

MULTILINGUAL SURVEY ANALYSES AT MNU

The global challenges the education faces more and more nowadays requires to use new approaches and methods combining face-to-face and virtual learning, and find the balance between them in order to enhance multilingual development. Another challenge is the democratization of the national education system that is, reforming and modernization: the implementation of human ideas and fundamental values in education, subject oriented approach, reorientation from informational approach to active approach, focus on student's needs and abilities, developing leadership potential, tolerance towards different cultures the blended learning is aimed at.

Integration of higher education system of Ukraine into European educational environment contributes to the modernization of the curricula of foreign languages specialists' training as the language is a means of knowledge acquisition on the one hand; it also allows students to understand cultural peculiarities for further communication on different levels, on the other hand. Modernization of the content of future foreign language teachers' training requires the following tasks in Ukraine: level correlation of foreign language acquisition; determination of new approaches in selection of the content and teaching materials; usage of appropriate forms and types of evaluation and assessment.

The introduction of the principles of the Bologna process into Ukrainian higher educational establishments "encourages linguistic pluralism, thus underpinning the multilingual tradition of the European Higher Education Area and increases cooperation and competition between higher education institutions" (Bologna Process, 2009). It also aims to "facilitate and promote greater mobility so that students will acquire the skills employers are looking for, such as cultural maturity, increased confidence and language skills" (UK HE Europe Unit, 2006); it means the development of multilingual strategy for MNU.

According to UNESCO, the term *multilingualism* refers to the use of at least three languages, for example, the mother tongue, a regional or national language and an international language in education.

VISION – MNU promotes the development of multilingualism principles for securing scientific, professional and general communication of MNU students and academic staff.

The initial state analysis

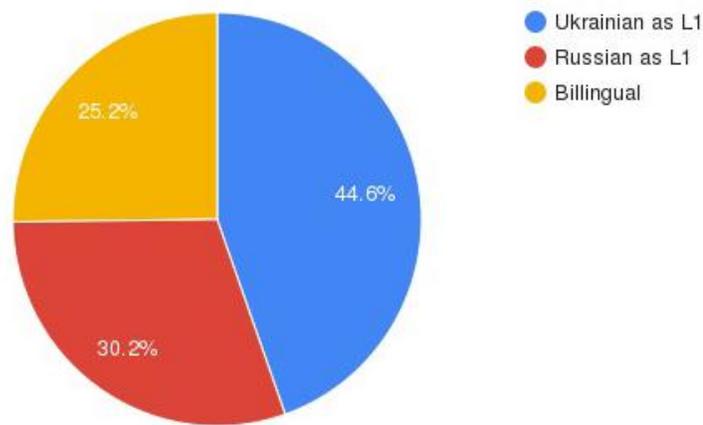
Over the period of 2020-2022 the project team held two waves of the survey on the purpose of determining the multilingual situation at MNU in order to work out multilingual strategies to enhance language acquisition and mastering.

Wave 1 – May 2020 --- 347 respondents (MNU students and staff)

Wave 2 – May-June 2021 --- 364 respondents (MNU students and staff)

- L1 – native language (Ukrainian)
- L2 – any foreign language
- L3 – Russian (not as a native language)

The results of the survey as to the L1 indicate that Ukrainian is native for 44.6 % of the respondents, Russian – 30.2% and 25.2% of the respondents is bilingual (they speak both Ukrainian and Russian).



At the same time almost all students and teachers are fluent in Ukrainian (81.9%), the majority of respondents have good command of Russian (73.9%) whilst good command of English can be seen in a smaller amount of respondents (27.5%).

Ukrainian is the predominant first language (L1) used for academic communication (95.1%). Additional languages (L2) (English (90.9%), German (36.5%) and French (20%)) are used in the process of language teachers' professional training.

According to the Article 7 “Language of Education” of the Law of Ukraine “On Education” (05.09.2017) the process of education should be conducted in the native language (L1) and foreign languages (L2) during classes; the role of a teacher is to encourage students to use these languages outside the campus and classes. “The state promotes study of international languages, first of all, English, at the state and communal institutions of education” (https://mon.gov.ua/ua/npa/law-education#_Toc493603844).

Both BA and MA students strive to be multilingual for their professional career: they need Ukrainian (L1) (78.3%), (L2) English (72.8%), German (33.2%), French (17.1%), Polish (21.7%) and Italian (14.3%) languages and Russian (L3) (30.2%) in future. This is the reason most of the respondents are eager to obtain certification on the level of knowledge of a particular language.

It can be stated from the data analyses that the opinion of students (both BA and MA) coincides in most cases concerning language of communication, language of learning, language for learning and means of learning. Almost the same number of representatives of different educational and qualification levels believe that they lack opportunities to practice the language outside the classroom (36.7% /35.3%). Only 4.3% of BA and 5.9% of MA do not feel the lack of opportunity to communicate outside the classroom (this can be explained by their work in a foreign company and online communication). Almost all MNU academic staff understand the problem of the need for students to communicate outside the classroom (47.8% fully agree, 43.5% partially agree).

The analysis of the results demonstrates the need to revise and modernize the methodology, methods, and means of teaching foreign languages, to increase the hours of study for learning foreign languages, to provide students with the opportunity to communicate outside the classroom and motivate students for language learning.