

WORLD ECONOMY
AND WORLD FINANCE DEPARTMENT

**METHODICAL ASPECTS
OF TRANSITION
TO INSTRUCTION
IN A FOREIGN LANGUAGE:
WORLD ECONOMY
AND WORLD FINANCES**

Monograph

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The monograph is devoted to the problems of teaching professional disciplines in the field of world economy and world finance in English, the scientific work examines the problems of export and import of educational services, methodological aspects of implementing educational programs using innovative teaching methods, the experience of foreign countries and international cooperation in the implementation of educational activities, analyzes the influence of modern teaching methods and knowledge of foreign languages on improving the competitiveness of the country's economy. All materials are presented in English.

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Introduction

The monograph «Methodical aspects of transition to instruction in a foreign language: world economy and world finances» was prepared by the team of authors - lecturers of the Department of World Economy and World Finance and the Department of Language Training. The scientific study is presented in English and considers the problems of transition to teaching professional disciplines in the field of world economy and world finance in English as a foreign language. Researchers consider the methodological aspects of this process, the export of educational services, innovative technologies, the experience of foreign countries and the problems of international cooperation, as well as assess the impact of modern teaching methods and knowledge of foreign languages on improving the competitiveness of the country's economy.

In Chapter 1 Galina A. Dubinina gives an insight into the forms, specificity and environment of export and import of education which in their most part refer to higher education. The current worldwide trend of transition from learning English as a foreign language to using English as a medium for instruction on various academic subjects is fostered by growing academic mobility and internationalization of educational processes and calls for restructuring the educational processes. The author highlights the features of transnational education which combines both exports and imports through franchising, programme articulations, distance learning, branch campus, etc. and reflects at length about each of these forms. In Russia the launching of the priority project is aimed at increasing the attractiveness of Russian educational programmes for foreign citizens and the brand status of Russian education in the international educational market. The main hypothesis considered in this research is that when educational activity is undertaken under the supervision of a multidisciplinary team of educators composed of English language teachers and the subject-matter professionals they should focus on the analyses of the ways how to combine the efforts of all the educational actors. The author presents Content and Language Integrated Learning (CLIL) as the most suitable method pertaining to the use of English as a medium of academic instruction. The main challenge in applying CLIL is interaction between a language training department and subdivisions specializing in major disciplines of a non-linguistic university.

In Chapter 2 Natalya V. Sergeeva considers contemporary problems and prospects for the transition to teaching special disciplines in a foreign language. In the modern world, proficiency in at least one foreign language creates wide prospects for career and professional growth, the

ability to contact foreign colleagues and get timely access to relevant information. Knowledge of English is one of the conditions for the effective work of specialists in the field of world economy and world finance. Bachelor's and master's programs in these fields include studying international practice and inviting foreign specialists. The approach, based on the idea of teaching special subjects in English, was first applied in 1987 at the Dutch University of Maastricht. Today, almost all the world's leading universities use English as a means of learning. A generalization of the experience of implementing undergraduate and graduate programs with partial or full implementation in a foreign (English) language at various Russian universities has revealed many negative points that require serious reflection. However, all these obstacles are surmountable. Professionally-oriented bilingual training is becoming a priority in modern education.

In Chapter 3 Olga A. Gorbunova, Olga Yu. Tereshina, Tatyana A. Ason and Olga V. Ignatova consider innovative teaching methods in higher education.

In Chapter 4 Anna A. Prudnikova evaluates the influence of modern educational methods and knowledge of foreign languages on increasing competitiveness of the country's economy. In the face of accelerating technological development and globalization, all sectors of the economy are facing international competition. Today, knowledge of a foreign language is not only an integral part of the modern specialist and the potential for professional growth but also represents an instrument for learning new realities of life. Teaching in a foreign language using modern educational technologies (conversations, disputes, modelling of business structures, projects, conferences) help to increase the creative potential of a specialist. Each country will have to revise existing education systems, international standards, and the development of intellectual and technological mega-competition. Countries where people speak English at a good level, will be more competitive than other countries. They can use the knowledge, opportunities and experience of the whole modern world with the help of developing international communication.

Chapter 5 (Olga A. Gorbunova and Tatyana A. Ason) is devoted to the experience of foreign countries in the formation of the conceptual foundations of higher education.

In the final chapter Olga A. Gorbunova, Olga Yu. Tereshina and Olga V. Ignatova discuss issues of international cooperation in the implementation of international educational programs.

Chapter 1

EXPORTS AND IMPORTS OF EDUCATIONAL SERVICES VIA INSTRUCTION IN A FOREIGN LANGUAGE

Nowadays export and import of education have been acknowledged as a specific sphere of operations. It should be noted that they mostly refer to higher education, and it is not only reliant on top-quality education but also require from the actors in higher education institutions innovative skills and competences, as well as novel mindsets. Admittedly, the most important novelty of recent times has proved to be digitalization, namely, transformation of all scholastic information sources (texts, sounds, visuals, video and other data) into the digital language [66]. Hence information is one of the most powerful instruments of education, especially in the educational sphere, exchange of knowledge via cyberspace is able to simplify the dissemination of knowledge, exchange of scientific findings and generation of new ideas.

Digitalization has triggered the advent of completely different educational technologies, which are interactive and more student-centered than the traditional ones.

Political, economic, environmental and social developments taking place within the globalised world undoubtedly resonate on educational developments and policies. A notable form of export as well as import of educational services is educational tourism, of which language travel has drawn relatively little scholarly attention so far. However, this is a holistic activity providing meaningful learning experiences in and beyond academic contexts.

As a matter of fact, all the above mentioned items belong to transnational education (TNE). According to UNESCO/Council of Europe's *Code of Good Practice in the Provision of Transnational Education* TNE includes "all types of higher education study programmes, (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based" [122]. Education providers, are usually free to decide on the subject content and how this should be delivered.

The most popular forms of transnational education are franchising, programme articulations, distance learning, branch campus, etc.

Franchising, as the process whereby a higher education institution (franchiser) from a certain country grants another institution (franchisee) in another country the right to provide the franchiser's pro-

grammes/qualifications in the franchisee's host country, irrespective of the students' provenance[134], has currently acquired more and more popularity all over the world. It exists in the form of joint Master's programmes, testing facilities, tutoring programmes and retraining centers, be it career training, business training or consulting. Two groups of universities participate in educational franchising. The university-franchisor transfers the right to educational activities under its own trademark to another university and receives payment for this. The university-franchisee receives from the university-franchisor the right to operate under its brand, agrees to comply with the prescribed quality standards and methods of conducting the educational process.

Franchising in higher education is both a means of competition and a way to introduce distance learning methods using modern pedagogical, information and telecommunications technologies [134].

Below are the examples of successful educational franchises.

- Berlitz, as one of the most successful and world known educational franchises, has decades of experience in business systems and language learning techniques. Berlitz franchises offer day-to-day language center management systems, customer relations programmes, personnel selection and supervision programmes which are identical to the ones in their corporate locations. The famous Berlitz Method of instruction has been developed and tested in hundreds of Berlitz Learning Centers worldwide. Every franchise location is assigned a regional franchise manager as the main contact person. This member of the corporate staff coordinates Berlitz resources and performs the Berlitz operations Quality Audit.

- JEI Learning Centers was founded in South Korea by Sung Hoon Park in 1977. JEI provide franchise opportunities. Their Self-Learning Method, a self-paced, individualized programme designed to help students learning math and language concepts step-by-step through constant provision of customized programmed workbooks to reach the full potential of the student. As of 2018, the company operates 83 franchises in the United States and 209 ones outside the country.

- London Educational Project at the Financial University under the Government of the Russian Federation is also an example of franchise and proved to be a unique opportunity to obtain a diploma from one of the most prestigious universities in Europe remotely. It was established in 2007 to serve as a "training Institute " for the International programmes of the University of London. It is one of the directions of international educational activities at the Financial University. In 2014, the Financial University, having passed all the recognition procedures, received the status of a registered center for tutor support of the University

of London's international programmes. The educational activities of the Financial University as a "training Institute" implements International programmes of the London School of Economics (LSE), which is part of the University of London, among them:

- 1) bachelor's degree programmes (BSc Degree) and
- 2) second degree programmes for graduates (Diploma for Graduates).

Most important advantages of franchising in education are that in the role of a franchisee, less known and less prestigious universities:

- can share a power of a brand name, positive reputation and time-tested educational systems;
- have an opportunity to obtain experience in carrying out and managing the educational process;
- minimize their costs, as franchisees do not have to incur expenses on advertising, marketing, branding, etc.

Another form of transnational education known as **programme articulations** are inter-institutional arrangements, whereby two or more institutions agree to jointly define a study programme in terms of study credits and credit transfer, so that students pursuing their studies in one institution have their credits recognized by the other in order to continue their studies ("double degree programmes", or "joint educational programmes", "twinning programmes", "articulation agreements", etc.) [118]. These arrangements may result in obtaining either joint or double degrees. Within the same notion, course articulation, or the process of articulating the content of courses transferred between colleges or universities is often considered. This is the situation when one institution matches its courses or requirements to the ones completed at another institution. Admittedly, articulation between institutions with different academic terms is a complicated affair, however, it contributes to boosting international education across all regions of Russia involving all industries related to serving international students.

At the Financial University under the Government of the Russian Federation double degree programme participants study in an overseas partner university during 1 or 2 semesters. Upon completing the course, the students obtain two diplomas, that of the Financial University and that of the overseas partner university.

Distance learning as a highly auspicious form of transnational education is obtainable via virtual educational institutions, where a learner is provided with a web-based course material and self-administers the learning process at home. clarity and common interpretations of the different modes and categories of TNE. Distance learning can be carried out through face-to-face, online or blended modes. Virtual universities,

where the learner is provided with course material via the minimize costs, especially, when a branch office, an independent legal entity, is created. Such export of educational services hasn't got any legal barriers, whereas franchising, for example, has.

One of the notable advantages of distance learning is that it offers wide opportunities to students with learning disabilities. Very often it is carried out through education franchise. Owning a franchise that provides learning impairment services can offer a rewarding opportunity to help the disabled succeed in getting education.

Irrespective of being an item of educational export or import, the Internet is now the principal empowering tool with the help of which students accumulate knowledge, disseminate ideas and advance in their understanding different sciences. Therefore, it is imperative that IT supports any educational activity at present day universities. Unfortunately, these days digitalization is still costly and this fact has so far limited digital educational opportunities worldwide.

One of the most important advantages is that digitalization opens up international higher education to people who wouldn't be able to afford or access it otherwise, such as people with low incomes or people living in remote locations, or citizens of the countries that are at war. Online access to international education doesn't require any visas and is less dependent on political reasons.

In the United States and Europe the concept of e-learning is based on the following principles.

- a specific environment should be created that differs in ways of learning from the traditional classroom learning;
- new educational results should be earmarked;
- the range of technical tools should be expanded in response to new educational reality;
- students should be taught to use new technologies;
- teaching staff should be kept abreast with the technical innovations;
- new methods should be worked out on order to insure the continuity and the efficiency of education.

The European Centre for the Development of Vocational Training, Cedefop, [121] states that "the challenges posed by and the potential benefits of digital education are manifold. From a labour-market perspective, there is a skills gap to fill – an increasing number of jobs require high levels of proficiency in the use of technology and many new jobs are based on specialized digital skills".

Digital competence is more and more often defined as a key competence across Europe. The underlying documents are the three Euro-

pean frameworks (DigComp, DigCompEdu, DigCompOrg/SELFIE) which aim to provide a common language and common ground for discussions and developments at national, regional and local levels. Moreover, they offer a set of self-reflection tools at European level addressing citizens and learners (DigComp), educators (DigCompEdu) as well as schools (DigCompOrg/SELFIE) [27]. In the current situation, as far as transnational education is concerned, there has undeniably been acknowledged, as a priority, the need for all international students to esquire digital competence as a key competence. The confident use of and engagement with digital technologies are present day priorities number one for learning, work, and social activity.

Not only European but also policy makers worldwide recognize the need to empower all citizens with the necessary competencies for efficient and creative use of digital technologies. At present either export or import of education is hardly ever possible without the use of interactive forms of learning, which have become a dominant feature of the educational process, and the use of digital tools. E-learning, which is becoming more and more popular, allows educationalists to create an environment that is radically different from the usual training, primarily because technical tools become an integral part of the educational process. Likewise, the trend of using information and communication technologies in addition to interactive forms of learning gives a new impetus to the process of learning in higher education. Such a tandem stimulates cognitive activity, and the transition from studying a foreign language in general to studying specialized disciplines in a foreign language makes this activity more productive.

Digitalization of education captivates with its accessibility and variety of forms. Digital technologies can improve and refine teaching and learning strategies in many different ways. However, regardless of the chosen pedagogical strategy or approach, the specific digital competence of the teacher is to effectively organize the use of digital technologies at different stages and in different conditions of the educational process.

The former TESOL President Deena Boraie highlighted the following key changes in the teaching of English as a foreign language [9], which are integral part of export and import of education:

1. The model of an English teacher has changed.
2. The content of training and design of control and measuring materials have changed.
3. Access to knowledge has changed dramatically due to digitalization, and it has become more flexible and mobile.
4. As new approaches to educational activities have emerged around the world, various methodologies have undergone significant changes.

The future belongs to such elements of online courses as tracking, instant feedback, personalized tips, creating an individual learning trajectory and individual assessment model of the student.

Summarizing the above, we can conclude that in the context of export or import of education the digitalization of the educational environment, in particular online courses, is constantly developing and the following changes are underway.

1. Teachers are becoming more confident in using digital communication tools to quickly respond to students' requirements.

2. Students interact in a collaborative digital environment with each other and with their teachers more easily and more often.

3. Teachers grow more accustomed to remotely monitor student progress.

4. With digital technology, students learn to plan, monitor, provide evidence of academic achievement, and share ideas.

5. Students use blogs, wikis, and learning management systems in the course of collaborative learning activities in a digital environment, for joint knowledge sharing and joint knowledge generation.

Thus, multilingual online courses solve the problem of increasing the effectiveness of teaching special disciplines by combining the language of the host country, the native language of a foreign student and the language of international communication. The use of digital technologies by teachers and students in professional interaction with colleagues, students, and other stakeholders is crucial for their own individual professional development and for the collective good of the organization.

On balance, the conclusion is obvious: technological evolution is underway and it has a dramatic impact on the export and import of education. Digitalization has obviously made access to higher education easier and more efficient worldwide.

An international **branch campus** (IBC) is a form of international higher education whereby one or more partnering institutions establish a physical presence in a foreign location for the purpose of expanding global outreach and student exchange. Generally named for their "home" institution and offering undergraduate and graduate programmes, graduating students are conferred degrees from one or all partnering institutions, dependent on the agreement. Instruction most often occurs in properties owned or leased by the foreign institution, sometimes with a local partner, and may also include additional services and facilities to mirror Western universities. IBCs are delivered in many formats and currently exist all over the world. As a relatively new method of delivering post-secondary education, IBCs have been deemed successful and yet face continual criticism.

An encouraging example of transnational education is the Erasmus Program (EuROpean Community Action Scheme for the Mobility of University Students), which currently embraces over 5,000 higher institutions across the 37 countries. It should be noted that 6 million students have been a part of it since it was introduced in 1987. Erasmus works by providing free movement and education exchange between registered universities and institutions for eligible students. Erasmus students study a wide variety of subjects but most of them use the program for advancing their language skills with a view to working in the international sphere. The programme applies the European Credit Transfer System, which is obviously an advantage, because academic credits that a student earns in his or her course while abroad will count towards their qualification.

It's an open secret that export of educational services produces profit to the country.

The volume of global educational services is about 50 bln dollars. USA exports of education constitute more than 45%. Other leading exporters are: the UK, Germany, France. The share of Russia is about 3.8% [104]. Online education/distance learning covers about 3% (\$ 165 billion).

Increasing Russia's non-oil exports is one of the goals set in President Vladimir Putin's inaugural decree in May 2018. Exports of educational services should reach 373 billion rubles by 2025, compared to 84.7 billion rubles in 2017.

In May 2017 Presidium of the Council on Strategic Development and Priority Projects under the President of the Russian Federation approved the priority project "Development of export potential of the Russian education system". The key goal of the project is to increase the attractiveness and competitiveness of Russian education in the international market of educational services and thus increase non-resource exports of the Russian Federation. The project implementation period runs from May 2017 to November 2025 inclusive.

The main importers of the Russian educational services as of the 2015-2016 academic year were the CIS (63%) and Asian (28%) countries. The growth rates of education import are rather high in Vietnam, Iran, Malaysia, and Saudi Arabia. The proportion of foreign students whose study was funded by the Russian budget increased from 38.5% in 2014-2015 to 40% in 2015-2016. The increase in the number of international full-time students was observed mainly in the educational institutions belonging to the Ministry of Education and Science (by 12.8 thousand) and the Ministry of Healthcare of the Russian Federation [119].

The implementation of the priority project should increase the attractiveness of Russian educational programmes for foreign citizens,

improve the conditions of their stay during the period of study in Russia, as well as increase the awareness and brand status of Russian education in the international educational market and, as a result, significantly increase the revenue from the export of educational services.



Figure 1.1 – Priority project "Development of export potential of the Russian education system"

Source: https://mospolytech.ru/news_new.php?id=10032, Accessed 02.04.2020.

First and foremost the priority project aims at increasing the attractiveness of the Russian educational programmes for foreigners. It is stated that higher education is admittedly the most promising sphere for developing and implementing the export of education. The passport of the priority project envisages that the scheme will first be implemented in 20 universities and from 2021- in all universities in the country.

As part of the project, new forms of joint educational programmes, among which special attention is paid to programmes in English, will be developed for both Russian and international students, supplemented by online education for international students, educational tourist routes and summer training programmes for international students.

The passport of the project states it necessary to improve the regulatory framework governing the admission and training of international students, the recognition of documents on foreign education, the procedures for entry, departure and stay of visiting foreign professors, as well as taxation of educational activities in regard to international cooperation.

In addition, it is scheduled to reinforce the promotion of the Russian education brand abroad via Russian foreign missions and leading media, as well as to increase the representation of Russian universities at international exhibitions.

Total revenues from the export of Russian educational services in the 2016/17 academic year amounted to 116 billion rubles, with tuition fees directly accounting for only a quarter of this amount. The rest was expenses for accommodation, food, transport and leisure. Foreign students provided about 21,500 jobs for teaching staff in Russian universities, according to data from the statistical collection "Export of Russian educational services" [3].

As a result of the project, the number of foreign students who study full-time in Russian universities should grow from 220 thousand people in 2017 to 710 thousand in 2025, and the number of foreign students on online courses at Russian educational organizations - from 1 million 100 thousand people to 3 million 500 thousand people. The number of foreign students who have completed additional education programmes is expected to double in 2025 compared to 2016. The amount of funds received from the export of Russian education should grow more than five times in 2025 [121] See Table 1.1.

Table 1.1

Russian educational programmes for foreigners

	2017	2025
Number of full-time foreign students in Russian universities	220 000	710 000
Foreign students on online courses	1 100 000	3 500 000
Foreign students who have completed additional education programmes	100 000	200 000
Funds received from the export of Russian education	84744 billion rubles	373 147 billion rubles

Source: Compiled by the author on the basis of <https://news.tpu.ru/en/news/2017/09/08/31272/>

According to VEDOMOSTI.RU, exchange programmes, Russian schools abroad and adaptation of Russian educational methods are in demand. And the main goal is the expansion of the means to attract students to Russian universities, which provide more than 70% of income from the export of education [116].

In order to support the federal project on increasing the number of international students studying in Russian universities Education Export Center (EEC) is currently developing its Sustainable Development Plan 2025. EEC supports the Russian Education National Project and facilitates international student recruitment through engaging top-quality education consultants and agencies, enhancing international marketing strategies of Russian universities, and building their export capacity. As a nonprofit organization, EEC works hard to bring together the best forces of Russian and international education to contribute to reaching this goal. In 2019 the total volume of Russian non-resource non-energy exports (NRE) reached \$ 154.5 billion, which was 0.2% more than in record-breaking 2018. The share of NRE in total Russian exports amounted to 36.5% compared to 34.3% in 2018. The diversification inside the NRE was intensified due to the increased shares of smaller industries producing precious metals, vegetable oils, chemicals, fertilizers, cars, while the shares of ferrous metals and grain producers decreased [123].

All the Russian universities are hardly 100% ready to accept international students. However, at present they all make great effort to attract them and therefore extensively invest in international marketing and promotion.

The statistical publication "Export of Russian educational services" states that total revenues from the export of Russian educational services in the 2016/17 academic year amounted to 116 billion rubles, with tuition fees directly accounting for only a quarter of this amount. The rest is expenses for accommodation, food, transport and leisure. Foreign students have provided about 21,500 jobs for teaching staff in Russian universities [3].

The model for developing higher education exports is as follows: so that Russian education becomes attractive to foreign students and they are interested in coming to study in Russia, it is necessary to provide high-quality modern educational services, have modern campuses, develop grant systems for foreign students, improve the level of foreign language proficiency of University teachers (mostly English as the language of international communication), and so on. All the mentioned above is covered in detail by the project "5-100": "Improving the competitiveness of leading Russian universities among the world's leading research and educational centers". The goal of the "5-100" programme is to ensure that by 2020 five Russian universities were included in the top 100 best universities in the world according to one of the world rankings (Times Higher Education (THE), Quacquarelli Symonds (QS) или The Academic Ranking of World Universities (ARWU).

According to the information to date, only one of the Russian Universities, Lomonosov Moscow State University, makes it in The Times' top

100 best universities in Europe, ranking in 92nd place. A handful of other Russian universities, however, make the top 250, including Moscow Institute of Physics and Technology (147th), ITMO (178th), Higher School of Economics, Kazan Federal University, National Research Nuclear

International students account for 12% of people studying at universities in Russia. Admittedly, most of them choose to study in Russia's capital (Moscow) due to wide-ranging programmes of study, as well as scholarships on offer. However, the education system in Russia to this or that extent differs from those of the international students' home country. Russian universities offer flexible methods of learning – with full-time and part-time options, including bachelor's and master's degrees, post-graduate degrees etc.

Each year, the Russian government offers state-funded places at universities, moreover, there are government scholarships which include free tuition, a maintenance allowance (1,300 roubles a month in 2016) and in most cases, accommodation. The scholarships don't cover living or travel costs, or health insurance.

While most courses are taught in Russian, Russia's leading universities have enlarged the number of programmes either fully or partially realized in English.

If an international student chooses to take a course in Russian but doesn't know the language well enough, some universities will enroll such a student in a year-long preparatory course to learn the Russian language, as well as standard subjects (such as Mathematics, Science etc.) if they're required for the particular field of study.

International student recruitment is a comprehensive business that requires coordinated interaction between different sectors. Sustainable Development Plan 2025 identified the following sectors that have strong growth potential and thus require special attention and have to be carefully nurtured:

- Small and Medium Regional Universities;
- Industry-specific Higher Education Institutions;
- Private Higher Education Institutions;
- Student Housing and Accommodation;
- University's International Departments Professionals.

Challenges that arise in the course of implementation:

- Sufficiency of qualified personnel;
- Availability of English-taught degree programmes;
- Standards of accommodation facilities; etc.

Russian educators, officials, and professionals as well as institutions and organizations contribute to the implementation of the Priority project guidelines by sharing their experience and benefiting from the

use of breakthrough business opportunities. Universities combine the best practices from international education market with Russian national priorities and academic traditions. They do so by applying the following measures.

- Developing an efficient system intended to improve image and advertising of a university's educational potential abroad.
- Upgrading the capabilities of the information and educational complex, via the introduction of long-term, high-tech up-to-date educational programmes.
- Realizing their educational programmes in close cooperation with international partners.
- Offering comfortable accommodation and a set of services for international students, including safety measures.
- Providing facilities intended to facilitate the social and cultural adaptation of international students.

In the export and import of education a special role belongs to the English language. English as a foreign language has a special status. English is the language of international communication, and information is exchanged in this language. Both professional and scientific interaction today involves exchanging messages, conducting discussions on the Internet, including working in English-speaking online communities.

G. Widdowson, a British linguist and authority in language teaching, is best known for his work on the global distribution of English and English for special purposes, in which he justified the importance of English as lingua franca. Another scholar, Morrison, implies that "just as Latin steamrolled its way across Europe 2,000 years ago, crushing dozens of other languages, English has become the lingua franca of our times." (Morrison 2002: para. 7) [76].

Since English certainly dominates as a "second language", it has now become what Abram de Swann, a Dutch essayist, sociologist, and Professor Emeritus at the University of Amsterdam, calls a "hyper-central" language [15].

According to B. Kachru, who presented several dimensions of the hegemony of the English language, English speakers can be categorized into three basic groups: native speakers, speakers of English as a second language, and speakers of English as a foreign language. Kachru (1994: 137) [49] suggested the terms 'Inner circle', 'Outer circle', and 'Expanding circle' to describe the three concentric circles of English use. The kind of English predominantly spoken in the Inner circle (the U.K., the U.S.A., Australia, etc...) is the Standard British.

Paul Bruthiaux concluded that "the labels *Inner*, *Outer*, and *Expanding* circles represent the type of spread, the patterns of acquisition,

and the functional allocation of the English language in diverse cultural contexts ... of English world-wide" [11].

In the context of the education exports and imports, English of the Expanding circle is of particular interest, because when it is used in the countries outside the Inner Circle, English obtains different properties and even a different vocabulary. It is subject to cultural influence, and fulfills different roles.

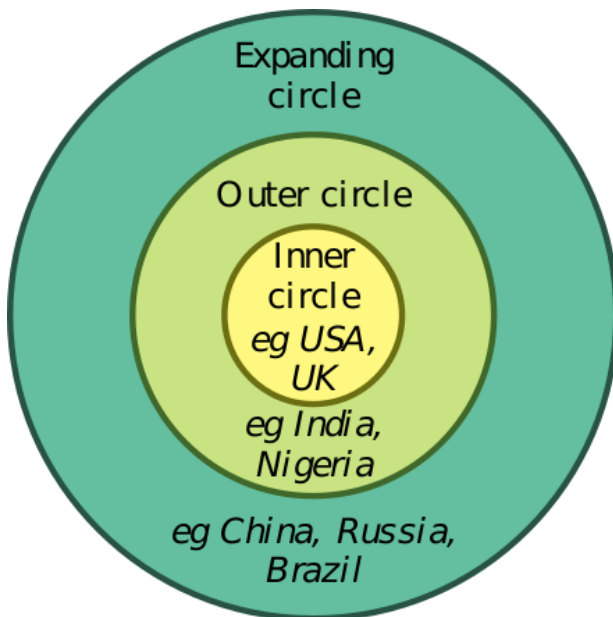


Figure 1.2 – Kachru Circles.

Source: <https://yandex.ru/search/?text=Kachru%20circle&lr=213>. Accessed: 04/04/2020

The kind of English spoken in the Expanding circle (China, Russia, Brazil, Greece, South Korea, etc...) is the international English, learned as a foreign language, though English doesn't have any special administrative status as in Outer Circle, where English is a second official language (India, Malta, Pakistan, etc.). Moreover, this is the fastest-growing section of world speakers of English.

It's an open secret that "80-85% of all the scientific and technical information available in the world today is either written in or abstracted in English." (Kaplan 1987: 139) [51]. Thus, the conclusion is obvious:

Expanding Circle needs English in the first place for international contacts, namely:

- To have access to innovations, and if they want to get acquainted with them, they would need to have an appropriate level of English.

- To use cyberspace, as digitalization plays a tremendous role in spreading information and, as BBC implies, "Nine out of ten computers connected to the Internet are located in English-speaking countries and more than 80% of all homepages on the web are written in English," (BBC News 2001: para. 1) [46].

- It's common knowledge that a lot of English terms flooded other languages and are even not translated into them, especially, when it concerns technical terms.

According to S. Mollin, English has acquired a new dominant function world-wide: that of a *lingua franca* (English as a *Lingua Franca* - ELF) between all three circles, but especially within the Expanding Circle [75].

In the situations where the representatives of all three circles work or study together are quite frequent in an academic environment, i.e. conferences, joint academic programmes, in other words, most of the cases pertaining to the export or import of education. In these occasions Standard English is used.

It may be different in the circumstances where a certain group of Expanding Circle speakers from different language backgrounds use English frequently with each other, for instance, the workforce of multinational enterprises, or European research labs. They very often develop their own code in speaking English. Some scholars advanced a term "*lingua franca English*" and suggest considering it as a valid language variety. For many people in the Expanding Circle English is an inseparable part of their personal identity and everyday life. However, in the academic community it is considered appropriate to conform to Inner Circle norms.

In the field of education the role of English cannot be overestimated. Students in the Expanding circle learn English because educational processes in multilingual environment are carried out in English, particularly at an early stage. What is more, books of higher education are written in English, or, to say the least, the articles written in other languages are never-the-less supplied with abstracts in English. Thus the leading universities in non-English countries aim at ensuring that their students have a high level of the English language proficiency, let alone a high level of understanding written English.

More often than not, students study English primarily for better career opportunities, since high scores on tests such as the TOEFL, or