

PROBLEMS AND PERSPECTIVES OF ATE IN THE FRAMEWORK OF COLLABORATION WITH THE BRITISH COUNCIL

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This article is devoted to analyzing the problems and perspectives of ATE (Academic Teaching Excellence) in the mainstream of internationalization of education in the epoch of globalization; offering the new approaches in solving the problems arising during the training process; dissemination of urgent information dealing with modern approaches in training; sharing the experience with the colleagues in the framework of the British Council English for Universities Project. A detailed analysis of solving the problems and enlarging perspectives of ATE is given in the article.

As we all live in the epoch of globalization we face positive and negative features of this phenomenon. Therefore it should be mentioned that to be a competitive person in the changeable market of educational services nowadays, it's not sufficient to realize one's ability and skills in a particular training area; it's necessary to be willing to keep up with the changeable world. It deals with educational (training) process as well.

The given article is the authors' continuation of research papers dealing with sharing experience in the framework of the British Council project 'English for Universities'. 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) took the initiative to get a new higher educational institution involved in the process of joining the British Council English for Universities Project – the Kharkiv National Medical University (Epidemiology Department). It should be mentioned that the new approaches in training foreign students offered by the British Council were tested successfully. It was the 'community initiative'.

Key words: *ATE, internationalization of education, students' needs and objectives, new approaches, sharing the experience, epoch of globalization, British Council.*

Гармаш С. В., Макарова В. І., Садковська В. А. Проблеми та перспективи викладання фахових дисциплін англійською мовою в межах співробітництва з Британською Радою. *Статтю присвячено аналізу проблем та перспектив застосування викладання фахових дисциплін англійською мовою в напрямку інтернаціоналізації освіти в епоху глобалізації; впровадженню нових підходів у розв'язанні проблем, які виникають під час навчання; розповсюдженню необхідної інформації, пов'язаної із сучасними підходами у навчанні; сумісному з колегами використанню досвіду в межах проекту Британської Ради «Англійська мова – для університетів».*

Ключові слова: *інтернаціоналізація навчання, потреби та цілі студентів, нові підходи, розповсюдження досвіду, епоха глобалізації, Британська Рада.*

Гармаш С. В., Макарова В. И., Садковская В. А. Проблемы и перспективы преподавания дисциплин по специальности на английском языке в рамках сотрудничества с Британским Советом. *Статья посвящена анализу проблем и перспектив преподавания дисциплин по специальности на английском языке в направлении интернационализации образования в эпоху глобализации; предложению новых подходов для решения проблем, которые возникают во время обучения; распространению необходимой информации, связанной с современными подходами в обучении; совместному с коллегами использованию опыта в рамках проекта Британского Совета «Английский язык – для университетов».*

Ключевые слова: *интернационализация обучения, потребности и цели студентов, новые подходы, распространение опыта, эпоха глобализации, Британский Совет.*

Defining the problem and argumentation of the topicality of its consideration. It should be mentioned that "...ATE is a co-developed course between the British Council and the University of Oxford and is designed to support lecturers in universities and other places of higher education who teach their subject through the medium of English. It is especially helpful to those who teach multi-lingual classes. It helps lecturers design and deliver their lectures in English and meet the special linguistic requirements of their students" [1].

This training course (ATE – Academic Teaching Excellence) helps to deliver lectures through the medium of English where neither teacher nor students are native speakers, offering useful techniques for training.

The topicality of this problem is obvious 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" [2].

Analysis of recent research and publications.

The given article is the authors' continuation of research papers dealing with sharing experience in the framework of the British Council project 'English for Universities'. There are the following published works:

1. "ESP in Teaching Foreign Students of Engineering Specialities (Tasks, Problems and Solutions)" by Garmash S. V. [3].

2. "ESP-Training in the Framework of Globalization Process" by Garmash S. V. [4].

3. "English Practice in the Process of Teaching during Systemic Crisis Period (Problems and Prospects)" by Garmash S. V. [5].

4. "Lesson Planning in ESP" by Sadkovska V. A. [6].

5. "Variety in ESP Lesson Planning" by Sadkovska V. A. [7].

6. "Sharing Experience in the Framework of the Project 'English for Universities' (Objectives and Outcomes of Training)" by Garmash S. V., Sadkovska V. A. [8].

7. "Dessimination of Information in the Framework of the British Council English for Universities Project" by Garmash S. V., Sadkovska V. A. (the article is in publishing).

It also should be noted that "... 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 focused 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" [2].

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) took the initiative to get a new higher educational institution involved in the process of joining the British Council English for Universities Project – the Kharkiv National Medical University (Epidemiology Department). The new approaches in training foreign students offered by the British Council were tested successfully. It was the 'community initiative'.

Setting the goals and tasks of the article.

The objectives of this article are to analyze the problems and perspectives of ATE in the mainstream of internationalization of education in the epoch of globalization; to offer the new approaches in solving the problems arising during the training process; to disseminate urgent information dealing with modern approaches in training; sharing the experience with the colleagues in the framework of the British Council English for Universities Project.

The outline of the main research material.

It should be stressed that there are similar both positive and negative features in training foreign students in both Universities.

Since 1996, the Kharkiv National Medical University has been training the English medium students in General medicine, and since 2008 – in Dentistry. The graduates are awarded a Diploma of Specialist and are qualified as Physicians with the title of "Doctor of Medicine" in General medicine or Stomatologist with the title of "Doctor of Medicine" in Stomatology.

International students are trained in the following specialties:

1. "General medicine" for 6 years.

2. "Dentistry" for 5 years.

Now the Kharkiv National Medical University trains over 7,000 students, interns, masters, clinical postgraduates and doctoral candidates, more than 2100 of them being foreign citizens from 70 countries of Europe, Asia, Africa and America.

Nowadays 127 foreign students are trained at the Epidemiology Department (the Kharkiv National Medical University) from 25 countries: 32,3% of these students are from India; 12,6% – from Israel; 11% – from Lebanon; 10,2 % – from Ghana; 10,2% – from Nigeria; 3,9% – from Namibia; 3,1% - from Zimbabwe; 2,4% – from Vietnam; 2,1% – from Uzbekistan and 12,7% – the students from Congo, Cameroun, Malawi, Sweden, Egypt, Morocco, Tanzania, Yemen, Greece, Turkmenistan, Somalia, Jamaica, Iraq, Kenya, Great Britain.

37,8% of them are women, 62,2% – men; the mean age is 25,2 years.

At present more than 1000 foreign students are trained according to 37 specialties at the National Technical University "Kharkiv Polytechnic Institute". Since 2004 the National Technical University "Kharkiv Polytechnic Institute" has been training the English medium students (for the particular specialties).

As for the Department of Oil, Gas and Gas Condensate Extraction (the National Technical University "Kharkiv Polytechnic Institute") there are 98 4-year and 5-year students from foreign countries. Among them: 37,8% – from Iraq; 17,3% – from Nigeria; 12,2% – from Lebanon; 6,1% – from Angola; 4,1% – from Tanzania; 22,5% – the students from Congo, Yemen, India, Sudan, Great Britain, Syria, Turkmenistan, Egypt, Libya, Ghana, Pakistan.

About 2% of them are women, 98% – men; the mean age is 25 years.

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.

In this connection the tendency of internationalization of education should be mentioned. It's specially noticed in Ukraine since the higher education has begun to consider as a business. Nowadays more foreign students are attracted to the Ukrainian higher educational institutions. The new problems have arisen during the training process because the most of foreign students "...are from the Arab 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 the overwhelming majority of these students have quite poor both an entry educational level and a behavioral level. That's why they were not able to enter any higher educational institutions in their native countries or in the developed countries where payment for training is quite high 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" [3, 36].

The questionnaire was composed to find out students' abilities, needs, expectations and objectives. It was the first step of the research in offering the new approaches to solve the problems arising during the training process, namely, the using of ESP which is a means of successful cooperation dealing with using English for such specific purposes as:

1. ESP is defined to meet specific needs of the learners (Maslow's hierarchy of needs).

2. ESP makes use of underlying methodology and activities of the discipline it serves.

3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre" [9].

It's also known that "... the English for Universities project 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 help 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" [10].

The results of the investigation have demonstrated insufficient students' level of English in spite of the specialities. To change and improve such situation the following modules were introduced during the practical classes:

1. Understanding needs.

2. Motivation.

3. Positive classroom interaction.

The course and modules objectives, the ways of their reaching and studying outcomes were examined in the article "Sharing Experience in the Framework of the Project "English for Universities" (Objectives and Outcomes of Training)" by Garmash S. V., Sadkovska V. A. [8].

Conclusions and perspectives of further research in this field. Summarizing the practical classes, it's possible to say that students' testing with multiple choice was the favourite activity of foreign students but logical thinking showed the worst results.

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.

Due to the 'community initiative' it's possible for the new participant to join the British Council English for Universities Project – the Kharkiv National Medical University. It's the perspective tendency to enlarge the command of 'agents of change' of the British Council and to enrich the training process itself.

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