

TWO YEARS' EXPERIENCE OF WORKING IN THE FRAMEWORK OF THE BRITISH COUNCIL ENGLISH FOR UNIVERSITIES PROJECT (PROBLEMS AND PERSPECTIVES)

This article is devoted to summarizing two years' experience of the authors during their participation and working in the framework of the project 'English for Universities' organized by the British Council, sharing modern approaches in ESP-training, analyzing problems and perspectives of ATE (Academic Teaching Excellence) in the mainstream of the internationalisation of Ukrainian universities.

The given article is the authors' continuation of research papers dealing with sharing experience in training during the process of learning English for specific purposes and teaching academic disciplines in English.

It's known that "...the British Council is a British organisation specialising in international cultural and educational opportunities. It works in over 100 countries: promoting a wider knowledge of the United Kingdom and the English language; encouraging cultural, scientific, technological and educational co-operation with the United Kingdom; and changing people's lives through access to education, skills, qualifications, culture and society" [1].

It should be mentioned that in 2017 the British Council celebrated the 25th anniversary in Ukraine.

The British Council "... strengthens ties between Ukraine and the United Kingdom in the Arts, English, Higher Education and Society, provides educational opportunities to Ukrainians in English for individual and professional development, and administer examinations and tests from the UK.

In 2016 more than 110,000 people took part in the programmes or activities with a further 2,800,000 using the digital services, including English language resources and more than 5,1 ml using the publications and broadcast products.

In English, the British Council works with the Ministry of Education and in-service colleges to provide continuous professional development for 37,000 English language teachers and the support to the Year of English in Ukraine brought more than 2,1 ml audiences in Ukraine. The British Council teaches around 3,000 students a year through the Kyiv English School and administer more than 13,700 examinations or tests.

In Higher Education, the British Council builds links between the UK and Ukraine's higher education sector, in areas such as industry/university links and the internationalisation of higher education quality assurance; builds capacity of university leadership and contribute to students' self-governance. the British Council worked with more than 125 universities through different programmes during the year" [2].

Nowadays much attention is given to the process of the internationalisation of Ukrainian universities. It's quite natural as we all live in the epoch of globalization.

As for the English for Universities project, "... it was initiated by the British Council Ukraine in December 2013 after the Ukrainian Ministry of Education had identified the improvement in levels of English in Ukraine's universities as a priority.

The project aims to make a commitment to helping Ukraine make a transformational change in the level of English among both university teaching staff and students at which they can fully participate on the international stage.

The project objective is to help Ukraine create its own sustainable EL teaching capacity to take students to B2 or C1 CEFR levels; introduce standards.

This will be carried out based on the recommendations of consultancies assessing what is needed to reach goals of fluency in English amongst more staff and students" [3].

It's very important because "... 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" [4].

In 2013 the Ministry of Education and Science of Ukraine selected three universities to take part in the project, namely: 1) Taras Shevchenko National University, Kyiv; 2) Lviv Polytechnic National University, Lviv; 3) Kharkiv National Technical University (Kharkiv Polytechnic Institute), Kharkiv.

Being the active participants of the British Council activities, the “agents of change” (Garmash Sergii and Sadkovska Valeriia from the National Technical University “Kharkiv Polytechnic Institute”, Ukraine) for two years successfully completed: the 35-hour ESP course on the British Council English for University project (Teacher Development Winter School, Kyiv, 08-13 February 2017) – (Garmash S. V., Sadkovska V. A.); the 42-hour ESP course on the British Council English for University project (Teacher Development Summer School, Kyiv, 13-19 July 2017) – (Sadkovska V. A.); the 35-hour course Academic Teaching Excellence – English as the Medium of Instruction delivered by the British Council in Ukraine in the framework of the English for Universities project (Teacher Development Summer School, Kyiv, 15-19 July 2017) – (Garmash S. V.); the 35-hour ESP course on the British Council English for University project (Teacher Development Winter School, Lviv, 1-6 March 2018) – (Sadkovska V. A.); the 36-hour ESP course on the British Council English for University project (Teacher Development Summer School, Irpin, 1-6 July 2018) – (Garmash S. V.).

The following modules were introduced during the Teacher Development Schools at the particular courses:

CiVELT: Essentials, namely:

1. What is ESP?
2. Understanding needs.
3. Motivation.
4. Positive classroom interaction.
5. Developing authentic tasks.
6. Exploiting vocational contexts as resources.
7. Adapting the given course book.
8. Identifying and selecting lesson aims.
9. Identifying the components of a lesson.
10. Lesson planning – the roles of the teacher.
11. The basic elements of lesson planning.

CiVELT: Language of ESP, namely:

1. The Language of ESP: Grammar.
2. The Language of ESP: Lexis
3. The Language of ESP: Functions.
4. The Language of ESP: Writing and Written Language.
5. The Language of ESP: Reading and Listening.
6. The Language of ESP: Speaking and Spoken Language.

CiVELT: ESP course and materials. ESP teacher CPD, namely:

1. ESP course design for specified groups of learners.
2. ESP materials selection and evaluation.
3. Categories of errors and error correction techniques.
4. Utilisation of learners’ content.
5. Assessment and evaluation forms and practices.
6. Continuing professional development (CPD) range of tools and ways for an ESP teacher CPD [5].

“The course objectives are to familiarize participants with key principles of ESP approach and enable them to gain basic knowledge about ESP learning and teaching including understanding ESP learner’s needs, motivation, ESP materials and task design, ESP lesson planning etc.

For effective training the key role is assigned to the teacher as an organizer and inspire of the training process. There is a variety in ESP lesson planning, even own learning styles of the trainers” [6].

“Review some problems arisen during training process in English. According to the definition ESP is defined to meet specific needs of the learners. In this case – foreign students trained at the engineering departments. The most of them are from the Arabian countries, less – from Africa and Asia. The obvious objective of them is getting the diploma in some particular branch without any efforts. It isn’t a secret that overwhelming majority of these students have quite poor as an entry educational level as a behavioral level. That’s why they were not able to enter any higher educational institutions in their native countries or in developed countries where payment for training is quite expensive and requirements are too high. This situation caused a huge amount of problems. And one of them is how to motivate these students and how to involve them into the educational process” [7]. The main reason of the conflict in such situations is the difference in objectives.

“Evidently, there is the sufficient deference in the initial educational level because of different branches of training but there are a lot of coincidences. The majority of foreign students are from the ‘problem’ countries of Asia and Africa because of permanent war conflicts and poor standards of living there. The only thing which combines them is their willing to stay in the Western Europe after graduating in Ukraine (more than 75%). If it’s a legal way – the students ought to become the competitive specialists in the international market of labour. So they should be more motivated during their training in Ukraine” [8].

As for training Ukrainian students in English, there is another problem which is partly connected with the previous one – poor background. Double translation (from English into Russian or Ukrainian and then from Russian or Ukrainian into English) reduces efficiency of the training process – shortens the necessary materials and poor understanding it by the majority of the student trained in English. Such groups are formed only to “correspond” to the call of the times. It’s not a secret that the majority of Ukrainian universities have a desire to be at the same level with the famous European universities. Numerous artificial rates only promote bureaucracy but not a creative atmosphere at Ukrainian universities. This situation is caused by the policy of nepotism as a kind of corruption.

It should be stressed that “... in changing world from the point view of globalization process the internationalization of higher education causes arising new problems and searching new ways of solving them because of theory and practice differ very often. It deals with the educational (training) process as well” [7]. “The obvious conclusion should be drawn: to achieve good results in training through the medium of English it’s necessary to find out the students’ objectives, to encourage students’ creative thinking, to develop the new approaches to help the students to become the competitive specialists in the market of labour in the epoch of globalization with its positive and negative features” [8].

At the end of this article we’d like to thank our trainers – real inspires: Nick Munby, Mariia Isakova, Liudmyla Pavlenko and many others. We’d like to thank Zhanna Sevastianova, English Language Projects Manager, British Council Ukraine; Nadiia Udova, Project Coordinator, British Council for your enthusiasm, patience and responsiveness. And we hope for our further fruitful collaboration with the British Council.

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Анотація

С. ГАРМАШ, В. САДКОВСЬКА. ДВОРІЧНИЙ ДОСВІД РОБОТИ В РАМКАХ ПРОЕКТУ БРИТАНСЬКОЇ РАДИ «АНГЛІЙСЬКА МОВА ДЛЯ УНІВЕРСИТЕТІВ» (ПРОБЛЕМИ ТА ПЕРСПЕКТИВИ)

Стаття присвячена аналізу дворічного досвіду роботи у рамках проекту Британської Ради «Англійська мова для університетів». Особлива увага приділяється поширенню сучасних підходів у викладанні англійської мови для спеціальних цілей, а також аналізу проблем та перспектив у викладанні спеціальних дисциплін українським та іноземним студентам англійською мовою, що є одним з напрямків інтернаціоналізації українських університетів. Представлена стаття є продовженням публікацій авторів з метою поширення свого викладацького досвіду у рамках вищезазначеного проекту. Цілі статті: презентація нових підходів у процесі навчання, вирішення проблем, які виникають, описання суті та результатів цього процесу. У статті детально аналізуються цілі курсу, підрозділи різних модулів, які було проведено на тренінгах Британської Ради для викладачів англійської мови та для викладачів, які читають спеціальні дисципліни англійською мовою. Особливий наголос зроблено на тому, що всі ми живемо в епоху глобалізації з її позитивними та негативними особливостями, що ми змінюємося разом зі світом, який змінюється навколо нас. Як зазначено у звіті Рода Болайто та Річарда Веста «Інтернаціоналізація українських університетів у розрізі англійської мови: Проект «Англійська мова для університетів», «Британська Рада є партнером Міністерства освіти та науки в роботі над підвищенням рівня англійської мови ... через безперервний професійний розвиток. Проте покращення відбуватиметься поступово, тож робота напряму з провідними університетами відіграє важливу роль у розвитку цього сектору. Визначено низку пріоритетних напрямів в секторі вищої освіти, кожен із яких потребує особливого акценту на викладанні англійської мови. Ці пріоритети вбудовано в проект «Англійська мова для університетів», який розпочався у жовтні 2014 року за ініціативи Британської Ради після того, як Міністерство освіти і науки визначило покращення рівня володіння англійською в університетах України пріоритетом своєї діяльності. В довготривалій перспективі мета проекту – допомогти Україні наростити власний сталий потенціал у сфері викладання англійської мови та запровадити університетські стандарти, які передбачають підготовку студентів до рівня B2 або C1 за шкалою Загальноєвропейських рекомендацій з мовної освіти».

Ключові слова: інтернаціоналізація, англійська мова для спеціальних цілей, Британська Рада, трансформаційні зміни, глобалізація, непотизм, учбовий процес.

Аннотация

**С. ГАРМАШ, В. САДКОВСКАЯ. ДВУХЛЕТНИЙ ОПЫТ РАБОТЫ В РАМКАХ ПРОЕКТА
БРИТАНСКОГО СОВЕТА «АНГЛИЙСКИЙ ЯЗЫК ДЛЯ УНИВЕРСИТЕТОВ»
(ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ)**

Статья посвящена анализу двухлетнего опыта работы в рамках проекта Британского Совета «Английский язык для университетов». Особое внимание уделяется распространению современных подходов в преподавании английского языка для специальных целей, а также анализу проблем и перспектив в преподавании специальных дисциплин украинским и иностранным студентам на английском языке, что является одним из направлений интернационализации украинских университетов. Представленная статья является продолжением публикаций авторов с целью распространения своего преподавательского опыта в рамках вышеозначенного проекта.

Ключевые слова: интернационализация, английский язык для специальных целей, Британский Совет, трансформационные изменения, глобализация, nepotизм, учебный процесс.

Summary

**S. GARMASH, V. SADKOVSKA. TWO YEARS' EXPERIENCE OF WORKING
IN THE FRAMEWORK OF THE BRITISH COUNCIL ENGLISH FOR UNIVERSITIES PROJECT
(PROBLEMS AND PERSPECTIVES)**

This article is devoted to summarizing two years' experience of the authors during their participation and working in the framework of the project 'English for Universities' organized by the British Council. Special attention is paid to sharing modern approaches in ESP-training, analyzing problems and perspectives of teaching Ukrainian and foreign students in English (academic disciplines) as a mainstream of the internationalisation of Ukrainian universities. The given article is the authors' continuation of research papers dealing with sharing the training experience in the framework of the project mentioned above.

Key words: internationalization, ESP, British Council, transformational changes, globalization, nepotism, training process.