

# **The internationalisation of Ukrainian universities: the English language dimension**

Rod Bolitho and Richard West

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## The internationalisation of Ukrainian universities: the English language dimension

Rod Bolitho and Richard West



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**Род Болайто та Річард Вест**

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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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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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