The Impact of the English for Universities Project on ESP and EMI in Ukrainian Higher Education

Final Report

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Contents

Executive Summary

The English for Universities Project (EfU) was organised by British Council Ukraine from 2015 to 2018. Thirty-two universities took part and the twin goals of the project were to improve the quality, in higher education contexts, of both English for Specific Purposes (ESP) teaching and of English-Medium Instruction (EMI).

This report assesses the extent to which these goals were met by drawing on a substantial body of evidence from observations, interviews and questionnaires collected from the 15 universities that joined the project between autumn 2014 and autumn 2016.

The key overall finding here is that EfU had a significant impact on the teachers and lecturers who were trained. In ESP, many teachers adopted more needs-driven, student-centred and interactive approaches to their work, while Heads of Foreign Language departments consistently highlighted the changes in syllabus, materials, teaching and assessment stimulated by the project. Current ESP students said they were motivated to learn English and found ESP classes useful. EMI lecturers felt more confident in their ability to teach in English and shifted from didactic to more interactive forms of lecturing. There were, though, variations in the extent to which the observed ESP and EMI classes were pedagogically effective and various challenges faced by ESP and EMI staff were also identified. A number of recommendations are made, including that:

- mechanisms be created to sustain the communities of teachers and lecturers created by the project
- new forms of collaborative teacher-led professional development be set up in both ESP and EMI
- institutional support for EMI lecturers be improved, including the provision of English language support
- universities review their policies regarding the low numbers of hours often allocated to ESP courses
- students' English language proficiency be verified before they attend lectures in English
- ESP teachers and HoDs receive further training on assessment
- EMI be co-ordinated more effectively within institutions
- the development of pedagogical skills remain a focus for professional development in ESP and EMI.

The success of EfU can be attributed not only to the excellent training that was provided but also to the presence of various other factors such as institutional support, a strong sense of collective enterprise and teacher motivation.

1 Introduction

The English for Universities (EfU) project had two core goals. The first was to improve the quality of English for Specific Purposes (ESP) teaching in higher education institutions across the country. The second was to promote higher quality English-Medium Instruction (EMI). Together, these strands reflect EfU's over-arching concern with enhancing the role of English in Ukrainian universities.

EfU was organised by British Council Ukraine from 2015 to 2018. A total of 32 universities participated to various degrees, but for this evaluation the focus is on those 15 institutions that joined the project between Phase 1 (autumn 2014) and Phase 4 (autumn 2016). These universities are listed in Box 1 and throughout this report they are referred to as the participating or focal universities.

Box 1: EfU evaluation focal universities

Name	City	Students[1]
Cherkasy State Technological University	Cherkasy	4335
Chernihiv National University of Technology	Chernihiv	7839
Kharkiv National Technical University	Kharkiv	10000
Kyiv National Technical University of Ukraine	Kyiv	30000
Luhansk Taras Shevchenko National University	Starobilsk/Poltava	8580
Lviv Polytechnic National University	Lviv	31000
Dnipro National Technical University	Dnipro	8540
Odesa I.I.Mechnikov National University	Odesa	8490
Poltava National Technical Yuri Kondratiuk University	Poltava	5500
Taras Shevchenko National University of Kyiv	Kyiv	25934
Ternopil Ivan Puluj National Technical University	Ternopil	6000
Uzhhorod National University	Uzhhorod	13,562
Vasyl' Stus Donetsk National University	Vinnytsia	5000
Yuriy Fedkovych Chernivtsi National University	Chernivtsi	16549
Zaporizhzhia National Technical University	Zaporizhzhia	10361

2 Baseline Study

A baseline study of English in Ukrainian universities was published in 2017[2] and this identified various challenges related to ESP and EMI. It was noted that there was a lack of consistency in the approach to ESP and EMI nationwide, leading to great diversity not just across but also within universities. In terms of ESP, it was found that "the number of contact hours devoted to the teaching of English varies widely from institution to institution, and even across faculties within institutions" (p.25). The baseline study also concluded that EMI "is provided in a piecemeal

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[1] Figures provided by the universities (December 2018).
[2] Bolitho, R. and West, R. (2017). The internationalisation of Ukrainian universities: the English language dimension. Kyiv: British Council. Available from http://www.britishcouncil.org.ua/sites/default/files/2017-10-04_ukraine_-_report_h5_en.pdf

fashion at the initiative of departments, faculties and even individual lecturers"
(p.25).

For ESP teachers, one major conclusion was the need for further practical training
(see Box 2). For EMI, the need for lecturers to develop their skills was also a key
conclusion of the baseline:

> 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 (p.88).

Various recommendations for institutional and systemic change were also made
in the baseline study, acknowledging the importance of higher-level reform if what
happens in ESP and EMI classrooms was to be transformed.

Box 2: Need for practical ESP training (Bolitho and West 2017, p.87)

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.

3 Project Activities

3.1.1 *ESP*

A total of 331 ESP teachers received training during EfU and Box 3 lists the different courses organised by the British Council. These were delivered as intensive five-day workshops taught at various locations around the country. The core training was made up of the three CiVELT (Certificate in Vocational English Language Teaching[3]) modules.

Box 3: ESP training

	Name of the course	Hours
1	ESP	17.5
2	ESP for newly-qualified teachers	17.5
3	CiVELT1: ESP Essentials	35
4	CiVELT2: Language of ESP	35
5	CiVELT3: ESP course and materials	35
6	ESP Course and Module Design	35

Overall, the focus of the training was on helping teachers review the way they conceptualised ESP and giving them practical strategies for making ESP courses more student-centred, interactive, enjoyable and relevant to students' future careers. Additionally, teachers who attended British Council ESP training were strongly encouraged to share what they learned with their departmental colleagues via 'dissemination' events – talks or workshops, for example, organised when they returned to their institution after the ESP training.

It is also important to acknowledge the ongoing work that took place within participating institutions outside the formal training sessions that were provided. Universities were required to submit annual action plans which included details of the work taking place in their departments as a result of EfU and to periodically review progress against these plans. Symposia for HoDs were also organised in 2017 and 2018.

3.1.2 *EMI*

A total of 207 lecturers from the 15 focal universities attended a five-day training course entitled 'Academic Teaching Excellence' (ATE)[4]. The course was delivered on 15 occasions between 2015 and 2017, with 12-16 participants attending each time. The objective of the training was to enhance lecturers' ability to teach effectively in English, with specific focus on a range of issues such as:

- lecturing styles and strategies

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[3] https://tmenglish.files.wordpress.com/2015/02/civelt-syllabus-overview.pdf
[4] https://www.britishcouncil.org/education/ihe/what-we-do/professional-development/academic-teaching-excellence

- communication in small seminars
- dealing with large groups
- student needs and participation
- creating an interactive learning community
- oral and written feedback strategies
- praise and correction.

As part of the course, all participants delivered a mini-lecture to the rest of the group and subsequently received personalised feedback from the tutor on this. The course also provided 'English language updates' to help participants review language that was useful in EMI contexts.

4 Methodology

Given the scope of EfU, it was necessary to provide a focus for its evaluation and the following questions were accordingly defined.

1. To what extent did EfU lead to changes in the way ESP courses are designed, organised and assessed?
2. To what extent did EfU impact on the classroom practices of ESP teachers?
3. To what extent did EfU impact on the teaching of EMI teachers who participated in the training?
4. Did EfU have other benefits for the work of ESP teachers and EMI lecturers?

Fieldwork was conducted in eight universities over three weeks during October and November 2018. Overall, 51 individual interviews with ESP and EMI teachers were completed, together with 21 focus group sessions with teachers and students, and 13 interviews with HoDs (ESP and EMI). Additionally, a total of 61 lessons were observed, split almost equally between ESP and EMI. In terms of time, over 30 hours of interviews were conducted together with over 36 hours of lesson observations. Additionally, four questionnaires were distributed to HoDs, ESP teachers, ESP students and EMI lecturers.

5 ESP Results

5.1 ESP Teacher Questionnaire

5.1.1 *Profile*

A total of 186 valid responses (almost 90% from female teachers) were received to the ESP teacher questionnaire. This represents 56.2%[5] of the 331 teachers who attended British Council ESP training.

Two-thirds of respondents said their department provided ESP for the whole university while 30.6% said they supported specific faculties or institutes.

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[5] It is known that 40 of the 331 ESP teachers who were trained have left their departments. The response rate, then, might be more accurately calculated out of 291, which gives 63.9%.

Respondents' experience of teaching ESP at university ranged from less than five years to 25 years or more, with the largest groups being in the 5-9 (24.2%) and10-14 (26.3%) years range. Almost 60% had 10 years' experience or more. Teachers were also asked about their current teaching workload. Almost 42% taught fewer than 10 lessons a week, while a similar number reported teaching 10-14 lessons.

5.1.2 *ESP training*

Respondents were asked to indicate which training events they had attended. CiVELT modules 1 and 2 were those taken by most participants. Further analysis shows that 78 teachers (41.9%) completed both of these modules, while 43 (23.1%) completed CiVELT 1, 2 and 3.

5.1.3 *Impact of ESP Training*

Teachers were asked to express their views on 15 statements about the impact of the ESP training on their work. Overall, their responses indicate that ESP teachers felt EfU had led to changes in their teaching, often in the direction promoted by the ESP training, as shown in Figure 1.

Additionally:
- almost 75% disagreed that they focus more on grammar now than they used to
- 87% disagreed that the quality of their ESP lessons was the same as before
- over 88% disagreed that reading long technical texts remains a feature of ESP lessons.

Less certainty was expressed on some other items:
- almost 35% neither agreed nor disagreed that a wide range international coursebooks were now available in their departments (though almost 54% agreed)
- over 32% also neither agreed nor disagreed that presenting and learning lists of technical vocabulary remained part of ESP lessons (though almost 51% agreed)
- over 27% were also non-committal about whether translation was now less widely used in their lessons (over 57% agreed though).
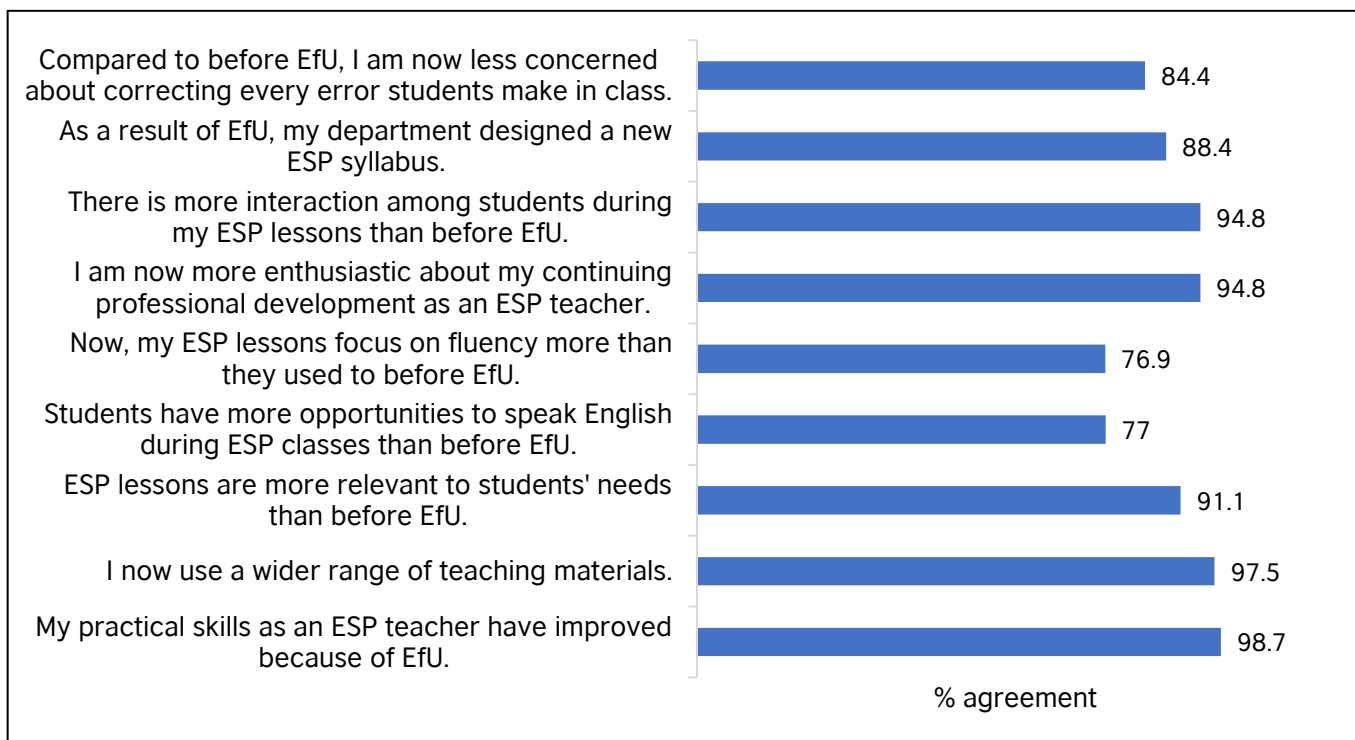
Figure 1: Impact of ESP training

These positive results are reflected in the responses ESP teachers provided to a separate question about the overall impact on them of EfU. Of 173 replies, 72.8% described the impact as 'high', 26% as 'moderate' and 1.2% as 'low' (Figure 2). The respondents (N=126) who felt that EfU had a high impact on them cited three salient factors to explain this:

- the British Council training was of high quality (96.0%)
- students responded positively to the changes teachers made to ESP lessons (88.1%)
- teachers were highly motivated to improve the quality of their ESP courses (84.9%).

5.1.4 *ESP Assessment*

Respondents were asked to indicate if changes in how ESP students are assessed had taken place as a result of EfU. Of 182 responses, 63.7% said assessment had changed, 6% said it had not and the remaining 30.3% were
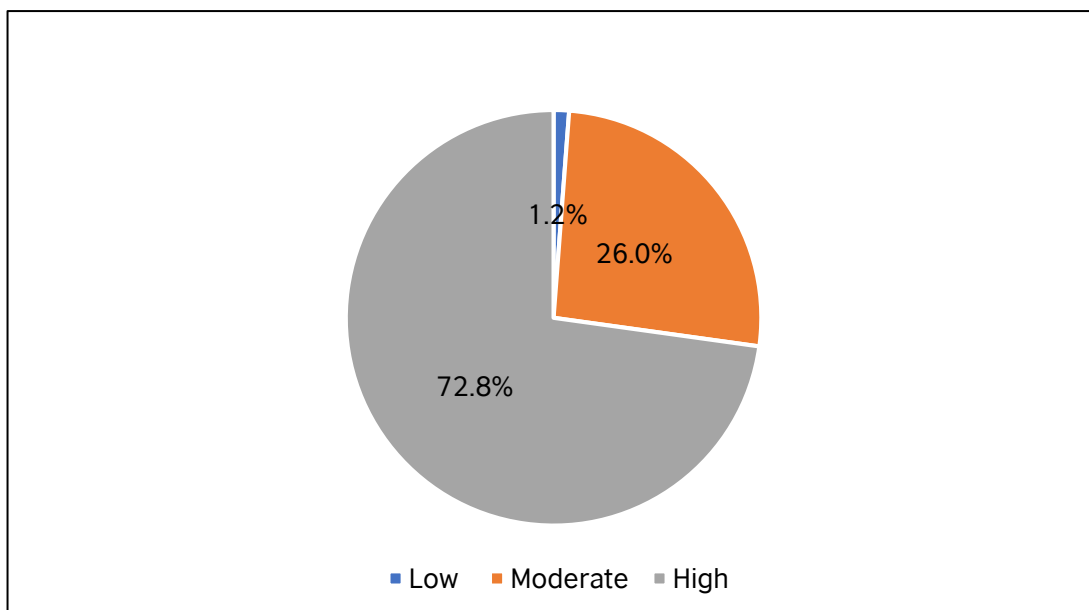
Figure 2: Overall impact of EFU, according to ESP teachers

unsure. Those who answered affirmatively were invited to comment further and 108 comments were provided. Key themes in their answers are summarised in Box 4. Teachers' responses here suggest that, as a result of EfU, assessment is becoming more objective and skills-focused with greater attention to communication and fluency. The range of assessment tasks has also been extended, with increasing attention to formative (including peer and self) assessment.

Box 4: Changes in ESP assessment

Change	Quotes
New assessment tasks	"Teacher and students can observe and assess their achievements in portfolio where they collected the results of all the students' assignments given by teacher".
Self and peer assessment	"I've introduced new forms of assessment I hadn't used before like peer-assessment and self-assessment".
Career-oriented	"Their future professional skills are assessed instead of their ability to reproduce the learnt texts or rules".
Objectivity	"Thanks to the trainings that we had at British Council Ukraine the assessment procedure has become more objective".
Formative assessment	"The focus now is on formative assessment, i.e. to watch how well EVERY student is doing, what he/she has achieved, what he/she needs to work on, how well the course is meeting his/her needs".
Student involvement	"Students are involved in designing assessment criteria".
Less focus on accuracy	"Now their ability to function socially in a professional field is more important than total correctness of their grammar and pronunciation".

5.1.5 *Further Comments*

The final item in the ESP teachers' questionnaire invited them to make any further comments about EfU and its relevance to their work and key themes from these comments are illustrated in Box 5. Overall, the comments provided by respondents confirmed the view highlighted elsewhere in this questionnaire that ESP teachers who participated in EfU felt it had been a very positive and impactful experience.

Box 5: Further comments on EfU

Theme	Quotes
Impact	"CiVELTs 1-3 were inspirational triggers for me as a teacher at the University. As a result of these trainings I have clearly identified my students' learning needs and goals. We have shifted our focus from grammar and more General English approach to ESP. The full picture of my teaching activity has been improved after EfU project".
Community	"The communication and informal experience exchange in the circle of our peers from other universities during the project was helpful and inspiring at the same time; we saw that we had similar ideas, problems, questions and a desire to find the right solutions. Moreover, thanks to the project, we found friends and like-minded people all over the country".
Co-operation	"EfU project is a really helpful and effective platform for positive changes in ESP courses because it unites the efforts of English teachers, subject teachers, practitioners and scholars from all over Ukraine and abroad which is mutually beneficial".
Continuing professional development	"It might be helpful to organize regular webinars on certain issues of ESP teaching for a wide range of university teachers including those who didn't participate in the training within the EfU project".

5.2 ESP Student Questionnaire

5.2.1 *Profile*

A total of 2287 valid responses to the ESP student questionnaire were received. Based on an ESP student population in the 15 focal universities of 54,359, this represents a sample of 4.2% (only those students currently taught by trained teachers were invited to take part, though). In terms of gender (n=2032), 50.1% of the student respondents were female and 49.9% male, while age-wise the vast majority (76.5%) were 15-19. The final background question asked students how

many ESP lessons they had each week. Almost 65% said they only had one, while 22.1% said they had two

5.2.2 *Learning English*

The students were asked four questions about learning English and in each case they responded by selecting a value between 0 and100. Figure 3 shows the mean scores on these four questions and in all cases the ratings were very positive. Thus, students' mean reported motivation to learn English was just over 79, while their overall enjoyment of ESP lessons was also positive with a mean score of 74. In terms of their future, a mean of 90 indicated that students felt that knowing English was very important, while a mean of just under 79 suggested that they also felt their ESP lessons were useful for their future.
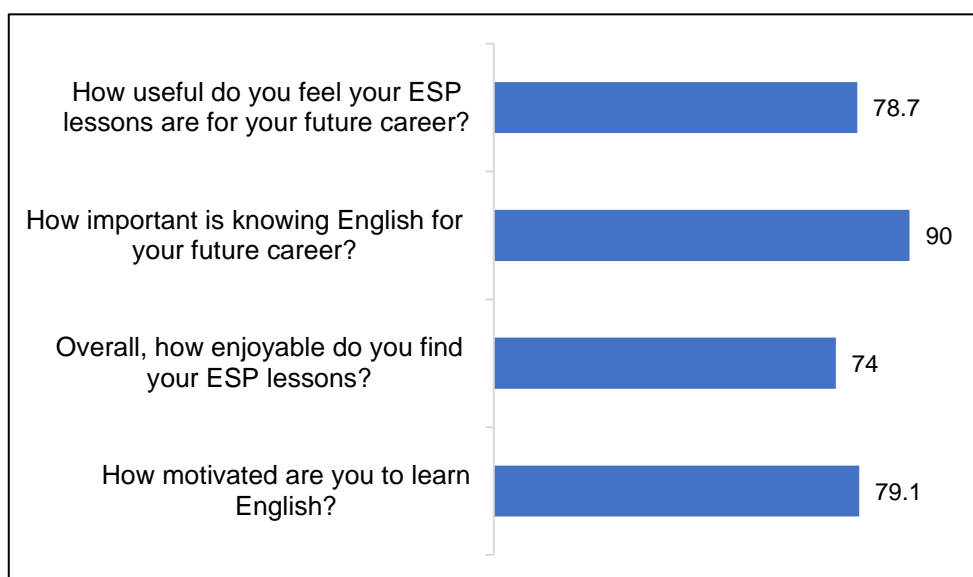

Figure 3: ESP students' views about English (n=2265)

5.2.3 *ESP Lessons*

Students were given a list of 19 activities and asked how often each occurred in their ESP lessons. Figure 4 collapses their responses into three groups – more often, sometimes and less often – and shows the percentage of students choosing 'more often'. The items are also listed in order so that, starting from the bottom, and focusing on the bars to the right, it is possible to identify those activities which, according to students, occurred more often in their ESP lessons.

According to this figure, then, at least 70% of students stated that, quite often or very often, the following are features of ESP lessons:

- The teacher speaks English.
- We have opportunities to speak English.
- The content of lessons is relevant to our specialist needs.
- We cover interesting topics in our lessons.

- We work in pairs or groups
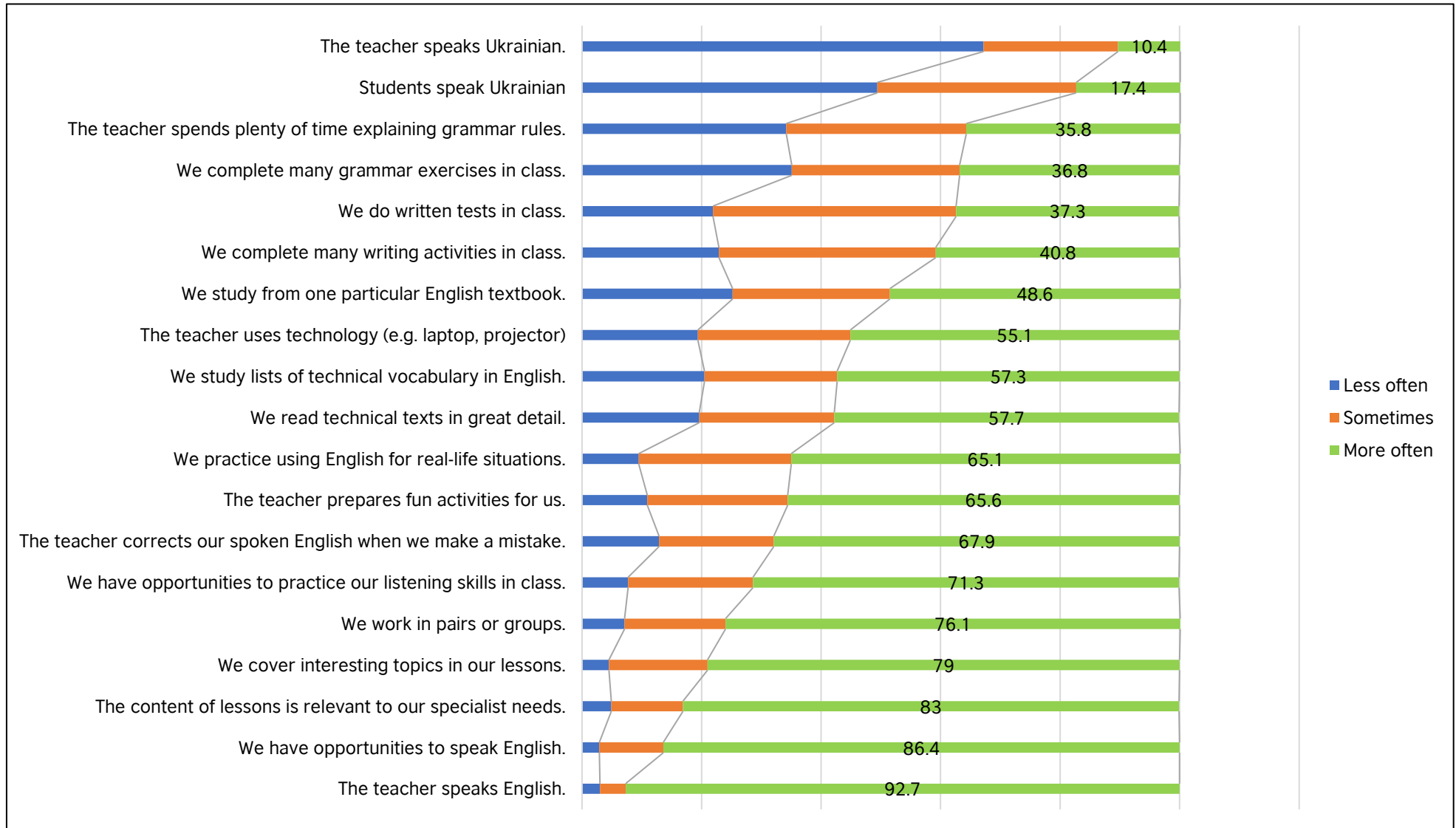- We have opportunities to practice our listening skills in class.

Figure 4: More and less frequent ESP lesson activities

The teacher speaks Ukrainian. — 10.4
Students speak Ukrainian — 17.4
The teacher spends plenty of time explaining grammar rules. — 35.8
We complete many grammar exercises in class. — 36.8
We do written tests in class. — 37.3
We complete many writing activities in class. — 40.8
We study from one particular English textbook. — 48.6
The teacher uses technology (e.g. laptop, projector) — 55.1
We study lists of technical vocabulary in English. — 57.3
We read technical texts in great detail. — 57.7
We practice using English for real-life situations. — 65.1
The teacher prepares fun activities for us. — 65.6
The teacher corrects our spoken English when we make a mistake. — 67.9
We have opportunities to practice our listening skills in class. — 71.3
We work in pairs or groups. — 76.1
We cover interesting topics in our lessons. — 79
The content of lessons is relevant to our specialist needs. — 83
We have opportunities to speak English. — 86.4
The teacher speaks English. — 92.7

Legend: Less often, Sometimes, More often

These are all facets of ESP that were promoted during EfU.

Between 50% and 69% of students felt the following were features of their ESP lessons quite or very often:

- The teacher corrects our spoken English when we make a mistake.
- The teacher prepares fun activities for us.
- We practice using English for real-life situations.
- We read technical texts in great detail.
- We study lists of technical vocabulary in English.
- The teacher uses technology (e.g. laptop, projector).

This group contains a mixture of ideas promoted by the ESP training (making learning fun, real-life situations and using technology) and others which EfU was seeking to reduce the incidence of (teacher correction of spoken errors in class, detailed reading of technical texts and studying lists of technical vocabulary). Finally, there was a group of activities which fewer than 50% of the students felt occurred quite or very often in their ESP lessons:

- We study from one particular English textbook.
- We complete many writing activities in class.
- We do written tests in class.
- We complete many grammar exercises in class.
- The teacher spends plenty of time explaining grammar rules.
- Students speak Ukrainian.
- The teacher speaks Ukrainian.

EfU encouraged ESP teachers to use a variety of materials and thus it is positive that fewer than 50% of the students reported that they study from one particular textbook. All the other items in this group reflect practices which EfU encouraged teachers to use more judiciously than had perhaps been the case in the past where, for example, grammar work, written exercises and translation were salient features of ESP lessons. Overall, it is positive, then, that a minority of students feel that such features characterise ESP lessons quite or very often. This does not mean such issues do not merit further attention in terms of CPD for ESP teachers; for example, almost 36% of the students reported that quite or very often the teacher spends plenty of time explaining grammar, and this may be an area where teachers would benefit from continuing support.

Overall, students' comments on the kinds of activities that characterise their ESP classes suggest that the lessons of teachers who attended the ESP training are in many ways aligned with the ideas promoted by this training.

5.3   HoD Questionnaire

Heads of Department (HoDs) in 26 foreign languages (FL) departments in the 15 focal universities completed a questionnaire in which they commented on the impact of EfU on ESP activities in these departments.

5.3.1 *ESP Syllabus*

Work on developing a new ESP syllabus for Ukrainian universities took place early in EfU and HoDs were central to this work. The outcome was series of four modules (on socialising, finding information, presentations and job applications) which provided a generic template which could then be applied to ESP courses for different specialisms. HoDs' comments on the features of the new syllabus and how it compares to the older one highlighted three recurrent themes. These are summarised and illustrated in Box 6. Collectively, these changes imply a move away from a grammar-oriented, general English syllabus to one which identifies students' real-world professional needs, addresses these through relevant topics, and focuses above all on the development of professional communication skills.

Box 6: Changes to the ESP syllabus during EfU

Change	Quote
Increased focus on communication and less focus on grammar	• "the previous syllabus was based on traditional, grammar-translation, teacher-centered approach, with much attention paid to grammar and developing predominantly reading and translation skills. Whereas the new syllabus is based on communicative … approach". • "Our department now places greater stress on developing the communication skills students need to succeed in a professional environment".
Content that is professionally-relevant rather than general	• "There are no more general English materials in the syllabi. Topics proposed in the syllabi are connected with students' future speciality". • "The modules and topics of the new syllabus are … e.g. Searching for and Analysing information, Presenting Information etc. In contrast, old syllabus was topic-based and included "traditional" topics like Great Britain, My future profession etc.".
Needs analysis, including input from subject lecturers	• "We performed needs' analysis on the basis of students', subject teachers' and employers' surveys and got a greater understanding of learning outcomes and expectations". • "It is different in the way it was compiled - students' needs were taken account of and subject teachers were involved in its design".

5.3.2 *ESP materials*

Only two of the 26 HoD respondents said EfU had not led to any changes in the ESP materials used by their department. The comments provided by the remaining

HoDs to explain how ESP materials had changed highlighted four recurrent themes and these are summarised in Box 7. Together, these themes point to a move during EfU towards the wider use of authentic materials and international coursebooks, with materials being selected to meet students' professional needs. As noted by several HoDs too, students also contributed to the choice of materials used during ESP lessons by identifying and bringing to class texts and information that were relevant to their specialist subjects.

Box 7: Changes to ESP materials during EfU

Change	Quote
Based on students' professional needs	• "Now the materials designed by the Department teachers (course-books and the contemporary authentic texts) are selected on the basis of the needs analysis of the particular group of students". • "We do our best to consider our students' needs and wants that we get to know about at the beginning of the academic year in particular and update our materials focusing upon the groups' needs".
Increased use of authentic materials	• "The new materials are authentic while the old ones were usually adapted". • "The increased focus in our ESP classes is on designing lessons using authentic, real-life materials".
Student contributions to materials	• "Students are encouraged to search and provide authentic materials for work in class". • "Students are encouraged to bring authentic professionally-oriented texts they are interested in".
Use of international coursebooks	• "More international textbooks are used". • "Before EfU we used mainly adapted materials from textbooks and "methodichkas'. Now we make a wide use of International ESP coursebooks".

5.3.3 *ESP assessment*

Assessment was not a major focus of EfU, but nonetheless 20 of the HoDs said that ESP assessment in their department had changed as a result of the project. Key themes in their explanations of these changes are given in Box 8 below. HoDs' comments here suggest a move away from the grammar-oriented, summative and teacher-dominated forms of assessment used in the past; rather, motivated by EfU, departments are now seeking to make assessment more communicative, criterion-based, ongoing (including placement tests in some cases), formative (including

peer and self-assessment) and varied (with a wide range of assessment tasks being introduced).

Despite the progress indicated here, assessment is recognised by HoDs as a complex issue where departments require further support. One HoD, for example, noted that "the students' levels may range from A2 to C1 within the same ESP class of 20-30 students. Formulating the learning objectives, therefore, becomes a daunting challenge". Another described the dilemma they faced in assessing ESP students as follows:

> During the end-of-year summative test, many teachers face a dilemma: whether to strictly evaluate their students' language proficiency as of the time of the assessment or evaluate it in the context of their personal progress? In other words, should diligent hard-working students be rewarded and encouraged even if their command of English is somewhat lower than that of less motivated students who, say, have graduated from a specialized English school, have had poor attendance and may actually be losing their language proficiency?

Box 8: Changes to ESP assessment during EfU

Change	Quote
More formative assessment	• "Our ESP teachers have created … a range of intermediate tests, quizzes, and various classroom assignments designed to continuously monitor the level of language skill and competence". • "More often than before teachers reflect on what the assessment is supposed to do, and as a result, they mostly use assessment for learning".
Revised assessment criteria	• "We have also developed more precise criteria for assessing speaking and writing tasks given within our 4 modules of the syllabus which used to be vague".
Focus on communication and skills	• "Students' skills are mainly assessed (like their abilities to use English in various aspects of their future professional needs)". • "Teachers are less concerned about correcting every error students make and pay more attention to meaning of what is being said or written".
New forms of assessment	• "New assessment tools (role play, presentation, on-line tests etc) are used as formative and summative assessment". • "Students' skills after each module are assessed through presentations or written tasks (e-mails, reports, essays, etc.). We introduced the forms of assessment we hadn't used before including peer-assessment and self-assessment, etc.".

5.3.4 *Dissemination events*

Departments participating in EfU were strongly encouraged to organise in-house dissemination events (such as seminars and workshops) as a way of consolidating the British Council training that was provided to their teachers and HoDs. Every responding HoD here confirmed that such events had taken place. In some cases, they provided a long list of individual events while in others the dissemination work was described more generally. Overall, the key point to note here is that, as part of EfU, participating departments organised a range of activities through which ideas from the British Council training (such as teaching language skills, error correction, motivation and the role of grammar) were made available to a wider range of ESP teachers. Dissemination events were led by teachers who had attended the ESP training.

5.3.5 *Action Plans*

All institutions participating in EfU were required to create action plans and to regularly review these during the course of the project. Box 9 gives examples of the kinds of activities that HoDs said had been addressed as part of their action plans.

Box 9: Completed activities from institutional action plans

- Organising a meeting of Deputy Deans and Heads of Foreign Languages departments to discuss the results of University's participation in EfU

- Updating the syllabi and teaching programmes, taking into account the students' needs analyses and the subject teachers' opinions

- Revising and introducing new teaching materials

- Building a community of ESP teachers and EMI lecturers.

- Conducting dissemination events and trainings for ESP teachers

- Developing new ESP skills assessment tests and rubrics for assessment

- Designing and introducing digital and e-resources for ESP

- Increasing the number of contact hours for students of all specialties

- Monitoring of the new syllabus by surveying students' opinions

- Introducing team-teaching between ESP and EMI staff

- Designing self-evaluation questionnaires for students

5.3.6 *Impact on teaching*

The HoDs' questionnaire included 12 statements about the impact of EfU on ESP work in their department. HoDs were asked to express their degree of agreement with each on a five-point scale and Figure 5 collapses these responses into three categories (agree, neither, disagree). Apart from Item 8, which was worded negatively, the incidence of disagreement was very minor in this set of statements. For example, over 96% of HoDs agreed that ESP lessons were now based more on students' needs, that students enjoy ESP lessons more, and that ESP teachers are more enthusiastic about their professional development. The item where agreement was lowest (73.1%) was 'There is less focus in ESP lessons on presenting and learning lists of technical vocabulary', where over 23% of HoDs neither agreed or disagreed.
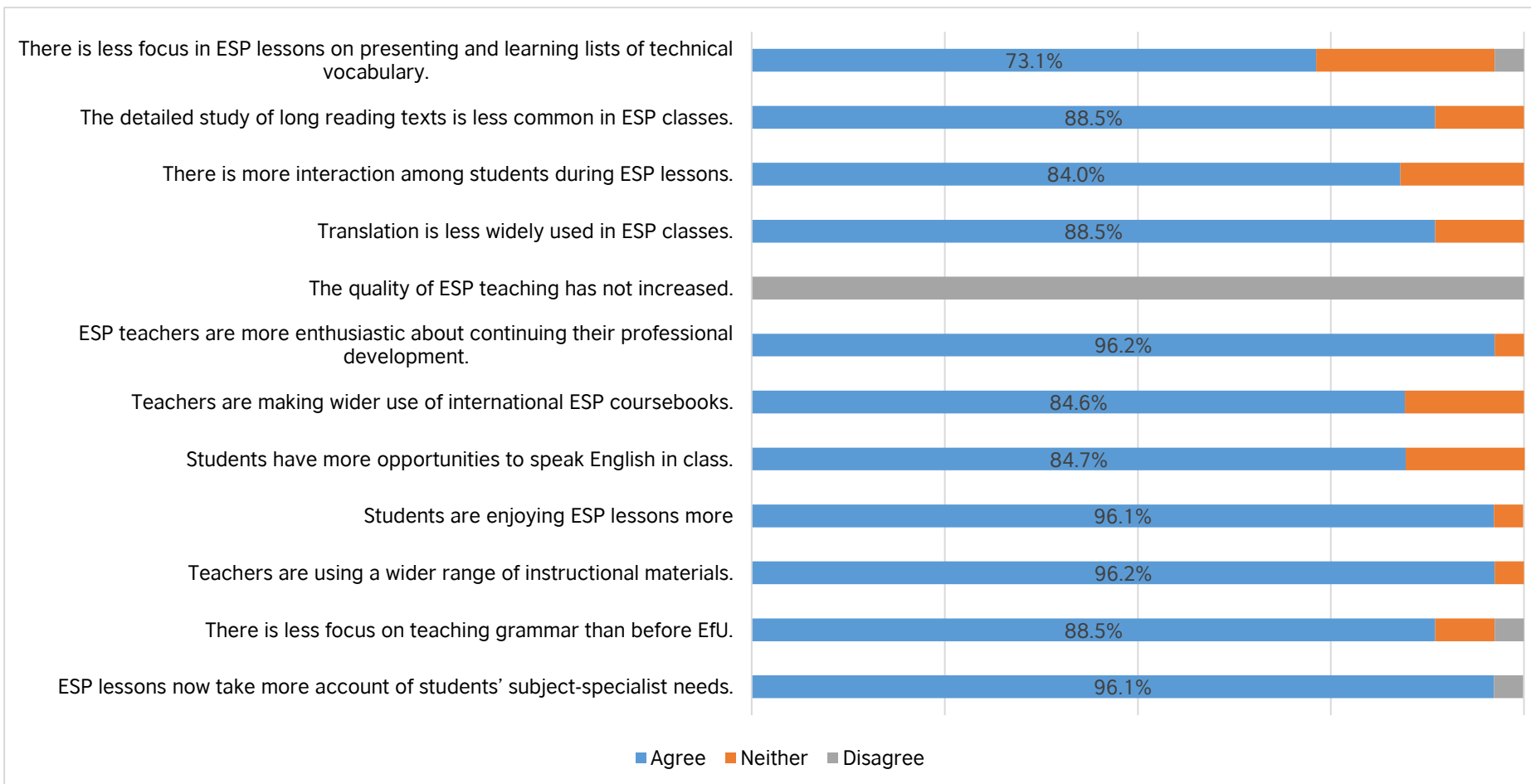
Figure 5: Impact of EfU on ESP, according to HoDs

The chart shows responses (Agree / Neither / Disagree) to the following statements:

- There is less focus in ESP lessons on presenting and learning lists of technical vocabulary. — 73.1%
- The detailed study of long reading texts is less common in ESP classes. — 88.5%
- There is more interaction among students during ESP lessons. — 84.0%
- Translation is less widely used in ESP classes. — 88.5%
- The quality of ESP teaching has not increased.
- ESP teachers are more enthusiastic about continuing their professional development. — 96.2%
- Teachers are making wider use of international ESP coursebooks. — 84.6%
- Students have more opportunities to speak English in class. — 84.7%
- Students are enjoying ESP lessons more — 96.1%
- Teachers are using a wider range of instructional materials. — 96.2%
- There is less focus on teaching grammar than before EfU. — 88.5%
- ESP lessons now take more account of students' subject-specialist needs. — 96.1%

■ Agree   ■ Neither   ■ Disagree

5.3.7 *Key impacts*

In the final item of the HoD questionnaire, all 26 respondents agreed that the impact of EfU on ESP work in their departments had been positive. The key impacts they listed are summarised in Box 10. The wide range of issues highlighted here is further evidence of the powerful impact on ESP within the participating departments that EfU is seen to have had by HoDs.

Box 10: Key impacts on ESP work, according to HoDs

Key Impacts	Quotes
Greater attention to students' professional communication needs	• "Maximum reflection of students' future professional activities in ESP classes". • "Now ESP teaching is much more oriented on students' future professional needs and this fact strongly influences students' attitude to ESP classes".
Improved student engagement and performance	• "The better academic results of the students". • "The most positive change is that the students' attendance of ESP courses has been increased. It means that they find this course interesting and the participating in it useful for them".
Student-centred approach	• "Our teaching approach used to be teacher-centered. Now it is more student-centered". • "Teachers have finally stopped imposing their views on students having shifted to learner-centered approach".
New approaches to assessment	• "We have started using different assessment forms".
Changed teacher attitudes	• "The most important might be in teacher's mind and in attitude to planning and to giving an ESP lesson for ESP students". • "Innovation in teaching methodology and approaches has become much more welcome in the ESP classroom".
Better quality teaching	• "The quality of ESP teaching … has now become much higher". • "The teachers have been able to improve their ESP methodology by means of effective trainings and reflect on their own teaching, which leads to better quality of ESP classes".

Improved teacher competence and confidence	• "As a result of EfU our teachers have got an opportunity to improve their language proficiency and enrich their knowledge of modern ESP methodology, which contributed to an increase in their confidence". • "Enhanced teachers' professional competencies".
Improved status of ESP (including increased allocation of hours)	• "Due to EfU the perception of the ESP course by all the stakeholders – ESP/EMI teachers, students, university administration – has changed dramatically. The course is no longer considered to be a trivial academic discipline, but rather a crucial life competence". • "The authorities of our University realized the importance of ESP and as a result the number of contact hours was significantly increased".
Improved collaboration	• "The most positive change is a fruitful and collaborative teamwork of a trinity: students, ESP teachers, EMI teachers".

5.4 ESP Site Visits

The following eight universities were visited in October and November 2018:

- Kyiv National Technical University of Ukraine
- Lviv Polytechnic National University
- Uzhhorod National University
- Odesa I.I.Mechnikov National University
- Dnipro National Technical University
- Poltava National Technical Yuri Kondratiuk University
- Luhansk Taras Shevchenko National University
- Cherkasy State Technological University

In total, 32 ESP lessons were observed, 65 ESP teachers were interviewed (individually and in groups) and 62 ESP students attended group discussions. Eleven HoDs responsible for ESP were also interviewed.

5.4.1 *HoDs*

Supporting the results of the HoD questionnaire reported earlier, in the interviews HoDs of FL departments in the eight universities were unanimous in the view that EfU had had a significant impact on ESP courses in terms of syllabus, materials, teaching methods and (to a lesser extent) assessment. HoDs were very satisfied with the results of the project and believed that it had enhanced teacher motivation, the quality of teaching and student motivation and performance. In several cases, improved co-operation, both among ESP teachers and between ESP teachers and EMI lecturers, was also noted by HoDs as a significant impact of the project.

In terms of challenges relevant to ESP and its reform, HoDs highlighted several key points:

- *The limited number of hours allocated to ESP courses.* English was always compulsory for Year 1 students but beyond that practices varied substantially across universities and even across departments in the same university. Thus while most students had English for 60 contact hours in Year 1 (one 90-minute class a week), from Year 2 onwards some students had no English at all or a reduced allocation of hours (for example, 90 minutes every two weeks or for one semester only). HoDs said they had no say in the number of hours allocated to ESP as this was decided by individual academic departments.

- *Low level entry levels of English among students.* First year students varied significantly in the levels of English they had, though these were generally seen to be low (below B1). In one university where this problem was seen to be particularly acute, many first year students continued to receive General English classes rather than ESP. This meant that these students might not do any ESP during their university course.

- *Mixed ability ESP groups.* In some institutions, students did do an English placement test on arrival and were divided into groups accordingly. In others, though, it was not possible to group students in this way as doing so would call for a larger number of classes and have resource implications for institutions. As a result, ESP classes often consisted of students with widely varying levels of English. Support for mixed ability teaching was identified by HoDs as an area for further development.

- *Assessment* (formative and summative) was one key area of ESP where departments needed more support and further training.

- *Professional development*. As academic staff, ESP teachers were required to conduct scholarly activities such as research and publication. In some cases, this requirement was not seen to support their professional development as *teachers of ESP*. It was felt that it would be desirable for alternatives to the current academic staff category to be explored which would support more pedagogically-oriented forms of professional development for staff who did not want to pursue the academic route.

5.4.2 *ESP Students*

Group meetings with current ESP students as well as with those who studied English earlier in their programme indicated that their experiences of English lessons at university were largely positive. In many cases they said that lessons were interesting and provided opportunities for them to work together and independently, do presentations, and use English to discuss relevant topics. Students said they were motivated to learn English and recognised its value for their future. In one university only, the majority of students said they regularly translated texts in class, but otherwise students said they enjoyed doing speaking

activities, role plays, games and tasks that required them to look for information online.

5.4.3 ESP Teacher Interviews

During interviews and group discussions, 65 trained ESP teachers were asked about the impact they felt that EfU had had on their work. The teachers were consistently positive in their views and felt that there were significant differences in their approach to English lessons before and after the project. Recurrent changes that they listed are shown in Box 11:

Box 11: Impact of EfU on ESP lessons

1. Lessons are more practical, interesting and motivating for students.
2. Teaching methods are more interactive.
3. Less attention is paid to accuracy and error correction.
4. Oral fluency is emphasised.
5. Students are given more autonomy.
6. Needs analysis informs the design of ESP courses.
7. Teachers have more positive attitudes to innovation.
8. ESP lessons are student-centred.
9. Authentic teaching materials are more widely used.
10. Lesson planning is more systematic.
11. Teachers have a less dominant role in the classroom.
12. Content is related to students' professional needs
13. A wider range of assessment strategies are used.

Teachers generally agreed that assessment was one area where they would like to develop their knowledge and skills further. Overall, though, they were extremely positive about EfU and the impact it had had on their work.

5.4.4 ESP Observations

The analysis of 32 observed ESP lessons (including three by Skype in a displaced university) across the eight fieldwork universities provided substantial evidence that key ideas from the EfU training were being implemented. Overall, the claims made by ESP HoDs and teachers about how teaching had changed were validated by the observational data collected in ESP classrooms. Thus, for example, it was clear that teachers were:

- working with the new functional syllabus
- trying to make lessons relevant and enjoyable for students
- choosing content that was related to students' professional needs
- using a range of interactive and often enjoyable activities
- drawing on a range of materials
- making use of technology
- using various forms of peer and self-assessment
- providing regular opportunities for students to speak English.

These results are very positive, but it is also important to highlight areas of teaching which can provide a useful focus for the further development of ESP teachers. Ten key areas from the observed lessons are listed in Box 12.

Box 12: Areas for further development in ESP lessons

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1. *Lesson planning.* It is important that plans define in a suitably specific manner what students are expected to learn.
2. *Checking instructions*. It is important to check that students understand instructions. Asking 'do you understand?' is not sufficient.
3. *Demonstrations.* Instructions can be made clearer when these include a demonstration of what precisely it is that students are expected to do.
4. *Visual support*. In many lessons teacher did not write anything on the board or flip chart. Visual aids of this kind can support learning during lessons.
5. *Authenticity*. It is important to ensure that the tasks students are assigned are as realistic as possible. In one lesson they were asked to write a job advert – not something they are ever likely to do.
6. *Focus on form*. Focus on form was almost entirely absent from the observed lessons. Occasional and judicious attention to form should remain an important facet of ESP lessons.
7. *Corrective feedback*. There was little evidence of effective corrective feedback in the observed lessons. Teachers either corrected immediately (interrupting students) or did not correct all.
8. *Checking exercises*. In checking the answers to exercises, teachers very often went round the class and asked individual students in turn to give an answer. More engaging alternatives to this approach should be explored.
9. *Efficiency*. While it is important to use fun interactive activities, it is also necessary to use the time available for ESP classes efficiently.
10. *Interaction patterns*. While there was widespread use of pair work and group work, in some lessons the dominant interaction pattern remained teacher-student.

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6   EMI Results

6.1   EMI Lecturer Questionnaire

6.1.1 *Profile*

A total of 121 valid responses (55.4% female and 44.6% male) to the EMI lecturer questionnaire were received. This represents 58.4% of the total number of 207 lecturers who attended ATE. Respondents came from a wide range of academic disciplines and their experience of university teaching ranged from less than five years to 25 years or more, with the largest groups being in the 5-9 (28.1%) and10-14 (26.4%) years range.

6.1.2 *Lecturers not doing EMI*

Almost 10% of the respondents said they had not conducted any EMI since they attended the training. A lack of foreign students was the most common reason cited for this. Some also said their university had not started offering EMI courses yet.

6.1.3 *Lecturers doing EMI*

Lecturers who were practising EMI were asked to assess the impact of ATE. Figure 5 illustrates the positive trend throughout their responses.
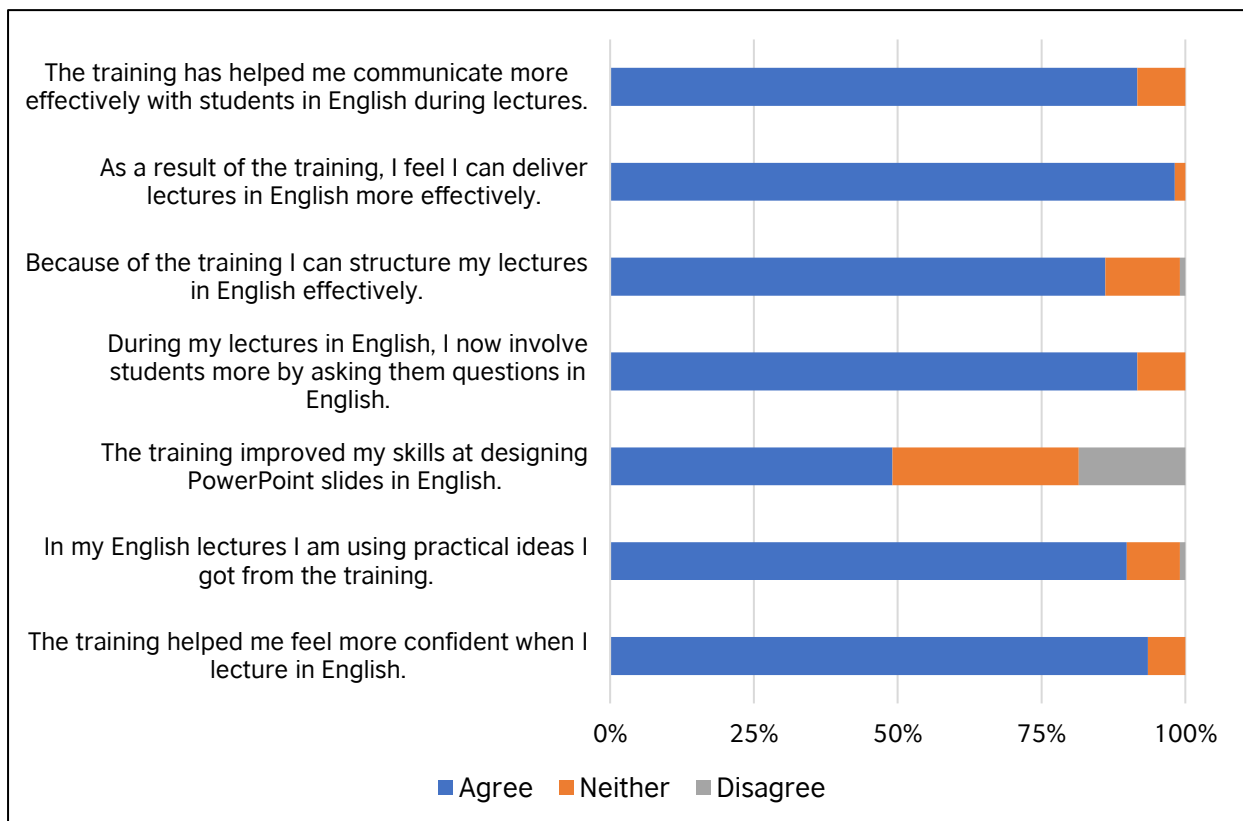

Figure 5: Impact of ATE on practising EMI lecturers (n=109)

Overall, when asked more broadly about the impact of ATE on their work, only one lecturer (N=108) said this had been low; 37 (34.3%) described it as moderate and 70 (57.9%) as high. Two reasons were salient in explanations for why the impact was not high: the lack of foreign students (59.4%) and the lack of support for EMI from the university (62.5%).

EMI lecturers who described the impact of ATE as high were also asked to suggest reasons for this. The three salient factors here, in decreasing order of frequency, are the quality of the training (100%), lecturers' motivation to teach in English (71%), and their access to the resources required for them to do so (52.2%).

6.1.4 *Further Comments*

The final item in the EMI lecturers' questionnaires invited them to make any further comments about ATE and its relevance to their work. Responses are summarised in Box 13.

Box 13: Further comments on ATE

Theme	Examples
Value for lecturing in Ukrainian too	"I effectively used the recommendations of ATE course even in my work with Ukrainian students in Ukrainian language (esp., active methods of involving students during my lectures)".
Created networks	"This course gave me not only good experience of communication and teaching skills, but also new meetings with remarkable people, with whom I still keep in contact".
Addressed a training gap	"I find the ATE course very useful because our University doesn't provide any course or training about academic teaching (I mean, about how to teach and especially how to interact with the students and to check the level of comprehension and acquisition)".
Practical value	"I have learned many practical techniques, which are very useful for teaching purposes".
Confidence in English	"I became more confident in English and feel I have a potential to teach special courses in English".
Changed perspectives	"It changed me as a teacher. I understand that it's very important to collaborate with students during all classes".

6.2 EMI Site Visits

Fieldwork was conducted in eight universities (see Section 5.4) and this involved the observation of 29 EMI lectures and interviews with 39 EMI lecturers (individually and in groups).

6.2.1 *EMI Lecturers*

Trained EMI lecturers who were interviewed agreed that the ATE course had been a very useful experience for them ("a miracle", "unbelievable", "great") and had

given them many new ideas. Not all trained lecturers had had the chance to deliver EMI teaching but those who had gave many examples of how ATE had affected them:

- more interactive lectures
- more groupwork during lectures
- less content in lectures (with more time to explain and discuss)
- more open questions to stimulate student involvement
- more positive attitudes to students
- more confidence to teach in English
- more activities to check student understanding.

The lecturers also said they applied many of the ideas from ATE to their lectures in Ukrainian too.

In terms of challenges, a low level of English among Ukrainian students was seen to be major obstacle to EMI – in the words of one lecturer, "most of them have elementary level". The lecturers generally felt that their institutions wanted more EMI but that the process of creating new EMI courses was too bureaucratic. They also noted that, particularly among more experienced staff, there was some resistance to the new ways of lecturing promoted on ATE. A further challenge several lecturers mentioned related to the additional time that planning EMI required. Others also mentioned the lack of incentives to do EMI. While in some departments lecturers reported that incentives were available for teachers who obtained a B2 level of English on a recognised test and, additionally, for those who taught courses in English, in other departments (often in the same university) such incentives did not seem to be available.

6.2.2 *EMI Observations*

The 29 EMI lectures observed (some of which were specially arranged rather than being regular classes) illustrated a wide range of competences in terms of both language proficiency (lecturer and student) and teaching skills. At the positive end of the continuum:

- lectures were delivered entirely in English
- lecturers spoke English fluently and confidently
- students were asked open questions
- students were given tasks to complete during the lecture
- students had the chance to speak English
- lectures started with an overview and ended with a summary or review
- lectures were clearly organised, with clear transitions between each section
- slides and other visuals or realia were used to support understanding
- the atmosphere during lectures was positive
- students were engaged
- lecturers checked student understanding
- students had the chance to ask questions.

Less positively, it was clear that a number of the EMI lectures observed did not reflect the characteristics listed above. Ten areas for improvement are listed in Box 14.

Box 14: Areas for further development in EMI

1. *Maximising student contributions.* In many cases, students only contributed by responding to the lecturers' questions. Many other ways of involving students during lectures are possible.
2. *Varying questioning strategies*. Some lecturers asked many questions but these were always of the same (mostly open) kind. Questions can be varied according to their purpose.
3. *Checking student understanding.* In many cases, lecturers made no attempt to check students' understanding at any point.
4. *Providing meaningful opportunities for students to ask questions.* Lecturers often hurriedly invited students to ask questions at the end of the lecture.
5. *Defining and illustrating key concepts.* In some cases, key concepts were not clearly defined and illustrated early enough, leading to student confusion as the lecture progressed.
6. *Making a focus on English part of the planning of the lecture.* Lecturers should identify in advance the concepts or language students will need help with and plan how to provide that help.
7. *Ensuring that the structure of the lecture is clear*. There were examples of lectures where it was difficult to follow the organisation of the content. Previews, transitions, and reviews are important.
8. *Formulating key questions in advance.* Asking questions in English requires additional planning so that the lecturer knows what question to ask, how to ask it, and when to ask it. Unclear questions do not support student learning.
9. *Involving all students.* In some lectures the lecturer asked open questions and the same students repeatedly answered. By nominating students, too, lecturers can ensure that more students participate.
10. *Varying interaction patterns.* There was cases where all interaction was between the lecturer and individual students or the whole group. Pair and group work can also be used.

More generally, but very importantly, it is essential to ensure that students have sufficient English proficiency to follow a lecture in English. There were at least two EMI lectures (both demonstrations rather than regular classes) where it was obvious that the students did not understand what was being said.

7   Summary

Key results from this evaluation of EfU are now summarised for ESP and EMI in turn.

7.1 ESP

1. EfU has created a more homogeneous approach to ESP in the 15 participating universities. A common syllabus template exists and has provided the framework for the design of individual ESP courses for different specialisations. There is a shared revised understanding across FL departments of what ESP is and of how to design and implement effective ESP courses.

2. Differences still exist across institutions in the way ESP is co-ordinated; based on questionnaire responses from 186 teachers, in about two-thirds of the 15 universities one FL department provides ESP for the whole institution, while in one-third different FL departments support different faculties.

3. Differences also exist in the number of hours allocated to English courses across and within universities. While 90-minutes a week seems to be the standard allocation for first year students, how much English students get in subsequent years varies and in some cases is nil.

4. HoDs were unanimous in the view that EfU had had a positive impact on the work of their departments. Commonly mentioned significant impacts were the move to a more student-centred approach to ESP grounded in an analysis of students' needs, changes in the attitude of ESP teachers so that they were more open to innovation and motivated to pursue their professional development, and improvements in the status of ESP within institutions more generally. Teacher competence, it was believed by HoDs, had been enhanced during EfU, and the quality of ESP had subsequently improved too.

5. Teachers who attended ESP training were very positive about its overall impact on their work. In the questionnaires, 72.8% described this impact as high while interview respondents consistently confirmed that their approach to ESP had changed significantly as a result of the project.

6. ESP teachers who felt the impact of EfU had been high explained this with reference to three main factors: high-quality training, students' positive responses to new ways of teaching ESP, and teacher motivation to change.

7. Teachers, students and HoDs all believed that the current approach to ESP focused on students' professional needs and the development of their communicative skills.

8. Input from teachers and students suggested that while practices such as teacher grammatical explanations, regular teacher correction of spoken errors, written grammar exercises, the reading of technical texts and the study of technical word lists are not as prevalent as in the past, they may still be a regular feature of some ESP lessons.

9. ESP materials, too, had been revised during EfU so that 'metodichkas' were less prevalent and the materials were relevant to students' needs and often based on authentic texts from students' specialist disciplines. International

coursebooks were, as a result of EfU, increasingly used for ESP work, though access to these varied across universities.

10. Most teachers and HoDs reported substantial changes to the assessment of ESP as a result of EfU, with an increased focus on communication and fluency, the use of new assessment tasks, the introduction of formative assessment, and greater student involvement in the assessment process.

11. Several ESP teachers expressed a keenness to have access to further professional development opportunities. Assessment was repeatedly noted as the aspect of ESP where more training was required. Teaching mixed ability groups was another area where teachers wanted support.

12. Although there were significant variations across universities, current ESP students rated highly their motivation to study English and their enjoyment of ESP lessons. They were also very positive about the importance of English for their future career and about the usefulness of ESP lessons for their future.

13. HoDs and teachers confirmed that dissemination activities had been organised in the departments to follow up the ESP training. Such activities often took the form of seminars, presentations and meetings, typically led and attended by ESP teachers, but in some cases also involving collaboration between ESP and EMI staff.

14. Observations of 32 lessons in eight universities provided substantial support for the claims made by HoDs and teachers about the manner in which ESP teaching has been transformed by EfU. Lessons were frequently seen to be student-centred, communicative, fluency-based and relevant to students' disciplines.

15. There is scope, though, even among trained ESP teachers, for the further development of pedagogical skills in the areas of asking questions, giving instructions, giving feedback and classroom interaction. Additionally, in most observed ESP lessons a focus on form was lacking.

16. Key challenges for ESP noted by HoDs and teachers are low entry levels of English among students, mixed ability ESP classes and the limited number of hours allocated to English. Access to international coursebooks was also an issue in several universities.

7.2 EMI

1. Based on the EMI questionnaire responses and lecture observations, EMI is currently most commonly taught to groups of Ukrainian students, though EMI for whole classes of international students was also common in some universities.

2. While in many cases, EMI classes to Ukrainian students were delivered entirely in English, several lecturers also explained that their classes followed a 'binary'

approach through which they combined English and Ukrainian. Others said that after lecturing in English they always repeated the lecture again in Ukrainian.

3. In most universities, EMI for Ukrainian students only seemed possible if the same course was also available in Ukrainian so that students could choose which they prefer.

4. Lecturers who attended the ATE course were consistently positive about the training. Over 98% of the questionnaire respondents believed that as a result of the training they can deliver lectures in English more effectively. Lecturers also said that their lectures had become more interactive, with a focus on communication and discussion and greater attention to checking student understanding. They also felt the training had boosted their confidence to teach in English.

5. Lecturers also acknowledged benefits of ATE that extended beyond EMI. They felt the training helped them in their lecturing generally and had created networks with EMI lecturers in other universities.

6. The factor cited most commonly by lecturers who felt the impact of ATE was high was the quality of the training. Lecturers' motivation to do EMI as well as their access to the resources they needed to do so were also salient factors.

7. In explaining the low or moderate impact that a minority of lecturers felt ATE had on their work, the lack of foreign students in their departments and the lack of support for EMI from their university were the key reasons.

8. Key challenges identified by lecturers in relation to EMI were Ukrainian students' low levels of English, the additional time needed for planning, and limited institutional support.

9. While some lecturers reported that incentives were available for teaching courses in English, others (sometimes in the same university) said that such incentives were not available.

10. Also, while several lecturers reported that formal proof of English language proficiency was required before they could teach in English, others said no such requirement existed in their university.

11. The observation of 29 lectures in eight universities provided evidence of both effective and less effective EMI. In effective classes, lecturers spoke English fluently and confidently, the lecture was clearly organised, students had opportunities to participate and lecturers monitored student understanding. In less effective cases, lecturers' English was less fluent, there was no student participation and there was little evidence that students were able to follow a lecture in English.

8   Recommendations

The substantial volume of qualitative and quantitative data collected and analysed for this report provides strong evidence that EfU has had a significant impact on ESP and EMI in Ukrainian universities. It is also clear that areas for the further development of both ESP and EMI exist and these are addressed in the following recommendations.

8.1   ESP

1. EfU has created a substantial sense of collective enterprise among participating FL departments. It is essential that this be maintained and some consideration is thus required of the mechanisms which will facilitate continuing collaborative dialogue about ESP across higher education institutions in the country (including those that did not participate in EfU). Some options might include:

   - A regular (every two years) national conference which focuses on ESP.
   - A social media platform through which ESP teachers across the country can continue to interact.
   - The creation of an online journal through which ongoing research and pedagogical developments in ESP can be shared.
   - Annual meetings for HoDs in which they can share experiences and discuss issues related to ESP.

   There will be other options but the message here should be clear: it is essential to sustain the strong ESP community that EfU has created and to extend the impact of this community to institutions that were not involved in the project.

2. It is also important to create mechanisms through which ESP teachers can continue to develop professionally. While some external support for these may be available, universities will need to assume responsibility for setting up internal professional development opportunities. These are likely to be most effective when they encourage teachers to work together, are feasible (given teachers' other responsibilities), focus on teaching and learning, extend over time, and are recognised by institutions as an important part of teachers' work. Various models of professional development are available that reflect these characteristics, such as peer observation, teacher reflection groups, reading groups, collaborative action research and lesson study. The idea behind such approaches is to create and sustain a healthy culture of collaborative, pedagogically-oriented professional development among teachers. EfU has provided an excellent basis for such activities. Departments (particularly HoDs or professional development co-ordinators) will benefit from initial external support as they explore such new forms of professional development for ESP teachers.

3. Assessment was the single most cited aspect of ESP where teachers and HoDs feel that more training is required. While training on a large scale is unlikely to be feasible without a funded project, it may be possible (if institutions can

contribute and/or an external funder can be identified) to organise a course on language assessment for a small cadre of individuals who can then cascade what they learn to colleagues in their departments. This should be considered a priority because, while substantial changes in ESP assessment were reported by teachers and HoDs, a closer analysis of actual assessment practices was beyond the scope of this evaluation and evidence about the effectiveness of current practices is thus not available. If training on assessment is provided, I would strongly advise that information about current assessment practices be made available to the trainer(s) in advance so that course content can be customised accordingly.

4. Mixed ability teaching has been identified as another aspect of ESP where further support is needed. Most FL departments are not able to group students according to their levels of English and ESP teachers are commonly faced with a wide range of English language competences in each class. Different ways of addressing this need are possible, from external training to departmental seminars and other approaches such as collaborative action research and lesson study. Departments may consider nominating an individual with particular interest in this topic and who can lead initiatives to make it a focus of ESP professional development. Ideally, the contribution of this individual would be officially recognised in some way.

5. There are also valuable discussions to be had about the kinds of professional development which are most appropriate for ESP teachers who want to become more expert practitioners rather than academics. The current system in Ukraine sees all university teachers as academics and expects them, if they want to advance their career, to conduct research and publish scholarly papers. There will be cases, though, where ESP teachers are less interested in academic development than in enhancing their expertise as practitioners and it would be valuable for them to have an appropriate, officially recognised, developmental pathway to follow.

6. The results presented here have made it clear that substantial change in the teaching of ESP has taken place in the 15 focal universities. Several areas for further development in ESP teaching have, though, also been identified (see Box 12) and departments should review these, consider which to prioritise, and develop a plan to address their priority areas. The teacher-led professional development strategies noted in 2 above lend themselves very well to the analysis of the issues for further development that have been identified in this report.

7. One issue in particular I would like to highlight here is focus on form. This refers to places in a communicative lesson where students' attention is briefly drawn to formal features of the language, such as pronunciation or grammar. I fully understand that EfU has encouraged ESP teachers to emphasise communication and fluency in order to reverse an established tradition of decontextualized grammar-focused teaching. It is clear that teachers have implemented this change in orientation very well. I was struck, though, by the almost total absence of attention to form in all the ESP lessons that were

observed. My recommendation, then, is that ESP teachers not devalue focus on form altogether and that they find judicious ways of helping students notice language forms as a way of helping them be more communicatively competent.

8. Although it is clear that ESP lessons have become, as a result of EfU, more interactive and communicative, current students' descriptions of their lessons also suggested that practices such as regular teacher correction of spoken errors, the reading and translation of texts and the study of technical word lists may still be a regular feature of some ESP lessons. ESP teachers would, therefore, benefit from further support, not to eliminate such practices, but to incorporate them into ESP lessons in a way that is optimally productive and does not deny students sufficient opportunities to develop professionally-oriented communication skills. Such issues, again, are an excellent focus for any new professional development schemes that FL departments set up. Once again, departments will need to determine priorities and to focus on specific issues in depth, over time, and with close reference to teaching and learning; one-off seminars on specific topics are unlikely to lead to sustained productive changes in practice.

9. Ideally, ESP activity in each university will be co-ordinated by one department as this allows a more consistent approach to all areas of ESP to be applied across an institution. Where this is not possible, it should be an institutional requirement that different FL departments meet regularly (for example, once a month) to co-ordinate their activities as far as possible and ensure that a consistent institutional approach to ESP is being adopted. Co-ordination of this kind will also contribute positively to efforts to set up new professional development initiatives for ESP teachers.

10. Variations across and within institutions continue to exist in the number of hours that are allocated to English courses. The minimum requirement seems to be one 90-minute lesson week in Year 1 of university study. In some cases, this may be all students receive, which is wholly inadequate when many students' low entry levels of English are considered. If universities want graduates to have a certain level of English (as expected by employers), a more systematic approach is needed that involves placement tests, classes divided into levels based on test results, and an allocation of hours that makes it feasible for students to graduate with an adequate level. Additionally, if universities want EMI for Ukrainian students to become more prevalent, it is essential that these students have English courses throughout their studies as one major current obstacle to EMI is inadequate English proficiency among students.

8.2 EMI

EfU has also had a clear positive impact on the lecturers who attended the ATE course but here, too, a number of recommendations are warranted to support the further development of EMI in Ukrainian universities.

1. The quality of EMI lectures observed during this evaluation varied significantly, from excellent to inadequate. It is clear that EMI lecturers require ongoing support and universities should consider ways of providing this. There are two dimensions to address – English language proficiency and teaching skills – though most problems noted in this evaluation related to the latter (see Box 14). Universities can support the development of EMI by giving lecturers access to ongoing opportunities to develop their English (including, perhaps, through courses provided internally by FL departments). EMI lecturers also need access to support for the development of their teaching skills. This can take the form of collaborative approaches to professional development such as peer observation and regular opportunities for lecturers to meet and talk about EMI. It should not be assumed that every lecturer who has passed an official English test is able to deliver effective EMI lectures.

2. Feedback from lecturers also suggested that EMI policies across and even within universities vary. Measures that create more consistency, at least within if not across universities, are therefore desirable. These could include (a) appointing an institutional co-ordinator for EMI activity who would be an authoritative reference point for all queries and (b) producing a leaflet in which key information regarding EMI is stipulated (for example, lecturer pre-requisites, incentives available, procedures for setting up a course in English, relevant regulations and quality assurance procedures). A document of this kind would address some of the uncertainty that was evident in my discussions with lecturers.

3. At present it seems that lecturer competence is the key element in decisions about setting up courses in English. EMI classes were, however, witnessed where students clearly had very low levels of English. Without a suitable level of English, students will not be able to follow and contribute to EMI. The lecturer will also find it much harder to teach in English and the fundamental purpose of EMI will be undermined. It is thus vital that students' proficiency in English be verified before they are admitted to an EMI course. Ideally, only students who demonstrate a certain level of English (for example, B1) should be involved in EMI.

4. It needs to be stressed that if universities want to encourage lecturers to develop EMI courses, institutional support for the process needs to be available. This may take the form of incentives, administrative support to assist with the paperwork that needs to be filed, clear guidance (as suggested above), and access to the resources (such as international texts) that lecturers will require to develop a course in English. At various points in this evaluation, lecturers did express the view that, while EMI was encouraged, practical support for its implementation was lacking.

5. Quality assurance in EMI is also a critical issue that merits closer attention. This can include self-assessment by EMI lecturers, peer assessment (i.e. by a colleague), student evaluations and more formal observation by a HoD. Universities may have generic quality assurance criteria which can be adapted for EMI, but it is important that the criteria which are used to assess EMI are

informed by key principles promoted during ATE and focus on both pedagogy and lecturers' and students' use of English. While increasing the volume of courses in English is clearly a priority for many universities, a concern for quantity should not obscure the need to monitor and (where needed) improve the quality of EMI.

9   Conclusion

Four research questions were defined earlier in this report. These are reproduced below and answered on the basis of the evidence presented in this report.

1. *To what extent did EfU lead to changes in the way ESP courses are designed, organised and assessed?*

    There is strong evidence that (despite continuing variations in ESP provision within and across universities) EfU did impact significantly on the design, organisation and assessment of ESP courses. Assessment remains an area where further work is required.

2. *To what extent did EfU impact on the classroom practices of ESP teachers?*

    Here too there is strong evidence that the classroom practices of ESP teachers changed significantly as a result of EfU. Nonetheless, several areas for further development in the work of ESP teachers were also identified.

3. *To what extent did EfU impact on the teaching of EMI lecturers who participated in the training?*

    EMI lecturers were consistently positive in their evaluations of the training they received and felt it led to changes in the way they plan and deliver lectures. Observations of EMI classes highlighted a range of more and less effective practices and there is clear scope for further development in the work of EMI lecturers and in how universities support them.

4. *Did EfU have other benefits for the work of ESP teachers and EMI lecturers?*

    Apart from improvements to teaching and lecturing, EfU changed ESP teachers' attitudes to innovation and made them more enthusiastic about their professional development. It created more collegial relationships among HoDs, ESP teachers (within and across universities) and also promoted collaboration between ESP teachers and EMI lecturers. Teachers and lecturers reported feeling more confident about their work as a result of the training they received. In some cases it was reported that, as a result of EfU, the institutional status of ESP had improved.

In conclusion, EfU has made a substantial difference to ESP and EMI work in universities in Ukraine. High-quality training was one factor that facilitated this, but on its own this would not have been enough. The close involvement of universities

and HoDs in the project, institutional support for reform, a clear sense of collective enterprise on a national scale, and a motivation to change by the participating teachers and lecturers were all significant factors which made it much more likely that the knowledge and skills developed during the training would be implemented when participants returned to their institutions.

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