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DISSEMINATION OF INFORMATION IN THE FRAMEWORK
OF THE BRITISH COUNCIL ENGLISH FOR UNIVERSITIES PROJECT

The given article is the authors' continuation of research papers dealing with sharing experience in training during the process of learning English for specific purposes in the framework of the project 'English for Universities'. The objectives of this article are presentation new approaches in ESP-training, solving the problems arisen during this process, description essentials and outcomes of this process. A detailed analysis of course objectives is given in the article. It is specially noted that we all live in the epoch of globalization with its positive and negative features and we all change with our changing world.
Key words: *ESP, British Council, course objectives, essentials and outcomes, training process, transformational change, epoch of globalization.*

Гармаш С. В., Садковська В. А. Поширення інформації в рамках проекту Британської Ради «Англійська мова для університетів». – Стаття.
Представлена стаття є продовження ряду публікацій авторів з метою поширення досвіду в процесі вивчення англійської мови для спеціальних цілей у рамках проекту «Англійська мова для університетів». Цілі статті: презентація нових підходів у процесі навчання, вирішення проблем, які виникають, описання суті та результатів цього процесу. У статті детально аналізуються цілі курсу. Особливий наголос зроблено на тому, що всі ми живемо в епоху глобалізації з її позитивними та негативними особливостями, що ми змінюємося разом зі світом, який змінюється навколо нас.
Ключові слова: *англійська мова для спеціальних цілей, Британська Рада, цілі курсу, суть та результати, учбовий процес, трансформаційні зміни, епоха глобалізації.*

Гармаш С. В., Садковская В. А. Распространение информации в рамках проекта Британского Совета «Английский язык для университетов». – Статья.
Представленная статья является продолжением ряда статей авторов с целью распространения опыта преподавания английского языка для специальных целей в рамках проекта «Английский язык для университетов». Цели статьи: презентация новых подходов в преподавании, решение проблем, которые возникают во время этого процесса, описание сути и результатов самого процесса. В статье детально анализируются цели курса. Отмечается, что все мы живём в эпоху глобализации с её позитивными и негативными особенностями, и все мы меняемся с изменяющимся вокруг нас миром.
Ключевые слова: *английский язык для специальных целей, Британский Совет, цели курса, сущность и результаты, учебный процесс, трансформационные изменения, эпоха глобализации.*

The given article is the authors' continuation of research papers dealing with sharing experience during the training process of learning English for specific purposes in the framework of the project 'English for Universities'.

The objectives of this article are presentation new approaches in ESP-training, solving the problems arisen during this process, description essentials and outcomes of this process. A detailed analysis of course objectives is given in the article. It is specially noted that we all live in the epoch of globalization with its positive and negative features and we all change with our changing world.

It's well-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 helping Ukraine make a transformational change in the level of English among both university teaching staff and students at which they can fully participate on the international stage. The project objective is to help Ukraine create its own sustainable EL teaching capacity to take students to B2 or C1 CEFR levels; introduce standards" [1].

It should be mentioned that "…the Common European Framework of Reference for Languages (CEF or CEFR) was put together by the Council of Europe as a way of standardizing the levels of language exams in different regions:

B2 – Vantage. (The capacity to achieve most goals and express oneself on a range of topics. Example: CAN show visitors around and give a detailed description of a place).

C1 – Effective Operational Proficiency. (The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. Example: CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak)" [2].

"The project intends to take a flexible and holistic approach depending on the needs and goals of specific universities focusing on the three main groups:

1) teachers of English for Specific Purposes (ESP) and English for General Academic Purposes (EGAP);

2) subject teachers using English as a Medium of Instruction (EMI) or for research and international purposes;

3) general students who need to understand English either for course requirements or as a specific target for the universities (excluding those studying English as a subject in itself)" [1].

The authors of this article are participants from the National Technical University "Kharkiv Polytechnic Institute" who took part and continue to take an active part in the work of various events organized by the British Council Ukraine and share our knowledge with our colleagues as one of the dissemination events.

The authors successfully completed the 35-hour ESP course on the British Council English for Universi-

ty project (Teacher Development Winter School, Kyiv, 08-13 February 2017) – (Garmash S. V., Sadkovska V. A.); the 42-hour ESP course on the British Council English for University project (Teacher Development Summer School, Kyiv, 13-19 July 2017) – (Sadkovska V. A.); the 35-hour course Academic Teaching Excellence – English as the Medium of Instruction delivered by the British Council in Ukraine in the framework of the English for Universities project (Teacher Development Summer School, Kyiv, 15-19 July 2017) – (Garmash S. V.).

Special attention should be paid to the project, course and modules objectives, the ways of their reaching and studying outcomes from the point view of internationalization of higher education.

The aims and objectives of the project "English for Universities" are:

1. "To achieve positive transformational change in levels of English.

2. To facilitate greater international collaboration.

3. To help Ukraine create its own sustainable EL teaching capacity.

4. To help introduce standards in universities.

5. To help build capability in the ESP / EAP and EMI sectors" [3].

The objectives and outcomes of the modules introduced during the Teacher Development Winter School in Kyiv (08-13 February, 2017) were presented in detail in the article 'Sharing Experience in the Framework of the Project 'English for Universities' (Objectives and Outcomes of Training)' by Garmash S., Sadkovska V. [4].

The following modules were introduced during the Teacher Development Summer School in Kyiv (13-19 July, 2017):

1. The Language of ESP: Grammar.

By the end of this module trainers are able to:

1) demonstrate understanding of two ways of integrating grammar into an ESP syllabus;

2) create simple grammar exercises in various ESP contexts using a template;

3) formulate aims and plan a grammar lesson for an ESP field;

4) incorporate a range of traditional grammar topics into an ESP syllabus;

5) explain some grammatical features of technical writing.

2. The Language of ESP: Lexis:

2.1 Sources of vocabulary.

2.2 Types of vocabulary.

2.3 Analyzing vocabulary.

2.4 Word combinations and groupings.

2.5 Teaching vocabulary.

By the end of this module trainers are able to:

1) put together an informed ESP vocabulary syllabus from a range of sources;

1) sort and teach ESP vocabulary of two types (active vs passive; technical vs semi-technical);

2) apply knowledge of types of meaning and word formation rules while creating / adapting ESP vocabulary materials;

3) make purposeful use of your knowledge of the basics of lexical combinability and lexical systemic relations while creating / adapting ESP vocabulary materials;

4) apply a range of techniques for teaching ESP vocabulary in accordance with learners' needs and teaching context.

3. The Language of ESP: Functions.

By the end of this module trainers are able to:

1) speak confidently about key terms connected with functions and appropriacy;

2) identify exponents and their functions in written and spoken texts;

3) understand the importance of functions and chunks in terms of teaching English (in general) and in your own field;

4) plan a simple lesson to present and practise written or spoken functions.

4. The Language of ESP: Writing and Written Language.

By the end of this module trainers are able to:

1) select writing tasks that are appropriate for their learners' needs;

2) analyse a written text in terms of layout, organisation, genre and text type to help students gain effective writing skills;

3) demonstrate knowledge and understanding of a range of approaches to teaching and practicing writing;

4) employ knowledge of important writing sub-skills that need to be incorporated into the efficient learning algorithm.

5. The Language of ESP: Reading and Listening.

By the end of this module trainers are able to:

1) distinguish between receptive and productive language skills;

2) analyse and identify the learners' reading and listening needs;

3) be aware of a range of processes and skills involved in reading and listening;

4) make use of various techniques for successful receptive skills activities;

5) design appropriate listening and reading-based activities.

6. The Language of ESP: Speaking and Spoken Language.

By the end of this module trainers are able to:

1) predict, find out and analyse your learners' speaking needs;

2) identify the features of spoken language;

3) familiarise yourself with the key terms and identify the ways they are related to each other;

4) evaluate the importance of pronunciation in an ESP course;

5) analyse advantages of whole-class, pair work and group work techniques;

6) choose and plan speaking activities to suit the learners' needs;

7) run successful discussions, role plays and simulations [5].

Academic Teaching Excellence (ATE) is a training course that has been developed to help academic staff who do their teaching through the medium of English. Degree courses in Europe are increasingly being taught in English, often where neither teacher nor students are native speakers. ATE has been specifically designed to improve the overall quality of academic teaching by updating lecturers' language skills and offering useful techniques for day-to-day teaching.

By the end of this module trainers are able to:

1) develop a good understanding of the communication principles that underlie academic teaching with English as the medium of instruction;

2) improve the quality of your communication with your students, through more confident and effective teaching in English;

3) benefit from the latest research into English as a medium of instruction;

4) through intensive micro-teaching sessions, acquire advanced communication skills in English through analysing and reviewing current teaching practices;

5) help your higher education institution attract the most talented students and staff [6].

It's very useful and important to have an opportunity to be involved in such training as our world changes and we all live in the epoch of globalization with its positive and negative features.

"The process of globalization, its positive and negative phenomena have been widely discussed recently. A lot of scientific publications, conferences, studies are devoted to these problems. Nowadays the features of globalization are: using of digital technologies, computerization, fiber optics, Internet. It's clear that from the point of information sense the world moves to the real globalization at the present stage of its development" [7, p. 313].

Review some problems arisen during training process in English. "According to the definition ESP is defined to meet specific needs of the learners. In this case – foreign students trained at the engineering departments. The most of them are from the Arabian countries, less – from Africa and Asia. The obvious objective of them is getting the diploma in some particular branch without any efforts. It isn't a secret that overwhelming majority of these students have quite poor as an entry educational level as a behavioral level. That's why they were not able to enter any higher educational institutions in their native countries or in developed countries where payment for training is quite expensive and requirements are too high. This situation caused a huge amount of problems. And one of them is how to motivate these students and how to involve them into the educational process" [8]. The main conflict in such situations is the difference in objectives.

"So the English language for specific purposes may be considered not only as a means of communication for specific group combined with the particular sphere of activities but as a sphere of teaching English to reach goals of fluency in English among more staff and students" [9, 18]. But besides achieving fluency in English there is a problem of achieving an effective communication based on understanding each other.

The obvious conclusion should be made: in changing world from the point view of globalization process the internationalization of higher education causes arising new problems and searching new ways of solving them because of theory and practice differ very often. It deals with the educational (training) process as well.

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