

Kurlishchuk I. I. (2017). English-Medium Instruction in Higher Education: Ukrainian context. *Zbior artykułow naukowych. Konferencji Miedzynarodowej Naukowo-Praktycznej “Osiągnięć akademickich. Teoria. Praktyka.2017” (30.08.2017 -31.08.2017)* – Warszawa: Wydawca: Sp.z o.o. “Diamond trading tour”, 31-32 str.

ПОД-СЕКЦИЯ. Инновации в образовании

Kurlishchuk I. I.

PhD., Associate professor of the Department of Pedagogy
Luhansk Taras Shevchenko National University
Starobilsk, Ukraine

ENGLISH -MEDIUM INSTRUCTION IN HIGHER EDUCATION: UKRAINIAN CONTEXT

Abstract. English as the medium of instruction (EMI) is considered the most significant trend of modern Ukrainian higher education. This study was an attempt to explore the actual use of English-medium instruction programs at Ukrainian universities. Author analyses the main reasons for using EMI and underlines some practical problems.

Keywords: Medium of Instruction, English-Medium Instruction, Ukrainian Higher Education

In recent years universities across the world have increasingly adopted the use of English language at various levels of learning academic subjects. Julie Dearden emphasizes the fact that “some considered English the new Latin, a world language that could enable movement in academia and business” [1, p.17].

The move to use English as the lingua franca of higher education globally is seen as the single most significant current trend in internationalising higher

education [3]. Today the use of English as the medium of instruction (EMI) at higher education institutions across the globe is considered the most significant trend in educational internationalisation. Ukraine is no exception and the using of English at Ukrainian universities has increased dramatically during recent years.

This trend has been motivated by a number of factors, including the implementation of the Bologna process aimed at standardising degrees across European countries. Ukraine has participated in the Bologna Process since 2005. It is the obvious fact that one of the key factors of the rapid spread of English at Ukrainian universities is the increasingly globalised and internalized character of modern higher education. The Law of Ukraine “On Higher Education” (2014) [2] declares “integration into the European Higher Education Area and wider international integration” as well as identifies “the improvement in levels of English in Ukraine’s universities as a priority”.

The increasing use of English in higher education has been the subject of debate in numerous European and Asian countries over the last years. The literature describing its growing use all over the world is now vast (for example, Christian Jensen and Jacob Thogersen (Denmark, 2011), Kingsley Bolton and Maria Kuteeva (Sweden, 2012), Francesca Costa and James A. Coleman (Italy, 2012), Nor Liza Ali (Malaysia, 2013), Guargwei Hu, Linna Li and Jun Lei (China, 2014), Mohammad Reza Chorbani and Sahar Zahed Alavi (Iran, 2014), Julian Chapple (Japan, 2015) and others). Despite this, very few studies have been carried out which investigate the problem of English-medium instruction in Ukrainian universities’ context. Among them are well known researches of Oleg B. Tarnopolsky and Bridget A. Goodman. So information on EMI at Ukrainian higher education institutions is extremely limited.

This study aims to provide information about the actual use of English as a medium of instruction at Ukrainian universities.

The practice shows that English-medium instruction programs in Ukraine have positioned EMI as a language-planning tool to promote university staff and students' scientific and professional mastery, not only mastery of English. Such programs are oriented on students and staff's mobility across national educational and scientific borders. Thus, these interests coincide both for academic staff, whose professional careers in modern educational area depend on an ability to teach and publish in English, and for students, whose access to a well-paid future job also depends on their proficiency in English, the language of business, science and technology.

Globalisation and internationalisation as the underlying educational imperatives are the main factors that influence the use of English as a medium of instruction in Ukraine. The main reasons for using EMI in Ukrainian Higher Education are:

- involving in the world integration process
- supporting scientific collaboration across the world
- promoting academic internationalization
- focusing on extending student exchanges
- teaching and research materials' access
- staff mobility
- graduate employability
- growing number of international students in Ukrainian universities
- international competitiveness in higher education

In the last years English-medium teaching at Ukrainian universities has gained popularity but there are some common problems that need to be solved, such as the lack of EMI teachers and resources, the lack clear guidelines for EMI teaching.

Conclusion. Today English as a medium of instruction is a growing global education phenomenon. It is considered the most significant trend in the world educational process. Ukraine is no exception and the using of English at Ukrainian universities has highly increased. National integration and modernisation of the system of higher education established the English language as the medium of instruction in high school. Modern English-medium instruction programs aims to create a progressive education environment which is conducive to attracting native and foreign students by offering a level of education attractive to them and supporting professional and scientific ambitions of universities' staff. EMI programs focus on develop advanced human resources in order to strengthen the system of Ukrainian higher education and its international competitiveness.

REFERENCES

1. Dearden, J. (2014). English as a medium of instruction—a growing global phenomenon: Phase 1. London: British Council. Retrieved from https://www.britishcouncil.org/sites/default/files/english_as_a_medium_of_instruction.pdf
2. Law of Ukraine “On Higher Education”. July 1, 2014 No. 1556-VII. Retrieved from <http://cis-legislation.com/document.fwx?rgn=72719>
3. Parr, C. (2014). English language use ‘most significant internationalisation trend for HE’. Times Higher Education. Retrieved from <http://www.timeshighereducation.co.uk/news/english-language-use-mos...rnationalisation-trend-for-he/2013009.article#.U2DPMX1SO7k.twitter>