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TRENDS IN MULTILINGUAL HIGHER EDUCATION
IN THE PRE-PANDEMIC DECADE

The pre-pandemic decade (2010–2019) featured the intensive spread of globalisation worldwide, resulting in the spread of multilingual higher education with English-medium instruction. The pre-pandemic decade is likely to have become an era of rapid development of global multilingual higher education. Therefore, the article makes an effort to reveal the trends in developing a global multilingual higher education in the pre-pandemic decade, which could contribute to understanding this phenomenon in the post-pandemic times. Moreover, in the recent publications related to trends in the digital transformation of higher education during the COVID-19 pandemic, the issues of multilingual education are not considered. This remark makes this study timely and significant. The systematic examination of 38 scientific resources published primarily on the Web of Science Core Collection database in 2010–2019 makes it possible to reveal the following trends in multilingual higher education development on macro-, meso-, and micro-levels. The research covers the time frame from 2010 to 2019 – the official beginning of the COVID-19 pandemic. As a result, the following research insights are presented in the paper. First, the author makes an effort to distinguish the main components of English-medium higher education. Second, the article presents the geographical distribution of multilingual higher education (2010–2019). Furthermore, the findings allow the assumption, that multilingual higher education in the pre-pandemic decade (2010–2019) experienced transformation to bilingual type with a dominant English-medium instruction, which, in turn, launched real multilingualism with a tendency to the equal development of national languages in educational settings.

Keywords: English-medium instruction, English-medium higher education, multilingual higher education, pre-pandemic decade, trends.

INTRODUCTION

The pre-pandemic decade (2010–2019) featured by the intensive spread of globalisation worldwide. Globalisation with its economic orientation affected higher education systems via internationalisation and international academic mobility, creating new state management of the education sector through the university autonomy, enrolling international students, and spreading English as a language of instruction and research (Mospan, 2022, 123–124). The integration of English as a language of instruction into education caused multilingual education – a phenomenon that reconceptualizes "English education so that it becomes relevant and appropriate to multilingual societies" (Martin, 2018). However, the responses to this phenomenon have ranged from resistance (commitment to the local language) to large-scale attempts to create English-medium institutions (van der Walt, 2016). On the other hand, the spread of multilingual education impacted primarily English language teaching and resulted in adopting the multilingual language policies, providing multilingual educational programmes and research.

The research objective. The article assumes that the pre-pandemic decade is likely to have become an era of rapid development of global multilingual education. Therefore, an effort is made here to reveal the trends in developing a global multilingual higher education in the pre-pandemic decade, which could contribute to understanding this phenomenon in the post-pandemic times.

Additionally, in the scientific literature, there is lack of investigating trends in multilingual education. In the recent publications related to trends in the digital transformation of higher education during the COVID-19 pandemic (Guàrdia, et al., 2021; Mishra, 2022; Mospan, 2023) the issues of multilingual education are not considered. Consequently, this research is timely, and it focuses on revealing trends in developing global multilingual education in the pre-pandemic decade.

METHODOLOGY

This theoretical research aims at the systematic examination of beliefs and assumptions of the research issue – multilingual education in the pre-pandemic decade and reveals the trends in the development of this phenomenon. The research covers the time frame from 2010 to 2019 – the official beginning of the COVID-19 pandemic. Consequently, the information is gathered from 38 scientific resources published, primarily on the Web of Science Core Collection database, from 2010 to 2019. Following Mospan (2022), the trends are revealed on macro-, meso- and micro-levels, who refers "state, higher education and the labour market [to] macro-level; higher education institutions and enterprises [to] meso-level; academics, students, and employers [to] micro-level" (p. 120).

RESEARCH RESULTS

Multilingual higher education on macro-level
Phenomenon of English-medium higher education. The spread of English as a language of instruction has resulted in the emergence of English-medium higher education – a specific type of education where English is used as a teaching language in non-Anglophone countries. Based on Schmidt-Unterberger's English-medium Paradigm (2018), the author makes an effort to distinguish the main components of English-medium higher education (see Fig. 1).
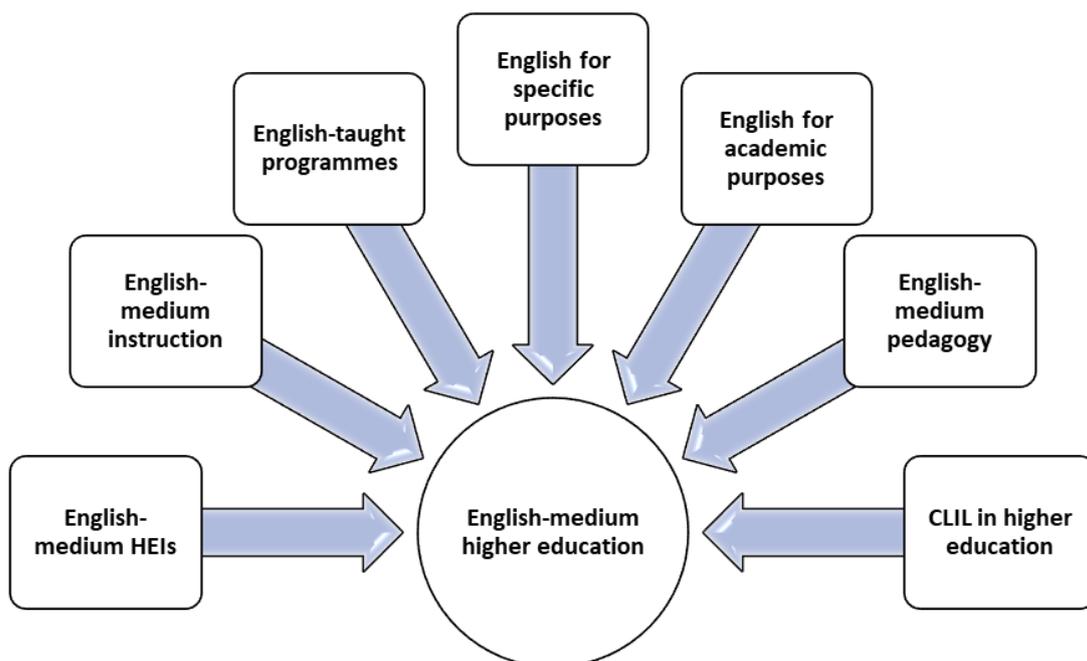

Figure 1. **Components of the English-medium higher education**
Developed by the author

English-taught programmes mean programmes taught fully in English in HEIs in non-English-speaking countries. This excludes 'mixed' programmes taught predominantly, but not entirely in English, or programmes where English is the object of study (Wächter & Maiworm, 2008, p. 18).

English for specific purposes aims to prepare students for their professional careers by aiding them in understanding and decoding the language of their discipline. English for academic purposes prepares students for academic communication and develops research skills e.g., note-taking, giving presentations, taking part in discussions, reading and writing academic papers (Schmidt-Unterberger, 2018).

English-medium pedagogy here refers broadly to teaching at university through English, e.g., preparing for teaching, delivering educational content, classroom management, educational technology use, students engagement in learning activities and assessment.

In the Content and Language Integrated Learning (CLIL) in higher education, students participate in "two totally different learning tasks, with different goals, content and methods: learning a language and a different subject simultaneously. In this respect, it has a lot in common with the learning of a Language for Specific Purposes, where students learn a target language in the context of a specific subject, rather than through the first-hand acquisition of that subject matter (content knowledge)" (Gimeno et al., p. 3172).

Global scope of spreading English-medium higher education. Multilingual education refers to the use of two or more languages as mediums of instruction (UNESCO, 2003:17). Cenoz (2012) understands multilingual education as an umbrella term that includes two or more languages. The most common type of multilingual education is bilingual education (two languages of instruction). The other type – trilingual education (education with three languages) is less common, but it can be found in different parts of the world. Due to the international spread of English, education often aims at teaching English but also includes national languages and minority languages.

Bilingual and multilingual education is aimed at improving access to higher education and its quality in the globalised world. The multicultural learning space was established as a result of the increasing internationalisation of European higher education and the spreading of English as an international language of instruction and research. These processes affected global education, which aims at teaching English but also includes national languages and minority languages.

The pre-pandemic decade (2010–2019) was an active phase in the implementation of multilingual education globally, with a dominance of English as a lingua franca, when English is often used among non-native English speakers (Jenkins, 2009).

There is a lot of evidence of multilingual learning space creation in the universities worldwide in the scientific literature. A detailed study of this issue shows that geographical distribution refers primarily to countries of Africa, Europe, Asia and South America (see Table 1).

Table 1 shows, that 39 countries evidence the implementation of English-medium higher education in their practices. However, the distribution of this phenomenon is likely to impact countries in different ways as there are some countries in Africa, Europe (Spain, Portugal, Austria, and Italy), and Asia (China, Hong Kong, and Thailand) which frequently report their experience and challenges.

Table 1

Geographical distribution of multilingual higher education (2010–2019)

Continent	Countries	Years of evidences
Africa	Countries of South Africa (Mayaba et al., 2018; Ndebele & Zulu, 2017; Papashane & Milondzo, 2010; van der Walt, 2016)	2010–2017
	Zimbabwe (Kadenge & Nkomo, 2011)	2011
	Nigeria (Mori & Sanuth, 2018)	2018
Europe	Spain (Doiz et al., 2011; 2014; Lauridsen, 2016, Moore, 2016)	2011–2016
	Kazakhstan (Meiramova et al., 2015)	2015
	Republic of Macedonia (Agai-Lochi, 2015)	2015
	Austria, Bulgaria, Belgium, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Lithuania, Netherlands, Norway, Poland, Portugal, Romania, Slovenia, Spain, Sweden, Switzerland, the UK, Tunisia, Turkey (Lauridsen, 2016)	2016
	Italy (Guarda & Helm, 2017; Lauridsen, 2016)	2016–2017
	Austria (Baker & Huttner, 2017; 2018; Lauridsen, 2016)	2016–2018
	Portugal (Caruso, 2018; Lauridsen, 2016; Pinto & Sa, 2019)	2016–2019
Asia	China (Gao & Zheng, 2019; Lu & Singh, 2017; You & You, 2013)	2013–2019
	Hong Kong (Xu, 2014; Ding & Stapleton, 2016)	2014–2016
	Japan (Kunioshi et al., 2016)	2016
	the Philippines (Martin, 2018)	2018
	Thailand (Baker & Huttner, 2017; 2018)	2017–2018
South America	Colombia (Miranda et al., 2016)	2016

Developed by the author

Multilingual societies with English. Globalisation and internationalisation have resulted in the creation of multilingual societies where English is used as an additional official language. The following countries are the examples of such multilingual and multicultural societies. South Africa is a multilingual country with eleven official languages (Papashane & Milondzo, 2010). Hong Kong varies from bilingualism (Chinese and English) to trilingualism (Cantonese, Putonghua, and English) (Xu, 2014). In Spain, three languages coexist – Spanish (for the majority), Basque (for the

minority), and English (as an international language) (Doiz et al., 2011). English in the Philippines is in a state of mother tongue. "Other Philippine languages may coexist with English" (Martin, 2018, p. 4). In the Republic of Macedonia, the use of English as a third language among multi-ethnicities creates trilingualism (Albanian, Macedonian, and English) (Agai-Lochi, 2015).

Thus, the global processes of the pre-pandemic decade affected the language policy of the countries, primarily in South Africa, Europe, and Asia, which have to introduce English as an additional official language reflecting its complex multilingual situation. In addition, the spread of English in higher education has resulted in the emergence of English-medium higher education.

Monolingualism and its dominance in multilingual societies. The spread of English as a language of instruction, on the one hand, facilitates multilingual settings in higher education. On the other hand, it dominates as a monolingual tool for teaching and learning of international students. Therefore, scholars discuss the opposite roles of English in higher education. One group believes that the spread of English leads to monolingualism and its dominance that weakens non-dominant languages in multilingual educational settings (Doiz et al., 2011; Liu, 2016; Mayaba et al., 2018). The other group views English as a valuable part of multilingualism. For example, Martin (2018) agrees that "the promotion of English has led to the marginalization of non-dominant languages. However, enlightened educational policies and practices may also position English as a language that supports human agency … and as a language that is empowered and empowering" (p. 4). In addition, Baker & Huttner (2017) reveal various levels of recognition of multilingualism and diverse roles of English and other languages by stakeholders at universities in Europe and Asia, where English as discipline-specific language has become a key concept (Baker & Huttner, 2017).

Global universities make an effort to foster bilingual or multilingual strategies, develop language policies, and redesign their programmes to meet students' demands for quality education in an increasingly globalised and internationalised world. Miranda et al. (2016) emphasise, that the goals for English learning as a requisite for the internationalization of HEIs are shared by different policy agents. On the other hand, the ways to approach these goals represent opposite views on micro policy and planning.

Sharing this point of view, Agai-Lochi (2015) shows, that "teachers from the English Department tried to keep a balance between the learning outcomes established in the curriculum and enhancing students' learning toward Standard English … [while] … the Language Centre aims to prepare their students to use English for general purposes." [Thus], "the combination of linguistics competence and communicative performance are complementary parts which are present in the content of their teaching objectives" (p. 347).

Diverse understanding of English as a language of instruction has manifested in the language-as-problem orientation and language-as-resource orientation in non-English speaking universities, where multilingual students are valued, but viewed as an accumulation of monolinguals (Liu, 2016).

As van der Walt (2016) notes, responses of higher education systems to the phenomenon of English-medium higher education "have ranged from resistance (sticking to a local and established language) to wide-ranging attempts to become English-medium institutions" (p. 1).

Transformation into English-medium HEIs. Under the pressure of globalisation, internationalisation, and marketisation of educational services, the universities in the European Higher Education Area are forced to cultivate and develop multilingualism, following the European Commission's 2004–2006 action plan. However, the reality of the past decade indicates the linguistic hegemony of English, which has become a dominant foreign language of instruction at

European universities (Doiz et al., 2011). For example, universities in Catalonia promote English as a language of instruction in two overlapping ways: 1) as a lingua franca for international student participation in multilingual educational settings; 2) through immersion approaches for local students. Therefore, Moore (2016) suggests, that the policies of implementation of English-medium universities with English-medium curricula and pedagogies are a materialisation of the ideology of monolingualism with a single language in classrooms (Moore, 2016).

In the case of Zimbabwe, scholars regard English as the medium of oppression and a killer of indigenous African languages. The monolingual language policy (*English is the country's sole official language*) made English an indicator of social success and employment. The incompetent Zimbabweans in English are disadvantaged due to limited access to higher education. English is the main medium of instruction in the education system, a measure of educational achievement and access to higher education and employment. An implementation of a multilingual language may address problems associated with English, and develop indigenous African languages as alternatives (Kadenge & Nkomo, 2011).

However, English as a language of research creates an obstacle to the development of other languages. This obstacle reduces the multilingual capabilities of Higher Degree Research students for learning and making original contributions to knowledge. Liu (2016) argues the urgency for pertinent stakeholders in postgraduate higher education to reconfigure language practices and policies from monolingual to multilingual educational contexts. This measure may contribute to leveraging the multilingual capabilities of postgraduate students in doing research.

Language policy shifts to learning languages other than English. The scientific literature evidences the trends in language policy shifts to learning languages other than English. The universities of Africa, Europe, and Asia tend to move from monolingual education with English as the language of instruction to bilingual and monolingual educational settings supporting the development of languages of minorities.

For example, the language policy of Hong Kong supports biliteracy (Chinese and English) and trilingualism (Cantonese, Putonghua, and English), reflecting its complex multilingual content (Xu, 2014). Therefore, Xu (2014) considers that in multilingual societies, higher universities should make language policies compliant with the regional language policies in education, and adopt models of language instruction to the realities of linguistically diverse teaching and learning communities.

The multilingual educational settings in the Republic of Macedonia are supported by the language policy in higher education, which promotes a minority language and English. The national law allows bilingualism – the use of Macedonian and Albanian as official languages and multilingualism, when Albanian, Macedonian, and English are the medium of instruction. The use of English and two national languages in higher education by multi-ethnicities has gained importance in social and political aspects. This measure has contributed to the development of a minority language in higher education, given the rights to ethnic minorities (Albanians) to receive education in their language, and increased the enrolment of Albanians in higher education (Agai-Lochi, 2015).

The multilingual policy in South Africa is promoted through bilingual education, when an awareness of the strategic role and the functional status of indigenous African languages alongside English in higher education are increased. The policy of bilingual education strengthens the status of African languages across Africa and enforces achieving the goal of social equity, forging equal access to higher education and equal language rights for all citizens on the national level. However,

by strengthening bilingualism, the language policy in education counteracts the hegemony of English that is perpetuated in postcolonial Africa (Ndebele & Zulu, 2017).

In the case of the multilingual Philippines, English plays a great role in education and has two functions – identity and communication with other multilinguals worldwide. However, English may coexist with other Philippine languages (the mother tongues), which are necessary tools for carrying out effective literacy and language education in multilingual societies (Martin, 2018).

It is worth mentioning, that Brexit has affected language policy worldwide as well. It has strengthened «the normative case for English as the lingua franca of the EU, by reducing the injustices associated with the rise of English as the EU and global lingua franca» (Chríost & Bonotti, 2018, p. 1). Thus, driven by globalisation initiatives (*Mainland China's Belt and Road* initiative and *Taiwan's New Southbound Policy*), China tends to shift language policy and renew their investment in promoting language education other than English. Gao & Zheng (2019) believe that the new language policy in China may contribute to the increase in multilingual education and the tensions between global English and other languages.

The multilingual universities in the UK, Austria, and Thailand show "a move from monolingual orientations at management level, mixed responses to multilingualism in ideologies and beliefs, to extensive multilingualism and complexity in practices" (Baker & Huttner, 2018, p. 78). Caruso (2018) evidences the example of multilingual practice in a Portuguese university, when a professor provided a structured multilingual final exam in three languages, in order to develop students' multilingual competence.

Mayaba et al. (2018) support the view that the language issue should be considered as an issue of social justice, that non-English speaking student voices on the dangers of inequalities through the hegemony of English can be taken into account by curriculum designers and society, and that higher education should focus on "multilingualism as a core skill that students should acquire" (p. 17).

Multilingual higher education on meso-level

The implementation of English-medium programmes. The implementation of English-medium programmes is connected to globalisation and internationalisation efforts of global higher education as well. The first process increases universities' dependency on university rankings requiring primarily research indicators, and the second one forces universities to attract international students (Schmidt-Unterberger, 2018). However, the implementation of English-taught degree programmes in educational environments including English-medium instruction and (CLIL) faces significant challenges. Schmidt-Unterberger (2018) mentions the following.

First, the implementation of English-medium programmes requires a vast number of proficient staff, predominantly English-speaking teachers. Certain countries faced a lack of proficient English-speaking teachers. For example, in Kazakhstan, professionally-oriented foreign language teaching in higher education as well as multilingual education became a new reality. They made significant efforts to organize and provide special training for the teachers, prepare learning materials, and apply new methods to develop their communication and professional skills in English (Meiramova, et al., 2015).

Second, English-taught degree programmes require enormous responsibilities of the academic staff and a carefully designed curriculum. Van Canh & Renandya (2017) show "a complex relationship between teachers' general language proficiency and their ability to make use of their proficiency to support student learning" in the classroom (p. 67). In addition, the staff

training, course and programmes design adapted to English-medium instruction entail a vast investment in resources and would exceed universities' budgets.

Therefore, Schmidt-Unterberger (2018) gives these efforts and investment in the implementation of English-medium programmes to doubt, since the aim of degree programmes in tertiary education is to equip students with disciplinary expertise (p. 1). He argues that a combination of courses with English-medium instruction and English for specific and academic purposes is a more realistic model of the implementation of English-medium programmes at HEIs. Following this discussion, Costales (2017) has identified that "the integrated teaching of languages and contents may well provide students with specific skills and abilities to promote access to a growing international labour market and facilitate their integration into a multilingual and multicultural society" (p. 181).

Multilingual higher education on micro-level

Language-related challenges impact on lecturers and students. Multilingual educational settings cause language-related challenges affecting lecturers and students. On the one hand, multilingualism in the classroom, where some languages coexist, results in unavoidable linguistic strains. Thus, students, teachers, and administrative staff of a Spanish university evidence the existence of language tensions among the different languages in contact (Doiz et al., 2011; 2014). On the other hand, multilingual settings can lead to a multilingual educational policy. Lecturers who teach international students in multilingual settings cannot depend on policymakers and tend to create effective classroom management strategies and spaces for multilingual learning (van der Walt, 2016).

Moreover, the stakeholders (vice-rectors) of Portuguese HEIs express opposite views on language education in HEIs and the language education policies in a multilingual context. There is tension in their concern between the value of multilingual education and the number of languages offered, strategies for multilingual language education development, and institutional initiatives in terms of English (Pinto & Sa, 2019).

Regarding international students, the language-related challenges affect their adaptation to a new host environment in English-speaking and non-English-speaking countries. Thus, Ding & Stapleton (2016) reveal that international students develop autonomy by changing their strategies for learning and using English in the local multilingual context. Moore's findings (2016) show that despite the use of English as the only officially sanctioned language of instruction in higher education, students engage their multilingual repertoire «in overcoming obstacles and developing unilingual subject expertise» (p. 22). Besides that, multilingual language policies enacted in classroom interaction may be more beneficial to learning than monolingual environments with officially accepted language in HEIs (Moore, 2016).

Moreover, multilingual students use their full linguistic repertoire to develop critical thinking while dealing with the challenges of English-only monolingual education (Lu & Singh, 2017). On the other hand, English-speaking students navigated a gap between a monolingual education promoted by the degree programme and the complex translingual realities of everyday language use outside the classroom (Mori & Sanuth, 2018).

Methodology shift to translingual practices in higher education. The increase in international mobility in higher education and the use of scientific texts, published in English, are two factors, that in Caruso's opinion (2018) impose a language choice in higher education. In some cases, lecturers use English as a single lingua franca, or in other cases, they apply translanguaging, which may undermine the English language's hegemonic role. Translingualism refers to "the

appreciation of multilingual speakers' fluid, flexible, and creative deployment of semiotic resources without regard to the ideological constructs of named languages" (Mori & Sanuth, 2018, p. 78).

The idea of providing a comprehensive academic literacy support initiative addressing students' language (grammar), logic (argumentation and analysis), learning styles (inductive, active learning vs deductive, passive learning), and literacy (traditional – reading and writing skills development and quantitative – mathematical literacy for academia) was suggested by Papashane & Milondzo (2010) and followed by many scholars. However, comprehensive language support requires careful planning and implementation with consideration of the cultural specificity of non-English speaking students, which might interfere with their awareness of learning contents during the initial or even the entire period of study (Papashane & Milondzo, 2010). Mori & Sanuth (2018) discuss the significance of taking into account the socio-historical and geopolitical contexts surrounding the target language to equip students from diverse backgrounds with knowledge and skills in multilingualism.

Furthermore, the implementation of English-medium instruction caused a language shift that allowed lecturers to "reflect on their pedagogic approach and become more aware of student needs, as well as their own" (Guarda & Helm, 2017, p.897). For example, English-speaking lecturers developed adaptive strategies to facilitate subject learning with Chinese students. Namely, for developing writing skills among non-native students, lecturers adjust writing tasks by adopting short papers and short answer questions; assist with major writing assignments via workshops, worksheets, group discussions, and detailed feedback on student writings; value students' multilingual resources in-group discussions and written exams; connect a subject content to the students' native cultures (You & You, 2013). Besides that, encouraging inductive learning and learner autonomy, using authentic materials, task completion, process syllabi, and teamwork are typical teaching methods applied to teach English for specific purposes (Schmidt-Unterberger, 2018). Task-based learning and teaching technologies are considered an effective approach to developing language and cross-cultural communicative competencies among students in the context of multilingualism (Meiramova et al., 2015). Finally, Kunioshi et al. (2016) believe, that teachers' and students' awareness of specific vocabulary (English keywords and expressions that teachers use frequently for pedagogical purposes) may support listening comprehension of students in science and engineering.

Conclusions. The systematic review of 38 publications makes it possible to reveal the following trends in multilingual higher education development on macro-, meso-, and micro-levels in the pre-pandemic decade (2010–2019). Thus, on the macro level occurs the conceptualisation of English-medium higher education as a global phenomenon, its vast spreading to countries of Africa, Europe, Asia and South America, formation of multilingual societies with English as an additional official language, and the dominance of monolingualism (English as a language of instruction) in multilingual societies. Moreover, the spread of English resulted in university transformation into English-medium higher educational institutions. However, the dominance of English-medium instruction causes language policy shifts to learning national languages other than English.

On the meso-level, English-medium programmes tend to be promoted by universities. However, that faces significant challenges: a lack of proficient staff, predominantly English-speaking teachers, careful course and programmes design adapted to English-medium instruction, and a vast investment in resources. On the micro-level, the language-related challenges occur, which affect lecturers and students, and cause methodology shift to translingual practices in higher education.

The findings allow the author to assume, that multilingual higher education in the pre-pandemic decade (2010–2019) experienced transformation to a bilingual type with English dominance as a language of instruction, which, in turn, launched a real multilingualism with a tendency to the equal development of national languages in educational settings.

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ТЕНДЕНЦІЇ РОЗВИТКУ БАГАТОМОВНОЇ ВИЩОЇ ОСВІТИ В ДЕСЯТИЛІТТЯ ПЕРЕД ПАНДЕМІЄЮ

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Десятиліття перед пандемією COVID-19 (2010–2019) ознаменувалося інтенсивним поширенням глобалізації в усьому світі, що призвело до поширення багатомовної вищої освіти з навчанням англійською мовою. Зауважимо, що десятиліття перед пандемією COVID-19, ймовірно, стало епохою стрімкого розвитку глобальної багатомовної вищої освіти. Тому в статті зроблено спробу виявити тенденції розвитку глобальної багатомовної вищої освіти за десятиліття перед пандемією COVID-19, що могло б сприяти розумінню цього явища у часи після пандемії. Крім того, в останніх публікаціях, пов'язаних із тенденціями цифрової трансформації вищої освіти під час пандемії COVID-19, питання багатомовної освіти не розглядаються. Таке зауваження робить дане дослідження своєчасним і значущим. Методологією дослідження становить системний аналіз наукових ресурсів (38 публікацій), опублікованих переважно в базі даних Web of Science Core Collection у 2010–2019 рр., дає змогу виявити наступні тенденції розвитку багатомовної вищої освіти на макро-, мезо- та мікрорівнях. Дослідження охоплює період з 2010 по 2019 рік – офіційний початок пандемії COVID-19. У результаті, у статті представлено наступні висновки дослідження. По-перше, автор намагається виділити основні компоненти англомовної вищої освіти. По-друге, у статті подано географічний розподіл багатомовної вищої освіти (2010–2019 рр.). Крім того, отримані дані дозволяють припустити, що багатомовна вища освіта за десятиліття перед пандемією COVID-19 (2010–2019 рр.) пережила трансформацію до двомовного типу з домінуючим англомовним навчанням, що, у свою чергу, започаткувало справжню багатомовність із тенденцією до рівного розвиток національних мов у вищих навчальних закладах світу.

Ключові слова: *англомовна вища освіта, багатомовна вища освіта, навчання англійською мовою, передпандемійне десятиліття, тенденції.*