

# TEACHING ENTREPRENEURSHIP THROUGH A CLIL APPROACH IN RUSSIAN TECHNICAL UNIVERSITIES

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**Abstract.** *In recent decades, increasing numbers of EMI (English as Medium of Instructions) courses have been added to university course offerings in countries where English is not the first language, as a way of supporting university internationalization and addressing the global status of English. However, some studies argue that EMI courses might affect the overall learning of course content because of students' poor lecture comprehension and passive engagement in class. In order to facilitate student engagement and improve learning experiences in EMI courses, the authors introduce a CLIL approach that would facilitate students' overall learning in entrepreneurship. By focusing rather on the content, students acquire the target language unconsciously. Learning a language through content does not only increase the students' motivation but it also improves the students' performances, both in language and content. This article demonstrates the possibility of combining the subject Entrepreneurial Leadership and CLIL, and it intends to explore possible benefits and obstructions. During the research it became evident that the students' interest in Entrepreneurial Leadership which was realized in the frame of Masters' Programme "Entrepreneurs for Tomorrow" as well as their concentration increased, mainly due to the use of different teaching techniques employed and partly due to use of English as the language of instruction. Further issues raised in the field of CLIL Entrepreneurial Leadership will be discussed in the empirical part and in the curriculum analysis.*

**Keywords:** *EMI (English as Medium of Instructions), CLIL, entrepreneurship, Entrepreneurial Leadership, teaching techniques, Masters' Programme "Entrepreneurs for Tomorrow".*

## Introduction

Higher education is facing unprecedented challenges in the definition of its purpose, role, organisation and scope in society and economy. The information and communication technology revolution, the emergence of the knowledge economy and consequent funding conditions have all thrown new light and new demands on higher education systems across the world. To score highly, a university should have a working mission statement with an entrepreneurial vision for the future of the institution. The entrepreneurial strategy of a university could

have specific objectives for entrepreneurship with associated performance indicators such as generating entrepreneurial motivation, cognition, and attitudes; generating entrepreneurial competences and skills; support business start-ups; commercialise research results through technology transfers and business start-ups; generate revenues for the institution from spin-off activities; strengthen co-operation between the institution and local firms and etc.

National Centre for Entrepreneurship in Education presented more detailed key over-riding activities of the university developing of which can help to enhance institutional enterprise and entrepreneurship opportunity (Gibb et al., 2013). They are: 1. Mission, Governance and Strategy (Mission and Strategy, Governance, Organisation Design, Knowledge Organisation, Measuring Excellence and Public Value, Leveraging Public Finance); 2. Stakeholder Engagement (Regional and Local Partnerships, Business Partnerships, Engaging Entrepreneurs, Alumni Engagement, Social Enterprise, Student Ownership); 3. Entrepreneurship Education (Exploring the Potential, Linking to University Goals, Organising and Locating the Effort, Pedagogy and Staff, Development, Cross Campus Initiatives, Supporting Students Initiatives); 4. Internationalisation (Sharing Culture, Staff and Student Mobility, Partnership and Network Building, Overseas Campus Development, Organising to Build Commitment); 5. Knowledge Transfer, Exchange and Support (Knowledge Transfer, IP Policies, Spin offs, Incubators, Science Park Engagement, Loan and Equity Finance, Academic Entrepreneurship).

In our article we are focusing on two activities which have become embedded in the project “Entrepreneurs for Tomorrow” (E4T), these are Entrepreneurship Education and Internationalisation. This project is an attempt to develop entrepreneurial skills in graduates in the frame of international dimension. In the Volga region of Russia the teaching of entrepreneurship is not yet sufficiently integrated in higher education institutions' curricula. Available data show that the majority of entrepreneurship courses are offered in business and economic studies. Usually non-business and technical studies include macro- and microeconomics courses. Sometimes, in addition, general courses are offered on accounting and innovation. However, courses genuinely targeting entrepreneurship and business (start-up, business plan, etc) are lacking in almost all universities in the Samara Region and all curricula. Where such courses do exist, they are usually of low quality since most faculty members do not have the requisite practical experience and qualifications. The other issue which we will highlight in our article is Internationalization through implementing a CLIL approach while studying subjects on Entrepreneurship in English

### **International Dimension of Entrepreneurship in Russian Technical Universities**

The project “Entrepreneurs for Tomorrow” (E4T) aims to establish a new Master programme for Sustainable Entrepreneurship in the Volga Region (Russian Federation). The programme E4T has been already running for three years in three main cities in the Volga Basin (Nizhniy Novgorod, Samara and Saransk). Its main objective is to contribute significantly to a sustainable economic development of this region at grassroots level with an important emphasis on sustainable development (people-planet-profit). The students who are involved into the programme have to develop essential skills how to set up a new company or how to work successfully in the growing number of Small-and-Medium Enterprises (SMEs) in the region (Application Form TEMPUS IV, 2013).

E4T provides a two-year master’s degree programme in entrepreneurship that combines theory and practice. E4T students are given the opportunity to commercialise their own or other people’s technology-based business ideas. Groups of two to four students from different technological backgrounds work together in a team. E4T gives students the opportunity to create their own workplace and approximately 1/3 of the students continue in their own enterprise after finishing their studies. The students of two first intakes had an optional stay at Zuyd University of Applied Sciences in the summer semester between years 1 and 2, where they were able to test start-up projects in an international business environment. The third intake of students have an opportunity to study in Zuyd for three months in the frame of the Erasmus+ Credit Mobility. The Erasmus+ Credit Mobility inherits TEMPUS IV “Entrepreneurs for tomorrow” project implemented by partners during the period 2013-2017 and supports international perspective of master degree program and achieves planned learning outcomes.

Development of academic mobility is an over-riding part of internationalisation strategies of all three Russian partner Universities – Ogarev Mordovia State University, Samara State Technical University, Nizhniy Novgorod State University of Architecture and Civil Engineering. It serves as a flexible tool to support “student-centered approach” because it allows students to choose an individual study track, develop communication, intercultural and language skills, improve their employability and career opportunities. Outcoming and incoming academic mobility helps to create vibrant multicultural environment, make Universities visible on international arena and attract best students. Bilateral academic mobility programmes strengthen trust and mutual understanding with international partners and lay foundation to further cooperation in teaching and research.

The key part of the Master's program for each student is the chance to introduce his or her business idea to the real market and the practical work on creation new start-up company on the business-incubator basis under supervise of well-experienced Russian and European teachers.

This programme makes profits not only for students but for Universities as well. The programme E4T helped Universities:

- to make a clear distinction in the curriculum between courses about entrepreneurship (basically the current course) and courses for entrepreneurship, which are meant to support students to become entrepreneurs;
- to design courses for entrepreneurship that are: 1) practical in content, away from the current theoretical orientation; 2) practical in delivery; 3) involving entrepreneurs in the delivery, and 4) are offering facilities where entrepreneurial issues are practiced;
- to start offering entrepreneurship courses for all students of all departments starting from first years to graduates, and give higher formal and informal status to these courses.

Entrepreneurial Leadership was one of the courses taught at Samara State Technical University in the frame of E4T programme. Highlighting the importance of Entrepreneurship and Leadership, in the last twenty years Entrepreneurship and Leadership arose not as two different perspectives anymore, but as an integrated new perspective; Entrepreneurial Leadership (Reich, 1997). Kuratko (2007) argues the importance of Entrepreneurial Leadership. "Entrepreneurial leadership is necessary for firms of all sizes in order to prosper and flourish". The challenge for leaders is to create an internal entrepreneurship as an integrated concept that encourages individuals in an innovative manner. It is this perspective that has revolutionized the way business is conducted at every level and in every country. It is a perspective that stimulates individuals to find the innovative spirit.

We believe that this course is very useful in developing entrepreneurial mindset in students and teachers and will help to realize the entrepreneurial vision of the university future.

### **Pedagogical Challenges and Adjustments of CLIL**

One more point which we would like to highlight in our article is the role of the English language in mastering E4T programme. To finish this programme successfully, students had to have level of English not less than B+. At the beginning of the project only 60 % of students met the requirements. That explains that the current situation in Russia is described English as a Foreign Language

case where English has had no official or social status historically. According to a recent British Council report (Dearden, 2014), English as a Medium of Instruction (EMI), by which so-called content subjects are taught in English in settings where it is not the national or official language, is a burgeoning global phenomenon. On the strength of several findings, Dearden characterizes this trend as an outright “shift from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects such as science, mathematics, geography and medicine” (Dearden, 2014). That is why different methodologies of foreign language teaching are being tested and borrowed across the world. One of the most popular methodologies of recent years is Content Language Integrated Learning (CLIL). CLIL methodology was applied in Spain, Germany, Sweden, Finland, Czech Republic, Austria and other countries.

Content and Language Integrated Learning (CLIL) is a term describing both learning any subject (content) through the medium of a foreign language and learning a foreign language by studying a content-based subject. E. Harrop mentioned that the acronym CLIL has appeared in Europe in the early nineties “to any dual-focused type of provision in which a second language, foreign or other, is used for the teaching and learning of a non-language subject matter, with language and content having a joint and mutually beneficial role” (Harrop, 2012). The integration of language and content teaching is perceived by the European Commission as “an excellent way of making progress in a foreign language” (Commission of the European Communities ..., 2004-2006).

CLIL (content and language integrated learning) is rather new for Russian educational tradition. We don't still have real multinational students groups this approach was developed for. The most recent examples of using CLIL in Russian high schools are those of using “Soft” CLIL. Unlike “Hard” CLIL, where content is given primary focus and the learning objectives are defined as subjects, concepts and skills. “Soft” CLIL is aimed at language learning.

The CLIL teacher has to keep in mind that students are to learn three things at the same time: basic language skills, academic language skills and new subject concepts. Unlike the L1 medium teaching, where teacher doesn't have to anticipate the language demands of lessons and to provide much language support, CLIL has its own specific pattern of teaching. CLIL teacher must develop a different quality of teacher talk, use a variety of forms of interaction to encourage the learners to use L2. But probably the most important aspects that constitute good teaching of subjects in L2 are to recognise what language problems learners will have by acknowledging the language demands of lessons and to help learners to deal with language problems by providing support for language and learning. Next we consider some suggestions and examples for the different support strategies.

1. Target language glossary. It is clear that the quantity and complexity of new science vocabulary can cause problems. So highlighting key content vocabulary with explanations can be helpful. Such language glossary can be in the target language either with target language meanings or with L1 meanings
2. Using of visuals and symbols (Scaffolding). Using visuals learners can demonstrate their knowledge without relying on text-heavy production. Visual organisers can help learners understand the relationship between concepts as well. Examples of such organisers are diagrams, charts, graphs, mind maps, timelines, labelled pictures, tables and so on.
3. Task type and design. There is a range of task types that teachers can use in CLIL. Learners need a variety of tasks to stimulate output of content and language. Some tasks are more time-consuming to set up and create, and also take more time to complete. It is useful to keep a list of task types and to tick off the ones that have been used over a year. Here are some examples of task types: classify types of materials, compare and contrast results of experiments, transfer information from text to graph or table, sequence stages in producing process, jigsaw reading, PowerPoint presentations and so on.
4. Varied forms of interaction. As CLIL promotes collaborative learning, teacher needs to plan pair work or group work activities so that learners can communicate the language of the subject topic. Communicative activities should be integrated during the lesson, rather than left to the end of the class. They can be short, e.g. tell pairs of learners they have 3 minutes to brainstorm words related to concrete production or longer, e.g. tell learners they have 10 minutes to work with a different partner to draw a diagram of what the components of concrete are. Other forms of interaction in CLIL are whole class tasks, learners working on their own, teacher talk.
5. Teacher talk. The difficulty of CLIL approach is that most of the language problems have to be solved within the lesson, because if they are not, the learners will not learn the subject matter. In fact, what happens in CLIL lessons is that teachers and learners solve these problems as they go along. Teachers gradually become skilled at anticipating language barriers and the process of planning lessons to overcome them becomes routine, rather than laboured. And they gradually accumulate the new strategies which they need for providing support. To help learners listen, CLIL teachers highlight or explicitly teach vocabulary. At the text level they help learners to follow them by adjusting their talking style: they enumerate points, give examples, explain, summarise, more than they would in L1. It is very useful to ask

concept questions to check understanding. To help students talk in the classroom, they adjust their questions, they prompt (for example they start learners' responses for them), they provide vocabulary. It is very important that CLIL teacher grades language according to learners ability.

All the support strategies need careful preparation and to be well thought out, just as every stage of a CLIL lesson. But only a large amount of preparatory work guarantees the effective combination of content and language and as a result the success in CLIL approach at the Technical University.

### **Implementation of CLIL Approach**

We also used CLIL in teaching courses and Entrepreneurial Leadership was one of the courses studying through a CLIL approach at Samara State Technical University. Entrepreneurial Leadership was offered during the Fall 2014 semester for the first time in the frame the Masters' Programme "Entrepreneurs for Tomorrow". The first version of the course included various topics such as Evolution of the Concept of Entrepreneur, Entrepreneurship Development Meaning and Definition of Entrepreneur, Characteristics of an Entrepreneur, Definition of Entrepreneurship, Entrepreneurship Development, Nature and Characteristics of Entrepreneurship, Innovation and Entrepreneurship, Risks Involved with Entrepreneurship, Barriers to Entrepreneurship, Types of Entrepreneurs, Entrepreneurial Competencies, Entrepreneurial Strategies and others. During the course, a problem-based learning approach was utilized, assigning the students to work with a business plan. The group was broken down into 3-4-student teams. Each team was asked to write business plans.

To help student to understand the content in English we planned lessons using one of the bridging pedagogies of CLIL approach as "the Genre Egg" (Lin, 2016). According the Genre Egg, there are three circles which visualize demands of students. In the innermost circle ('field'), the key vocabulary necessary for students to build their knowledge. In the middle circle of the role relationships ('tenor') between teacher and students are mapped out, moving students gradually from the everyday role of 'student' to more discipline-specific roles of an entrepreneur, an owner of his/her own business while the teacher's roles shift among co-explorer, coordinator, demonstrator-expert, consultant and so on. In the outermost circle (mode), the different modes of communication are mapped out, moving students gradually along the mode continuum of field notes, oral and written recounts to more formal academic genres such as an information report. The strength of this approach lies in seeing students as active agents of learning taking up different roles and under the guidance of teachers.

Content learning is seen as accomplished not by rote memorization of ‘model answers’ given out by teachers in the worksheet answer-checking practice that frequently characterizes classrooms, especially in Russian contexts where examination pressure tends to drive teaching and learning practices. Rather, learning is seen as accomplished largely through guided interactions with teachers and peers in the context of shared experience.

Using the Genre Egg framework to identify the language demands of this unit of work, we can map out the key language resources that students need to master in order to successfully take up the different student roles and identities in the unit of work. For instance, using CLIL lesson plans (see Table 1), we can plan the different important elements in a unit of work in Entrepreneurial Strategies. CLIL lesson plans present a plan specifying the content learning goals, teaching and learning activities, student roles and identities, key vocabulary, language functions and language patterns useful in realizing these functions, as well as the genres students need to understand and produce when doing the activities in this unit. With a plan like this, teachers and curriculum designers can ensure that both the content learning and language learning aspects of a unit of work will be considered in the process of lesson planning.

### **CLIL lesson plans**

**Topic:** Entrepreneurial Strategies

**Language objectives:**

- to develop students’ awareness of the importance of Entrepreneurial Strategies;
- to provide practice of basic Entrepreneurial Strategies vocabulary;
- to develop note taking skills;
- to develop communicative ability;
- to provide interesting reading material and information to boost students’ motivation;
- to integrate the four skills: reading, listening, speaking, writing.

**Learning objectives:**

**After these lessons, you students will understand:**

- how entrepreneurship is related to strategic management;
- the value and purpose of a business model;
- five different hierarchies of strategy that an entrepreneur can employ;
- what an entry wedge is, and the different major and minor entry wedges;
- three resource-based strategies an entrepreneur can use to achieve sustainable competitive advantage;
- first-mover advantage and isolating mechanisms;

- strategies for information-based ventures;
- five different industry environments, each with its own unique life cycle;
- how to craft and evaluate entrepreneurial strategies.

Table 1 CLIL lesson plans

Time	Task	Aim	Interaction	Skill and Language focus	Procedure
<i>Lesson 1</i>					
	<b>Homework (before the lesson)</b>	to introduce the main strategies; to build vocabulary	Individual work	Writing	Students get the chart to complete with the help of the text
2 min.	<b>Warming up activity</b> Watching a video	to arouse students' interest and get focused on the topic	Open class	Listening	Students watch the short advertisement and guess the topic of Entrepreneurial Strategies
2-3 min.	<b>Brainstorming</b>	to elicit existing vocabulary to activate students' schemata about Entrepreneurial Strategies	Open class	Speaking	The teacher writes Entrepreneurial Strategies in the middle of the blackboard and gets students to shout out any Strategies they consider Entrepreneurial. The teacher writes the ideas on the board.
5 min.	<b>Watching a video of business models and strategy</b>	to build vocabulary of business models and strategy to develop note taking	Individual work/ whole class discussion	Writing	Students watch the first part of the video without voice so that they can concentrate only on the pictures. Students take notes individually, then discuss the new vocabulary together with the whole class
10 min.	Hambrick and Fredrickson framework	to develop critical thinking, to learn new vocabulary	Individual work / whole class discussion	Reading and writing	Students read real stories and complete the diagram, then discuss the completed text with the class

	they called the <b>strategy diamond</b>	to boost motivation with real stories			
10 min.	Summarize a number of e-commerce business models. Completing a chart	to introduce the main e-commerce business models to build vocabulary	Group work	Reading Writing Speaking	Students get the chart to complete with the help of the text. The teacher monitors and helps when necessary
15 min.	Innovative New Product Ideas The Wall Street Journal's 2005	to raise awareness of the importance of Innovative New Product Ideas	Frontal and group work	Writing Speaking	Students are encouraged to answer the questions then in groups they put the pictures of Innovative New
	Technology Innovation Award Winners				Product Ideas into the correct place of the Innovative New Product Pyramid
	<b>Homework</b>	to develop cooperation skills to improve higher order thinking skills	Group-work	Writing	In groups prepare a presentation on Innovative New Product and give reasons for your choice. One of the group members will present it to the class.
<b>Lesson 2</b>					
8-10 min.	<b>Presenta-tion</b>		Individual	Speaking	One student from each group presents their Entrepreneurial Strategies
5 min.	<b>Warming up</b>	to get feedback of the previous lesson to arouse students' interest of the forthcoming topic	Open class	Speaking	Students try to answer the questions and guess the name of Entrepreneurial Strategies

15 min.	<b>The story of the Fast Track to Profits</b> Information gap activity	to get cultural information from the text to develop speaking skills and practice the use of past simple and continuous	Pair work	Reading and speaking Using past simple and continuous	After reading the text part together students work in pairs and take turns to ask and answer questions about the story of the Fast Track to Profits
5-7 min.	<b>Vocabulary building</b>	to deduce vocabulary meaning from the given content	Pair work	Speaking	Students try to match the expressions with the definitions in pairs
10 min.	<b>Story writing</b>	to develop cognitive skills to improve writing skills	Group work	Writing Practising past simple and continuous	Students work in groups to make up a story using the given words or writing a sequel to The given story

### Conclusion

The importance of entrepreneurship has been the centre of attention and recognized worldwide including Russia. The increasing interest in entrepreneurship in Russia can be seen in the current processes such as globalization and internationalisation. Entrepreneurship is seen as a possible solution of global competition and corporate downsizing which has contributed to the problem of unemployment, especially among the graduates in Russia. But to make entrepreneurship the part of students and teachers mindset teachers have to start from planning their lessons to make worldwide knowledge acceptable for Russian students.

It is getting easier if they use CLIL approach in teaching subjects. That's why not only language teachers but also content teachers need to have 'knowledge about language' and learn to use 'visible pedagogy' to be effective teachers helping students to master content in an L2. Likewise, language teachers need to become more 'knowledge aware' – e.g. to be aware of the specific language features, styles and registers used in different academic disciplines.

When teachers face each new lesson there is a feeling of uncertainty with regard to what they have to do. This usually means that teachers need to plan what they want to do in their classrooms. Planning lessons is the result of a complex planning process that includes the yearly, term, and unit plans. A daily lesson plan

is a written description of how students will move toward attaining specific objectives. It describes the teaching behaviour that will result in student learning.

To be prepared to implement CLIL into the teaching, the theoretical background has to be transformed into practice. It includes not only partial planning of the lessons but rather a long chain of steps for this approach to be efficient. Above all it requires effective planning and usage of alternative ways, patience, professional support and a great amount of time. All lesson plans must have measurable objectives. CLIL has profound methodological implications in terms of planning, teaching strategies and particularly on the teacher's role. Indeed these factors may decide upon the successful or unsuccessful final result of a CLIL lesson. CLIL lesson requires a precise and extensive preparation. First, the teacher has to decide in great detail which content is going to be taught and also has to define the English parts of the lessons. There are some features that can be designed to aid the learning process:

- Lesson objectives are a blueprint of concepts the student should understand upon completion of the lesson.
- Theory-based text enables the student to analyze, evaluate, and predict the prospects for various business concepts and plans, and make recommendations that increase the venture's chances.
- Practical applications and guidelines are offered in all the lessons to show the student how to deal with the real world of entrepreneurs, markets, and competitors.
- Street Story is the name of our boxed series of mini-cases. Each lesson contains these real-life examples drawn from the pages of the business press. Each Street Story illustrates the application of good theory to everyday new venture creation.
- Tables and figures throughout the lesson help illustrate difficult points and summarize the material for the student.
- End-of-lesson case and questions provide the basis for stimulating discussion.
- Adapted from real situations described in the business press, these short cases are provocative illustrations of what can go right and what can go wrong in the process of new venture creation.
- Key terms are listed at the end of each lesson in order that the students can be familiar with the language used in the field of entrepreneurship.
- Lesson discussion questions can provide the basis of classroom debate and be used for written assignments.
- Lesson exercises are designed for two purposes. The first is to aid the student in the development of his or her own business plan. The exercises guide the students to complete the portion of their plan

covered in the lesson. Lesson exercises can also be used to complement the classroom experience by having the student go out into the business community to observe entrepreneurship first hand.

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