



## Original article

DOI: 10.17748/2686-9969-2023-6-3-180-196

УДК 37.014

EDN VFIMEE

### ENGLISH-MEDIUM INSTRUCTION AND EDUCATION ACCOUNTABILITY

**Edita Poorova**

University of Saints

Cyril and Methodius

Trnava, Slovakia

<https://orcid.org/0000-0001-9877-1118>

e-mail: edita@objective-xyz.net

**Sandra Kotlebova**

University of Saints

Cyril and Methodius

Trnava, Slovakia

**Abstract: Introduction.** English as a medium of instruction is challenging higher education institutions to succeed in their accountability more than ever. We are witnessing a universal push for increased accountability of universities as it enhances their graduates' employability which will benefit themselves, the institution, the community, the region and the economy as well. The paper brings some struggles that English-medium instruction (EMI) experiences throughout the teaching and learning process at the tertiary level of education, out of which inadequate level of English language proficiency plays a very role.

**Method.** The authors discourse upon the CLIL method and suggest it to be an alternative for students with lower levels of English.

**Results.** Using the data from the "Learning Makes Sense" project held in 2018, the paper reveals the general use of English in instruction at Slovakia's universities which

is below the survey participants' needs and expectations. A case study describes and illustrates the use of CLIL and the two-decade evolution of foreign language teaching development at the selected Slovak university, finding out the situation in CLIL and EMI support could be better.

**Conclusions and conclusion.** In conclusion, the authors come up with some suggestions to support the university's vision of becoming an internationalised school with graduates having much higher prospects in the domestic and global labour market.

**Keywords:** English-medium instruction (EMI), Content and Language Integrated Learning (CLIL), education accountability, employability, internationalisation

**For citation:** Poorova E., Kotlebova S. English-medium Instruction and Education Accountability // Pedagogy: History, Perspectives. 2023. Vol. 6. № 3. P. 180-196 (in English).

DOI: 10.17748/2686-9969-2023-6-3-180-196

## Научная статья

### О ПОВЫШЕНИИ ОТВЕТСТВЕННОСТИ ВУЗА В ОРГАНИЗАЦИИ ОБУЧЕНИЯ СТУДЕНТОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

**Эдита Поорова**

Университет Св. Кирилла и Мефодия в г. Трнаве  
г. Трнава Словакия.

<https://orcid.org/0000-0001-9877-1118>

e-mail: edita@objective-xyz.net

**Сандра Котлебова**

Университет Св. Кирилла и Мефодия в г. Трнаве  
г. Трнава Словакия.

**Аннотация: Введение.** Английский язык как средство обучения как никогда ранее ставит перед высшими учебными заведениями задачу максимальной результативности. Для нас очевидно стремление к повышению ответственности университетов, поскольку это содействует стараниям и успехам выпускников, что принесет пользу им самим, учебному заведению, обществу, региону

и экономике в целом. В статье приводятся некоторые проблемы преподавания английского языка в среде EMI (English Medium Instruction)<sup>1</sup> на высшем уровне образования, среди которых особенно сложной является недостаточный уровень владения английским языком.

**Метод.** Авторы обсуждают технологию CLIL (Content and Language Integrated Learning)<sup>2</sup> и предлагают ее в качестве альтернативы для студентов с низким уровнем владения английским языком.

**Результаты.** Используя данные проекта "Learning Makes Sense", проведенного в 2018 году, авторы статьи показывают общую ситуацию использования английского языка в обучении в университетах Словакии, которая не оправдывает ожиданий и не отвечает потребностям участников опроса. В кейс-стади описывается и иллюстрируется использование CLIL и 20-летняя эволюция развития преподавания иностранных языков в выбранном словацком университете.

**Выводы и заключение.** Делается вывод, что ситуация с поддержкой CLIL и ЭМИ требует усовершенствования. В заключение авторы выдвигают ряд предложений по поддержке концепции университета как интернационализованного учебного заведения, выпускники которого получают гораздо более высокие перспективы на внутреннем и мировом рынке труда.

**Ключевые слова:** преподавание на английском языке (EMI), интегрированное обучение по содержанию и языку (CLIL), подотчетность образования, возможность трудоустройства, интернационализация

**Для цитирования:** Поорова Э., Котлебова С. О повышении ответственности вуза в организации обучения студентов на английском языке // Педагогика: история, перспективы. 2023. Том. 6. № 3. с. 180-196 (in English)

DOI: 10.17748/2686–9969–2023–6–3-180-196

---

<sup>1</sup> EMI (English Medium Instruction) – это методика использования английского языка для преподавания в Высших учебных заведениях академических дисциплин в странах и регионах, где английский не является национальным языком.

<sup>2</sup> CLIL - Content and Language Integrated Learning (предметно-языковое интегрированное обучение), когда школьные предметы преподаются на английском языке, т.е. иностранный язык выступает как средство обучения предметам школьной программы

## **Introduction**

English-medium instruction (EMI) in higher education is affected by the contexts of the countries in which it is implemented, including prior education, university or faculty offer of courses and job market's opportunities and needs. English has inevitably become the global lingua franca and the most widely taught language in the world, partly due to the internationalisation of the higher education process. In compliance with the Bologna Process, students' and teachers' European mobility has been significantly fostered, contributing to introducing English as the common language in academia [1].

Based on these facts, many European scholars and university educators claim that EMI is "the only way towards accomplishing the Bologna goals" [2]. However, English medium instruction is proven to be unequally spread across the European continent, with the highest portion concentrated in the Northern countries, such as Sweden, Denmark and Finland [3], whereas in other European Union countries (including Slovakia), disciplinary courses' instruction is mainly given in their mother tongues.

So, we have a considerable discrepancy between "English as a lingua franca", i.e., a traditional means of communication relating to scientific, technological and academic information between different linguistic groups in a multilingual speech community, and "unequal EMI development in higher education all across the EU" while actively pursuing academic internationalisation. Given this discrepancy and the fact that EMI implementation is thought inevitable due to internationalisation and globalisation, we set out to investigate the general use of English during academic study in Slovakia as well as how English language proficiency helps graduates find an adequate job, preferably in their specialisation, which we consider a clue to education accountability.

## **Method.**

The paper is organised as follows: In the first chapter, we look at some of the strengths and weaknesses of EMI and discourse upon the CLIL method, and we point out the academic education accountability. In Chapter 2, we present the data obtained from the analysis of the national project "Learning Makes Sense," which shows the students' attitudes towards English instruction at universities in Slovakia as well as other stakeholders' opinions on the language proficiency of Slovak graduates. Chapter 3 describes the concept of teaching English via CLIL instruction at a selected faculty of one Slovak public university. We also overview the 20-year evolution of foreign language instruction at two faculties at the selected university in Slovakia. In the end, we offer some concluding remarks and proposals for fostering internationalisation.

## **Literature review**

### **1 EMI, CLIL and Education Accountability**

Due to the internationalisation of education and the desire to compete globally, EMI has been increasingly implemented in the European higher education environment since the 1990s. From the perspective of academic internationalisation, EMI courses are believed to attract international students and faculty members while offering its students and teachers the opportunity to participate in an international research community where a large amount of scientific research is published in English. EMI refers to the use of the English language to teach academic subjects in countries where the first language of most of the population is not English. EMI is aimed at content learning, not English language learning itself [4]. Graddol [5] states that the need to teach some subjects in English, rather than the national language, is well understood in the sciences, up-to-date textbooks and research articles, which are obtainable much more quickly in one of the world languages and most readily of all in English.

Moreover, other sound scholars and researchers claim there is a direct link between the increase in EMI and the employability of graduates [6; 7]. Mouhanna [8] states that EMI makes students "marketable for jobs". In addition, EMI is found indispensable for promoting mobility, cultural diversity, and intercultural understanding [9; 10]

All in all, the universities using English as a medium of instruction can improve their image and performance in global rankings, attract international students, increase in and out ERASMUS + mobility and benefit economically.

However, apart from the above-stated pros, some cons make EMI hard to implement equally across the European Union. The major problem is students' limited English proficiency and/or little experience and habit of studying in English. According to some international studies, students in EMI courses perceive increased anxiety while their motivation decreases due to their incapacity to understand lectures and seminars conducted exclusively in English [11; 9; 10]. According to Knapp, EMI classes may impede the acquisition of academic knowledge and hinder class participation [12].

On the other hand, studies also show that disciplinary teachers who have no English language teaching education or professional training often lack language proficiency too, which has an undesirable impact on the quality of instruction [7].

They may speak more slowly, think hard of professional words to explain the study topic appropriately and reduce or simplify course material for students, who then ask comprehension questions instead of rhetorical and pragmatic content-related questions [13; 12].

These hindrances may slow the educational process, its dynamics and classroom interaction [14]. Moreover, they may also affect disciplinary teachers' professional status and reputation.

We must point out that universities across Europe vary significantly in the admission process concerning English language knowledge. Although some institutions emphasise language requirements (school-leaving examinations, language certificates, state exams), there needs to be a process to check the stated language knowledge level and any ongoing support of students in English language learning. The entry language level proved by any official document is generally believed to be enough for their future studies. However, considering the EMI characteristics, its positive and negative features and implementation impacts, students' English language competence should be at least at the B2 level before entering a bachelor's program so EMI could be successful. Moreover, teachers/lecturers must be of the same level of English proficiency too. Furthermore, suppose the student needs to be more successful in their studies, the teacher's content delivery is considered the fault. It may result in less challenging oral or written assignments or presentations for students to pass the exam.

For the reasons above, we agree with Wilkinson [15], who points out that merely offering programmes in a foreign language via EMI without content-related language targets puts the study programme at risk. Content and Language Integrated Learning (CLIL) may be beneficial for university students who have not reached the B2 level before entering higher education. The difference between CLIL and EMI lies in teaching language skills alongside the course content for the former, whereas the latter does not have this dual objective. CLIL was initially designed for secondary school classes in which some academic, artistic, technical and vocational subjects are taught in a foreign language. CLIL methodology has been successfully implied in Slovakia for about two decades. The initiative to teach CLIL in tens of Slovak schools usually comes from language teachers, school directors and parents who believe the bilingual education will result in a high-quality communicative competence of their children in a foreign language [16]. Unsurprisingly, students educated via CLIL teaching leave Slovak secondary schools with B2 level, and it is English which plays first fiddle, supported mainly by Erasmus+ programmes working well in this level of education. From this point of view, we would assume university graduates should be able to handle both CLIL and EMI teaching equally; however, the reality is not as optimistic as the theory.

We need to differentiate between EMI and CLIL implementation for several reasons. One of them is that while the CLIL teaching method is traditionally implemented via bottom-up policies, as described above, EMI is increasingly being implemented via top-down policies. This top-down education policy inevitably opens up dialogue among tertiary education policymakers who aim to strengthen academic partnerships, academic communication, exchange of ideas and resource sharing to

internationalise universities. However, the secondary education policy in Slovakia does not have these very aims. Secondly, since EMI does not ask to teach the English language itself, there are no clear language goals, and this instruction is not supported by pre-service teacher training or teacher professional development, unlike CLIL instruction that is delivered either by educated language teachers or other mainstream subject teachers who hold a diploma in pedagogy or philosophy with the so-called "pedagogical minimum" in Slovakia. Not all university teachers have pedagogical education, nor are they well-equipped linguistically to successfully and effectively deliver subject content to their students. Thirdly, EMI and CLIL instructions vary greatly in students' motivations. At the same time, the former is attractive for linguistically proficient students, and the latter is equally appealing to all students regardless of their level of English since they study both the language and the subject content. Those secondary schools that offer programmes and /or some subjects taught via CLIL methods, such as bilingual business academies or secondary grammar schools, are Slovakia's most attractive and competitive learning institutions.

- 1 That is why all the stakeholders need to hold a dialogue on how to hold academic institutions accountable for learning, students' motivation and satisfaction, completion, affordability, equity and programme outcomes [17]. Academic accountability is defined as the emphasis from society, government, and academia that education should lead to beneficial outcomes and learning that can be measured. Each university must have its own mission and purpose, and it is asked to make the education system very responsive, competitive and productive to meet the accountability goals [18]. According to Švec, education accountability is the billable responsibility of an educational institution for the quality of services provided and educational results, as well as for the consequences of its approach and procedure, in a legal sense towards founders, superiors, taxpayers, participants in education and other involved actors in order to demonstrate the adequacy of the provided funds for controllable target performances [19]. Many other definitions agree in one common ground that education accountability is the mechanism by which institutions meet their obligation to report to all the stakeholders about how their resources have been used and to what effect.

The literature defines five types of accountability – organisational, political, legal, professional and moral/ethical. We consider EMI and CLIL academic implementation equally related to all of them. Either top-down or bottom-up language education policy, there needs to be a specific hierarchy and supervisory relationship as well as clearly defined rules, principles and standards what to teach to meet the study programme outcomes. As for political and legal accountability, the elected politicians, education institutions, and academic staff must oversee whether it

is appropriately kept. However, most professional and moral/ethical accountability refers to our individual approaches, attitudes, obligations and principles to which we adhere in instruction.

## **2 Does Learning Make Sense?**

In this chapter, we have used the data from the analysis of a specific project in Slovakia whose aim was to find out the general situation with English language teaching and learning at Slovak universities and how the graduates' knowledge affects their employability in the labour market.

MESA10, an independent think tank, non-governmental, non-profit organisation whose abbreviated name stands for a Centre for macro-economic and social analyses, carried out the "Learning Makes Sense" project in 2018, which surveyed a representative sample of almost 4,000 university students who were asked how much they use English in their studies and what the English language study at the university most develops in them. Only 15% of respondents indicated that studying develops their ability to communicate in English.

On the other hand, the "Learning Makes Sense" project's findings proved that students are well aware of the need to master English for their studying since they are asked to search for information in foreign literature, mainly in English; otherwise, they feel lost in the data given in English. This project also interviewed representatives of mobility agencies and career centres who openly criticised the Slovak university students' poor level of English when applying to Erasmus + programme mobilities.

Another area this project researched was English language proficiency's impact on the employability of Slovak university graduates. The biggest job portal in Slovakia Profesia. sk stated that employers in the Slovak market expect university graduates to speak English fluently. In 2016, 53% of the job offers published by the portal contained an English language requirement for applicants with an active knowledge of the language. In a survey carried out by the Business Alliance of Slovakia, as the "Learning Makes Sense" project reveals, more than half (54.5%) of the respondents from different companies identified English knowledge at an advanced level as one of the five most important criteria that a potential employee with a university education should meet.

The quantitative data of the "Learning Makes Sense" project gathered from a questionnaire survey and individual interviews showed that 75.5% of Human Resources specialists identified English language proficiency as crucial, mainly in highly qualified positions and in the environment of multinational companies or organisations, where English is communication, training and further education

language. Only less than a quarter (23.8%) of HRs considered English less important or unimportant, especially in the occupations where it is not the language of business. However, according to the data from the questionnaire, only less than a fifth (17.7%) of respondents among HRs think that university graduates meet expectations in the field of world languages. More than half (58.5%) of the respondents state that university graduates only partially meet English language proficiency expectations and 15.6% claim that university graduates do not meet the language criteria at all. In the Business Alliance of Slovakia survey, a third (34.6%) of the participating respondents stated that university graduates' English knowledge at an advanced level belongs to five areas in which they are least prepared before they apply for a job.

How is it possible that we are facing such an unpleasant situation with the English language proficiency of Slovak university graduates? The "Learning Makes Sense" project may give us some answers. In the following table, you can see what reasons are stated by the university students:

Table 1: Use of English in the course of study

Source: Number of respondents: Bachelor and Master Degree students in Slovakia (n=3835)

**Do you use English language in the course of study?**

|                                           |       |
|-------------------------------------------|-------|
| I do not use English at all in my studies | 50.9% |
| Part of my assignments are in English     | 24.0% |
| Study materials are in English            | 21.2% |
| Part of the teaching is given in English  | 15.0% |
| All my studies are in English             | 1.7%  |

Up to half of the bachelor's and master's degree students stated they do not use English in their studies at all. Another problem appears with private universities or part-time forms of study where students say they also do not use English in the course of study. Only about one-fifth (21%) of all respondents indicated they use study materials in English, and one quarter (24%) stated they submit some written assignments in English throughout their studies.

During group interviews, university students criticised universities for the poor offer of courses to develop English competence. Although Slovak universities currently offer about a thousand accredited first- and second-degree study programmes in the English language, the "Learning Makes Sense" project findings show that the entire university study in English is offered to less than 2% of

respondents. In addition, even though some students who participated in the group interviews would welcome part of the curriculum being taught only in English, the university teachers involved in the survey stated that the students are not ready to study in English. Teachers commonly criticised the students' level of command of English as being insufficient for professional communication and limiting them in what they can demand from students in English, which negatively influences the whole study output. Higher education teachers admit that most universities in Slovakia have no entrance exams. There is no system for dealing with students who have poorer English levels (A1-A2) and thus are unprepared to communicate in English. We believe that education in mixed groups with international students (mainly Erasmus+ mobility students and/or international students who come for the entire university study) could also improve their English knowledge. However, according to the survey, up to 40% of students do not study with international students.

The following table shows the percentage portion of the study programmes in which students use English throughout their university studies. According to the survey results, it is the Humanities and Social Sciences programmes which most develop students' English language by communicating course content in English. On the other hand, IT and Mathematics study programme teachers claim their students are well prepared and can use English with no difficulties since they use study materials mainly in English. The lowest portion of English is within medical studies, which surprises us the most. About 50% of Slovak medical students say they do not use English in their course of study. On the other hand, medical faculties have the most international students among all the faculties/universities in Slovakia, and their courses are taught only in English.

|                               |       |
|-------------------------------|-------|
| Humanities and Social Studies | 19.7% |
| IT and Maths                  | 13.0% |
| Natural Sciences              | 12.5% |
| Pedagogy                      | 12.1% |
| Technical Sciences            | 9.5%  |
| Medical Studies               | 7.9%  |

However, we need to say that the students who participated in the "Learning Makes Sense" project were not asked whether they are taught via EMI or CLIL instruction; that is why we may consider the "all my studies are in English" response to be a relevant EMI course. On the other hand, the webpage

[www.studyinslovakia.sk](http://www.studyinslovakia.sk) lists all Slovak universities which offer study programmes in the English language, including the admission requirements, the length of study, fees and a description of the programme. The universities ask for official proof/documents of English language knowledge. However, if you go through a comprehensive list of the programmes, you will find the fees start at 2,500 – 11,000 per academic year, which is hardly affordable to Slovak students who wish to have their whole study only or partly in English.

### **3 CLIL at the Faculty of Social Sciences of the University of Saints Cyril and Methodius in Trnava, Slovakia**

In this chapter, we present the concept of teaching English via CLIL instruction and the analysis of the data obtained from an interview with an English language teacher about twenty years of teaching in one academic institution.

Foreign language teaching at FSS UCM is part of all study fields in the four semesters of the bachelor's degree and starts from the summer semester of the first year. Students can choose English, Russian or Spanish as a compulsory optional subject. They can also decide on a second foreign language if they are interested. English requires a minimum B1 - B2 level; Russian and Spanish are intended for beginners. The European Studies and Politics programme assumes English language knowledge at the B2 level. In this field of study, students are recommended to prioritise English and Russian or Spanish as a second foreign language. Teaching foreign languages at FSS UCM takes place through seminars lasting two lessons per week. Students are assessed continuously, with various sub-tasks, mid-term tests, written and oral assignments, presentations and an oral term exam. The content, structure, expected learning outcomes and student evaluation criteria are listed in information sheets published in the electronic academic information system (AIS). Teaching foreign languages aims to provide students with the knowledge and skills necessary to acquire language competencies for professional communication. The English language teaching concept enables students to participate in the EU exchange study programmes, study at universities abroad and become graduates capable of good professional communication in English. Since English language proficiency is a high-profile competitive advantage, this skill should make them successful candidates in job interviews.

We use the CLIL method to teach professional English. The study is mainly focused on acquiring professional vocabulary, working with professional texts, working with foreign language resources, and oral and written communication adequate for higher education and professional communication in a particular study programme.

In the first semester, grammar structures and lexical units necessary for a conversation on common topics of everyday academic life are consolidated within the general academic language. The proposed communicative method emphasises the skill of oral communication. The topics in the introductory semester are the same for all fields of study; higher education, university and the European Union. Emphasis is placed on developing skills necessary for presenting professional topics and discussion. Three other semesters have different contents of professional English study depending on the particular study programme's content.

For the master's degree, FSS UCM offers the English language as an optional subject, the teaching of which lasts two semesters. It is intended for advanced students of all study programmes at the B2-C1 level. The teaching content is professional topics related to individual study programmes in a more communicative way, strengthening all the language skills. The goal is to improve professional communication skills or to prepare students for a language exam (UNICert, TOEFL, etc.).

English as a medium of instruction using CLIL is also provided for incoming ERASMUS+ students who can choose subjects from a Catalogue of Courses.

Nevertheless, such a concept has evolved over a few years at the University of Saints Cyril and Methodius in Trnava. We interviewed our colleague (Ellen), who has taught here for twenty years. When she started to work at this institution as a highly qualified language teacher, there was a department of foreign languages at the Faculty of Arts, which supported all the university's faculties. Teachers of English, German, French, Spanish and Russian languages taught the students of all the study programmes. They also did much translating or interpreting for the university's needs. Gradually, languages like French, Spanish and Russian were cancelled, soon the same happened to German, and finally, only English was taught in ethnology and psychology programmes. However, there was no reason to make these changes; students wanted to learn languages, teachers did not want to leave, and everything was decided on the managerial level, possibly because of money issues.

Nevertheless, the reason was not explained. After several years, psychology students also lost the opportunity to learn English for specific purposes, and so did ethnology students. Ellen and three other ESP teachers were transferred to the Department of English Language and Literature, and the Department of Foreign Languages was cancelled. This process took about ten years. Though Ellen did not mind working in the English department, she moved to another faculty – The Faculty of Social Sciences – where there was an auspicious situation concerning foreign languages as she liked teaching ESP. At the Faculty of Social Sciences, established only one year before she came, there was a new department of foreign languages –

offering English, German, and Russian, a new enthusiastic team and a dean who showed a genuine interest in providing students with language training. Soon there was created a new conception, and everything looked very promising. Teaching foreign languages was either for the students who had come to the faculty with the level B1 – B2, which was English and German, or the others who were beginners, which was Russian and soon after also Spanish.

In four semesters, students could achieve the appropriate level of specific language competence with the content related to their study programmes or a good knowledge of other languages. For European students, it was a combination of obligatory English and optional Russian and/or Spanish. Teaching languages developed other valuable skills, such as communication, presentation, work with specific texts, discussions, etc., which students evaluated positively. However, this ended, the German language was cancelled, and the provision of the other languages was changed, by the decision of a committee, of course, not composed of language teachers. Foreign languages are offered to students as facultative and not as optional subjects. The result is expectable – many students preferred other subjects than languages. Thus language training, as it is still declared in the faculty conception, practically ceased to exist. Thus, after ten years, Ellen has witnessed the same situation, noticing only one difference – the need for internationalisation proclaimed by university management has strengthened. However, the language knowledge of students coming to the university is from year to year weaker.

Consequently, we are witnessing fewer students applying for ERASMUS+ mobility due to their inability to master a foreign language, an unacceptable level of foreign language of academic and administrative workers, and low quality of scientific articles in English and communication at conferences. Also, the offer of subjects provided for incoming ERASMUS + students at the faculty has rapidly decreased – from 29 to 9 courses only due to an inadequate language competence of the teachers and low interest from the management of the faculty. It is tough to understand why language teachers like Ellen should persuade anybody about the necessity of language training at a university when they are all aware of it and proclaim it.

## **Conclusion**

Despite the current general belief in Slovakia that university graduates leave school with adequate English language proficiency, which is considered to be one of the most critical competencies for applying to the labour market, the authors of this paper have brought research findings and personal experience which suggest that secondary school graduates who become university students cannot speak English on

a desired level. According to the findings, all the key actors involved - university teachers, students and employers are aware of the need to master English at a functional level and be able to use it during study or work. However, many students and teachers face challenges in coping with the requirements of English-medium instruction courses due to their limited English language skills. We believe that EMI enhances eligibility and employability of the Slovak graduates in the domestic labour market and abroad. We assume that education accountability is a complex issue regarding all the stakeholders to monitor students' performance and progress to bring positive education results that include English language mastery.

The issue must be dealt with at the Ministry of Education. School-leaving examinations, which are necessary for higher education application, require only 33.3% to pass a written foreign language test. This number is profoundly below the B1 level according to the *Common European Framework of Reference for Languages* (CERF), which is considered a minimum for university students. Moreover, students with such poor English hinder more linguistically proficient individuals who would welcome more contact with this foreign language in their classes.

We would suggest, as we have been doing for years on different levels of public service, to pay appropriate attention to English teaching and learning at all education stages in the Slovak Republic in order to achieve a desirable level of English at university students who are supposed to be able to cope with EMI in their academic study fields. We assume CLIL Instruction in mainstream courses may be of great benefit to start within the beginnings of Bachelor's degree studies. Once students improve their level of English, they can join EMI classes which should definitely be in the universities' portfolios. No doubt, universities which offer EMI courses can attract international students and teachers, increase the number of incoming and outgoing Erasmus+ students, present research findings at international conferences, publish in English and rise in international rankings.

This can only be changed systematically in a top-down way; it is only possible to do a lot with political support. Such a top-down system requires university teachers/lecturers trainings and teaching skills development if they have no pedagogical education and/or lower language awareness. For this sake, financial support and systematic financing of teachers' training is a must. Moreover, for successful EMI teaching, universities must make learning motivating, attractive, interactive and supportive. They need to be able to manage students with different English language levels in one class, and we cannot forget about teachers who need to be confident about their teaching process.

All in all, English medium instruction, both with the CLIL method of teaching, should belong to top priorities in the tertiary education institutions since English language proficiency not only makes their graduates more competitive in the domestic and global labour market, which increases the institution's accountability but does it also increase the institution's credit which is the right and best way to internationalise.

## REFERENCES

- 1 Mauranen A., Hynninen N., Ranta, E. (2010) English as an academic lingua franca: The ELFA project. *English for Specific Purposes*, 29 (3), 183–190.  
Mauranen Anna. 2010. Features of English as a lingua franca in academia. *Helsinki English Studies* 6. 6–28.
- 2 Ljosland R. (2007). English in Norwegian academia: A step towards diglossia? *World Englishes* 26(4). 395–410.
- 3 Doiz A., Lasagabaster D. & Sierra J.M. (2011). Internationalisation, multilingualism and English-medium instruction. *World Englishes* 30(3). 345–359.
- 4 Dearden J. (2016). English medium Instruction: A Growing Global Phenomenon. DOI: 10.13140/RG.2.2.12079.94888
- 5 Graddol D. (1997). *The Future of English?* London: British Council.
- 6 Airey J. (2004). Can you teach it in English? Aspects of the language choice debate in Swedish higher education. In: R. Wilkinson (Ed.), *Integrating content and language. Meeting the challenge of a multilingual higher education* (pp. 97–108). Maastricht: Maastricht University.
- 7 Coleman J.A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39(1), 1–14. doi: 10.1017/S026144480600320X
- 8 Mouhanna M. (2010). The medium of instruction debate in foundation math and IT. What's the role of L1? *UGRU Journal* Fall 2010. Retrieved 1 December 1, 2011 from [http://www.ugr.uaeu.ac.ae/acads/ugrujournal/docs/fall10/The\\_use\\_of\\_English\\_as\\_a\\_journal\\_mmedited1.pdf](http://www.ugr.uaeu.ac.ae/acads/ugrujournal/docs/fall10/The_use_of_English_as_a_journal_mmedited1.pdf).
- 9 Altbach P. G., Knight J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education* 11(3–4). 290–305.
- 10 Doiz A., Lasagabaste, D., Sierra J.M. (2013). English as L3 at a bilingual university in the Basque Country, Spain. In: Doiz, A., Lasagabaster D. & Sierra J.M. (2013) (eds.), *English-medium instruction at universities: Global challenges*, 84–105. Bristol/Buffalo/Toronto: Multilingual Matters.
- 11 Cots J. M. (2013). Introducing English-medium instruction at the University of

- Lleida, Spain: Intervention, believes and practices. In: Doiz A., Lasagabaster D. & Sierra J.M. (eds.), English-medium instruction at universities: Global challenges, 106–128. Bristol/Buffalo/Toronto: Multilingual Matters.
- 12 Knapp A. (2011). When comprehension is crucial: Using English as a medium of instruction at a German university. In: Annick De Houwer & Antje Wilton (eds.), English in Europe today: Sociocultural and educational perspectives, 51–70. Amsterdam & Philadelphia: John Benjamins Publishing Company.
- 13 Hu G. (2009). The craze for English-medium education in China: Driving forces and looming consequences. English Today 25(4). 47–54.
- 14 Shohamy E. (2013). A critical perspective on the use of English as a medium of instruction at universities. In: Aintzane Doiz, David Lasagabaster & Juan Manuel Sierra (eds.), English medium instruction at universities: Global challenges, 196–210. Bristol/Buffalo/Toronto: Multilingual Matters.
- 15 Wilkinson R. (2004). Integrating Content and Language. Meeting the Challenge of a Multilingual Higher Education. Maastricht: Maastricht University.
- 16 Pokrivčáková S. (2013): Latest Trends in CLIL Research <https://www.pulib.sk/web/kniznica/elpub/dokument/Bila2/subor/Pokrivcakova.pdf> (accessed on 15 February 2022)
- 17 Mintz S. The Revolution in Higher Education Is Already Underway. Available online: <https://www.insidehighered.com/blogs/higher-ed-gamma/revolution-higher-education-already-underway> (accessed on 8 February 2022)
- 18 Usman Y.D. (2016). Accountability in Education: An Imperative for Service Delivery in Nigerian School Systems. Akwanga Journal of Education and Research (AJER). Vol.1 No.1, 2016. Pp.264-272
- 19 Švec Š. (1995). Základné pojmy v pedagogike a andragogike. Publisher, Iris, ISBN, 8088778158 ; Length, 276 pages.

**Информация о авторах:** Эдита Поорова – доктор, (теория обучения английского языка и педагогика высшего учебного заведения), зам. декана факультета социальных наук по международным связям Университета Св. Кирилла и Мефодия в г. Трнаве, Университет Св. Кирилла и Мефодия в г. Трнаве

г. Трнава Словакия.

<https://orcid.org/0000-0001-9877-1118>

e-mail: edita@objective-xyz.net

Сандра Котлебова – Университет Св. Кирилла и Мефодия в г. Трнаве

г. Трнава Словакия.

Авторы прочитали и одобрили окончательный вариант рукописи

**Information about authors:** Edita Poorova – Ph.D. (Theory of English Teaching (PhDr.), Higher Education Pedagogy, (Ph.D.), Vice-Dean for Foreign Relations, Faculty of Social Sciences, University of Saints Cyril and Methodius

Trnava, Slovakia

<https://orcid.org/0000-0001-9877-1118>

e-mail: edita@objective-xyz.net

Sandra Kotlebova – University of Saints Cyril and Methodius

Trnava, Slovakia

The authors have read and approved the final manuscript.

Статья поступила в редакцию / The article was submitted: 02.05.2023

Одобрена после рецензирования и доработки / Approved after reviewing and revision: 23.06.2023

Принята к публикации / Accepted for publication: 27.06.2023

Авторы заявляют об отсутствии конфликта интересов / The authors declare no conflicts of interests

© Поорова Э. 2023

© Котлебова С. 2023

© «Педагогика: история, перспектив 2023