a

Table 26: Current EMI capacity
(Note: Some universities were unable to provide statistics)

These figures suggest 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. These figures are not surprising: there is currently no national strategy to teach through the medium of English, nor, as far as we can tell, any national strategy to promote EMI in the future.

- **Capability** Again, it is very difficult to assess universities' capability for improving standards. Based on language proficiency alone, capability seems rather limited: although some universities state that they have ambitions for increasing the number of EMI programmes by as much as fifty per cent, the plan by Zaporizhia National Technical University (ZNTU) to "ensure that 20-30 per cent of the teaching staff have CEFR B2 level of English⁸⁵" seems more realistic. Such a plan would need to be implemented through a rigorous institutional strategy, along the lines suggested by Kharkiv Polytechnic Institute for improving English as part of its ten-year upgrading and internationalisation plan⁸⁶.
- **Curriculum** We were not able to judge curricula behind the EMI lessons we observed, and the real issue is not the academic content of the curriculum but the way in which it is delivered. While we observed a few really good, interactive EMI lessons, most relied on traditional, teacher-fronted lectures with little student participation. There is a

⁸⁵ see Appendix C

⁸⁶ see section 4.2 of this report

broad realisation that teaching methods will have to change as more EMI programmes are introduced and the British Council has already begun re-training of content teachers through its *Academic Teaching Excellence* programme⁸⁷. However, such re-training needs to be provided on a national scale as part of a larger strategy to ensure the effective delivery of the academic curriculum through the medium of English.

6.4 Initiatives needed to reform the HEI sector to expand the role of English and raise standards to a point at which it can fully participate on the international stage

While some interesting and effective initiatives have been taken by individual institutions and the British Council, initiatives by individual institutions and external agencies are not enough: what is needed is a national strategy led by the Ministry to expand the role of English as a matter of national educational policy in the HEI sector. Such a strategy would have to offer policy guidelines at all levels – curriculum, methodology and assessment – as well as ensure financial support for resourcing and re-training. Detailed recommendations are given in section 5 of this report.

In many of the universities that were surveyed, we discovered a strong adherence to tradition and academic conservatism, and a corresponding reluctance on the part of some senior management to undertake reform. The action plans drawn up by universities need to embrace reform across the academic system in general, and recognise the role that English will have to play in that reform process.

6.5 Conclusion

The 2004 ESP baseline study carried out by the Ministry of Education and Science and the British Council came to the following conclusion:

The reason for the gap between the target situation (employment market) needs and the existing proficiency of the learners is the absence of generally accepted criteria in content, methodology, course organisation, assessment, and learning outcomes with reference to international standards⁸⁸.

Our conclusions to this report could be summarised in a similar way. Over the last 13 years, ESP has not been expanded or reformed and EMI programmes have not been introduced on any large scale. It is to be regretted that much of the good work that has been implemented through individual initiatives

⁸⁷ see section 3.2.6 of this report

⁸⁸ 2004 Baseline Study page 6

that we encountered in some institutions have not been adopted on a wider scale. It is hoped that the findings from this latest baseline study will generate debate about quality standards of ESP and EMI teaching and learning in higher education in Ukraine and will inform discussions and decisions about large-scale reform and policy change by stakeholders at all levels of the system.

Rod Bolitho
Richard West
February 2017

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Appendix

Appendix A: TARGET PROFICIENCY LEVELS FOR ENGLISH LANGUAGE TEACHERS

Target levels
(year-by year)

Council of Europe Framework of Reference

	Listening	Spoken interaction	Spoken production	Reading	Writing
	C2.2	C2.2			C2.2
⑤	C2.1	C2.1	C2.2		C2.1
④	C1.2	C1.2	C2.1	C2	C1.2
③	C1.1	C1.1	C1.2	C1.2	C1.1
②	B2.2	B2.2	C1.1	C1.1	B2.2
①	B2.1	B2.1	B2	B2	B2.1

Source: Ministry of Education and Science of Ukraine/British Council, *Curriculum for English Language Development in Universities and Institutes (Draft 2)*, Kyiv, 2001, page 112

Appendix B: CEFR SCALES AND DESCRIPTORS FOR ACADEMIC ENGLISH

	Academic listening	Academic speaking
C2	<p><i>Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.</i></p> <p><i>Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.</i></p>	<p><i>Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. Can handle difficult and even hostile questioning.</i></p>
C1	<p><i>Can follow most lectures discussions and debates with relative ease.</i></p> <p><i>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm details, especially if the accent is unfamiliar.</i></p> <p><i>Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could be useful to other people.</i></p>	<p><i>Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.</i></p> <p><i>Can handle interjections well, responding spontaneously and almost effortlessly.</i></p>
B2	<p><i>Can follow the essentials of lectures, talks and reports and other forms of academic presentation which are propositionally and linguistically complex.</i></p> <p><i>Can understand a clearly-structured lecture on a familiar subject and take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore miss some information.</i></p>	<p><i>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</i></p> <p><i>Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</i></p> <p><i>Can give a clear, prepared presentation, giving reasons in support of or against a particular</i></p>

		<p><i>point of view and giving the advantages and disadvantages of various options.</i></p> <p><i>Can take a series of follow-up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</i></p>
B1	<p><i>Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. Can take notes during a lecture which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well-structured.</i></p> <p><i>Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.</i></p> <p><i>Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly-articulated standard speech.</i></p>	<p><i>Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</i></p> <p><i>Can take follow-up questions, but may have to ask for repetition if the speech was rapid.</i></p>
A2	<p><i>No descriptor available.</i></p> <p><i>No descriptor available.</i></p>	<p><i>Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.</i></p> <p><i>Can cope with a limited number of straightforward follow-up questions.</i></p> <p><i>Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow-up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</i></p>
A1	<p><i>No descriptor available.</i></p>	<p><i>Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.</i></p>

Source: CEFR 2001: 67, 96

CEFR 2001: 60

Academic reading

- C2** *Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.*
- C1** *Can understand in detail a wide range of lengthy, complex texts likely to be encountered in academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.*
- B2** *Can obtain information, ideas and opinions from highly-specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.*
- Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.*
- B1** *Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.*

Academic writing

- Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works.*
- Can provide an appropriate and effective logical structure which helps the reader to find significant points.*
- Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.*
- Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.*
- Can evaluate ideas or solutions to a problem.*
- Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.*
- Can synthesise information and arguments from a number of sources.*
- Can write short, simple essays on topics of interest.*
- Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.*
- Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.*

- A2** *Can understand short simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.* *No descriptor available.*
Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- A1** *Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.* *No descriptor available.*

Source: CEFR 2001: 69, 70

CEFR 2001: 62

Appendix C: INSTITUTIONAL PROFILES

U1

Name	Taras Shevchenko National University of Kyiv		
Location	60 Volodymyrska St., Kyiv 01601, Ukraine		
Institution type	Classical University		
Established	1834		
Ranking	<p>QS World University Rankings – among 431-440th</p> <p>QS University Rankings: EECA – 38th</p> <p>QS World University Rankings by Subject 2017 in Chemistry – among 451-500th</p> <p>QS World University Rankings by Subject 2017 in Physics & Astronomy – among 351-400th</p> <p>Times Higher Education World University Rankings – 800+ Ratings in Ukraine Head Hunter – 1st</p> <p>Reputation World University Ranking – 560th</p>		
Students – total	26,500		
International students	1,130		
	<p>From:</p> <p>Afghanistan, Algeria, Armenia, Azerbaijan, Belarus, Brazil, Bulgaria, Cameroon, China, Congo, Cyprus, Czech Republic, Ecuador, Egypt, Equatorial Guinea, Estonia, France, Georgia, Germany, Ghana, Greece, Guinea, Hungary, India, Iran, Iraq, Italy, Japan, Jordan, Kazakhstan, Kyrgyzstan, Latvia, Lebanon, Libya, Lithuania, Moldova, Montenegro, Morocco, Nigeria, Pakistan, Poland, Russia, Senegal, Slovakia, South Korea, Syria, Tajikistan, Tunisia, Turkey, Turkmenistan, UK, United Arab Emirates, USA, Uzbekistan, Vietnam</p> <p>Support:</p> <ul style="list-style-type: none"> ■ hostel facilities ■ pre-admission 'Ukrainian/ Russian for foreign students' language courses ■ specialism-related courses delivered in English, Ukrainian and Russian languages 		
Postgraduate/ research students	1,511		
Organisational structure of university	8 Institutes	14 Faculties ⁸⁹	14 Departments

⁸⁹ Institutes have research responsibilities, Faculties do not

	Institutes: Biology and Medicine Continuing Education Geology High Technologies International Relations Journalism Linguistics Military Academy Preparation ⁹⁰
Total academic staff	3,000
International academic staff	22
ESP teachers – total	80
EMI teachers	Approximately 250
Medium of instruction	✓ Mixture Details: <i>Ukrainian, English, Russian</i>
Strategies for encouraging English teaching/learning of staff	<ul style="list-style-type: none"> ■ The academic and administrative staff are offered free English language courses ■ the EMI and ESP teachers are encouraged to take CPD and/or academic staff exchange programmes at partner universities
Bologna compliant	<p>Bachelor's degree programmes (4 years) Master's degree programmes (1-2 years additionally)</p> <p>Postgraduate programmes: PhD (Candidate of Sciences) for Specialist's or Master's degree holders Doctoral (Doctor of Sciences) for PhD holders (1-4 years)</p> <p>ECTS is adopted</p>

U2

Name	Lviv Polytechnic National University
Location	12 Stepan Bandera St., Lviv 79013, Ukraine
Institution type	Technical University
Established	In 1816
Ranking	uniRank University Ranking – 4th in Ukraine World's Universities Webometrics Ranking -1248th
Students – total	27,109

⁹⁰ The Preparation Faculty has responsibility for overseas students on arrival and includes the teaching of English and Russian as foreign languages

International students	231		
	From: Algeria, Angola, Azerbaijan, Belarus, Cameroon, Canada, China, Colombia, Congo, Cote d'Ivoire, Ecuador, Egypt, Germany, Ghana, Greece, Iraq, Israel, Jordan, Kazakhstan, Latvia, Lebanon, Libya, Moldova, Morocco, Niger, Nigeria, Palestine, Poland, Russia, Sudan, Switzerland, Tunisia, Turkey, Turkmenistan, USA, Vietnam, Yemen, Zambia		
	Support: <ul style="list-style-type: none"> ■ Hostel facilities ■ no tuition fee for 20 exchange students 		
Postgraduate/ research students	700 students		
Organisational structure of university	15 Institutes	n/a Faculties	108 Departments
	Institutes: Administration and Postgraduate Education Applied Mathematics and Fundamental Sciences Architecture Building and Environmental Engineering Chemistry and Chemical Technologies Computer Science and Information Technologies Computer Technologies, Automation and Metrology Distance Education Ecology, Nature Protection and Tourism Engineering Mechanics and Transport Enterprise and Advanced Technologies Geodesy Humanities and Social Sciences Power Engineering and Control Systems Telecommunications, Radioelectronics and Electronic Engineering		
Total academic staff	2,081		
International academic staff	20 (visiting lecturers)		
ESP teachers – total	65		
EMI teachers	43		
Medium of instruction	✓ mixture of Ukrainian and English		
Strategies for encouraging English teaching/learning of staff	15 per cent monthly bonus is awarded for teaching EMI course and conducting research in English. Cash bonus is awarded to the teachers and students for obtaining an international certificate of B2 -C1 language proficiency levels.		

Bologna compliant	<p>Bachelor's degree programmes (4 years) Master's degree programmes (1-2 years additionally)</p> <p>Postgraduate programmes: PhD (Candidate of Sciences) for Specialist's or Master's degree holders Doctoral (Doctor of Sciences) for PhD holders (1-4 years)</p> <p>ECTS is adopted The EU standard Diploma Supplement is issued to the graduates</p>
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U3

Name	National Technical University "Kharkiv Polytechnic Institute"
Location	2 Kyrpychova St., Kharkiv 61002, Ukraine
Institution type	Technical University
Established	April 16, 1885
Ranking	<p>QS World University Rankings 2016-2017 - among top 800 QS University Rankings: Eastern Europe & Central Asia 2016 - 97th in TOP-100 Times Higher Education World University Rankings 2016-2017 - among top 900 "Osvita.ua" Consolidated Rating of HEIs in Ukraine in 2016 - 4th The Employers Rating in Ukraine - 5th Webometrics TOP-10 - 7th</p>
Students – total	14,003
International students	<p>1,060</p> <p>From: Azerbaijan, Angola, Belarus, Vietnam, Ghana, Guinea, Georgia, Ecuador, Egypt, Yemen, Zambia, Israel, India, Iraq, Iran, Italy, Jordan, Kazakhstan, Cameroon, China, Congo, Côte d'Ivoire, Lebanon, Libyan, Mali, Morocco, Moldova, Namibia, Nigeria, Germany, Pakistan, Palestine, Russia, Senegal, Syrian Arab Republic, Sudan, USA, Tajikistan, Tanzania, Turkey, Turkmenistan, Uzbekistan, Chad</p> <p>Support: ■ Russian and English language courses ■ Sporting, recreational and social facilities on campus ■ International Students' Annual Festivals</p>
Postgraduate/ research students	262 / 2,280

Organisational structure of university	3 Institutes	20 Faculties	92 Departments
	Institutes: Kharkiv Computer and Technology College Poltava Polytechnic College Kharkiv Tank Troops Institute		
Total academic staff	1,484		
International academic staff	–		
ESP teachers – total	208		
EMI teachers	65		
Medium of instruction	✓ mixture of Ukrainian, Russian and English		
Strategies for encouraging English teaching/learning of staff	<ul style="list-style-type: none"> ■ the University staff and students are offered English language courses at a discount price ■ 15 per cent monthly salary bonus is awarded for teaching EMI courses ■ subject teachers are paid for EMI distant course delivery; 		
Bologna compliant	<p>Bachelor's degree programmes (4 years) Master's degree programmes (1-2 years additionally)</p> <p>Postgraduate programmes: PhD for Specialist's or Master's degree holders Doctoral for PhD holders (1-4 years) ECTS is adopted The EU standard Diploma Supplement is issued to the graduates</p>		

U4

Name	Poltava National Technical Yuri Kondratyuk University
Location	24 Pershotravnevyi Avenue, Poltava 36011, Ukraine.
Institution type	Technical University
Established	1930
Ranking	4icu Ranking - 29th in Ukraine
Students – total	6,404
International students	<p>328</p> <p>From: China, Turkmenistan, Azerbaijan, Algeria, Angola, Afghanistan, Vietnam, Ghana, Georgia, Egypt, Yemen, Jordan, Israel, India, Iraq, Iran, Kazakhstan, Cameroon, Kenya, Cote d'Ivoire, Libya, Morocco, Mozambique, Namibia, Nigeria, Pakistan, Russia, Palestine, Syria, Sudan, Tunisia, Turkey, Tanzania, Uzbekistan</p>

	Support: <ul style="list-style-type: none"> ■ Pre-admission Ukrainian Language courses ■ EMI special subject courses ■ Hostel facilities 		
Postgraduate/ research students	48		
Organisational structure of university	1 Institute	6 Faculties	41 Departments
	Institutes: Finance, Economics and Management Faculties Civil Engineering Architecture Information Technology Mechanical Engineering Oil, Gas and Nature Management Humanities		
Total academic staff	511		
International academic staff	–		
ESP teachers – total	19		
EMI teachers	38		
Medium of instruction	✓ mixture: Ukrainian and English		
Strategies for encouraging English teaching/learning of staff	EMI teachers are offered free English Language courses at the Foreign Language Centre		
Bologna compliant	Bachelor's degree programmes (4 years) Master's degree programmes (1-2 years additionally) Postgraduate programmes: PhD (Candidate of Sciences) for Specialist's or Master's degree holders ECTS is adopted The EU standard Diploma Supplement is issued to the graduates		

U5

Name	Yuriy Fedkovych Chernivtsi National University
Location	2 Kotsjubynskiy St. Chernivtsi 58012, Ukraine
Institution type	Classical University
Established	1875

Ranking	“Osvita.ua” Consolidated Rating of HEIs in Ukraine – among top 200 Webometrics and Scopus - 10th		
Students – total	16,683		
International students	51		
	From: Romania, China, Russia		
Postgraduate/ research students	171		
Organisational structure of university	2 Institutes	12 Faculties	94 Departments
	Institutes: Biology, Ecology and Biotechnology Physico-technical and Computer Sciences		
Total academic staff	1,316		
International academic staff	–		
ESP teachers – total	38		
EMI teachers	32		
Medium of instruction	✓ mixture Ukrainian, English		
Strategies for encouraging English teaching/learning of staff	<ul style="list-style-type: none"> ■ The teaching staff are offered free English language courses at the University Linguistic Centre ■ 5-15 per cent monthly salary bonus is awarded for teaching EMI courses 		
Bologna compliant	<p>Bachelor’s degree programmes (4-5 years) Master’s degree programmes (1-2 years additionally)</p> <p>Postgraduate programmes: PhD (Candidate of Sciences) for Specialist’s or Master’s degree holders</p> <p>ECTS is adopted</p>		

U6

Name	Odessa I.I.Mechnikov National University
Location	2 Dvoryanskaya St., Odessa 65028, Ukraine
Institution type	Classical university
Established	1865
Ranking	Webometrics – 2017: 6th in Ukraine SciVers Scopus – 2017; 5th in Ukraine
Students – total	9,285

International students	245		
	From: 32 countries of Europe, Asia and North America		
	Support: <ul style="list-style-type: none"> ■ pre-admission Russian and Ukrainian language courses ■ hostel facilities ■ legal support 		
Postgraduate/research students	340/11		
Organisational structure of university	4 Institutes	10 Faculties	94 Departments
	Details: Institutes: Mathematics, Economics and Mechanics Social Sciences Information and Social Technologies International Education		
Total academic staff	938		
International academic staff	10 (language teachers from China, Turkey, Germany, France, Italy, Greece)		
ESP teachers – total	39		
EMI teachers	Approximately 52		
Medium of instruction	✓ mixture of Ukrainian and English		
Strategies for encouraging English teaching/learning of staff	A CPD policy for ESP and EMI teachers has been developed and implemented The teaching staff are encouraged to take international academic exchange programmes EMI teachers are offered a 90 hour “English for Academics” free language course		
Bologna compliant	Bachelor’s degree programmes (4 years) Master’s degree programmes (1-2 years additionally) Postgraduate programmes: PhD for Specialist’s or Master’s degree holders Doctoral for PhD holders (1-4 years) ECTS is adopted The EU standard Diploma Supplement is issued to graduates		

U7

Name	Vasyl Stus Donetsk National University
Location	21 600-richya St., Vinnytsia 21021, Ukraine
Institution type	Classical University
Established	1937

Ranking	QS World University Rankings - among "701+" Osvita.ua Central Ukraine Universities Ranking - 1st Osvita.ua Classical Universities in Ukraine Ranking - 7th "EuroOsvita" Top-200 Ukraine Ranking - 25th Scopus 122 Ukrainian universities Ranking - 14th		
Students – total	4,500		
International students	91		
	From: Azerbaijan, Ghana, Guinea, Congo, Israel, India, Algeria, Cameroon, China, Morocco, Nigeria, Germany, Turkey, Ecuador, Yemen, Turkmenistan, Pakistan, Jordan, Zimbabwe, Senegal, Sri Lanka Support <ul style="list-style-type: none"> ■ Pre-admission Ukrainian language courses ■ Pre-admission specialised subject courses ■ Hostel facilities ■ Health care services ■ Extracurricular activities 		
Postgraduate/ research students	187		
Organisational structure of university	n/a Institutes	9 Faculties	56 Departments
	Faculties : History Economics Faculty of Philology Mathematics and Information Technologies Physics and Technology Law Chemistry Biology Foreign Languages		
Total academic staff	353		
International academic staff	2		
ESP teachers – total	15		
EMI teachers	40		
Medium of instruction	✓ mixture of Ukrainian, Russian and English		
Strategies for encouraging English teaching/learning of staff	The teaching staff are offered English teaching courses in the frame of the "European Development of DonNU in Vinnytsia" project funded by the International Renaissance Foundation; The academic staff are encouraged to use the opportunity for Academic staff mobility within the Erasmus+ ;		

	International Renaissance /"Vidrodzhennya" Foundation awards EMI teachers with cash incentive for an EMI course design EMI teachers are awarded monthly bonus payments for Master's Programmes design and delivery
Bologna compliant	Bachelor's degree programmes (4 years) Master's degree programmes (1-2 years additionally) Postgraduate programmes: PhD (Candidate of Sciences) for Specialist's or Master's degree holders Doctoral (Doctor of Sciences) for PhD holders (1-4 years) ECTS is adopted The EU standard Diploma Supplement is issued to graduates

U8

Name	State Higher Educational Institution "National Mining University"		
Location	19 Dmytro Yavornytsky Avenue, Dnipro 49005, Ukraine		
Institution type	Technical University		
Established	1899		
Ranking	"Top 200 Ukraine" Ranking - 6th 'TOP-200 Ukraine' Webometrics and Scopus - 21st Webometrics - 13th European developing countries, and Central Asia - 149th		
Students – total	7,920		
International students	104		
	From: Angola, Azerbaidjan, China, Congo, Gabon, Guinea, India,Libya, Mali, Mongolia, Nigeria, Palestina, Peru, Russia, Syria, Tajikistan, Turkmenistan, Zimbabwe		
	Support <ul style="list-style-type: none"> ■ Ukrainian language pre-admission course ■ Hostel facilities 		
Postgraduate/ research students	166/5		
Organisational structure of university	5 Institutes	9 Faculties	51 Departments
	Institutes: Mining Power Engineering Economics Extramural and Distance Learning Interbranch Institute of Continuing Education		
Total academic staff	755		

International academic staff	2 (visiting lectures)
ESP teachers – total	20
EMI teachers	32
Medium of instruction	✓ mixture of Ukrainian and English
Strategies for encouraging English teaching/learning of staff	The teaching staff are encouraged to join Academic exchange programmes and take academic mobility opportunities Co-operation with international partner-universities, joint projects and international events are promoted and facilitated by the administration
Bologna compliant	Bachelor's degree programmes (4 years) Master's degree programmes (1-2 years additionally) Joint Diploma programmes with European Universities Postgraduate programmes: PhD for Specialist's or Master's degree holders Doctoral for PhD holders (1-4 years) ECTS is adopted The EU standard Diploma Supplement is issued to the graduates

U9

Name	Cherkasy State Technological University		
Location	460 Shevchenko Blvd., Cherkasy, Ukraine		
Institution type	Technical University		
Established	1960		
Ranking	Top 200 Universities of Ukraine - 134th		
Students – total	5,034		
International students	259		
	From: Algeria, Azerbaijan, Cameroon, China, Egypt, Ghana, Guinea, Iraq, Palestine, Russia, Turkmenistan, Uzbekistan Support: <ul style="list-style-type: none"> ■ entry visa, legal and social support ■ Ukrainian and Russian language courses at the pre-admission office 		
Postgraduate/ research students	1,370		
Organisational structure of university	n/a Institutes	7 Faculties	40 Departments

	<p>Faculties:</p> <p>Computer Engineering Technology and Design</p> <p>Construction</p> <p>Economics and Management</p> <p>Electronic Technologies</p> <p>Food Technologies and Service Industry</p> <p>Information Technologies and Systems</p> <p>Linguistics</p>
Total academic staff	398
International academic staff	2
ESP teachers – total	12
EMI teachers	–
Medium of instruction	✓ mixture of Ukrainian and English
Strategies for encouraging English teaching/learning of staff	The academic staff are offered free English language courses
Bologna compliant	<p>Bachelor's degree programmes (4 years)</p> <p>Master's degree programmes (1-2 years additionally)</p> <p>Postgraduate programmes:</p> <p>PhD (Candidate of Sciences) for Specialist's or Master's degree holders</p> <p>ECTS is adopted</p>

U 10

Name	Ternopil Ivan Puluj National Technical University
Location	56 Ruska St., Ternopil 46001, Ukraine
Institution type	Technical University
Established	1960
Ranking	Ukraine Top Universities in 2017 Ranking – 24th
Students – total	4,609
International students	<p>283</p> <p>From:</p> <p>Angola, Cameroon, Congo, Egypt, Ghana, India, Kenya, Morocco, Namibia, Nigeria, Pakistan, Sierra Leone, Sudan, Syria, Zambia, Zimbabwe</p> <p>Support:</p> <ul style="list-style-type: none"> ■ Government scholarship is offered ■ Hostel facilities ■ Health care services

Postgraduate/ research students	89		
Organisational structure of university	n/a Institutes	5 Faculties	35 Departments
	Faculties: Applied Information Technologies and Electrical Engineering Computer Information Systems and Software Engineering Economics and Management Engineering of Machines, Structures and Technologies International Students		
Total academic staff	425		
International academic staff	3-4 (visiting lecturers)		
ESP teachers – total	13		
EMI teachers	90		
Medium of instruction	✓ mixture of Ukrainian and English		
Strategies for encouraging English teaching/learning of staff	n/a ⁸⁴		
Bologna compliant	Bachelor's degree programmes (4 years) Master's degree programmes (1-2 years additionally) Postgraduate programmes: PhD (Candidate of Sciences) for Specialist's or Master's degree holders ECTS is adopted The EU standard Diploma Supplement is issued to graduates		

U11

Name	National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"
Location	37 Prospect Peremohy, Kyiv 03056, Ukraine
Institution type	Technical University
Established	1898
Ranking	International QS ranking and Webometrics - among the world top 4 per cent
Students – total	23,200
International students	625

	<p>From: Turkmenistan, Kazakhstan, Turkey, Iran, India, Vietnam, Ecuador, Congo, Uzbekistan, Nigeria, Jordan, China, Russia, Lebanon, Azerbaijan, Ghana, Morocco and other countries</p> <p>Support:</p> <ul style="list-style-type: none"> ■ Ukrainian and Russian language courses at pre-admission Department ■ Ukrainian and English are used as media of instruction ■ Hostel facilities, health care services 		
Postgraduate/ research students	550		
Organisational structure of university	9 Institutes	18 Faculties	143 Departments
	<p>Institutes:</p> <p>Applied System Analysis Education Quality Monitoring Energy Saving and Energy Management Mechanical Engineering Physics and Technology Postgraduate Education Printing and Publishing Special Communication and Information Protection Telecommunication Systems</p>		
Total academic staff	2,980		
International academic staff	26		
ESP teachers – total	132		
EMI teachers	200		
Medium of instruction	✓ mixture Ukrainian and English		
Strategies for encouraging English teaching/learning of staff	<p>the EMI lecturers are awarded bonus points in the University Teaching Staff Ranking System for specialized course delivery and materials design in English</p> <p>the academic staff are offered free distant English language courses</p>		
Bologna compliant	<p>Bachelor's degree programmes (4 years) Master's degree programmes (2 years additionally) Double Diploma program (completion of two concurrent degree programmes at different universities)</p> <p>Postgraduate programmes: PhD programmes for Specialist's or Master's degree holders D.Sc. programmes for PhD holders</p> <p>ECTS is adopted The EU standard Diploma Supplement is issued to the graduates</p>		

U12

Name	State University “Uzhhorod National University”		
Location	3 Narodna Sq., Uzhhorod 88000, Ukraine		
Institution type	Classical University		
Established	1945		
Ranking	Webometrics – 27th National Consolidated ranking 17-18th Top 200 in Ukraine – 35th Scopus – 13th		
Students – total	13,906		
International students	672		
	From: 46 countries		
	Support: <ul style="list-style-type: none"> ■ Pre-admission Ukrainian, Russian language courses ■ Hostel facilities ■ Health care services 		
Postgraduate/ research students	349		
Organisational structure of university	37 Institutes	20 Faculties	110 Departments
	Details: Institutes: Natural Sciences and Humanities (Ukrainian –Hungarian) Faculties: Medicine (Ukrainian students) Medicine (International students) History and International Relations Healthcare and Physical Education		
Total academic staff	1,275		
International academic staff	10		
ESP teachers – total	97		
EMI teachers	74		
Medium of instruction	✓ mixture of Ukrainian and English		
Strategies for encouraging English teaching/learning of staff	EMI and ESP teachers are encouraged to take the British Council CPD programmes English language courses are offered to the academic staff and students within the university “Lingva Skills” programme The academic staff are encouraged to undertake training abroad		

Bologna compliant	<p>Bachelor's degree programmes (4 years) Master's degree programmes (1-2 years additionally)</p> <p>Postgraduate programmes: PhD (Candidate of Sciences) for Specialist's or Master's degree holders Doctoral (Doctor of Sciences) for PhD holders (1-4 years)</p> <p>ECTS is adopted The EU standard Diploma Supplement is issued to graduates</p>
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U13

Name	State Institution "Luhansk Taras Shevchenko National University" (LNU)		
Location	1 Gogol Square, Starobilsk 92703, Ukraine (temporarily relocated in 2014)		
Institution type	Classical University		
Established	1921		
Ranking	World's Universities Webometrics Ranking: - 559th in Central and Eastern Europe; - 40th in Ukraine		
Students – total	6,799		
International students	115		
	From Turkmenistan, Azerbaijan, Kazakhstan, China, Saudi Arabia, USA Support: ■ Ukrainian, Russian and English language courses		
Postgraduate/ research students	270 / 29		
Organisational structure of university	8 Institutes	3 Faculties	56 Departments
	Institutes: Economics and Business Culture and Arts Public Administration and Management Physics, Mathematics and Information Technologies History, International Relations, Social and Political Studies Psychology and Pedagogy Trade, Service Technologies and Tourism Physical Education		
Total academic staff	332		
International academic staff	–		
ESP teachers – total	9		
EMI teachers	9		

Medium of instruction	✓ mixture of Ukrainian and English
Strategies for encouraging English teaching/learning of staff	The teaching staff were offered ESP courses within the English for Universities project in 2012 ESP and EMI teachers are encouraged to take the British Council CPD courses
Bologna compliant	Bachelor's degree programmes (4 years) Master's degree programmes (1-2 years additionally) Postgraduate programmes: PhD programmes for Specialist's or Master's degree holders ECTS is adopted The EU standard Diploma Supplement is issued to graduates

U14

Name	Zaporizhia National Technical University		
Location	64, Zhukovsky St., Zaporizhia 69063, Ukraine		
Institution type	Technical University		
Established	1900		
Ranking	Scopus 2017 Ukrainian Universities – 40th Top-200 Ukrainian Universities Ranking -47th		
Students – total	10,262		
International students	49		
	From: Morocco, Algeria, Algeria, Azerbaijan, Ecuador, Gambia, Ghana, Jordan, Palestine, Russia, Sudan, Turkmenistan, Vietnam Support: ■ language courses during first year of study		
Postgraduate/ research students	104		
Organisational structure of university	5 Institutes	12 Faculties	60 Departments
	Institutes: Continuing Education Economics and Humanities Information Science and Radio electronics Law and Management Machine Construction Physics and Engineering		
Total academic staff	800		
International academic staff	3 (visiting lectures)		
ESP teachers – total	21		
EMI teachers	40		

Medium of instruction	✓ mixture of Ukrainian and English
Strategies for encouraging English teaching/learning of staff	The EMI teachers are offered ten per cent reduction of classroom teaching hours 70 per cent of APTIS costs are reimbursed for ESP and EMI teachers. ESP and EMI teachers receive 100 per cent reimbursement of travel expenses for attending British Council courses EMI teachers are offered English language courses at ZNTU
Bologna compliant	Bachelor's degree programmes (4 years) Master's degree programmes (1-2 years additionally) Postgraduate programmes: PhD (Candidate of Sciences) for Specialist's or Master's degree holders Doctoral (Doctor of Sciences) for PhD holders (1-4 years) ECTS is adopted The EU standard Diploma Supplement is issued to graduates

U15

Name	Chernihiv National University of Technology		
Location	95 Shevchenko St., Chernihiv 14027, Ukraine		
Institution type	Classical University		
Established	1960		
Ranking	Webometrics TOP-100 - 64th		
Students – total	8,036 students		
International students	8 students		
	From: Azerbaijan, Belarus, Pakistan, Nigeria		
	Support: ■ language courses, accommodation		
Postgraduate/research students	67 students		
Organisational structure of university	4 Institutes	9 Faculties	37 Departments
	Institutes: Economics Law and Social Technologies Technologies Management and Administration		
Total academic staff	387		
International academic staff	–		
ESP teachers – total	19		
EMI teachers	15		

Medium of instruction	✓ mixture of Ukrainian and English
Strategies for encouraging English teaching/learning of staff	EMI teachers are paid ten per cent monthly bonus and offered free English language courses at the university
Bologna compliant	n/a ⁸⁴

Род Болайто та Річард Вест

БРИТАНСЬКА РАДА В УКРАЇНІ
ПРОЕКТ «АНГЛІЙСЬКА МОВА ДЛЯ УНІВЕРСИТЕТІВ»
ІНТЕРНАЦІОНАЛІЗАЦІЯ УКРАЇНСЬКИХ УНІВЕРСИТЕТІВ
У РОЗРІЗІ АНГЛІЙСЬКОЇ МОВИ

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This report presents the results of an extended and intensive baseline investigation, carried out on behalf of the British Council and the Ministry of Education and Science in 2014-16, into the role and status of English in fifteen higher education institutions in Ukraine. It includes an account of the methodology used to gather data, a presentation of the main research findings, and a set of recommendations for further action. The sample of fifteen universities, each with different specialisms and located in different parts of the country, was considered to constitute a sufficiently representative basis for generalisations and conclusions to be drawn. In the great majority of cases, the research was conducted during visits by the two project consultants and the British Council Project Manager to the participating institutions. During each visit, the following areas were examined:

- the provision of English language classes for non-philological students at undergraduate and master's levels
- the current extent of teaching major subjects through the medium of English at any level
- the standards of English among both specialist English teachers and those teachers using English as a medium of instruction (sampled by a standard British Council test)
- levels of commitment among university managers to improving standards of English and to internationalising the perspectives of their institution.

Findings indicated a need for action in a number of key areas within a national policy to promote the teaching of English and teaching academic subjects through the medium of English, including the English language curriculum, the number of hours and years allocated for the teaching of English, professional development for both teachers of English and those using English as a medium of instruction, and awareness of international standards of language proficiency. Recommendations in each of these areas can be found in the final sections of the report.

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