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**MANAGEMENT TRANSFORMATION IN THE CONTEXT OF
EUROPEAN INTEGRATION: ENGLISH-MEDIUM INSTRUCTION FOR
ADAPTATION, FLEXIBILITY, AND RESILIENCE**

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**ТРАНСФОРМАЦІЯ МЕНЕДЖМЕНТУ В УМОВАХ ЄВРОІНТЕГРАЦІЇ:
ВИКЛАДАННЯ АНГЛІЙСЬКОЮ МОВОЮ ДЛЯ АДАПТАЦІЇ,
ГНУЧКОСТІ, СТІЙКОСТІ**

The processes of European integration and the deepening internationalization of higher education have significantly transformed the requirements for management education, placing English-language professional communication at the core of managerial training. In this context, English-Medium Instruction (EMI) should be reconsidered not as a linguistic enhancement or an optional pedagogical technique, but as a functional architecture that restructures the internal logic of teaching managerial disciplines. Within contemporary management programs, EMI increasingly operates as the working environment for

analytical reasoning, strategic thinking, managerial decision-making, and the preparation of professional documentation aligned with international standards.

Unlike language-oriented instructional models, EMI in management education is inseparably embedded in discipline-specific content. It functions as a unifying framework that ensures synergy among innovation management, IT project management, logistics and supply chain management, branding and brand management, and foreign economic activity. In these domains, English is not merely a medium of instruction but the principal instrument for accessing global regulatory frameworks, professional standards, analytical tools, and primary academic sources. This creates direct links between EMI and the principles of academic integrity, as students are required to engage authentically with international sources, professional terminology, and standardized managerial documentation.

The article conceptualizes EMI as a functional architectural component of management education that integrates disciplinary knowledge, professional skills, and ethical standards into a coherent educational system. Particular attention is paid to the role of EMI in ensuring transparency, accountability, and ethical responsibility in managerial training, especially under conditions of rapid digitalization and institutional transformation driven by European integration processes. By framing EMI as an element of disciplinary architecture rather than an auxiliary teaching tool, the study substantiates its role in the transformation of management education and aligning it with European academic and professional environments.

Процеси європейської інтеграції та поглиблення інтернаціоналізації вищої освіти суттєво трансформували вимоги до підготовки менеджерів, змістивши акцент із локально орієнтованих управлінських практик до участі у відкритих міжнародних професійних середовищах. За цих умов англомовна професійна комунікація перестала виконувати допоміжну функцію та поступово набула статусу базового інструмента управлінської

діяльності. У цьому контексті викладання англійською мовою (ЕМІ) потребує переосмислення не як мовного доповнення або ізольованого педагогічного прийому, а як функціональної архітектури, що визначає внутрішню логіку викладання управлінських дисциплін і характер формування управлінського мислення.

У сучасних освітніх програмах з менеджменту ЕМІ дедалі частіше виступає не лише мовою викладу теоретичного матеріалу, а робочим середовищем аналітичної діяльності, стратегічного планування, ухвалення управлінських рішень і підготовки професійної документації відповідно до міжнародних стандартів. Саме в англomовному середовищі відбувається опрацювання управлінських кейсів, моделювання рішень, робота з аналітичними звітами, нормативними документами та професійними базами даних, що формує у здобувачів вищої освіти здатність діяти в умовах реальної глобальної управлінської практики.

На відміну від мовно-орієнтованих моделей навчання, ЕМІ в управлінській освіті є органічно інтегрованим у зміст фахових дисциплін і виконує системоутворювальну функцію. Воно забезпечує синергію інноваційного менеджменту, управління ІТ-проєктами, логістики та ланцюгів постачання, брендингу та бренд-менеджменту, а також менеджменту зовнішньоекономічної діяльності. У межах цих галузей англійська мова функціонує як основний інструмент роботи з глобальними стандартами, регуляторними рамками, професійною аналітикою та первинними науковими джерелами, що не мають адекватних перекладних аналогів.

Зазначене формує прямий і змістовний зв'язок між ЕМІ та принципами академічної доброчесності, оскільки здобувачі вищої освіти залучаються до роботи з автентичними джерелами, вчать коректно інтерпретувати, аналізувати та використовувати професійну інформацію міжнародного рівня. У статті ЕМІ концептуалізується як функціональна архітектура управлінської освіти, що поєднує дисциплінарні знання,

професійні навички та етичні норми в єдину освітню систему, здатну забезпечити відповідність менеджмент-освіти європейським академічним і професійним стандартам.

Keywords: *European Integration, English-Medium Instruction (EMI), Academic Integrity, IT Management, Brand Management, Logistics and Supply Chain Management, Project Management, Innovation Management, Foreign Trade Management*

Ключові слова: *євроінтеграція, викладання англійською мовою (EMI), академічна доброчесність, IT-менеджмент, бренд-менеджмент, логістика, проєктний менеджмент, інноваційний менеджмент, менеджмент зовнішньоекономічної діяльності.*

Introduction. The growing use of English-Medium Instruction (EMI) in management education reflects not a linguistic shift but a structural transformation of how managerial knowledge is produced, transmitted, and operationalized within higher education. In management-oriented programs, English increasingly functions as a working language of professional activity, embedded in internationally standardized business processes, regulatory frameworks, and disciplinary communication. Consequently, EMI in this context cannot be reduced to language acquisition alone; it represents a functional mode of organizing learning activities across core management disciplines.

Management education is inherently discipline-specific, combining analytical models, professional terminology, standardized documentation, and decision-making procedures that are globally articulated in English. Disciplines such as branding and brand management, logistics and supply chain management, project management, IT management, innovation management, and foreign economic activity rely on authentic engagement with international frameworks, global market data, and professional guidelines. Within these domains, EMI

operates as an integrative mechanism that aligns educational content with real-world managerial practice rather than as an auxiliary instructional language.

In this regard, academic integrity becomes a foundational condition for effective EMI implementation. Direct engagement with global primary sources, professional standards, and authentic managerial documentation requires not only linguistic proficiency but also ethical responsibility in sourcing, interpreting, and applying knowledge. EMI thus reinforces academic integrity by minimizing mediated translations, secondary interpretations, and informal adaptations, fostering transparent interaction with original professional materials.

Despite the expanding body of research on EMI in higher education, management education remains underexplored from a discipline-architectural perspective. Existing studies predominantly address linguistic challenges, pedagogical adaptation, or institutional policy, offering limited insight into how EMI functions across distinct management fields as a coherent educational architecture. This gap obscures the role of EMI in shaping discipline-specific competencies and in enabling synergy among managerial domains.

This article examines EMI as a functional mode of English use within management education. It explores how EMI operates across key management disciplines, demonstrating how discipline-specific tasks, professional terminology, and English-mediated decision-making collectively support the formation of managerial competencies grounded in academic integrity. By analyzing EMI implementation across core management disciplines, the study clarifies its role as a functional framework of management education rather than a peripheral linguistic instrument.

Latest research analysis. Current research on English-Medium Instruction (EMI) in higher education is predominantly structured around institutional, pedagogical, and cognitive dimensions of implementation. From a global and national policy perspective, EMI is widely recognized as an irreversible trend associated with the internationalization of higher education systems. Dearden (2015) characterizes EMI as a large-scale global phenomenon requiring

coordinated institutional strategies and systemic support mechanisms. Bolitho and West (2017) emphasize the structural limitations of EMI expansion, highlighting the need for targeted reforms in academic staff development and language-sensitive pedagogy.

Further institutional and systemic insights are provided by Lepeyko et al. (2025), who analyze the internationalization of Ukrainian business education through the lens of global rankings and international accreditation. Their findings demonstrate how accreditation frameworks function as external drivers that compensate for resource constraints and accelerate EMI adoption in management programs.

A substantial body of literature examines EMI from a pedagogical and cognitive standpoint. Coyle, Hood, and Marsh (2010) conceptualize EMI within content and language integrated learning, focusing on the balance between disciplinary knowledge and language processing. Airey (2020) extends this discussion by introducing the notion of disciplinary literacy, arguing that EMI reshapes how specialized knowledge is articulated and internalized within academic fields. Complementing this perspective, Lasagabaster and Doiz (2016) underline the role of stakeholder attitudes, demonstrating that EMI effectiveness is closely linked to institutional culture, teacher readiness, and student motivation. Macaro (2018) systematizes these findings, emphasizing the necessity of integrated pedagogical support to maintain content quality in English-taught programs.

Collectively, these studies frame EMI primarily as an institutional and pedagogical architecture that requires institutional coordination, pedagogical adaptation, and cognitive scaffolding. However, within management education, this body of research offers limited insight into how EMI functions inside specific managerial disciplines or how it supports professional task execution beyond the classroom.

The study conceptualizes English-Medium Instruction (EMI) as a functional architecture embedded within management education. It integrates discipline-specific frameworks, professional tasks, and English-mediated learning

processes across core management fields. This line of research highlights the expanding role of EMI within disciplinary contexts of management education, promotes ethical engagement with primary sources, and fosters the coherent integration of innovation, IT projects, logistics, branding, and foreign economic activity without reducing EMI to a language-learning exercise or auxiliary instructional practice.

The main research material.

1. *Theoretical Framework: EMI in Competence-Based Management Education.* English-Medium Instruction (EMI) involves teaching disciplinary content in English to non-native speakers, a practice now central to global management programs [4, 9]. Since the early 2000s, EMI has evolved from a localized experiment into a growing global phenomenon [4], driven by university internationalization and the expansion of joint degree programs. Today, it is a cornerstone of higher education policy and discipline-specific pedagogy.

Theoretically, EMI in management education sits at the intersection of the following frameworks:

- CLIL (Content and Language Integrated Learning): conceptualizes language as a vehicle for conceptual learning rather than an isolated subject. It emphasizes cognitive engagement and scaffolding to ensure simultaneous mastery of content and language [6].

- ESP (English for Specific Purposes) – “teaching with the aim of assisting learners’ study or research in the particular variety of English they may need” [11, p. 202]. It provides a discipline-oriented focus on professional genres (e.g., business reports, financial statements) and communicative practices specific to fields like logistics or international trade.

- Competence-Based Education: aligned with international accreditation standards (such as AACSB and EFMD), EMI immerses students in the standardized managerial discourse required for analytical reasoning and intercultural communication.

Ultimately, EMI in management is a strategic educational approach that aligns disciplinary mastery with internationally standardized professional practices, providing the basis for the following analysis.

2. *Methodological Note.* This study adopts a theoretical-analytic approach, synthesizing peer-reviewed literature, professional standards, and disciplinary frameworks to construct an integrated model of English-Medium Instruction (EMI) in management education.

The analysis employs comparative disciplinary analysis, conceptual modeling, and systematic tabular and visual representation to map the relationship between management competencies, EMI-based tasks, and graduate outcomes.

The study does not include primary empirical data; instead, it provides a robust, analytically grounded framework to inform curriculum design, pedagogical practice, and the alignment of EMI with functional managerial outcomes.

3. *Discipline-Specific Competencies and EMI.* Management education comprises distinct disciplines, each characterized by specialized professional terminology, communication conventions, and global operational contexts. English-Medium Instruction (EMI) intersects with these disciplines in different ways, shaping how managerial competencies, decision-making processes, and professional outputs are developed in English. This section examines key management disciplines to illustrate how EMI supports the development of discipline-specific competencies while simultaneously fostering globally relevant managerial skills.

3.1. Conceptual Mapping of Discipline-Specific Competencies through EMI.

Figure 1 presents the structural logic underlying the integration of discipline-specific managerial competencies within an English-Medium Instruction (EMI) environment. The conceptual scheme visualizes EMI not as an external instructional layer, but as an embedded functional medium through which core managerial competencies are formed and enacted across interconnected management disciplines. The figure traces the progression from an integrated overview of managerial competencies and EMI-based professional activity toward

their discipline-specific realizations within innovation management, IT project management, logistics and supply chain management, branding and brand management, and foreign economic activity.

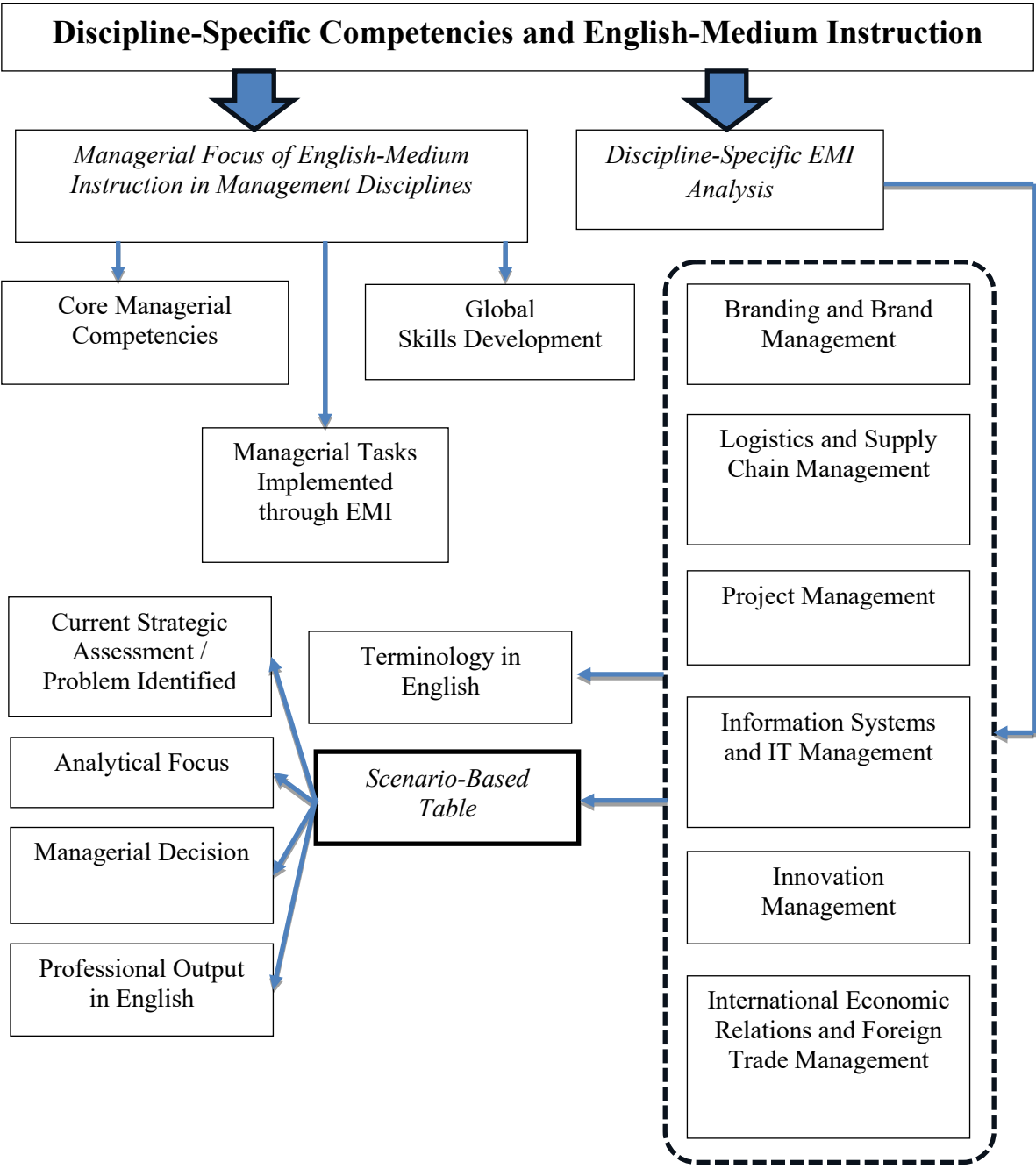


Fig. 1. Structural integration of discipline-specific managerial competencies and English-Medium Instruction

Source: developed by the authors based on [6, 11]

The model demonstrates how professional terminology, analytical instruments, and standardized managerial procedures are operationalized through English as a working language of management practice. Particular emphasis is

placed on scenario-based decision-making, where learners engage with authentic professional situations, analyze managerial problems, justify decisions, and produce professional outputs in English. By illustrating the convergence of disciplinary competencies within a unified EMI-mediated framework supports the coherence and functional integration of managerial training outcomes within EMI-based management education.

To further systematize this integrated managerial perspective, Table 1 summarizes how core management disciplines operationalize professional competencies, managerial tasks, and global skills through English. Rather than emphasizing pedagogical techniques, the table conceptualizes EMI as a functional working language of management practice, enabling students to perform authentic managerial activities within internationally standardized professional contexts.

Table 1. Managerial Focus of English-Medium Instruction in Management Disciplines

Discipline	Core Managerial Competencies	Managerial Tasks Implemented through EMI	Global Skills Development
Branding and Brand Management	Brand strategy development, brand positioning analysis, customer experience design, brand equity measurement, cross-cultural brand adaptation	<p>Strategic Case Analysis: Evaluating global brand positioning and regional consistency. EMI enables students to analyze real corporate cases and produce English-language executive summaries.</p> <p>Decision-Oriented Simulations: Making strategic choices on brand communication and portfolio optimization. English is used as the working language to simulate international managerial roles.</p> <p>Brand Performance Interpretation: analyzing brand equity metrics and perception data. EMI facilitates the formulation of managerial conclusions through analytical reports and briefs in English</p>	Cross-cultural brand positioning, ethical branding, multicultural team brand building, emotional storytelling to create brand resonance, aesthetic sensitivity to align visual brand identity

Discipline	Core Managerial Competencies	Managerial Tasks Implemented through EMI	Global Skills Development
Logistics and Supply Chain Management	Supply chain design and optimization, vendor management, logistics operations, demand forecasting, supply chain risk management, cost-benefit analysis	<p>Supply Chain Scenario Analysis: evaluating international logistics disruptions and demand fluctuations. EMI enables students to assess operational impacts and propose corrective actions through English-language scenario reports.</p> <p>Standards-Based Decision-Making: interpreting and applying international logistics standards (Incoterms, shipping contracts). English is used to justify procurement and distribution decisions within global regulatory frameworks.</p> <p>Risk-Oriented Operational Planning: identifying supply chain risks, such as customs issues or supplier failures. EMI facilitates the formulation of mitigation strategies documented in professional English-language operational reports</p>	Negotiating with international logistics partners, managing regulatory diversity, leading geographically distributed logistics teams
Project Management	Project initiation and planning, scope management, scheduling, budgeting, risk assessment, stakeholder communication, team leadership	<p>Project Planning and Scheduling: developing project plans, milestones, and Gantt charts in English. EMI ensures students define deliverables and timelines using standardized international project terminology.</p> <p>Risk Identification and Assessment: evaluating uncertainties and documenting them in English-language risk registers. EMI supports the formulation of mitigation strategies and the communication of risks to global stakeholders.</p> <p>Task Assignment and Coordination: allocating responsibilities and drafting English task descriptions. EMI enables effective coordination across different time zones and cultural contexts using professional project discourse.</p> <p>Monitoring and Reporting: tracking progress via KPIs and dashboards. Students use English to prepare status reports and outcome summaries, ensuring clear performance communication to international stakeholders</p>	Managing international project teams, cross-cultural conflict resolution, stakeholder management, communicating project status and risks to multicultural audiences

Discipline	Core Managerial Competencies	Managerial Tasks Implemented through EMI	Global Skills Development
Information Systems and IT Management	IT strategy alignment with business, system selection and implementation, data governance, cybersecurity management, digital transformation leadership, vendor management	<p>Business Process and System Analysis: evaluating workflows and IT-business alignment using English-language dashboards and UML diagrams. EMI enables students to analyze system interactions based on international technical standards.</p> <p>Requirements and Vendor Communication: translating operational needs into functional specifications. English serves as the working language for drafting requirements and negotiating with global IT service providers.</p> <p>Security and Compliance Assessment: assessing data security and regulatory risks. Students interpret SLA metrics and formulate mitigation measures in English, aligning with global IT governance frameworks.</p> <p>Service Provider Coordination: tracking performance and incident reporting in international IT cooperation. EMI facilitates clarifying responsibilities and presenting improvement proposals to multinational stakeholders</p>	Managing global IT vendor relationships, understanding regulatory differences, leading digital transformation in multicultural organizations, communicating IT strategy to non-technical stakeholders across cultures
Innovation Management	Innovation strategy development, R&D portfolio management, new product development, open-innovation policy, innovation culture building, intellectual property management	<p>Opportunity Scanning and Idea Evaluation: identifying innovation prospects through international R&D reports and foresight studies. EMI facilitates the assessment of strategic novelty and global relevance using original market intelligence in English.</p> <p>Portfolio Structuring and Prioritization: balancing incremental and radical innovations within a global framework. Students use English-language innovation roadmaps and matrices to define evaluation criteria and justify investment choices.</p> <p>Commercialization and Value Communication: formulating go-to-market logic and articulating value propositions. English serves as the medium for preparing pitches, executive summaries, and briefs targeted at international investors.</p>	Analyzing innovation ecosystems and leading multicultural teams, navigating cross-cultural approaches to risk and experimentation, communicating innovation strategies to diverse global stakeholders

Discipline	Core Managerial Competencies	Managerial Tasks Implemented through EMI	Global Skills Development
International Economic Relations and Foreign Trade Management	International trade policy analysis, market entry strategy formulation, export-import operations management, customs and tariff regulation, foreign exchange mechanisms, international business law	<p>Market Selection and Entry Strategy: identifying high-potential markets by analyzing trade intelligence reports. EMI enables students to justify entry modes (exporting, licensing, FDI) using global databases in English.</p> <p>Commercial Contracting and Negotiation: drafting sales contracts and negotiating terms. English is the primary medium for applying INCOTERMS, price adjustment clauses, and dispute resolution mechanisms.</p> <p>Trade Compliance and Regulatory Risk: ensuring alignment with international trade laws and tariff regimes. Students use English to analyze sanctions compliance, export controls, and rules of origin to mitigate legal risks.</p> <p>Financial Risk Assessment: monitoring FX volatility and its impact on trade margins. EMI facilitates using English-language financial news and hedging instruments to formulate risk mitigation strategies</p>	Intercultural negotiation and diplomatic communication in commercial contracting, developing strategic adaptability for geopolitical risks and trade compliance (sanctions, rules of origin), fostering analytical resilience for financial risk mitigation, cross-border crisis management

Source: developed by the authors

As illustrated in Table 1, EMI in management education operates primarily as a functional medium for executing managerial tasks rather than as a linguistic objective in itself. This alignment positions EMI as an integral component of managerial competence development, supporting the alignment of management education with international professional standards. While Figure 1 and Table 1 provide a structural overview, they do not capture the specific mechanisms of enactment within each field. To address this, International Economic Relations and Foreign Trade Management is used as a representative case study due to its inherent internationality. For the remaining disciplines, the EMI framework follows a similar logic; therefore, their applications are summarized to highlight the convergence of problems, decisions, and professional outputs.

3.2. Discipline-Level Analysis of EMI Implementation in Management Fields.

This section details the practical application of the EMI framework. It provides an in-depth analysis of the representative case (Foreign Trade Management) followed by condensed overviews of other disciplines, focusing on their specific terminological clusters and professional English-language outputs.

Representative Discipline-Level Illustration: International Economic Relations and Foreign Trade Management. This discipline operates within a complex regulatory environment where English is the primary language for cross-border interaction. EMI enables students to engage with global trade documentation, policy reports, and contractual frameworks, bridging conceptual knowledge with practical execution. This alignment is particularly critical in the current geopolitical landscape: after 2022, Ukraine reoriented exports to EU corridors; consequently, trade-management courses now include modules on sanctions compliance and reconstruction finance [2, 5]. Thus, EMI works as a functional medium for regulatory analysis and strategic coordination, positioning trade-management education within the professional discourse required for international trade governance and European integration.

Terminology in English: *Comparative advantage, tariff and non-tariff barriers (NTBs), trade agreements (bilateral, multilateral, regional), foreign exchange (FX) and currency risk, balance of payments, INCOTERMS 2020, rules of origin, trade remedies (antidumping, safeguards), sanctions regimes and export controls, trade finance instruments (Letters of Credit), customs compliance, and market entry modes.*

Table 2 operationalizes the foreign trade management cycle, linking trade policy analysis with corporate strategic objectives. It highlights the integration of English as a functional tool for navigating regulatory frameworks, formalizing international contracts, and managing financial risks in a globalized economy.

**Table 2. Operationalization of EMI in Foreign Trade Management:
A Scenario-Based Problem-Solving Framework**

Foreign Trade Management Stage	Current Strategic Assessment	Analytical Focus	Managerial Decision	Professional Output in English
Global Market Selection	International trade conditions and economic indicators	Assessment of trade opportunities and external constraints	Selection of target markets and entry modes	Market selection memo; trade environment report
Regulatory and Trade Compliance	Applicable trade agreements, customs rules, and sanctions	Compliance requirements and institutional constraints	Choice of trade regime and regulatory pathway	Regulatory compliance brief; policy summary
Contract Structuring and Negotiation	Trade objectives, cost structures, and delivery constraints	Evaluation of Incoterms, payment methods, and risks	Selection of contractual terms and transaction structure	Draft contract terms; Incoterms justification note
Geopolitical Risk Evaluation	Identified legal, political, and reputational risks	Assessment of risk exposure and mitigation options	Approval of risk management and hedging measures	Trade risk assessment report; mitigation plan
Currency and Financial Planning	Foreign exchange (FX) volatility and trade margins	Evaluation of currency risk and hedging instruments	Selection of financial settlement and protection tools	Financial risk brief; FX exposure summary
Trade Execution and Performance Review	Implemented trade transactions and outcomes	Analysis of performance, cost efficiency, and compliance	Adjustment of trade strategy or operational processes	Trade performance report; executive summary

Source: developed by the authors

From an EMI perspective, English serves as an essential operational medium for complex decision-making in international trade. Ultimately, the table shows that EMI reinforces core managerial competencies by aligning instructional activities with the communicative and analytical standards of international business.

Cross-Disciplinary EMI Implementation Patterns.

Branding and Brand Management. In this field, EMI facilitates global marketing literacy by exposing students to international frameworks, such as brand equity models and standardized reporting styles [12]. Mastery of brand equity,

positioning, and architecture, as conceptualized by Aaker (2017) [13], is further enhanced through English-language case studies. These provide critical exposure to cross-cultural nuances, allowing students to transition from conceptual analysis to simulating strategic brand campaigns in global contexts.

Terminology in English: *brand resonance, co-branding, brand positioning, brand equity, brand architecture, value proposition, customer lifetime value (CLV), corporate social responsibility (CSR), storytelling, digital brand management, brand loyalty, experiential marketing.*

Professional Output in English:

- brand situation analysis: brand audit report, SWOT-analysis matrix, competitive benchmarking brief;
- brand positioning development: strategic memo, brand identity prism, value proposition statement;
- brand communication strategy design: marketing brief, media plan summary, creative platform outline;
- brand portfolio or market extension decision: executive summary, feasibility study, risk assessment report;
- brand performance evaluation: management presentation, KPI dashboard commentary, brand equity report.

Logistics and Supply Chain Management. In globally integrated supply chains, where English serves as the *lingua franca*, EMI enables students to master the coordination of international partners and the interpretation of complex documentation, following the strategic frameworks of Christopher (2016) [14]. EMI embeds international standards, such as Incoterms and SCOR models, as well as ERP-based decision-making into the curriculum. This allows students to master supply chain design, risk management, and cost-benefit analysis in a professional context. Consequently, this approach equips graduates to negotiate multinational contracts, comply with cross-border regulations (such as GDPR and customs), and manage international teams effectively.

Terminology in English: *Just-in-time (JIT)*, *third-party logistics (3PL)*, *warehouse management systems (WMS)*, *vendor managed inventory (VMI)*, *supply chain operations reference (SCOR) model*, *order fulfillment*, *stock keeping unit (SKU)*, *request for quote (RFQ)*, *purchase order (PO)*, *Bill of landing*, *FOB/CIF*, *lead time*, *safety stock*, *inventory dashboards*.

Professional Output in English:

- procurement: email to supplier; operational memo;
- transportation: logistics report; carrier communication;
- warehousing: ERP-based stock analysis; internal report;
- distribution: customer communication; management dashboard;
- cross-border logistics: incident report; email to logistics partner.

Project Management. EMI facilitates the mastery of international standards by integrating English-language project charters, scope statements, and risk registers into the curriculum, following the PMI (2017) [15] framework. Working in English enables students to synthesize analytical reasoning with managerial decision-making while negotiating with diverse stakeholders. This alignment ensures that graduates are prepared for intercultural leadership and effective project delivery within digitally mediated global environments.

Terminology in English: *Gantt chart*, *critical path method (CPM)*, *work breakdown structure (WBS)*, *resource allocation*, *scope creep*, *deliverable*, *earned value management (EVM)*, *RACI matrix (Responsible, Accountable, Consulted, Informed)*, *risk mitigation*, *contingency*.

Professional Output in English:

- planning: project charter; Gantt chart; milestone schedule;
- risk identification: risk register; risk assessment report;
- task assignment: task allocation emails; assignment matrix;
- monitoring: progress reports; KPI dashboards;
- reporting: meeting minutes; status reports; stakeholder emails.

Information Systems and IT Management. EMI prepares students to operate within globally standardized IT frameworks and system interfaces, which are

predominantly English-based [16]. Within the proposed functional architecture, this discipline acts as a technological foundation where EMI becomes the natural medium for interacting with global software interfaces, business intelligence tools, and data management standards. In this context, English serves as a functional tool for IT governance and digital compliance, requiring managers to navigate complex legal and ethical landscapes shaped by emerging technologies [10]. This integration ensures that IT-related managerial competencies are developed in direct alignment with international technical and ethical protocols. Research by Alhamami (2021) [17] demonstrates that English proficiency is a significant predictor of overall academic success (GPA) in computing programs. The study emphasizes the need for content-specific English training to bridge the gap between language skills and technical mastery. This reinforces the role of EMI as a catalyst for professional development rather than purely linguistic instruction.

Terminology in English: *Enterprise resource planning (ERP), business intelligence (BI), customer relationship management (CRM), cybersecurity, data governance, information technology service management (ITSM), software as a service (SaaS), application programming interface (API), cloud computing, digital transformation.*

Professional Output in English:

- process identification: explain workflow, high-level activity diagram showing workflow;
- requirements analysis: write functional description, use case diagram of system requirements;
- system modeling: UML diagrams with English annotations, class diagram / interaction diagram;
- security and risk assessment: draft security documentation, control points annotated on activity diagram;
- communication and validation: present findings, combined diagram for stakeholder presentation.

Innovation Management. Since systematic innovation integrates leadership, structure, and processes within a globalized environment [18], staff training serves as a critical pillar for its effective implementation through EMI. It provides students with direct access to international frameworks and global innovation ecosystems, where English-language instruction facilitates the mastery of emerging technologies, such as AI and blockchain [10]. Consequently, the EMI framework in this discipline addresses both theoretical concepts and the practical organization and communication of innovation within global firms.

Terminology in English: *Disruptive innovation, business model innovation, innovation pipeline, R&D investment, intellectual property (IP), open innovation, agile methodology, lean startup, minimum viable product (MVP), pivot, proof of concept (PoC).*

Professional Output in English:

- environmental scanning: environmental scan report; trend analysis summary;
- opportunity evaluation: innovation concept brief; evaluation memo;
- innovation portfolio structuring: innovation portfolio matrix; strategic prioritization note;
- development and validation planning: development roadmap; validation plan; internal project brief;
- commercialization strategy: pitch deck; commercialization plan; executive summary.

In the context of Ukraine's European integration, English-Medium Instruction supports the development of adaptive, flexible, and resilient managerial competencies that strengthen institutional capacity, economic sustainability, and the country's active participation in the European and global professional space.

Conclusions. This study has conceptualized English-Medium Instruction (EMI) as a functional architecture of management education within the context of European integration, moving beyond its traditional interpretation as a language-based instructional practice. By analyzing the integration of core managerial

disciplines – innovation management, IT project management, logistics and supply chain management, branding and brand management, and foreign economic activity – the research demonstrates that EMI forms a structured professional environment in which disciplinary knowledge, managerial tasks, and ethical engagement with international sources are coherently aligned. Such an environment supports the transformation of management education in line with European academic and professional standards.

1. English-Medium Instruction functions as a systemic framework that integrates disciplinary content, professional managerial tasks, and English-mediated cognitive processes across multiple fields of management education.

2. The implementation of EMI enables functional synergy among innovation, IT projects, logistics, branding, and foreign economic activity, ensuring internally consistent and interconnected learning outcomes rather than fragmented disciplinary training.

3. Academic integrity constitutes a foundational structural component of EMI, as engagement with authentic English-language academic and professional sources requires responsible analytical practices, transparent use of information, and ethical decision-making.

4. EMI provides conditions for performing managerial tasks in accordance with internationally recognized standards, thereby strengthening the link between theoretical preparation and applied professional practice.

5. Effective EMI implementation depends on the alignment of institutional policies, pedagogical design, and cognitive support mechanisms that facilitate learning in English across complex managerial domains.

6. The structured integration of EMI contributes to the development of advanced analytical, organizational, and decision-making skills that are essential for contemporary management practice within European-oriented professional environments.

As a functional architecture, EMI establishes a robust conceptual and methodological foundation for further research into interdisciplinary integration

and the systemic modernization of management education under conditions of European integration and international academic cooperation.

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