



**2026 TESOL-Ukraine National Convention**

**ELT AS AN ACT OF HOPE  
IN CHALLENGING TIMES:  
ROOTED IN REALITY,  
REACHING FOR RENEWAL**

**THE CONVENTION IS SUPPORTED BY  
REGIONAL ENGLISH LANGUAGE OFFICE,  
U.S. EMBASSY, UKRAINE**

**Collection of Convention Proceedings**

**Kyiv, May 22–24, 2026**

УДК [37.02.016:811.111](06)

The Book of Convention Proceedings is recommended for publication by the TESOL-Ukraine Executive Committee and the Organizing Committee of the 2026 TESOL-Ukraine Annual Convention.

**ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ЯК АКТ НАДІЇ У ЧАСИ ВИПРОБУВАНЬ: ВКОРИНЕНІ В РЕАЛЬНОСТІ, СПРЯМОВАНІ ДО ОНОВЛЕННЯ** : матеріали Міжнародної науково-практичної конференції (англ. мовою) / укл. Л. Гнаповська, О. Ільєнко, М. Цегельська, Л. Кузнецова. – Львів : ПП “Марусич”, 2024. – 268 с.

Збірник матеріалів Міжнародної науково-практичної конференції “*Викладання англійської мови як акт надії: вкоринені в реальності, спрямовані до оновлення*”, яка відбулася у Київському національному лінгвістичному університеті 22–24 травня 2024 за ініціативи ГО “TESOL-Україна” та фінансової й інформаційної підтримки Відділу преси, освіти та культури Посольства США в Україні, містить результати широкого спектру досліджень викладачів іноземних мов закладів вищої освіти та вчителів англійської мови середніх шкіл України. До збірника увійшли тези доповідей, що презентують авторські розвідки у галузі лінгвістики, перекладу, літератури, лінгводидактики та методики навчання іноземних мов з фокусом на використанні сучасних інноваційних інформаційно-комунікаційних технологій.

Видання стане в нагоді науковцям, викладачам-практикам, студентам різних освітніх рівнів, а також широкому колу зацікавлених осіб, які вивчають англійську мову як іноземну.

УДК [37.02.016:811.111](06)

© TESOL-Ukraine National Convention, 2026

**Nataliia ABABILOVA**

*Petro Mohyla Black Sea National University, Mykolaiv*

## **TRAINING RESILIENT INTERPRETERS FOR UNCERTAIN REALITIES**

In the realities of the twenty-first century, marked by armed conflicts, humanitarian crises, and large-scale displacement, the role of interpreters has become increasingly critical and has shifted from being merely linguistic mediators to active participants in high-stakes communication processes that may involve trauma narratives, life-threatening situations, and ethically complex decisions, as interpreters are frequently exposed to emotionally charged content, including accounts of violence, displacement, loss, and suffering. It is obvious that traditional interpreter training, which has historically emphasized linguistic accuracy, memory skills, and technical proficiency, is not enough anymore as it does not fully prepare interpreters for the psychological and ethical demands of real-world practice in crisis settings.

Recent researches emphasize that trauma-informed training for interpreters – particularly when working with refugees and crisis-affected populations – must extend beyond technical skills to include reflective practice which enables interpreters to critically examine their emotional responses, biases, and coping strategies when confronted with trauma narratives, thereby improving both professional performance and psychological resilience [2, 5]. Therefore, the integration of experiential learning through carefully designed exercises is significant for exposing students to emotionally demanding content in a controlled environment, allowing them to observe their reactions and experiment with coping strategies. Thus, students may be engaged in interpreting tasks based on emotionally charged scenarios, such as medical consultations or asylum interviews. Additional stressors, such as time pressure and interruptions, may be introduced to simulate real-world conditions because such simulations help students develop emotional regulation skills and become aware of how stress affects their performance. After each simulation, students engage in guided reflection, considering questions such as: What emotions did I experience during the task? How did these emotions affect my performance? What strategies did I use to manage them? This reflective process fosters emotional awareness and helps students develop metacognitive skills that are essential for resilience. By learning to recognize and regulate their emotional responses, students become better equipped to maintain accuracy and clarity in challenging situations.

Ethical stress is commonly understood as a form of occupational strain that arises when there is a mismatch between an individual's moral values and the behaviors they are expected to perform, potentially resulting in harmful outcomes and even leading to burnout [4]. Role-playing scenarios provide an effective method for simulating ethical dilemmas and encouraging active engagement. In these exercises, students are presented with situations that require them to interpret while also making decisions about how to handle conflicting demands. For example, a speaker may request that certain information be omitted, or a situation may arise in which strict neutrality appears to conflict with humanitarian considerations. Moreover, students may

be asked to justify their decisions, drawing on ethical principles and professional standards. This process encourages critical thinking and helps students develop a nuanced understanding of ethical responsibility. We may also gradually increase the level of difficulty and stress in interpreting tasks so allowing students to build confidence and resilience over time

Self-regulation is a critical skill for interpreters, enabling them to manage cognitive load, emotional responses, and task performance under pressure. Research shows that self-regulation is not an innate trait but a set of skills developed through training and reflective practice [1, 3]. Self-regulation can be developed through targeted training that introduces students to practical techniques for managing stress. These techniques may include controlled breathing, mindfulness practices, and grounding exercises that help stabilize attention and reduce emotional arousal. Incorporating these techniques into interpreter training involves both instruction and practice. Students are encouraged to use self-regulation strategies before and during interpreting tasks, gradually integrating them into their professional routines.

The integration of trauma-informed approaches, ethical training, and self-regulation strategies represents a significant shift in interpreter education. Together, these components address the multidimensional nature of interpreting under pressure, encompassing emotional, ethical, and psychological dimensions. In the context of the war in Ukraine, such an approach is particularly relevant as interpreters working in this environment must be prepared not only to translate language but also to navigate complex human experiences and moral challenges.

## REFERENCES

---

1. Díaz-Galaz, S. (2025). *Interpreters' emotions and self-regulation: An exploratory study*. inTRAlinea Special Issue: Intérpretes: historiografía, contextos y perspectivas de una práctica profesional. [https://www.intralinea.org/specials/article/interpreters\\_emotions\\_and\\_self\\_regulation](https://www.intralinea.org/specials/article/interpreters_emotions_and_self_regulation)
2. González Campanella, A. (2023). Availability and acceptability of interpreting services for refugees as a question of trauma-informed care. *Translation and Interpreting Studies*, 18(2), 150–170. <https://doi.org/10.1177/27523810231159174>
3. Hild, A. (2014). The role of self-regulatory processes in the development of interpreting expertise. In M. Ehrensberger-Dow, B. Englund Dimitrova, & S. Hubscher-Davidson (Eds.), *The development of professional competence* (pp. 128–149). John Benjamins Publishing.
4. Hubscher-Davidson, S. (2022). Ethical Stress in Translation and Interpreting. In K. Koskinen & N. K. Pokorn (Eds.), *The Routledge Handbook of Translation and Ethics*, (pp. 415-430). Routledge
5. Naimi, T.-M. (2022). Contextualizing trauma in trauma-informed interpreting: A narrative literature review. *New Voices in Translation Studies*, 18(1), 45–67. <https://newvoices.arts.chula.ac.th/index.php/en/article/download/491/544>

**Lidiia AIZIKOVA**

*Admiral Makarov National University of Shipbuilding, Mykolaiv*

## **INTEGRATING CLIL, EMI AND SIOP IN DIGITALLY SUPPORTED PROFESSIONAL DEVELOPMENT: EXPERIENCE FROM THE PROJECT “ENGLISH FOR IN-SERVICE SCIENCE SECONDARY SCHOOL TEACHERS IN UKRAINE 2.0”**

In recent years, the development of bilingual education in Ukraine has moved from being a theoretical priority to a practical necessity. Science teachers, in particular, increasingly face the expectation to use English not only for professional communication but also as a medium of instruction. This shift creates a clear demand for professional development formats that do not separate language learning from subject teaching, but instead bring them together in a meaningful way. The project “English for In-service Science Secondary School Teachers in Ukraine 2.0” responds to this need by offering teachers of natural and exact sciences an opportunity to improve their English while directly applying it to their disciplinary contexts.

The programme is supported by the Regional English Language Office, the U.S. Embassy in Ukraine, and administered by the NGO UCCI Svitlo. This institutional framework ensures both organisational stability and methodological consistency. At the same time, what makes the project particularly valuable is its focus on practical classroom application rather than abstract language training.

As a team of English teachers working within this initiative, we have found that combining several methodological frameworks allows for a more flexible and realistic approach to teacher development. The use of Content and Language Integrated Learning (CLIL) provides a natural starting point, as it encourages participants to work with subject-specific material while developing their language skills. In practice, this means that tasks are not built around isolated grammar points but around explaining concepts, describing processes, or interpreting data in English. For many participants, this shift is initially challenging, yet it quickly becomes clear that language learning is more effective when it is tied to familiar professional content.

At the same time, elements of English as a Medium of Instruction (EMI) are gradually introduced. Teachers experiment with giving short explanations, instructions, or feedback in English, often starting with highly scaffolded formats. This staged approach helps reduce anxiety and allows participants to build confidence without feeling overwhelmed. In parallel, the Sheltered Instruction Observation Protocol (SIOP) offers a useful structure for lesson planning, especially in terms of defining both content and language objectives, organising interaction, and maintaining clarity of instruction.

Among the most productive formats within the course have been activities supported by scaffolding techniques such as visual aids, sentence frames, glossaries of key terminology, and guided practice, which help reduce linguistic barriers while maintaining cognitive challenge. Such an approach aligns with contemporary views on second language acquisition, which emphasise the importance of comprehensible input, interaction, and output in meaningful contexts.

Participants prepare short segments of their subject lessons in English and present them to the group. These sessions are followed by feedback discussions, which tend to be highly collaborative rather than evaluative. Teachers often recognise their own challenges in their colleagues' presentations, which creates a supportive atmosphere and encourages reflection. Over time, noticeable progress can be observed not only in language use but also in the way participants structure their explanations and interact with learners.

An important dimension of the programme is the integration of digital technologies, which enhances both the individualisation and effectiveness of the learning process. My participation in the DigiFLEd project has significantly informed my teaching practice by providing access to innovative digital tools and methodological frameworks. These include the use of interactive platforms, gamified applications, and online collaborative environments that support differentiated instruction and learner engagement. Digital tools enable the creation of flexible learning pathways, allowing participants to work at their own pace, revisit materials, and receive immediate feedback.

The use of digital resources also facilitates the implementation of formative assessment strategies, which are essential for monitoring learner progress and adapting instruction to individual needs. For instance, online quizzes, interactive tasks, and reflective activities provide insights into learners' performance and help identify areas requiring additional support. Moreover, digital environments encourage peer interaction and collaborative learning, which are particularly valuable in the context of teacher professional development, as participants can share experiences, exchange ideas, and co-construct knowledge.

The integration of CLIL, EMI, and SIOP within a digitally enriched environment contributes to the development of both linguistic and pedagogical competences among participants. Teachers not only improve their English proficiency but also acquire practical strategies for implementing bilingual instruction in their own classrooms. This dual focus is particularly important in the Ukrainian educational context, where the transition to bilingual education requires both language skills and methodological readiness.

At the same time, it would be unrealistic to ignore the challenges that arise in such a context. Participants come with very different levels of English proficiency, and this inevitably affects group dynamics. Some teachers are ready to experiment with language from the very beginning, while others need more time and reassurance. In addition, not all participants feel equally confident using digital tools, which can slow down certain activities. These factors require constant adjustment of pacing, task design, and support strategies.

Despite these difficulties, the overall trajectory of the course is clearly positive. Teachers gradually become more comfortable using English in professional situations, and many begin to rethink their own classroom practices. What is particularly encouraging is that participants often start sharing ideas from their own teaching experience, adapting what they learn in the course to their specific subjects and school contexts. This indicates that the learning process goes beyond language acquisition and begins to influence pedagogical thinking more broadly.

In this sense, the combination of CLIL, EMI, and SIOP within a digitally supported environment proves to be not just theoretically sound but practically viable. It allows for a balance between structure and flexibility, between guidance and autonomy. The experience of working in the project suggests that effective professional development in this area does not

depend on any single method or tool, but rather on the thoughtful integration of approaches that respond to teachers' real needs.

Looking ahead, there is clear potential to further develop and scale such initiatives. At the same time, their success will depend on maintaining a balance between innovation and practicality, ensuring that new methods remain accessible and relevant to teachers' everyday work. The experience gained within this project demonstrates that when language learning is closely connected to professional practice and supported by appropriate methodological and digital tools, it can become both meaningful and sustainable.

## REFERENCES

---

1. Bárcena-Toyos, P. (2023). CLIL and SIOP: an effective partnership? *International Multilingual Research Journal*, 17(1), 1–14. <https://doi.org/10.1080/19313152.2022.2075191>
  2. DigiFLEd Project. (2023). *Digital methods in language education*. <https://digifled.eu>
  3. Karampali, D.-E., Tiberghien, A., & Chatzopoulos, D. (2025). Integrating language and content in STEM: A framework for scientific literacy. In *Advances in STEM Education* (pp. 85–104). Springer. [https://doi.org/10.1007/978-3-031-56712-1\\_5](https://doi.org/10.1007/978-3-031-56712-1_5)
  4. Martínez-Soto, T., Pérez, M. J., & Rebolledo, D. (2023). The role of ICT and CLIL in STEM education: A systematic review. *Education Sciences*, 13(1), 73. <https://doi.org/10.3390/educsci13010073>
  5. Piacentini, V. (2022). CLIL and science education: A review for a language focus in science teaching. *Journal of Science Education and Technology*, 31(6), 843–860. <https://doi.org/10.1007/s10956-022-09995-7>
  6. Richards, J. C., & Pun, J. (2023). A typology of English-medium instruction. *RELC Journal*, 54(2), 401–425. <https://doi.org/10.1177/0033688220968584>
- 

**Larysa ALEKSIEIEVA**

Izmail Lyceum No.1 with Gymnasium

## DEVELOPMENT OF COMMUNICATIVE COMPETENCE THROUGH TASK-BASED LEARNING IN EFL CLASSROOMS

In many EFL classrooms, students can often explain grammar rules quite well, but when it comes to speaking, they hesitate. My Grade 6 learners are no exception. They complete exercises successfully, but they are not always confident when they need to speak freely.

Over time, I realized that traditional practice alone is not enough to develop real communicative ability. Students need situations where English is not just practised, but actually used for a purpose. This is where Task-Based Learning started to make a noticeable difference in my teaching.

For me, a task is any activity where students use English to achieve a clear and meaningful goal. The focus is not on perfect accuracy, but on communication.

In my lessons, tasks often include:

- planning a school trip
- creating a birthday party plan
- role-playing real-life situations (café, shop, travel)
- making group decisions or solving simple problems

What I observe is that students quickly shift their attention from “Is this correct?” to “How can we say this?”. This small change makes a big difference in how they participate.

One of the most successful lessons I have used was a simple task: planning a school trip.

### **Step 1: Setting the situation**

The task instruction was: “Your class is going on a school trip. In groups, decide where to go, what to take, and how to organise everything.” There was no need for long explanations: students immediately got interested because the situation was familiar and showcased a real-life scenario.

### **Step 2: Group work**

Students worked in groups, sharing ideas and trying to agree on a plan. At the beginning, they used a mix of English and their native language, but gradually more English appeared naturally. I also noticed that quieter students became more involved. They wanted to contribute to the group outcome, so they tried to express their ideas, even with simple language. At this stage, my role was mainly that of supporting communication rather than correcting every mistake.

### **Step 3: Presenting results**

Each group presented their plan. Some students spoke more fluently, others used short and simple sentences, but all of them managed to communicate their ideas successfully. For me, this is the key moment: students are not just practising language forms – they are using English for a real purpose.

After using task-based lessons regularly, I began to see clear changes in my classroom:

- students became more willing to speak
- mistakes became less intimidating for them
- participation increased, especially among quieter learners
- English started to feel like a tool for communication, not just a subject

One of the most positive changes was that students began to support each other more during speaking activities instead of waiting for teacher correction

Task-Based Learning is effective, but it also comes with challenges:

- students sometimes switch to their native language
- stronger students may dominate group work
- tasks require careful planning and time management

However, I found that these issues can be managed with clear instructions, simple role distribution, and consistent teacher monitoring during activities.

From my classroom experience, Task-Based Learning helps create more natural and meaningful communication in the EFL classroom. For Grade 6 learners, even simple tasks can change the way they approach English. They become more confident, more active, and more willing to take risks with language. What matters most is not perfect accuracy, but the ability to express ideas and be understood. And this is where real communicative competence begins to develop.

**Olena ANISENKO**

*O.M. Beketov National University of Urban Economy, Kharkiv*

## **THE NATURE OF ERRORS AS A NATURAL COMPONENT OF LANGUAGE LEARNING: INSIGHTS FROM THE CELTA PROGRAM**

Language learning is a complex and dynamic process in which errors play a fundamental and unavoidable role. Traditionally, errors in students' speech have often been viewed as negative phenomena that require immediate correction. However, modern approaches to language teaching, particularly those reflected in the CELTA (Certificate in English Language Teaching to Adults) program, propose a significantly different perspective. According to this view, errors are not simply failures or signs of insufficient knowledge, but rather natural indicators of the learner's progress. This essay explores the nature of errors as an essential component of language acquisition, emphasizing their pedagogical value, their classification, and the implications for effective error correction in the classroom.

One of the central ideas in contemporary language teaching is that errors are inevitable in the process of acquiring a new language. When learners attempt to use unfamiliar structures, vocabulary, or pronunciation patterns, they inevitably produce deviations from target-language norms. These deviations should not be interpreted as deficiencies, but as evidence of active cognitive processing. In other words, learners are not passively absorbing language rules; they are actively constructing their own linguistic systems. Within the CELTA framework, this evolving system is often referred to as "interlanguage," a transitional linguistic stage that reflects both the learner's native language and the target language [1].

Understanding the nature of errors requires distinguishing between different types of incorrect language use. The article highlights four key categories: errors, mistakes, fossilized forms, and interlanguage. Errors are systematic and indicate incomplete knowledge of the target language. Mistakes, on the other hand, are performance-related slips that occur due to fatigue, anxiety, or lack of attention. Unlike errors, mistakes do not reflect a lack of competence but rather temporary lapses in performance. Fossilized forms represent incorrect structures that have become stable and resistant to change, often as a result of repeated misuse. Finally, interlanguage is the learner's developing linguistic system, which evolves over time and gradually approximates the target language.

This classification is crucial because it shapes the teacher's response to student errors. If all deviations are treated equally, the teacher may either overcorrect or misinterpret the learner's needs. For example, correcting every mistake may interrupt communication and negatively affect the student's confidence. Conversely, ignoring systematic errors may lead to fossilization. Therefore, an effective teaching strategy requires careful analysis of the nature and source of each error.

Another important aspect of understanding errors is recognizing the influence of the learner's first language. Language transfer plays a significant role in second language acquisition. Learners

often rely on the structures and habits of their native language when producing speech in the target language. This can result in predictable patterns of error. From the CELTA perspective, such errors are not random but meaningful, as they reveal how learners are attempting to make sense of the new language system. Teachers must therefore be able to identify cases where first-language interference is the main cause of an error and adjust their corrective strategies accordingly.

The pedagogical implications of viewing errors as natural are profound. One of the most important principles emphasized in the CELTA approach is maintaining student motivation. Incorrect or excessive correction can undermine learners' confidence and discourage participation. The article stresses that inappropriate correction can easily destroy students' confidence, particularly in speaking activities.

As a result, teachers are encouraged to adopt a supportive, tactful approach, ensuring that corrections contribute positively to the learning process rather than hindering it.

In this context, the concept of selective correction becomes particularly relevant. Instead of correcting every error, teachers should focus on those that are most important for the lesson objectives or those that significantly impede communication. This approach allows students to develop fluency without constant interruption while still receiving necessary feedback. Selective correction also helps prevent cognitive overload, as learners are not overwhelmed by excessive information about their mistakes [2].

Another key principle is the timing of correction. The CELTA methodology distinguishes between on-the-spot correction, delayed correction, and selective correction. On-the-spot correction is appropriate when accuracy is essential, such as during the presentation of new language material. Delayed correction, on the other hand, is used after communicative activities, allowing students to speak freely without interruption. This type of correction is particularly effective in promoting fluency, as it preserves the natural flow of communication.

An essential feature of the CELTA approach is that correction is often indirect. Instead of providing the correct answer immediately, teachers guide students toward self-correction. This can be achieved through various techniques, such as repeating the student's utterance up to the point of the error, asking guiding questions, or reformulating the sentence correctly.

In conclusion, the CELTA approach redefines the role of errors in language learning. Instead of viewing errors as obstacles, it presents them as essential elements of the learning process. Errors provide valuable insights into the learner's developing competence, highlight areas for improvement, and create opportunities for meaningful interaction. Effective error correction requires a deep understanding of the nature of errors, sensitivity to student motivation, and the ability to apply appropriate techniques at the right moment.

---

## REFERENCES

1. Livingstone, K. A. (2015). Correcting errors in the L2 classroom: Students' and teachers' perceptions. *Revista Electrónica del Lenguaje*, (2). [https://www.academia.edu/11702514/Correcting\\_errors\\_in\\_the\\_L2\\_classroom\\_students\\_and\\_teachers\\_perceptions](https://www.academia.edu/11702514/Correcting_errors_in_the_L2_classroom_students_and_teachers_perceptions)
2. Ramírez, J. A. (2007). How should EFL students be corrected? *LETRAS*, (41). <https://www.scribd.com/document/255060575/How-Can-Efl-JRamirez>

**Nataliia ANTONENKO**

**Olena KASATKINA-KUBYSHKINA**

**Aiia FRIDRIKH**

*Rivne State University of Humanities*

## **ART, ADVOCACY, AND GLOBAL EMPATHY IN THE UKRAINIAN ESP CONTEXT**

What happens when students use English not simply to complete a task, but to express something they genuinely mean? This question underpins *The (UN)SPOKEN*, an international social art research initiative connecting fifteen Ukrainian universities with partner institutions in Denmark, the United States, Poland, and Japan. By engaging students in collaborative, creative work focused on animal welfare, the initiative repositions the English classroom as a space for authentic communication, ethical inquiry, and global engagement.

Within English for Specific Purposes (ESP), instruction has traditionally been guided by needs analysis and the development of professional and academic communication skills. While this focus remains essential, it may be insufficient in contexts marked by social disruption and crisis. In Ukraine, where higher education continues amid the war, students bring experiences and concerns that extend beyond professional preparation. *The (UN)SPOKEN* expands the ESP framework by integrating socially meaningful content without abandoning its core emphasis on domain-specific language development.

Animal welfare serves as the project's thematic focus, encompassing ecology, environmental law, ethics, and advocacy. Importantly, this topic reflects students' lived realities, including the impact of war on animals through displacement, injury, and habitat destruction. As a result, language learning is embedded in a context that is both authentic and emotionally resonant.

The initiative is grounded in Project-Problem-Based Learning (PPL), which combines the structured output of project-based learning with the inquiry-driven nature of problem-based learning, as described by Krajcik and Shin (2014). Students engage with a complex, open-ended problem to advocate effectively for animal welfare across linguistic and cultural boundaries.

The project involved approximately 80 undergraduate students (B1-C1 levels) enrolled in ESP courses across 15 Ukrainian universities and partner institutions abroad. The intervention lasted 2 semesters within the 2025-2026 academic year.

Data were collected through pre- and post-project surveys, reflective journals, recorded intercultural discussions, and final multimodal artifacts.

The project unfolded across four stages, during which students investigated local or national animal welfare issues, developing domain-specific vocabulary; engaged in synchronous and asynchronous exchanges with international peers; produced multimodal outputs (e.g., digital stories, essays, and pictures), drawing on principles of multimodality (cf. Gunther Kress, 2009);

and evaluated both linguistic and intercultural outcomes. Research, collaboration, creation, and reflection were the essential steps of the project.

Analysis of student work indicated measurable gains in domain-specific vocabulary (ecology, legal terminology, advocacy discourse), genre competence (argumentative and narrative multimodal texts), and fluency in extended spoken interaction. Consistent with ESP's emphasis on authentic communication, intercultural competence developed organically. Students navigated differing perspectives on animal rights and ethical norms. These interactions required real-time negotiation of meaning rather than simulated practice. Post-project reflections revealed that students reported increased empathy toward animals, greater confidence in using English for meaningful communication, and highlighted the importance of being heard by an international audience.

Despite its strengths, the initiative presents several challenges. Variations in language proficiency occasionally limited equal participation, while coordinating across time zones required considerable logistical planning. Additionally, engagement with emotionally sensitive topics, particularly in wartime contexts, required careful facilitation to prevent compassion fatigue.

From a pedagogical perspective, the shift from instructor to facilitator may be challenging for educators accustomed to more controlled classroom environments. The increasing use of artificial intelligence tools in student work also introduces new pedagogical complexities, including questions of authorship, academic integrity, and uneven access to AI-supported language assistance, which may further widen participation gaps if not carefully managed. Furthermore, while the results are promising, the study relies partly on self-reported data, indicating the need for more robust longitudinal and quantitative analysis in future research.

The findings suggest that integrating socially and ethically relevant content into ESP does not detract from language learning but may, in fact, enhance it. When students are engaged in meaningful inquiry, language becomes a tool for achieving personally significant goals.

Although *The (UN)SPOKEN* is not a fully transferable model due to its reliance on international partnerships, its core principles are adaptable. Instructors may implement similar approaches by incorporating locally relevant issues, facilitating inter-institutional collaboration, and emphasizing multimodal production for authentic audiences.

*The (UN)SPOKEN* demonstrates that when students have something meaningful to say, they actively seek the linguistic resources to do it. By aligning language learning with ethical engagement and global collaboration, the initiative redefines the ESP classroom as a site of both professional preparation and human connection.

---

## REFERENCES

1. Beckett, G. H., & Slater, T. (Eds.). (2020). *Global perspectives on project-based language learning, teaching, and assessment: Key approaches, technology tools, and frameworks*. Routledge.
2. Kasatkina-Kubyshkina, O., Fridrikh, A., & Kuriata, Y. (2021). Project-based learning in a foreign language classroom: Peculiarities of implementation. *Innovatyka u vykhovanni*, 2(13), 90–98. <https://doi.org/10.35619/iuu.v2i13.338>
3. Krajcik, J. S., & Shin, N. (2014). Project-based learning. In R. K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (2nd ed., pp. 275–297). Cambridge University Press. <https://doi.org/10.1017/CBO9781139519526.018>

4. Kress, G. (2009). *Multimodality: A Social Semiotic Approach to Contemporary Communication* (1st ed.). Routledge. <https://doi.org/10.4324/9780203970034>
  5. O'Dowd, R. (2021). Virtual exchange: moving forward into the next decade. *Computer Assisted Language Learning*, 34(3), 209–224. <https://doi.org/10.1080/09588221.2021.1902201>
  6. Robin, B. R. (2008). Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom. *Theory Into Practice*, 47(3), 220–228. <http://www.jstor.org/stable/40071546>
- 

**Anetta ARTSYSHEVSKA**

**Nataliya HRYNYA**

**Liliia KUZNETSOVA**

Ivan Franko National University of Lviv

## **STRUCTURALISATION OF THE LEGAL SYSTEM AS AN EMPOWERING APPROACH TO TOLES EXAM PREPARATION**

The increasing demand for proficiency in legal English has led to the development of specialized examinations such as the Test of Legal English Skills (TOLES), which assesses learners' ability to understand and apply legal terminology in context. Preparing students for such exams requires not only vocabulary acquisition but also a deeper conceptual understanding of the legal system. This paper argues that the structuralisation of legal knowledge serves as an effective and empowering pedagogical approach in TOLES exam preparation. By organizing legal concepts into coherent frameworks, learners are better equipped to comprehend complex materials, retain terminology, and perform successfully across various task types.

Structuralisation refers to the systematic organization of knowledge into meaningful categories and relationships. In the context of legal education, this involves introducing students to the fundamental branches of law – such as contract law, tort law, and intellectual property law – and demonstrating how these areas are interconnected. This approach aligns with principles of English for Specific Purposes (ESP), which emphasize the importance of teaching language within its professional context [3]. Rather than approaching legal vocabulary as isolated terms, students are encouraged to perceive it as part of an integrated system.

One of the primary benefits of structuralisation is its impact on learners' ability to process reading materials. TOLES tasks often require candidates to interpret complex legal texts, identify key information, and apply appropriate terminology. Genre-based approaches suggest that understanding the structure and function of legal texts improves learners' interpretative skills [1; 2]. Consequently, students demonstrate improved performance in tasks such as gap-fill exercises and multiple-choice questions.

In addition to improving comprehension, structuralisation supports vocabulary retention. Research in cognitive load theory indicates that organizing information into structured schemas reduces cognitive overload and facilitates learning [5]. Techniques such as mind mapping and hierarchical diagrams promote deeper cognitive processing [4].

Furthermore, structuralisation functions as a metacognitive strategy that enhances learners' ability to regulate their own learning processes [6]. In the context of TOLES preparation, such skills contribute to greater confidence and autonomy.

In conclusion, the structuralisation of the legal system represents a powerful and effective approach to TOLES exam preparation. Integrating structured frameworks into teaching practices enhances students' performance and overall learning experience.

## REFERENCES

---

1. Bhatia, V. K. (1993). *Analysing genre: Language use in professional settings*. Longman.
  2. Candlin, C. N., Bhatia, V. K., & Jensen, C. H. (2002). Developing legal writing materials for English second language learners: Problems and perspectives. *English for Specific Purposes*, 21(4), 299–320.
  3. Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
  4. Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
  5. Sweller, J. (1988). Cognitive load during problem solving. *Cognitive Science*, 12(2), 257–285.
  6. Zimmerman, B. J. (2002). Becoming a self-regulated learner. *Theory into Practice*, 41(2), 64–70.
- 

**Liudmyla BABII**

*Ternopil Volodymyr Hnatiuk National Pedagogical University*

## FROM THEORY TO PRACTICE: EXPERIENTIAL LEARNING IN PRE-SERVICE EFL TEACHER TRAINING

Experiential learning offers a effective way to prepare pre-service EFL teachers. Developed on the ideas of J.Dewey, K.Lewin, J.Piaget, and D.Kolb, this approach emphasizes learning through concrete experience, reflection, conceptualization, and experimentation. For pre-service EFL teachers, experiential learning develops not only subject knowledge and pedagogical skills but also the holistic competencies, such as communication, teamwork, resilience and reflective practice, that language teachers need in diverse classroom contexts.

David Kolb in his work “Experiential Learning: Experience as the source of learning and development” [3] describes experiential learning as a process consisting of four stages: concrete experience, reflective observation, abstract conceptualization, active experimentation.

The first stage, concrete experience, involves learners actively engaging in tasks or situations that mirror real-world contexts. During Methodology classes students plan and teach short lessons,

run micro-teaching, lead pair or group work, use simulations (e.g., classroom management scenarios, mixed-proficiency groups), so they practice real tasks they will face in language classrooms.

The second stage, reflective observation, requires learners to critically examine their experiences. Through guided reflection – which can be done through discussions, journals, presentations – students analyse outcomes, consider underlying causes, and connect their experiences to broader concepts. This stage supports the transition from specific events to general principles.

Abstract conceptualisation enables learners to interpret their reflections through theoretical frameworks. They formulate or refine ideas, hypotheses, and models, thereby linking practical experiences with academic knowledge. This stage reinforces conceptual understanding by situating course content within meaningful contexts.

Finally, active experimentation encourages learners to apply newly acquired insights in future scenarios. By adjusting strategies, or iterating on previous work, they test and refine their understanding. This process ensures that learning remains dynamic, fostering continuous growth and adaptability.

In her recent work “Assessment for Experiential Learning” C. Ka Yuk Chan mentioned that experiential learning is beneficial as it integrates theory and practice, builds holistic competence, encourages reflective practices and makes feedback meaningful.

Experiential learning can be divided into two major categories – those occurring outside of the classroom known as field-based experiences, and those occurring inside the classroom, often during class time, known as classroom-based learning [1, p.7]. As the focus of our abstract is on pre-service EFL teachers, field-based (out-of-classroom) experiences include different kinds of school practices: observation of experienced teachers, teacher assistant practice, and teaching practice, which students undergo during their 2, 3 and 4<sup>th</sup> years of study on Bachelor’s program. Classroom-based experiential activities include microteaching, role plays, simulations, peer teaching and authentic task performance (e.g., designing and delivering mini-units).

Focusing attention on assessment in experiential learning, Chan C. Ka Yuk outlines assessment strategies aligned with experiential learning mentioning that it works best when it is clear, authentic, and continuous. “Assessment is an on-going evaluation process aimed at understanding and improving student learning by measuring learning outcomes in knowledge, skills, attitudes and beliefs. It has four main purposes, namely (a) judging achievement, (b) protecting and maintaining academic standards and quality assurance, (c) managing accountability for the public and for funding and (d) promoting student learning” [1, p. 41]. She distinguishes diagnostic, formative, summative and learning-oriented assessment.

The requirements for rubrics are that they should focus on lesson planning quality, the depth of reflection, and learner engagement. These rubrics should be shared and discussed before practice so that assessment feels transparent and fair. It is essential to combine formative and summative approaches: regular check-ins during school teaching practice provide feedback and guidance, while final evaluations capture progress across the whole experiential cycle rather than judging a single lesson.

Gathering evidence that reflects real teaching practice is equally important. The examples of it can be lesson plans, developed materials, recorded teaching episodes, samples of student

work and reflective portfolios which reflect students gained experience and competence. One of the crucial features of experiential learning assessment is that should also look at metacognition, how candidates monitor and regulate their own teaching through self- and peer-assessment activities. This way, assessment not only measures performance but also helps shape reflective, adaptive teachers.

One of the key benefits of applying experiential learning principles in EFL methodology classes is that enables future teachers transform theory into practice. With clear objectives, guided reflection, transparent rubrics, and progressive scaffolding, methodology sessions become active laboratories. In these settings, students can experiment with techniques, analyze their experience, and connect them to theory. As a result, they build both competence and confidence before going real classrooms.

## REFERENCES

---

1. Chan, C. Ka Yuk (2023) *Assessment for Experiential Learning*, Routledge 2023.
  2. Kolb, D. A. (1984) *Experiential Learning: Experience as the source of learning and development*, Englewood Cliffs, N.J. Prentice Hall.
  3. *Experiential learning* (2026). University of Sussex. Brighton. <https://staff.sussex.ac.uk/teaching/enhancement/support/methods/experiential-learning>
- 

**Svitlana BALABAS**

Lithuanian-Ukrainian Lyceum № 1, Borodianka

## THE 'DUAL-FRONTIER' APPROACH: INTEGRATING TRAUMA-INFORMED PEDAGOGY AND DIGITAL RESILIENCE IN POST-WAR UKRAINIAN EFL CLASSROOMS

As Ukraine enters a pivotal era of reconstruction, the role of English as a Foreign Language (EFL) has evolved from a traditional academic subject into a critical instrument for national resilience and European integration. This paper introduces the «Dual-Frontier» pedagogical framework, specifically designed for the 2026 Ukrainian educational landscape. The model bridges the gap between Trauma-Informed Pedagogy (TIP) and Digital Resilience, addressing the psychological needs of learners while leveraging the nation's rapid digital transformation.

The discussion is grounded in the legislative shifts following Law No. 3709-IX, which established English as a language of international communication in Ukraine. By analyzing the efficacy of AI-assisted personalized learning and Social-Emotional Learning (SEL) markers, it can be assumed that the EFL classroom serves as a «social stabilizer.» The proposed curriculum

redesign moves away from simple memorization toward project-based activities, where students use English to articulate their roles in the nation's recovery. Preliminary findings suggest that aligning linguistic content with themes of community reconstruction and global citizenship significantly accelerates both proficiency and psychological healing.

As noted in the *New Ukrainian School* framework (Ministry of Education and Science, 2024), the shift toward competency-based learning is paramount. This is particularly true when integrating AI tools, which recent studies show can significantly lower learner anxiety in the Ukrainian context [1].

The redesign of the Ukrainian school curriculum in 2026 in collaboration with international partners has shifted the focus toward a competencies-based model that prioritizes functional communication and psychological safety.

Here are the key pillars of the current curriculum redesign:

### **1. The Integration of Trauma-Informed Content**

The new curriculum moves away from generic, Western-centric textbook scenarios (e.g., «ordering tea in London») toward content that reflects the students' lived reality.

- **Relevant Vocabulary:** Lessons now include terminology related to reconstruction, volunteering, community support, and safety, allowing students to discuss their lives and futures in English.
- **Bibliotherapy:** The use of English literature and storytelling focuses on themes of overcoming adversity and building hope, providing a "distanced" way for children to process their experiences through a foreign language.

### **2. CLIL (Content and Language Integrated Learning)**

To accelerate recovery, English is no longer taught in isolation. It is increasingly used as the medium of instruction for other subjects—a method known as CLIL.

- **STEM in English:** Science and Technology modules are partially taught in English, preparing students for the international technical standards required for the nation's physical reconstruction.
- **Global Citizenship:** Geography and History curricula are being updated to include "Global Outlook" modules taught in English, fostering a sense of connection to the European community [4].

### **3. Digital-First and Hybrid Modalities**

Recognizing that many students are still learning in a hybrid format or from abroad, the curriculum is built around "**Digital Resilience.**"

- **The AI Tutor Framework:** The curriculum officially incorporates AI-driven speaking assistants. These tools provide a low-stakes environment for students to build confidence before interacting with teachers or peers.
- **Collaborative Online International Learning (COIL):** The curriculum mandates "Virtual Exchange" projects, where Ukrainian classrooms partner with schools in the UK, USA, or EU to work on joint environmental or social projects, using English as their working language [2].

### **4. Assessment Shift: From Grammar to Agency**

The 2026 assessment model has moved away from traditional rote-learning exams.

- **Project-Based Assessment:** Students are graded on their ability to complete a

"Reconstruction Project"—for example, designing a community space and presenting the proposal in English.

- **The "Can-Do" Statements:** Following the CEFR (Common European Framework of Reference for Languages) standards, the focus is on what the student *can do* (e.g., "I can explain my community's needs to a visitor") rather than which grammar rules they have memorized [3].

In summary, the reconstruction of Ukraine is not merely a task of rebuilding bridges and power grids; it is the reconstruction of a nation's voice on the global stage. By aligning the EFL curriculum with the legal mandates of Law 3709-IX and the psychological needs of a resilient youth, we ensure that English becomes the key that unlocks Ukraine's future within the European community. In 2026, we are not just teaching a language; we are equipping the architects of a new Ukraine.

## REFERENCES

---

1. Alenezi, A., & Alenezi, A. (2025). The use of artificial intelligence in English learning: Teachers' and students' perceptions. *Information Technologies and Learning Tools*, 108(4), 37–52.
  2. Borodiyenko, O., Drach, I. I., & Bazeliuk, N. V. (2025). Opportunities and risks of using AI-based applications in research: The case of Ukrainian universities. *Information Technologies and Learning Tools*, 105(1), 125–143.
  3. Carello, J., & Butler, L. D. (2015). Practicing what we teach: Trauma-informed educational practice. *Journal of Teaching in Social Work*, 35(3), 262–278.
  4. Zabolotna, O., & Shvaher, T. (2024). English language education in Ukraine: Navigating the challenges of the wartime and post-wartime period. *Journal of Education, Culture and Society*, 15(1), 21
- 

**Olga BANIT**

Ivan Ziaziun Institute of Pedagogical and Adult Education  
National Academy of Pedagogical Sciences of Ukraine /  
Vadym Hetman Kyiv National Economic University

## COACHING AS A TOOL FOR ENHANCING UNIVERSITY TEACHERS' ENGLISH PROFICIENCY

Coaching is a highly effective mechanism for the professional development of university teachers aiming to improve their English language proficiency, shifting the paradigm from generic instruction to hyper-personalized, context-driven growth. Unlike traditional, one-size-fits-all language courses, a coaching framework pairs educators with specialized mentors who tailor development directly to the unique, high-stakes demands of higher education, such as delivering lectures, conducting seminars, and publishing academic research in English. This collaborative

relationship fosters a safe, low-stakes environment where professors can address specific communicative anxieties, refine their pronunciation, and master discipline-specific terminology. Furthermore, because coaching relies on continuous feedback loops, reflective practice, and goal-oriented action plans, it builds sustainable linguistic confidence and self-efficacy. By directly integrating language acquisition with daily academic workflows, coaching ensures that improvements in English proficiency translate immediately into enhanced instructional quality and stronger global academic engagement.

The transformative power of language coaching for university educators lies at the intersection of cognitive, motivational, and social mechanisms that collectively drive professional growth. Cognitively, the coaching process stimulates deep reflective practice [7] and structured language acquisition by forcing educators to consciously evaluate their communicative choices during authentic academic tasks. This pushes them into their zone of proximal development [4], where the coach provides targeted scaffolding to bridge the gap between their current linguistic abilities and advanced communicative competence. Socially, the relationship functions as a collaborative partnership that models real-world academic discourse, transforming language learning from an isolated task into a shared, sociocultural experience where meaning and identity are co-constructed. This social alignment directly fuels the educator's internal motivation; by grounding the coaching in the practical, self-directed principles of adult learning theory [2], the training honors their professional autonomy. When linguistic exercises directly enhance their actual lectures or research goals, it shifts their drive from mere compliance to integrative motivation, fostering a profound sense of self-efficacy and linguistic confidence required to navigate the global academic community.

The proposed theoretical framework synthesizes the zone of proximal development, self-efficacy theory, and self-determination theory into a unified conceptual model that redefines language development for university educators. At its core, coaching serves as an essential moderator between rigid institutional demands – such as mandatory English-medium instruction – and the nuanced, individual learning needs of the teachers. By operating within the teacher's, the coach provides dynamic, temporary scaffolding that makes overwhelming institutional expectations manageable. This tailored support directly satisfies the three core psychological needs outlined in self-determination theory: autonomy, by allowing teachers to set personalized professional goals; competence, by helping them master complex academic discourse; and relatedness, through a trusted, collaborative partnership. As these needs are met, teachers experience a shift toward intrinsic motivation, transforming language acquisition from an external institutional mandate into a deeply personal pursuit of professional excellence.

Within this conceptual model, the coaching dynamic actively strengthens advanced language competence through a continuous cycle of personalized goal-setting, facilitated reflection, and contextualized skill application. Instead of focusing on abstract grammatical rules, the coach guides the educator through Donald Schön's framework of reflection-in-action and reflection-on-action, turning daily academic challenges – such as drafting a research paper or managing an international seminar – into primary learning materials. This immediate, contextualized application of skills ensures that every linguistic victory is directly relevant to the teacher's workplace. As a result, according to Albert Bandura's self-efficacy theory [1], these repeated experiences of successful mastery of performance radically boost the teacher's belief in their

own capabilities. This elevated self-efficacy diminishes communicative anxiety, strengthens linguistic resilience, and equips university teachers with the enduring communicative competence required to thrive in a globalized academic landscape.

This theoretical integration of the zone of proximal development, self-efficacy, and intrinsic motivation finds a highly practical, actionable expression in the GROW coaching model's structural phases. This framework – encompassing Goals, Reality, Options, and Will – provides a structured yet highly adaptable four-stage matrix for coaching university teachers through English language development [6]. In the first phase, Goals, the coach and educator establish clear, near-term linguistic objectives tailored to the teacher's academic responsibilities. Rather than aiming for vague fluency, the goals are highly specific and functional, such as managing a Q&A session at an upcoming international symposium or delivering a 90-minute lecture in English smoothly. This is immediately followed by the Reality phase, where the coach facilitates an honest, objective assessment of the teacher's current linguistic state. Through self-reflection and baseline observation, they identify exact friction points – such as a tendency to revert to the native language when asked unexpected questions, or a reliance on overly formal vocabulary that hinders student engagement.

Once the present reality is mapped against the desired future state, the partnership moves into the Options phase. Here, the coach acts as a facilitator rather than a lecturer, prompting the university teacher to brainstorm creative, actionable strategies to bridge their language gap. For an educator struggling with lecture delivery, options might include recording and self-critiquing a mock lecture segment, creating a bilingual glossary of discipline-specific idioms, or practicing signposting phrases to better guide students through complex topics. By encouraging the teacher to generate these alternatives themselves, the model respects the autonomy central to adult learning theory, ensuring the chosen strategies align with the teacher's personal instructional style.

The final stage, Will (or Way Forward), converts these options into a concrete, accountable action plan. In this phase, the coach and teacher define precisely what will be done, when, and how success will be measured, ensuring the teacher possesses the intrinsic motivation and institutional support to follow through. For instance, the teacher might commit to integrating three new interactive English phrasing techniques into their very next seminar, followed by a post-class reflection session with the coach. By transforming abstract language learning into a series of structured, high-ownership professional milestones, the GROW model effectively scaffolds a university teacher's journey from linguistic anxiety to authentic academic communicative [5].

In conclusion, establishing coaching programs within university professional development systems provides a theoretically robust framework that shifts language acquisition from a rigid institutional mandate into a deeply personalized process of professional growth. By embedding language development within structured frameworks like the GROW model, universities can move away from alienating, one-size-fits-all training modules that view English proficiency as a box to be checked. Instead, coaching honors the professional autonomy of university teachers, transforming language acquisition into a self-directed, reflective practice that aligns directly with their authentic academic needs, research disciplines, and teaching contexts. Ultimately, this paradigm shift not only alleviates the communicative anxiety associated with English-medium instruction but also fosters the internal motivation and self-efficacy required for sustained linguistic mastery [3]. By systematically investing in localized coaching initiatives, higher

education institutions bridge the gap between institutional internationalization strategies and educators' individual learning needs, cultivating a more confident, globally connected faculty.

To validate the efficacy of this proposed conceptual model, further empirical research is strongly recommended to test its practical outcomes across diverse academic settings. Future longitudinal studies should investigate the direct impact of personalized language coaching on teachers' actual classroom delivery, measuring changes in student engagement and instructional clarity in English-medium courses. Additionally, mixed-methods research utilizing both quantitative self-efficacy scales and qualitative reflective journals would help isolate which specific coaching mechanisms – such as peer facilitation or contextualized goal-setting – contribute most significantly to reducing communicative anxiety and increasing intrinsic motivation. Finally, comparative studies contrasting structured coaching models against traditional, lecture-based language training are essential to provide university administrators with the empirical, data-driven evidence needed to justify systemic investment in institutional coaching programs.

## REFERENCES

---

1. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>
  2. El-Amin, A. (2020). Andragogy in practice in higher education. *Journal of Research in Higher Education*, 4(2), 54–69. <https://doi.org/10.24193/JRHE.2020.2.4>
  3. Li, B., & Chan, S. (2007). Coaching as a means for enhancing English-language teachers' professional development: A case study. *Journal of In-Service Education*, 33(3), 341–358. <https://doi.org/10.1080/13674580701486952>
  4. McLeod, S. (2024). Vygotsky's theory of cognitive development. *Simply Psychology*. <https://doi.org/10.5281/zenodo.15680745>
  5. Rahman, M. A. (2023). Professional development in an institution through GROW Model. *Assyfa Learning Journal*, 1(2). <https://doi.org/10.61650/alj.v1i2.187>
  6. Sadewo, Y., Purnasari, P. D., & Saputro, T. V. D. (2026). Implementing the GROW coaching model in developing competencies of educators: A meta-analysis. *International Journal of Social Learning (IJSLS)*, 6(2), 357–380. <https://doi.org/10.47134/ijsl.v6i2.552>
  7. Schön, D. A. (1983). *The Reflective Practitioner. How Professionals Think in Action*. USA: Basic Books. [https://raggeduniversity.co.uk/wp-content/uploads/2025/03/1\\_x\\_Donald-A.-Schon-The-Reflective-Practitioner\\_-How-Professionals-Think-In-Action-Basic-Books-1984\\_redactedaa\\_compressed3.pdf](https://raggeduniversity.co.uk/wp-content/uploads/2025/03/1_x_Donald-A.-Schon-The-Reflective-Practitioner_-How-Professionals-Think-In-Action-Basic-Books-1984_redactedaa_compressed3.pdf)
-

**Iryna BILIANSKA**

*Vasyl Stefanyk Carpathian National University, Ivano-Frankivsk*

## **IMPLEMENTING THE POSITIVE APPROACH IN WARTIME EFL CLASSROOMS**

In wartime educational contexts, English as a Foreign Language (EFL) classrooms are strongly affected by stress, uncertainty, and emotional strain. As a result, students often lose motivation, confidence, and the willingness to actively engage in the learning process. In such circumstances, language teaching needs to go beyond the development of linguistic skills. It needs to respond to learners' psychological and emotional needs.

This paper focuses on implementing the positive approach in wartime EFL classrooms. It highlights the principles of positive education and positive psychology that can be integrated into everyday language teaching practice. In particular, it explores the teacher's role in creating supportive classroom environments, fostering learners' intrinsic motivation, and helping students develop emotional resilience through communicative, collaborative, and reflective activities.

In recent years, the positive approach to foreign language teaching has gradually emerged within contemporary methodology. It is rooted in the principles of positive education. It reflects a humanistic, learner-centred view of teaching, where emotional well-being is seen as an essential part of effective learning. This approach is supported by several theoretical frameworks, including the PERMA model (Seligman, 2011), self-determination theory (Deci & Ryan, 2000), growth mindset theory (Dweck, 2006), the strengths-based approach (Peterson & Seligman, 2004), flow theory (Csikszentmihalyi, 1990), and the broaden-and-build theory of positive emotions (Fredrickson, 2001).

The main principles of this approach include the development of communicative, emotional, and social skills; the creation of a positive emotional classroom atmosphere; fostering of learners' intrinsic motivation; the development of students' strengths and self-confidence; the reduction of language anxiety and support for emotional well-being; and the use of performance-based assessment, self-assessment, peer feedback, and reflective portfolios [1]. Rather than focusing only on outcomes, this approach places equal importance on the learning process and students' overall well-being.

A teacher who applies a positive approach and demonstrates warmth, support, and encouragement is perceived more positively by learners. Such perceptions significantly enhance students' motivation and satisfaction with the learning process. Empirical research supports this claim. A study conducted in Spain involving 210 EFL learners using a Likert-scale online questionnaire, as well as research in the United Kingdom involving 189 French language learners from two London schools, revealed that teacher personality and instructional style have a stronger influence on learners' enjoyment of the learning process than on their language anxiety levels. The findings further suggest that language anxiety is more strongly associated with individual personality traits (such as neuroticism and introversion). Learning satisfaction

is mainly influenced by external factors, particularly teacher attitude and perceived teacher friendliness [2].

The role of the teacher becomes especially important in wartime contexts. When teachers are supportive, empathetic, and encouraging, they can significantly shape how students experience language learning. Teacher personality and teaching style have a stronger influence on learners' enjoyment than on their level of language anxiety. While anxiety is often linked to individual personality traits, students' satisfaction with learning tends to depend more on external factors, especially the teacher's attitude and the overall classroom atmosphere.

In conclusion, implementing the positive approach in wartime EFL classrooms offers important pedagogical and psychological benefits. It allows teachers to maintain effective language instruction while also supporting students' emotional well-being. As a result, learners become more motivated, engaged, and resilient, which is especially important in challenging and unstable educational contexts.

## REFERENCES

---

1. Aydın, S. (2025, June). *The positive language teaching approach*. *HLT Magazine*. <https://www.hltmag.co.uk/jun25/positive-language-teaching-approach>
  2. Dewaele, J.-M., Franco, A., & Saito, K. (2019). The effect of perception of teacher characteristics on Spanish EFL learners' anxiety and enjoyment. *The Modern Language Journal*, 103(2), 412–427. <https://doi.org/10.1111/modl.12555>
- 

**Olena BOCHKAROVA**

Grade Education Centre

## BECOMING THE TEACHER YOU IMAGINED

At some point, many English language teachers find themselves at a crossroads, and it can happen at more than one stage of their careers. Early on, they arrive full of passion and energy, yet unsure how to turn that into confident, and effective teaching. They lack clear guidance, structured feedback, and a deeper understanding of *why* things work in the classroom. Later, often after three to five years, a different challenge emerges: the plateau. Teaching starts to feel automatic, growth opportunities become less visible, and professional development loses its spark.

In this session, we will explore the common pitfalls of early-career teaching and the plateau that more experienced teachers often hit, and discuss what it truly takes to grow into a reflective and empowered professional. Whether you are just beginning or finding yourself stuck in a comfortable routine, this session offers a chance to take a fresh look at your teaching journey and where it could take you next.

*The key takeaways from the session are as follows:*

- Identifying the common gaps that hold new and early-career teachers back and how to overcome them.
  - Recognising the signs of a career plateau and understanding what drives professional growth at every stage.
  - Exploring professional growth in action - the components and characteristics of high-impact teacher training.
  - Reflecting on your own teaching path and next steps.
- 

**Anzhelika BURAVENKO**

Borys Grinchenko Kyiv Metropolitan University

## **WHAT THE COURSEBOOK DOESN'T TEACH ABOUT PRONUNCIATION: FROM THE PHONETICS LAB TO THE CLASSROOM**

Every school teacher of English knows the picture: a B1 learner who writes a grammatically correct paragraph but says “very vell” under communicative pressure, devoices every final consonant in connected speech, and reads a listening transcript word by word while the audio rushes past in weak forms and linked syllables. These are not random mistakes. They are predictable transfer patterns and they are almost never addressed directly by the coursebook on the teacher’s desk.

This paper argues that five evidence-based insights can fill that gap inside a standard lesson: no specialist equipment, no extra materials, no restructured syllabus. The coursebook stays; the teacher adds an informed layer that the coursebook cannot supply.

### **Research Background**

Ukrainian university programmes include both Practical and Theoretical Phonetics courses, which gives future teachers a stronger formal foundation than many European EFL contexts provide. In practice, however, these courses are limited in hours and focus primarily on the phonological system rather than on classroom transfer and day-to-day pedagogical application. Valigura, Parashchuk, and Kozub [4], analysing the speech of Ukrainian EFL teachers across prosodic parameters, documented a consistent phonetic portrait: full pronunciation of unstressed vowels, reduced sensitivity to long/short vowel contrasts, and systematic departures from English tonal range and rhythm. These patterns appear not as evidence of weak professionalism, but as signs of stable first-language transfer that can persist even in experienced speakers and can easily be reproduced in school classrooms when coursebooks do not target them directly. Research by Kysil and colleagues [2] likewise identifies this Ukrainian–English transfer cluster as a major barrier to intelligibility for learners. The conclusion, therefore, is not that teachers

are unprepared, but that coursebooks rarely provide enough targeted support for the specific pronunciation difficulties Ukrainian learners bring to class, while lesson time leaves little room for systematic intervention.

Internationally, the main shift in pronunciation pedagogy over the past decade has been from accent reduction to comprehensibility as the realistic instructional goal. Levis, Derwing, and Munro [3] argue that heavily accented speech may remain fully intelligible, and that teachers should prioritise the features that most reliably interfere with listener understanding, such as rhythm, nuclear stress, weak forms, and final consonant voicing, rather than pursue native-like accuracy across all features. Alghazo, Jarrah, and Al Salem [1] showed that perception-based instruction is more effective for suprasegmentals, while production-based instruction works better for segmentals. This distinction is especially important because coursebooks, by design, cannot diagnose which feature a particular learner group most needs at a given moment. The five techniques below are grounded in this evidence and are designed for what a school teacher can realistically add inside a standard lesson.

**The five insights for the school EFL classroom are as follows:**

**1. *Learners Hear What They Read***

Seeing a written word before hearing it primes a citation-form expectation that overrides the acoustic signal. This is why pupils say “but they didn’t say that” even with the transcript in front of them: they heard strong forms in their heads while the speakers produced weak forms and linked syllables. Fix: closed-book first listen. Play the coursebook audio once with books closed; pupils note only what they catch. Replay with books open and compare. Focus on one feature — weak forms, linking, or elision — and ask pupils to circle reduced words in the transcript. Any A2+ listening page becomes a perception task with no extra materials.

**2. *Rhythm Is Physical***

Ukrainian pupils commonly know stress rules but still sound syllable-timed in spontaneous speech, because English stress-timed rhythm is a psychomotor programme, not a notation symbol. Marking stress with a pencil activates metalinguistic awareness, not the motor system that produces fluent speech. Fix: kinesthetic stress-marking. Take a sentence from the current unit, tap the stressed syllables on the desk, ask pupils to repeat while tapping or stepping on the beats, then move directly into pair work with tapping. Use sentences, not word lists — rhythm belongs to chunks.

**3. *Persistent Errors Need a Different Method***

The pupil who says “very vell” in connected speech can often produce a correct /w/ in isolation. The problem is an automatised motor habit that reasserts itself under communicative pressure; standard correction addresses the wrong level of the production system. Fix: speed-up/slow-down contrast drill. Use two or three short sentences from the lesson, ask pupils to say them faster so the automatic error surfaces, then slow down and add one articulatory cue — lip rounding for /w/, a hand on the throat for final voicing. Recycle the same sentences across several lessons: micro-repetition beats a single long correction slot.

**4. *Pupils Must Hear Themselves***

Pupils often do not believe a correction until they hear the mismatch in their own voice. Self-recording creates a repeatable feedback loop that works even when the teacher has no time to correct every pupil during speaking tasks. Fix: phone recording with one checklist item. Pupils

record two or three sentences, listen once checking only the target feature, mark their own script, and record a second version. Assign as pre-class homework; use class time for the improved live performance. A before-and-after version once per unit makes progress audible and motivating.

### *5. Intonation Changes Meaning*

English and Ukrainian differ in pitch range, timing, and question intonation; direct transfer can make a polite question sound abrupt or a statement sound like a question. English intonation is a grammatical system encoding information structure and speaker stance — not expressive decoration — and a pupil who treats it as optional misses one of the main channels through which English conveys intent. Fix: three-readings task. Say the same coursebook sentence three times with different intentions — statement, question, surprise. The class identifies the meaning; pairs then rehearse the same dialogue line with different intonation choices. Name the intention before the tone: “surprise, doubt, certainty” is easier to perceive than abstract labels.

In summary, none of these interventions requires equipment beyond a smartphone, or time beyond two minutes per lesson. They do require a shift in framing: from pronunciation as a list of sounds to correct, to pronunciation as a perceptual, rhythmic, and discourse-level system that can be addressed in small, consistent doses inside every coursebook task that already exists.

Ukrainian school teachers inherit a genuine structural challenge: the phonetics training (valuable as it is) that university programmes provide rarely pay enough time to build the ear and the motor habits that confident pronunciation teaching demands. That is a constraint of hours, not a failure of preparation. The five techniques above are designed precisely for teachers who understand their phonetics in principle but need classroom-ready tools for Monday morning. The coursebook provides the page. The teacher who knows what the coursebook cannot teach provides the intervention that makes pronunciation developable in real time.

---

**Daryna BUTS**

*National Academy of the State Border Guard Service of Ukraine  
named after Bohdan Khmelnytskyi, Khmelnytskyi*

## **DEVELOPING ENGLISH COMMUNICATIVE COMPETENCE OF FUTURE BORDER GUARD OFFICERS**

The modern system of professional training of future border guard officers requires not only professional knowledge and practical skills but also a high level of English communicative competence. In the conditions of globalization, international cooperation, and Ukraine’s integration into the European community, English has become an essential tool for professional communication. Future border guard officers regularly interact with foreign citizens, participate in international trainings, joint operations, and exchange programs. Therefore, effective communication in English is an important component of their professional activity.

Communicative competence includes speaking, listening, reading, and writing skills as well as the ability to use language appropriately in professional situations. English language proficiency allows future officers to communicate with travelers, check documents, conduct interviews, provide assistance to foreigners, and cooperate with international partners. As a result, the development of communicative competence should be one of the key objectives of foreign language teaching in higher military educational institutions.

Modern teaching methods play a significant role in improving students' communicative skills. One of the most effective approaches is the use of interactive activities, especially role-plays. Role-plays simulate real professional situations and help cadets develop speaking confidence, critical thinking, and professional vocabulary. Examples of role-plays include passport control interviews, questioning foreign travelers, checking travel documents, customs inspections, communication with international colleagues, assisting tourists, and responding to emergency situations at border crossing points. Such activities create realistic communication environments and encourage students to use English actively.

Another important aspect of language teaching is the use of authentic materials. Authentic materials expose students to real professional language and prepare them for practical communication in their future careers. These materials may include passports, visa application forms, customs declarations, airport announcements, border control instructions, official international documents, videos of inspection procedures, news reports, and professional websites. Working with authentic materials helps cadets become familiar with professional terminology and develop practical language skills.

One more effective method in foreign language teaching is task-based learning. This approach focuses on the completion of practical communicative tasks that imitate real-life professional situations. For example, cadets may perform tasks related to interviewing travelers, checking documents, providing instructions at border checkpoints, or cooperating with international agencies. Task-based learning encourages students to use language actively and creatively rather than simply memorizing grammar rules or vocabulary lists. Researchers such as Nunan and Willis emphasize that meaningful communication through tasks increases students' confidence and improves fluency in speaking [1].

In addition, collaborative learning methods positively influence language acquisition. Group discussions, pair work, debates, and project-based activities encourage cadets to interact actively and exchange ideas in English. Such methods develop not only communicative competence but also teamwork skills, leadership qualities, and critical thinking, which are essential for future officers. Vygotsky's sociocultural theory highlights the importance of social interaction in the learning process and supports the idea that communication with peers enhances language development [2].

Also, modern digital technologies contribute to the effectiveness of English language learning. Online platforms and interactive tools such as Quizlet, Kahoot, Moodle, podcasts, and educational videos increase students' motivation and make the learning process more engaging. The integration of technology into language teaching provides additional opportunities for independent learning and speaking practice.

Moreover, the role of the teacher in communicative language teaching remains extremely important. The teacher acts not only as a source of knowledge but also as a facilitator, organizer,

and mentor who guides students through interactive learning activities. Effective teachers encourage active participation, create realistic communication situations, and help students build confidence in using English professionally.

However, there are certain challenges in developing English communicative competence among future border guard officers. These include different levels of language proficiency, limited classroom hours, psychological barriers, and insufficient speaking practice. In some cases, cadets may feel insecure while communicating in a foreign language due to fear of making mistakes or lack of confidence. Another challenge is the necessity to combine professional military training with intensive language learning, which requires considerable effort and motivation from students. Despite these difficulties, communicative-oriented teaching approaches and systematic practice significantly improve students' language abilities.

It is also important to emphasize that English communicative competence is not limited only to speaking skills. It includes listening, reading, writing, pronunciation, grammar, and the ability to use language appropriately in professional situations. Future border guard officers must be able to communicate clearly, react quickly to unexpected situations, and cooperate effectively with international partners during joint operations, trainings, and border security activities.

In conclusion, the development of English communicative competence is an essential part of the professional training of future border guard officers. The use of role-plays, authentic materials, interactive tasks, and modern technologies helps cadets develop practical communication skills necessary for their future professional activity. Effective English language instruction contributes to successful international cooperation, professional mobility, participation in international missions, and improves the overall quality of border guard service. Therefore, the integration of communicative methods into foreign language teaching should remain one of the main priorities in the education of future border guard officers.

## REFERENCES

---

1. Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
  2. Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
-

**Oksana BYKONIA***Penitentiary Academy of Ukraine, Chernihiv*

## **RENEWAL BEHIND WALLS: TEACHING ENGLISH IN CHALLENGING CONTEXTS**

In today's social climate, the teaching of English extends far beyond the traditional classroom. It is particularly true in prisons, where education becomes not merely a tool for learning, but also an act of hope, rehabilitation and social transformation [1; 2]. In such contexts, the teacher acts not merely as a bearer of knowledge but as an agent of change, helping learners rethink their futures [3].

**The importance of teaching English in prisons.** This research shows that literacy levels among prisoners are significantly lower than in the general population [1]. It creates serious barriers to future employment and social reintegration.

Learning English plays a key role in developing basic literacy skills; boosting self-esteem and motivation; preparing for employment after release; reducing recidivism (TEFL Online). Education in prisons is regarded as one of the most effective tools for resocialisation, as it fosters a sense of purpose and prospects [1].

Teaching English in prisons presents several **specific challenges** listed below.

1. *Varied levels and educational gaps.* Learners often have varying levels of prior learning, including a lack of basic education or learning difficulties (UK Government).

2. *Limited resources.* Many institutions lack specialised English for Speakers of Other Languages (ESOL) programmes and trained teachers (Novus).

3. *An unstable learning environment.* Regulatory restrictions, prisoner movement, and limited access to technology complicate the planning and delivery of the learning process [3].

4. *Language barriers and multiculturalism.* A significant proportion of prisoners are native speakers of other languages, which creates additional challenges for communication and integration (The Bell Foundation).

**The pedagogy of hope: the role of the teacher.** Despite the challenges, teaching English in prisons has powerful transformative potential. Education helps to create a safe space for self-expression; develop communication and mutual understanding skills; foster respect, tolerance and cooperation (Novus; TEFL Online).

As practitioners note, learning 'provides meaning, purpose and the opportunity to look to the future', whilst the English language 'opens a window to the world and changes lives' [3].

**Effective teaching approaches.** The most effective strategies are:

- *Flexibility in teaching:* adapting materials to the needs of mixed-ability groups [4];
- *The communicative approach:* an emphasis on the practical use of language [4];
- *Support for independent learning:* the use of supplementary materials for self-study [2];
- *Building a learning community:* fostering mutual support among learners [3].

Teaching English in prisons is a challenging yet extremely important aspect of educational practice. It requires the teacher not only to possess professional knowledge, but also to demonstrate

empathy, flexibility and belief in the potential of every learner [5]. In the context of English Language Teaching (ELT), it truly emerges as an act of hope – especially where that hope is most needed. Learning behind bars becomes not only an educational process but also a path to renewal, both personal and social [1].

This study provides a comprehensive analysis of the characteristics of ELT in prisons as a key factor in the resocialisation of prisoners. Based on a review of current academic and practical sources, it describes the educational attainment of prisoners and explains its impact on their subsequent social integration. The paper identifies the educational potential of learning English in a restricted environment, particularly its significance for the development of basic language and cognitive skills, increased motivation to learn, enhanced positive self-esteem, and reduced recidivism.

The key challenges in organising the educational process in prisons have been systematised as follows:

- varying levels of prior learning among learners,
- limited teaching and learning resources,
- an unstable educational environment,
- the linguistic and cultural diversity of the prison population.

The teacher's decisive role as an agent of pedagogical influence is substantiated: a teacher acts not only as a transmitter of knowledge but also as a facilitator of personal change and social reorientation among learners.

Furthermore, the study outlines and justifies effective approaches to teaching English in these conditions, namely flexible teaching, a communicative approach, the promotion of autonomous learning, and the formation of a learning community.

The findings of the study therefore demonstrate that the process of teaching English in prisons is a multifaceted pedagogical activity that fulfils not only an educational function but also a socially transformative one, thereby facilitating the effective social reintegration of individuals.

## REFERENCES

---

1. Davis, L. M., et al. (2013). Evaluating the effectiveness of correctional education. RAND Corporation. [https://www.rand.org/pubs/research\\_reports/RR266.html](https://www.rand.org/pubs/research_reports/RR266.html)
  2. Novus. Teaching English in prisons. <https://www.novus.ac.uk/news/teaching-english-prisons/>
  3. Prisoner Learning Alliance (2023). Routes into prison teaching. <https://pla.prisonerseducation.org.uk/2023/07/viktoria-routes-into-prison-teaching/>
  4. TEFL Online. Teaching English in correctional facilities. <https://www.teflonline.net/ia/teaching-english-in-correctional-facilities/>
  5. The Bell Foundation. Overcoming language barriers in prisons. <https://www.bell-foundation.org.uk/news/overcoming-language-barriers-in-prisons/>
  6. UK Government. The quality of reading education in prisons: One year on. <https://www.gov.uk/government/publications/the-quality-of-reading-education-in-prisons-one-year-on/the-quality-of-reading-education-in-prisons-one-year-on>
-

**Mariia CHEPEL**

**Maryna RADCHENKO**

*T.H Shevchenko National University 'Chernihiv Colehium'*

## **BUILDING TRUST, PARTICIPATION, AND RESILIENCE THROUGH COMMUNICATION ACTIVITIES IN EFL CLASSROOM**

Language learning is influenced not only by cognitive factors, but also by emotions and the classroom environment. In many EFL contexts, students often feel anxious about making mistakes when speaking English. This fear can reduce participation and slow down learning progress. However, research shows that positive emotions and a safe classroom environment significantly improve student engagement and achievement [2].

A safe classroom is one where students feel respected, supported, and not judged. In such an environment, psychological safety enables learners to take risks, which is crucial for language learning. For example, when students are asked to speak in pairs or small groups, they are more willing to try new words if they know that mistakes are part of learning. In contrast, in a strict or critical atmosphere, students often stay silent even if they know the answer [3].

For instance, simple classroom activities, such as “information gap” tasks or role-plays, can increase participation when the teacher creates a supportive atmosphere. When students act out a dialogue in a restaurant or interview each other about hobbies, they feel more relaxed because the focus is on communication, not perfect grammar. This helps reduce anxiety and increases confidence.

Another important factor is resilience. Language learning always includes difficulties, such as forgetting vocabulary or misunderstanding listening tasks. In a safe classroom, students learn to overcome these problems rather than avoid them. For example, if a student makes a mistake while speaking and the teacher responds in a supportive way (“Good try, let’s correct it together”), the student is more likely to continue speaking. Over time, this builds resilience and motivation [4].

In addition, engagement increases when students feel safe. They participate more actively, ask questions, and show more interest in tasks. Research confirms that classroom culture has a strong impact on emotional, behavioral, and cognitive engagement [1].

To conclude, a safe classroom is not only about discipline or organization, but about creating trust and emotional support. When students feel safe, they speak more, participate more, and learn more effectively. Therefore, English language teaching should focus not only on language content but also on building a supportive learning environment that encourages confidence and resilience.

### **REFERENCES**

---

1. Hiver, P., & Sánchez Solarte, A. (2021). The role of classroom environment in student engagement and learning. *Studies in Second Language Learning and Teaching*. <https://www.sciencedirect.com/science/article/pii/S0346251X22001749>

2. MacIntyre, P. D., Gregersen, T., & Mercer, S. (2019). Setting an agenda for positive psychology in SLA: Theory, practice, and research. *The Modern Language Journal*, 103(1), 262–274. <https://doi.org/10.1111/modl.12544>
  3. Wang, Y., Derakhshan, A., & Zhang, L. J. (2021). Researching and practicing positive psychology in second/foreign language learning and teaching: The past, current status, and future directions. *Frontiers in Psychology*, 12, 731721. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.731721/full>
  4. Xie, F., & Derakhshan, A. (2021). A conceptual review of positive teacher interpersonal communication behaviors in the instructional context. *Frontiers in Psychology*, 12, 760903. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.760903/full>
- 

**OLHA CHEREDNICHENKO**

*Smart English Schools*

## **SCROLL, SAVE, TEACH: USING SOCIAL MEDIA CONTENT TO ENERGIZE ENGLISH LANGUAGE LESSONS**

In the contemporary landscape of English language teaching, lesson preparation is frequently cited as one of the most time-intensive aspects of the profession, often contributing to teacher fatigue and burnout. At the same time, learners increasingly expect classroom content to reflect the real-world language they encounter daily through digital platforms. Bridging this gap between efficient preparation and authentic, engaging instruction is a central challenge for modern practitioners. The use of authentic materials, defined as texts and media produced for native speakers rather than pedagogical purposes, has long been recognized as beneficial for language acquisition [1]. More recently, scholars have extended this argument to include social media content as a particularly valuable source of authentic language input, given its accessibility, relevance, and capacity to reflect contemporary usage [2].

This demonstration presents a practical, low-preparation framework for integrating short-form social media content – specifically posts, reels, and infographics from platforms such as Instagram and TikTok – as lesson warm-up activities for Intermediate to Advanced (B1–C2) adult learners. Drawing on the principle of «grading the task, not the language,» the session introduces a curated selection of reliable, pedagogically appropriate accounts from reputable English-language media outlets, including @bbcnews, @washingtonpost, and @guardian, among others. Participants will observe two complete lesson workflows demonstrating how a single social media post can be leveraged for vocabulary development, critical discussion, summary writing, and grammar analysis – all within a 10–15 minute segment. The session also addresses how AI tools such as ChatGPT and text-to-speech platforms can extend social media content into meaningful homework tasks, including personalized narrative writing and student-created audio productions.

By the end of this demonstration, participants will have a ready-to-use account list, two replicable classroom workflows, and a sample AI-generated homework prompt adaptable to

multiple proficiency levels. The session concludes with a Q&A focused on adapting this approach to various teaching contexts, learner profiles, and institutional constraints.

### REFERENCES

---

1. Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97–118. <https://doi.org/10.1017/S0261444807004144>
  2. Rahimi, M., & Miri, S. S. (2014). The impact of internet and social networking sites on the English language learning of Iranian individuals. *Procedia — Social and Behavioral Sciences*, 114, 645–652. <https://doi.org/10.1016/j.sbspro.2013.12.760>
- 

**Viktoria CHEREPUSHCHAK**

**Lilia KUZNETSOVA**

*Ivan Franko National University of Lviv*

## MAINTENANCE OBLIGATIONS OF SPOUSES UNDER FAMILY LAW IN UKRAINE

The study of the legal regulation of MAINTENANCE OBLIGATIONS OF SPOUSES is more relevant today than ever. This is due to the transformation of the institution of the family in modern Ukrainian society. In current realities, there is an increase in socioeconomic instability and a rising number of dissolved marriages; specifically, 2024 saw the highest divorce rate in Ukraine in recent years, nearly equaling the number of new marriages. Under such circumstances, the issue of financial support for one of the spouses takes on particular importance. A vast number of scientific works have been devoted to the study of spousal maintenance obligations. In particular, this issue has been examined by such scholars as Pyvovar I. V., Krasnytska L. V., Truba V. I., Adamova O. S., Verkhovets K. S., But Ya. V., and others. Despite this, judicial practice in this area remains inconsistent, which indicates the need for a thorough analysis of current legislation and ways to improve it; furthermore, many other aspects of this topic remain controversial, necessitating further research.

The study showed that current Ukrainian legislation provides for the possibility of exercising the right to maintenance both during the marriage and after its dissolution. Furthermore, the dissolution of marriage itself does not terminate the right to maintenance if it arose during the marriage or in the presence of other grounds provided by law.

Contractual regulation plays an important role in the regulation of alimony legal relations. A maintenance agreement between spouses is a flexible tool of legal regulation that allows the parties to independently determine the terms, amount, and procedure for providing financial assistance. In the absence of an agreement between the parties, the right to maintenance can be exercised by applying to a court.

At the same time, an analysis of law enforcement practice indicates the existence of certain problems in the area of exercising the right to maintenance, particularly the difficulty of proving the need for financial assistance, the concealment of income by the alimony payer, as well as the ambiguous interpretation of certain norms of family legislation.

Thus, the institution of spousal maintenance obligations has significant sociological importance, as it is aimed at ensuring social justice, protecting the economically weaker party in family legal relations, and implementing the principle of mutual support among family members. Further improvement of legal regulation in this area should be aimed at increasing the effectiveness of mechanisms for protecting the rights of persons in need of financial assistance, as well as ensuring the proper fulfillment of maintenance obligations.

### REFERENCES

---

1. Євко В. Ю. (2021). Право дружини на утримання під час вагітності та в разі проживання з нею дитини у віці до трьох років.
  2. Кожевникова В. (2017). Правове регулювання здійснення та обмеження права на утримання одного з подружжя. *Підприємництво, господарство і право*. Т. 12. С. 35–39.
  3. Красвітна Т. (2019). Зобов'язання подружжя по утриманню у сімейному праві.
  4. Красвітна Т. (2018). Поняття та правова природа зобов'язання подружжя по утриманню. *Підприємництво, господарство і право*. Т. 10, № 10. С. 21–25.
- 

**Oksana CHUGAI**

National Technical University of Ukraine  
“Igor Sikorsky Kyiv Polytechnic Institute”

**Olga YASHENKOVA**

Taras Shevchenko National University of Kyiv

## INTEGRATING SOCIAL-EMOTIONAL LEARNING AND INTERCULTURAL PROJECTS IN ESP AND BUSINESS ENGLISH EDUCATION DURING WARTIME

The ongoing wartime context in Ukraine has significantly transformed higher education, creating conditions of instability, uncertainty, and emotional strain for both students and educators. Frequent disruptions, displacement, and the shift to online or hybrid learning environments have challenged traditional teaching practices while intensifying the psychological pressures experienced by learners. Under such conditions, education increasingly serves not only as a means of knowledge acquisition but also as a source of emotional support, connection, and

resilience [4]. These circumstances call for pedagogical approaches that integrate cognitive, linguistic, and socio-emotional dimensions of learning.

In the field of English for Specific Purposes (ESP), particularly Business English (BE), these challenges are especially pronounced. Students are expected to develop professional communication skills for global contexts while simultaneously coping with stress, anxiety, and uncertainty. This dual demand highlights the need for approaches that go beyond language instruction to include emotional and interpersonal skill development. One such approach is the integration of Social and Emotional Learning (SEL) into intercultural, project-based learning environments.

SEL is defined as the process through which individuals acquire and apply the knowledge, skills, and attitudes necessary to understand and manage emotions, establish and maintain positive relationships, and make responsible decisions (CASEL, n.d.). The CASEL framework identifies five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies are closely aligned with the demands of ESP/BE communication, where effective interaction depends not only on linguistic proficiency but also on empathy, adaptability, and the ability to navigate complex social dynamics.

The relevance of SEL becomes even more evident in digital and intercultural learning environments. Research indicates that integrating SEL into such contexts enhances learner engagement, supports emotional regulation, and fosters more meaningful interaction [5]. In wartime conditions, where students may experience heightened emotional vulnerability, SEL-informed pedagogy contributes to trauma-sensitive teaching by creating supportive and inclusive learning environments.

Intercultural, project-based learning provides a practical context for the implementation of SEL. In particular, Collaborative Online International Learning (COIL) enables students from different countries to engage in shared academic projects through digital platforms. This approach has been shown to effectively promote intercultural competence by facilitating authentic communication and collaboration across cultural boundaries [2]. Moreover, COIL aligns with the concept of “internationalisation at home,” offering global learning opportunities without requiring physical mobility [3], which is especially important in contexts where travel is restricted.

Within ESP/BE education, intercultural projects often simulate real-world professional scenarios, such as virtual meetings, negotiations, and collaborative problem-solving. These tasks require students to apply not only language skills but also social and emotional competencies. For example, successful participation in a virtual team involves managing emotions, demonstrating empathy, adapting to diverse communication styles, and resolving conflicts constructively. Thus, intercultural projects inherently integrate SEL into authentic communicative practice.

A structured pedagogical approach to integrating SEL into such projects typically begins with community-building activities that foster trust and reduce communication anxiety. These may include introductory discussions or personal presentations that allow students to share their experiences and perspectives. Establishing a sense of belonging is particularly important in challenging contexts, as it supports engagement and collaboration.

This initial stage is followed by the development of shared guidelines for teamwork, often formalized through documents such as team agreements or charters. These tools help define roles, expectations, and communication norms, promoting responsibility and accountability while supporting the development of relationship skills and responsible decision-making.

As collaboration progresses, students engage in intercultural communication tasks that reflect professional practices. These activities provide opportunities to apply language skills in meaningful contexts while simultaneously developing emotional intelligence. The inclusion of reflective tasks further enhances learning by encouraging students to analyze their experiences, emotions, and communication strategies. Reflection supports self-awareness and helps learners develop a deeper understanding of intercultural interaction.

The outcomes of such projects often include collaborative digital products, such as presentations, reports, or multimedia content. These outputs not only demonstrate language proficiency but also reflect the students' ability to work effectively in diverse teams. The process of peer feedback, when guided by principles of empathy and constructive communication, further reinforces SEL competencies and contributes to a positive learning environment.

The integration of SEL into intercultural ESP/BE projects offers several important benefits. It increases students' willingness to communicate by reducing anxiety and fostering a sense of psychological safety. It enhances professional communication skills by providing authentic contexts for practice. It also promotes intercultural competence by encouraging learners to engage with diverse perspectives and develop cultural sensitivity. Importantly, it contributes to students' emotional resilience by equipping them with strategies to manage stress and build supportive relationships.

In the context of wartime higher education, these benefits are particularly significant. As noted by Lavrysh et al. (2026), educational environments that emphasize connection and emotional support can play a crucial role in helping students cope with ongoing challenges [4]. Intercultural virtual projects provide opportunities for meaningful engagement and global interaction, while SEL ensures that these experiences are supportive and responsive to students' needs.

In conclusion, the integration of Social and Emotional Learning into intercultural, project-based ESP/BE instruction represents a holistic and context-sensitive approach to language education in times of crisis. By combining SEL with digitally mediated international collaboration, educators can support both the emotional well-being and professional development of students. This approach not only enhances communicative competence but also fosters resilience, empathy, and the capacity to navigate complex intercultural environments – skills that are essential in both academic and professional domains.

---

## REFERENCES

1. CASEL. (n.d.). *What is the CASEL framework?* Retrieved March 27, 2025, from <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>
2. Hackett, S., Janssen, J., Beach, P., Perreault, M., Beelen, J., & van Tartwijk, J. (2023). The effectiveness of Collaborative Online International Learning (COIL) on intercultural competence development in higher education. *International Journal of Educational Technology in Higher Education*, 20(5), 1–21. <https://doi.org/10.1186/s41239-022-00373-3>
3. Hauck, M., Biondo Salomão, A. C., Satar, M., & Primo, G. (2025). Internationalisation at home through critical virtual exchange. *AILA Review*, 38(2), 262–293. <https://doi.org/10.1075/aila.24044.hau>
4. Lavrysh, Y., Watanabe, M., Lytovchenko, I., Lukianenko, V., Synekop, O., & Chugai, O. (2026). Education as emotional support: Coping, connection and resilience among Ukrainian students in wartime. *Teaching in Higher Education*, 1–22. <https://doi.org/10.1080/13562517.2026.2614962>
5. Yashenkova, O. (2025). Fostering SEL competencies in digital learning environments: A COIL approach. *Australian Journal of Applied Linguistics*, 8(2), Article 102523. <https://doi.org/10.29140/ajal.v8n2.102523>

Oleh CHUKHNII

Ruslana LUTSIV

*West Ukrainian National University, Ternopil*

## **ENGLISH-MEDIUM INSTRUCTION IN INTERNATIONAL BUSINESS AND MANAGEMENT EDUCATION: OPPORTUNITIES, CHALLENGES, PEDAGOGICAL IMPLICATIONS**

In recent years, English as a Medium of Instruction (EMI) has gained increasing importance in higher education due to globalization, digitalization, and the internationalization of academic and professional environments. For students specializing in international business and management, EMI is especially relevant because English has become the principal language of global commerce, professional communication, academic exchange, and managerial interaction. In this context, EMI is not only a tool for language development but also a means of aligning university teaching with the communicative realities of the international labor market.

In times of instability, uncertainty, and educational disruption, EMI can be viewed as a pedagogical response that equips students with access to global knowledge, international mobility, and professional resilience. For future specialists in international business and management, studying through English opens broader academic and career opportunities while fostering confidence, adaptability, and intercultural competence.

The purpose of this abstract is to examine the pedagogical value of English as a Medium of Instruction in teaching students specializing in international business and management.

This abstract is grounded in the understanding of EMI as an educational approach in which academic subjects are taught through English in contexts where English is not the first language of the majority of students. Unlike traditional foreign language instruction, EMI focuses primarily on disciplinary content while simultaneously developing learners' academic and professional language competence. Such an approach is particularly appropriate in international business and management education, where students must engage with international terminology, business case studies, global market trends, and multicultural communication practices.

EMI can strengthen both subject-specific learning and language development when accompanied by appropriate pedagogical support [3]. The conceptual perspective also draws on the idea that EMI contributes to the broader internationalization of higher education and should be implemented in a way that takes into account institutional, linguistic, and social dimensions of learning [1].

One of the major strengths of EMI in international business and management education is the integration of language learning with meaningful professional content. Students develop English not in isolation but through engagement with authentic disciplinary tasks, such as analyzing international market strategies, discussing leadership models, preparing business presentations, or evaluating managerial decisions. This increases the functional value of language learning

and helps students acquire professional vocabulary, oral fluency, academic writing skills, and confidence in using English in realistic business contexts.

Another important advantage of EMI is its contribution to the internationalization of the educational process. EMI facilitates the use of global teaching materials, contemporary case studies, cross-border academic collaboration, and exposure to international business discourse. This is especially significant for management and business students, whose future careers are likely to involve communication across cultures, participation in international projects, and the need to interpret information from English-language sources. EMI thus supports the development of intercultural competence, critical thinking, and professional adaptability.

At the same time, EMI implementation involves several challenges. One of the most significant is the tension between students' language proficiency and their ability to fully understand complex disciplinary content. If students lack sufficient academic English skills, they may experience anxiety, reduced classroom participation, or superficial comprehension of theoretical concepts. Research also suggests that student preparedness and institutional support play a central role in the effectiveness of EMI environments [4]. Similarly, instructors may face difficulties if they are highly qualified in their subject area but insufficiently prepared to teach and interact confidently in English.

An additional concern is the issue of inclusion. EMI classrooms often include students with varying levels of English proficiency and different educational backgrounds. Without sufficient scaffolding, EMI may unintentionally disadvantage some learners. Therefore, EMI should be implemented through supportive pedagogical strategies, such as structured input, gradual task progression, pre-teaching of key terminology, visual support, collaborative learning, and opportunities for clarification. In this sense, effective EMI does not require linguistic perfection but rather clarity, accessibility, and sensitivity to students' needs.

For students in international business and management, interactive and professionally oriented teaching methods appear especially suitable. Case studies, simulations, role plays, project-based tasks, presentations, and debates create authentic communicative situations that reflect future professional practice. Such methods not only improve content understanding but also help learners develop negotiation skills, teamwork, persuasive communication, and the ability to solve business problems in English. Evidence from business school contexts also indicates that EMI can support academic performance and internationalization goals when implemented thoughtfully [2].

The analysis suggests several important implications for professionals and university instructors. First, EMI should be viewed not merely as a language switch but as a pedagogically complex approach that requires strategic planning and methodological support. Second, teacher training is essential. Lecturers need preparation not only in English proficiency but also in EMI-specific pedagogy, including ways of scaffolding content, managing classroom interaction, and assessing students fairly. Third, institutions should provide supportive conditions for EMI implementation, such as access to teaching materials, language support services, and professional development opportunities.

English as a Medium of Instruction represents a meaningful and promising direction for higher education in challenging times. It responds to the real demands of the globalized world while offering students tools for academic growth, professional mobility, and future resilience.

Although EMI presents methodological and linguistic challenges, these can be addressed through thoughtful pedagogy, inclusive classroom practices, and institutional support.

## REFERENCES

---

1. Dafouz, E., & Smit, U. (2020). *ROAD-MAPPING English medium education in the internationalised university*. Palgrave Macmillan.
  2. Del Campo, C., Urquía-Grande, E., & Pascual-Ezama, D. (2023). Internationalizing the business school: A comparative analysis of English-medium and Spanish-medium instruction impact on student performance. *Evaluation and Program Planning*, 98, 102279. DOI: <https://doi.org/10.1016/j.evalprogplan.2023.102279>
  3. Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36–76. <https://doi.org/10.1017/S0261444817000350>
  4. Yuan, L., Fang, F., & Hu, G. (2024). Are students prepared and supported for English medium instruction in Chinese higher education to promote educational equality? *System*. URL: <https://www.sciencedirect.com/science/article/pii/S0346251X24002057?via%3Dihub>
- 

**Alla DAVYDIUK**

*Kyiv National Economic University named after Vadym Hetman*

## METHODOLOGICAL FRAMEWORKS FOR ENHANCING STUDENT VOCABULARY THROUGH ENGLISH LISTENING TASKS

One of the important structural components of the process of listening in a foreign language is vocabulary. Many Ukrainian methodologists in the field of higher education (Nikolayeva S. Yu., Malinovska Zh. N., Zhluktenko Yu.O., Dubovsky Yu. A.) addressed the problem of perception of audio texts with lexical units new to students. The question of the information load of the audio text for its correct perception remains open, namely the ability to correctly understand the text, skipping new words. The relationship between the degree of development of students' vocabulary and their listening skills is also noted in the works of foreign researchers [6, p. 78–84]. Analysis of foreign methodological literature on the problem of teaching listening allowed us to identify two key aspects that affect the perception of a foreign language by ear, namely direct and indirect perception [4, 55–57].

The difficulties in isolating lexical units in the speech stream that students may experience while listening to foreign language texts may be due to their incomplete knowledge of the location of phonemes and lexical structures. As researchers note, lexical segmentation of the speech stream is “perhaps the most common cause of failure in the perceptual perception of information” [3, 327–328]. However, “in students who are fluent in the language, the processes of word recognition are completely automated... they do not need to spend time correlating the sequence of sounds with the written form of the word in the mental lexicon” [5, 205–216]. Lexical difficulties that arise in the process of listening to authentic texts at an advanced stage

of language learning by students may be due to the large number of idioms, phraseological turns, «smart words» (buzzwords). Special attention is paid to polysemantic words, synonyms, antonyms and paronyms, with which students should be familiar.

Foreign language teachers quite often encounter the fact that students experience psychological difficulties during listening to texts containing new words for them, especially if students themselves try to determine the meaning of each of them. The selectivity of the perception of unfamiliar lexical units is as follows: listeners are more interested in words that are unusual in form, as well as supporting words (usually the most common parts of speech - verbs and nouns), necessary for the correct understanding of the audio recording. The work of L. Konrad deserves attention, in which the author considers the features of the use of grammatical and lexical prompts during listening. The researcher concludes that students at the initial and intermediate stages of learning a foreign language mainly use syntactic prompts, and students who are fluent in the language are guided by semantic and lexical prompts in the listening process [2, 50–89]. For successful understanding of the language by ear, students need to use both active and passive vocabulary, formed mainly in the process of reading foreign language texts. At the same time, the visual image of a word or phrase is often not associated with its auditory image in students. This once again confirms the idea of specialists in the field of psycholinguistics that the visual type of memory is dominant in adults [1, 75–78]. When choosing audio materials, a foreign language teacher should take into account the following factors: the language level of students, the reliability of information sources, the professional orientation of audio texts, their informativeness and diversity, the duration of the audio recording (preferably no more than 5 minutes).

It is desirable that the vocabularies formed by students during listening and reading were equivalent from a qualitative and quantitative point of view. The complex task «Reading while listening», during which students have the opportunity to use visual support while playing an audio recording, is an excellent help for students who have not had practice in listening for a long time and who experience certain psychological difficulties during the perception of speech by ear. In this case, receptive (listening) and productive (reading) types of speech activity are combined due to the fact that both channels of perception are involved, which in turn has a positive effect on the assimilation of new vocabulary for students. Thus, a foreign language teacher can be guided by the following learning scheme: first – reading, then – reading-listening, and finally – listening. As the listening vocabulary improves, it becomes easier for students to recognize the main content of the audio text, correctly determine textual meanings, gradually improving their linguistic guess. In methodological sources, this phenomenon is called the «lexical effect» [7, 467–492]. Summing up, we note that for successful vocabulary learning in the listening process, students need to master certain KLA (knowledge, skills, abilities).

## REFERENCES

---

1. Maksymenko S.D., Solovienko V.O. (2022). *General psychology*. K.: MAUP.
2. Conrad L. (2003). *Semantic versus syntactic cues in listening comprehension*. Cambridge: CUP.
3. Field J. (2003). *Promoting perception: Lexical segmentation in L2 listening* / J. Field // *ELT Journal*. Oxford : OUP. Vol. 57. P.p. 325–334.
4. Goh C. (2000) *A cognitive perspective on language learners' listening comprehension problems* / C. Goh // *System*. USA: Elsevier Science. Vol. 28. P.p. 55–57.

5. Goh C. (2002). *Teaching listening in the language classroom* / C. Goh. Singapore: SEAMEO Regional Language Centre.
  6. Nation P. (2006). *How large a vocabulary is needed for reading and listening?* / P. Nation // *The Canadian Modern Language Review*. Ontario. № 63. P.p. 59–82.
  7. Rost M. (2005). *L2 listening* // *Handbook of Research in Second Language Teaching and Learning*. Mahwah, NJ : Lawrence Erlbaum.
- 

**Anna DENYSENKO**

*Polyglot Teacher Training Centre UA029, Zaporizhzhia*

## **RETHINKING IELTS READING PERFORMANCE: FROM PRACTICE TO STRATEGIC PERFORMANCE**

In high-stakes exam contexts such as IELTS, reading performance is often constrained not only by language proficiency, but by ineffective strategy use and poor time management. Many learners approach the IELTS Reading paper with habits that increase cognitive load, including excessive focus on detailed reading, translation, and limited attention to task analysis.

This paper explores how IELTS Reading can be reframed as a strategic, decision-based process rather than a purely linguistic activity. Drawing on classroom practice and experience with widely used IELTS preparation materials, the paper examines common learner difficulties and highlights ineffective approaches frequently observed in exam preparation contexts.

The focus is placed on developing structured strategies for key IELTS Reading task types, including True/False/Not Given, matching tasks, and gap-filling. Particular attention is given to the role of question analysis, recognition of paraphrasing, and identification of typical “reading traps” such as limitations, comparisons, and implicit assumptions.

In addition, the paper outlines practical frameworks for time management and decision-making under exam pressure, enabling learners to manage cognitive load more effectively and improve consistency in performance.

The findings suggest that a shift from repetitive practice to strategy-focused instruction can significantly enhance learner control and exam outcomes. In challenging contexts, effective exam preparation becomes not only a pathway to certification, but also a structured means of developing learner confidence, autonomy, and measurable progress.

### **REFERENCES**

---

1. McCarter, S. (2019). *Get Ready for IELTS: Reading* (3rd ed.). Macmillan Education.
  2. Scrivener, J. (2011). *Learning Teaching*. Macmillan Education.
-

**Nataliia DENYSOVA**

**Yelyzaveta KREMENYTSKA**

*Borys Grinchenko Kyiv Metropolitan University*

## **TEACHING ENGLISH IN THE SECOND YEAR: FROM CONTROLLED PRACTICE TO DISCOURSE-LEVEL PARTICIPATION**

The organization of English language teaching in the second year of university study is not a direct continuation of the first year. At this stage, the focus changes. In the first year, attention is mainly given to grammatical accuracy and basic vocabulary. In the second year, this is no longer sufficient.

Language begins to function differently. It is not treated only as a system of forms to be reproduced. It is used in interaction, where meaning is developed in the process of communication. Because of this, the focus shifts. It is not limited to producing correct sentences. What becomes important is whether students are able to continue the exchange, respond to others, and take part in discourse.

In applied linguistics, this shift is usually discussed in terms of communicative competence [1]. The key point here is not correctness as such, but the ability to use language appropriately in context. However, classroom practice shows that this transition does not happen automatically. The presence of speaking tasks does not guarantee interaction. As demonstrated by P. Seedhouse, classroom discourse depends on how activities are organised [4]. If learners' responses do not influence what follows, the exchange remains limited. It is often reduced to a single turn. In such cases, there is no need to continue, and language use is not extended.

At this stage, the course is organized in such a way that students' responses influence further activities. The focus is on the continuation of interaction. Speaking is therefore considered as part of discourse, where each contribution is related to what precedes it and affects what follows. This approach corresponds to interaction-based views of language learning, according to which development is connected with opportunities for negotiation of meaning and extended exchange [3].

The selection and organisation of material play an important role at this stage. The course is based on semi-authentic and authentic texts, which present language in context and make it possible to observe how meaning is constructed beyond the sentence level. Reading and listening are not treated as final stages, but as a basis for further work. They lead to discussion, problem-solving tasks, and opinion-based exchange, where students respond not only to the text, but also to each other. In such conditions, interaction becomes less predictable and depends more on participants' contributions.

Task design becomes a key factor at this stage. Activities are organized in such a way that their outcome depends on what learners say. If the continuation of the task is linked to previous contributions, a need for further interaction appears, and the exchange is extended. In this sense,

language is used to achieve a result rather than to reproduce given forms, which corresponds to tasks with a communicative outcome (Ellis, 2003). By contrast, tasks based on predetermined answers tend to restrict interaction and limit the development of speech.

At the level of language work, the second year is marked less by expansion than by reorganization. Grammar is not treated as a separate system; it is revisited through use. More complex structures are introduced, but they function within communicative contexts and are used to express meaning. This reflects a usage-based view of language development, where forms are acquired more effectively when they are part of meaningful activity [2].

Vocabulary development also changes in focus. Instead of working primarily with individual lexical items, students are encouraged to notice patterns of co-occurrence and typical combinations. Such attention to collocation supports more natural and fluent language use, as research in corpus linguistics has demonstrated that language production relies heavily on recurring patterns rather than isolated words [5]. As a result, vocabulary work becomes closely connected with discourse, as learners begin to recognise how meaning is shaped through patterned language.

Writing in the second year develops together with speaking. It is not considered as a separate skill, but as a continuation of oral interaction. Students move beyond producing individual sentences and begin to organize short texts. At this stage, attention is focused on coherence, logical progression, and clarity of expression.

This shift reflects a broader change in the course. The focus is no longer limited to form. It is directed toward meaning and its organization in discourse.

Second-year teaching can therefore be seen as a transitional stage. It connects controlled practice with more independent language use. The aim is to prepare students for situations where language functions as a means of communication. What becomes important is not only what is said, but whether the contribution affects the development of interaction. When this happens, language use is extended and becomes more flexible, approaching real communicative practice.

---

## REFERENCES

---

1. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
  2. Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.
  3. Long, M. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of Second Language Acquisition*. San Diego: Academic Press.
  4. Seedhouse, P. (2004). *The Interactional Architecture of the Language Classroom*. Oxford: Blackwell.
  5. Sinclair, J. (2004). *Trust the Text: Language, Corpus and Discourse*. London: Routledge.
-

**Nadia DIACHOK**

*Borys Grinchenko Kyiv Metropolitan University*

## **LINGUO-CULTURAL ADAPTATION OF EDUCATIONAL MATERIALS IN CRISIS CONDITIONS: A TRANSLATION STUDIES PERSPECTIVE**

In the context of contemporary socio-cultural instability and sustained crisis dynamics, translation within educational discourse can no longer be reduced to a purely technical act of linguistic transfer. From a theoretical standpoint, it should rather be conceptualised as a form of interpretative and mediating practice, through which meaning is actively reconstructed within shifting cultural and cognitive environments. This understanding aligns with current developments in translation studies, where increasing attention is directed toward interdisciplinarity and the integration of cultural, pedagogical, and communicative paradigms [5].

In my view, linguo-cultural adaptation of educational materials represents a multi-layered translational process that extends beyond conventional notions of equivalence. It integrates translation proper with editorial intervention and pedagogical reframing, thereby producing a text that is functionally re-situated for a specific educational and cultural context. Such a process necessarily presupposes sensitivity to the socio-cultural positioning, cognitive expectations, and psychological state of learners, which become particularly salient in crisis-affected educational environments.

Recent research convincingly demonstrates that translation operates not merely at the level of linguistic correspondence, but also at the level of cultural meaning-making, where values, communicative conventions, and interpretative schemas are reconfigured [2]. This perspective allows us to argue that educational translation is inherently transformative rather than reproductive in nature.

The relevance of this issue becomes even more pronounced in crisis contexts, where the stability of educational communication is disrupted. One may reasonably suggest that under such conditions, even minor cultural or semantic deviations in translated materials may acquire amplified significance, potentially leading to misinterpretation or affective dissonance among learners. Consequently, the role of the translator expands beyond linguistic mediation and inevitably incorporates a degree of contextual and psychological responsibility [6].

Theoretically, this shift can be framed through the principle of pragmatic adequacy, which I interpret as a functional orientation of translation toward its intended communicative and pedagogical effect in the target environment. From this perspective, equivalence is no longer understood as formal correspondence but rather as the preservation or reconstruction of functional impact. Such an approach resonates with contemporary cultural translation theories that emphasise the necessity of adapting culturally embedded elements to sustain communicative efficiency across cultural boundaries [4].

From a methodological standpoint, linguo-cultural adaptation is realised through a set of strategically motivated translational operations, including pragmatic adaptation, explicitation,

cultural substitution, and reduction. These strategies should not be viewed as mechanical techniques but rather as context-sensitive decisions that emerge from the translator's interpretative positioning. At the same time, the translation of culture-specific elements remains one of the most theoretically challenging domains, as it requires a constant negotiation between fidelity to source-cultural specificity and accessibility for the target readership [1].

Particularly significant in this regard is the translation of authentic educational materials, especially media-based texts. I consider such materials to be a critical site of intercultural learning, as they expose learners to culturally embedded discourse practices. However, their pedagogical potential is fully realised only when supported by adequate cultural adaptation. Empirical findings suggest that culturally oriented translation can contribute to the development of intercultural sensitivity, interpretative flexibility, and empathetic engagement with difference [7].

An additional dimension concerns the formation of professional translator and educator competencies. Contemporary educational frameworks increasingly emphasise the integration of linguistic, cultural, and digital literacies. Nevertheless, existing research also points to persistent gaps in intercultural competence development, which may significantly affect the quality and reliability of translation-mediated educational processes [3]. This indicates the need for a more systemic approach to translator training, where cultural awareness is treated not as an auxiliary skill but as a core component of professional competence.

In conclusion, I would argue that linguo-cultural adaptation of educational materials in crisis conditions should be understood as a complex, context-dependent translational practice situated at the intersection of translation studies, pedagogy, and cultural theory. Its effectiveness lies not merely in achieving linguistic accuracy, but in establishing meaningful correspondence between textual content and the evolving socio-emotional reality of its recipients. Translation, in this sense, emerges as a form of responsible mediation that actively participates in shaping educational communication within unstable cultural environments.

---

## REFERENCES

1. Baker, M. (2018). *In other words: A coursebook on translation* (3rd ed.). Routledge.
  2. Bassnett, S. (2021). *Translation studies* (4th ed.). Routledge.
  3. González-Davies, M., & Enríquez-Raído, V. (2021). *Situated learning in translator and interpreter training. The Interpreter and Translator Trainer*, 15(1), 1–19. <https://doi.org/10.1080/1750399X.2020.1868171>
  4. House, J. (2020). *Translation: The basics* (2nd ed.). Routledge.
  5. Munday, J. (2022). *Introducing translation studies: Theories and applications* (5th ed.). Routledge.
  6. Rose, H., & McKinley, J. (2020). *Japan's English-medium instruction initiatives and the globalization of higher education. Higher Education*, 79(2), 305–321. <https://doi.org/10.1007/s10734-019-00372-3>
  7. Tomlinson, B. (2023). *Materials development for language teaching* (3rd ed.). Cambridge University Press.
-

**Natalia DMITRENKO**

*Vinnitsia Mykhailo Kotsiubynskiy State Pedagogical University*

## **PROBLEM-BASED ESP LEARNING**

The process of learning foreign languages becomes more effective when problem situations are integrated into the educational process. Problem-based learning (PBL) can be viewed both as a guiding principle and as an innovative form of instruction, encompassing a teaching method as well as a comprehensive didactic system. As a key component of a learner-centered approach, the problem-based method can be applied at all levels, including the design of teaching materials and the organization of the learning process. Problem-oriented content enhances educational effectiveness by activating learners' thinking, encouraging independent information search, and fostering analysis and generalization.

The use of a problem-based approach diversifies instructional materials, allows for better alignment with educational content, improves forms of classroom organization, and increases students' knowledge levels and readiness for independent work. From a theoretical perspective, this approach promotes collaboration, self-directed learning, and problem-solving skills, supports the development of flexible and transferable knowledge beyond mere factual learning, and strengthens intrinsic motivation [1; p. 125].

The goal of problem-based ESP teaching is to ensure a deep and comprehensive understanding of the material while developing analytical and creative thinking. It also serves as a means of enhancing motivation and stimulating students' cognitive activity. PBL facilitates the integration of learning across disciplines, connects it with real-life situations, and draws on students' personal experiences. Its application helps reveal students' knowledge and abilities while enabling teachers to better understand learners' psychological characteristics. Additionally, it provides opportunities for self-realization and the development of teamwork skills.

The implementation of problem-based ESP teaching involves several stages. The first stage, planning, includes defining the problem, identifying students' learning styles, anticipating outcomes and possible difficulties, selecting appropriate materials, and predicting potential questions. The second stage, the learning process itself, involves organizing students into groups based on interests, learning styles, or skills; determining effective strategies for small-group work; integrating technological tools and resources; and developing supportive learning strategies, such as creating resource platforms or structuring learning stages clearly. This stage typically includes introducing the problem, discussing and analyzing information, formulating questions and hypotheses, gathering data, developing an action plan, and reflecting on the outcomes.

The final stage is evaluation, which includes self-assessment, peer assessment, and teacher assessment. It also involves the use of effective evaluation methods that integrate the learning process, content, and outcomes. Continuous assessment is emphasized as an essential component of both teaching and learning [2; p. 122].

The central concept in problem-based ESP teaching is the “problem situation,” deliberately designed by the teacher to achieve specific learning objectives. It involves a challenging theoretical or practical issue that requires investigation, deeper understanding, and inquiry within particular contexts and conditions.

Problem situations can be created in various ways that encourage students to search for solutions. For instance, teachers may introduce contradictions from real-life practice, present differing viewpoints on the same issue, or prompt learners to compare, generalize, and draw their own conclusions. Such situations require resolution, motivate independent inquiry, stimulate cognitive interest, and foster the development of critical thinking and creativity among participants in the discussion.

In foreign language instruction, a primary goal is the development of professional communicative competence. Therefore, PBL tasks are typically professionally oriented. Elements such as problem formulation, topic justification, description of methods and research procedures, and presentation of results are designed to activate subject-specific vocabulary and phraseology in the target language. Role-playing professional scenarios in both spoken and written dialogue further supports students in acquiring the ability to communicate effectively in real-life professional contexts and prepares them for future career demands.

Within foreign language learning, particular emphasis is placed on several types of problem-based tasks, including search and game-based tasks, communicative-search tasks, communicatively guided tasks, cognitive-search tasks, and culture-oriented tasks. Effective problem-based tasks should encourage authentic interaction in the classroom, address topics relevant to learners, match their level of difficulty appropriately, and account for differences among participants’ interests and backgrounds. Additionally, such tasks should foster creativity.

To develop communicative competency beyond the language environment, it is not sufficient to rely solely on communicative exercises. Students should also be equipped with strategies for problem-solving, such as generating ideas, selecting appropriate solutions, and using ESP language effectively to articulate and justify their decisions.

---

## REFERENCES

---

1. Dmitrenko, N., Dolia, I., Nikolaeva, S. (2020). Soft Skills Development of Prospective Educators by Means of Problem-Based ESP Learning. *The New Pedagogical Review*, 6 (2), 124-135. <https://doi.org/10.15804/tner.2020.60.2.10>
2. Dmitrenko, N. (2016). Problem-based learning as a learner-centered approach: general review. *Modern peculiarities of the identity formation and social adaptation in conditions of the liberal values crisis: Peer-reviewed materials digest (collective monograph) published following the results of the CXVII International Research and Practice Conference and I stage of the Championship in Psychology and Educational sciences* (London, February 9- February 15, 2016). International Academy of Science and Higher Education. London: IASHE, 2016, 121-24.

**Hanna DOVHOPOLOVA**

*Borys Grinchenko Kyiv Metropolitan University*

## **THE ROLE OF ASSESSMENT AND SELF-ASSESSMENT IN PROMOTING INDEPENDENT FOREIGN LANGUAGE LEARNING IN HIGHER EDUCATION**

In the context of the digitalization of education, integration into the European educational space, and the growing importance of lifelong learning, the issue of effective organization of students' independent work in foreign language learning is gaining particular relevance. Independent work is increasingly viewed not merely as a supplementary component of the educational process, but as a key mechanism for developing an autonomous, responsible, and competitive specialist capable of intercultural communication and professional mobility. In this context, assessment and self-assessment act as essential tools for ensuring the quality of learning, fostering reflection, and developing self-regulation skills in learning activities.

We consider assessment to be an important and integral element and stage in organizing independent work. In our view, students' assessment activities can serve as a condition for effective independent work, which is reflected in its functions. The analysis of research on the problem of monitoring students' learning and cognitive activity, as well as our own experience, allowed us to identify its main functions in the process of organizing students' independent work in foreign language learning at higher education institutions:

- assessing the correspondence of the content, methods, and teaching tools to the objectives of the foreign language learning process and to the tasks of training specialists in the relevant field;
- determining the level of knowledge and analyzing the level of formation of skills and abilities required for future professional activity;
- evaluating the quality of material acquisition;
- reinforcing knowledge, forming skills, and developing students' abilities;
- developing independence as a personal trait;
- stimulating cognitive activity and autonomy;
- providing both the teacher and the student with diverse information about the effectiveness of the educational process;
- evaluating the effectiveness of the information and methodological support of independent work;
- evaluating the effectiveness of organizing students' independent work.

Thus, in our opinion, the leading functions of assessment are educational, diagnostic, controlling, motivational (formative), managerial, and developmental [2].

All these functions are also performed by self-assessment, which is an important component of the educational process and, in particular, of independent work. Self-assessment can be defined as an independent activity aimed at understanding the effectiveness and efficiency of

one's own cognitive activity and at its correction. In organizing independent work in foreign language learning at higher education institutions, special attention should be paid to developing students' need to monitor and evaluate their own activity, as well as self-assessment skills that enable them to manage their learning [1].

The main directions for developing students' self-assessment skills are considered to be as follows:

- explaining to students the necessity of self-assessment and its advantages;
- fostering motivation for self-assessment;
- teaching students methods and techniques of self-assessment;
- conducting systematic training exercises that help master general self-assessment strategies.

Thus, assessment and self-assessment are integral components of organizing students' independent work in foreign language learning in higher education. They provide feedback, enhance motivation, support learner autonomy, and contribute to the development of professionally relevant competences. The systematic implementation of various forms of assessment aimed at fostering independence increases the effectiveness of the learning process, improves information and methodological support, and promotes students' ability to self-evaluate and self-regulate their learning.

## REFERENCES

---

1. Горошкін, І. (2024). Самооцінювання і взаємооцінювання в процесі навчання іноземних мов. *Проблеми сучасного підручника*, 33, 86–94. <https://doi.org/10.32405/2411-1309-2024-33-86-94>
  2. Korbut O., Lakiychuk O., Nypadymka A. (2024). The formation of self-study skills in learning a foreign language. *Інноваційна педагогіка*, 69(1), 95–98. <https://doi.org/10.32782/2663-6085/2024/69.1.18>
- 

**Nataliya DYACHUK**

*Lviv National Ivan Franko University  
Agency of Foreign Languages "RUNA"©*

## MODERN ADVERTISING AS A VALUABLE MULTIMODAL RESOURCE FOR MEDIA AND LANGUAGE STUDIES

The unprecedented growth of digital communication has changed the kinds of texts that language learners encounter. Communication nowadays frequently relies on the interaction of linguistic, visual, spatial, auditory, and digital modes of meaning-making rather than on words alone. As a result, English as a Foreign Language (EFL) methodology is gradually moving away from a purely text-focused approach towards the use of multimodal resources that reflect

how people actually communicate. Within this wider shift, advertising has a special place. It is one of the most widespread and influential forms of global media discourse, yet it is still used relatively rarely in university EFL and English philology courses. This thesis argues that the multimodal nature of advertising, namely, the combination of verbal, visual, and cultural codes, makes it a highly valuable tool for media and language studies. It offers rich material for exploring pragmatics, sociolinguistics, cultural studies, and visual literacy.

The conceptual framework of the study is based on multimodality theory, visual literacy research, and contemporary approaches to media and information literacy. According to Adami (2016), ‘multimodality represents an interdisciplinary approach that recognises communication as the interaction of multiple semiotic resources rather than language in isolation’ [1]. The influential book of Kress and van Leeuwen (2006), “Reading Images: The Grammar of Visual Design”, shows that visual images, like language, operate according to socially constructed meaning systems, and that the concept of ‘grammar’ can be productively applied to the study of visuals [7]. This insight is transformative for the study of philology because it extends linguistic tools to all the resources used in a text, not just the verbal ones. Goodman (2007) additionally highlights the educational effects of these changes: ‘...traditional definitions of literacy are no longer adequate in a context in which texts communicate to us in new ways, through graphics, pictures, layout techniques as well as through words’[4].

The growing role of visual communication in society has led to the recognition of visual literacy as a key educational goal. The Association of College and Research Libraries (ACRL, 2011) defines visual literacy as ‘the ability to locate, interpret, evaluate, and create visual media’, emphasising that students should become both critical consumers and informed producers of multimodal content [2;3]. Hattwig et al.(2013) add that ‘visual literacy instruction promotes analytical and reflective thinking by motivating learners to interpret interactions among different sign systems’ [5]. These perspectives are complemented by the concept of metaliteracy, proposed by Mackey and Jacobson (2011) [10], which integrates information, digital, visual, and media literacies into a complete framework for twenty-first-century education. Within this perspective, advertising appears as an ideal teaching resource because it naturally brings together all these dimensions in authentic communicative contexts.

From a linguistic perspective, advertising discourse provides a very rich material for studying lexical, grammatical, stylistic, pragmatic, and rhetorical phenomena. The language of advertising is characterised by brevity, creativity, and persuasive intent. It frequently employs metaphor, wordplay, alliteration, rhyme, hyperbole, intertextuality, ambiguity, and other rhetorical devices designed to increase communicative influence while keeping the text brief [13]. McQuarrie and Mick (1996) group these devices into schemes, which involve patterns of repetition or arrangement, and tropes, which involve figurative meaning and semantic deviation [11]. Such stylistic resources make advertisements particularly suitable for teaching figurative language, discourse analysis, and pragmatic inference.

In addition to their rhetorical richness, advertisements are valuable examples of authentic language use determined by cultural and social contexts. Advertising messages often mirror dominant values, stereotypes, aspirations, and ideologies in a given society [10]. For this reason, the study of advertising goes beyond language and contributes to the development of intercultural communicative competence, a key objective of modern EFL education. When learners analyse

international advertising campaigns, they compare cultural references, symbols, humour, gender roles, and persuasive strategies across several linguistic communities. This process strengthens cultural awareness and supports critical reflection.

The multimodal character of advertising also makes it well-suited to including media literacy into language instruction. UNESCO (2021) describes media and information literacy as ‘a key competence that enables individuals to access, analyse, evaluate, and create media messages responsibly’ [14]. Advertising offers clear examples of multimodality. For instance, Coca-Cola’s red works on the visual level to suggest warmth; the slogan «Just Do It» represents the linguistic mode; McDonald’s jingle illustrates the audio mode; and Apple’s use of white space shows the spatial mode.

In the context of EFL teaching, advertising can serve as a starting point for classroom discussion on media manipulation, stereotypes, consumerism, and the ethics of persuasion. Critical analysis of advertisements encourages learners to identify target audiences, evaluate persuasion tactics, uncover implicit assumptions, and recognise ideological messages embedded within visual and verbal signs. Such activities not only improve language proficiency but also build analytical and civic competencies that are crucial in today’s digital world.

From a methodological perspective, working with advertising supports the implementation of communicative, task-based, and learner-centred approaches. Advertisements are typically short, engaging, and culturally relevant, making them easy to adapt to diverse teaching goals. They present authentic language in realistic social situations and motivate students to participate actively through discussion, interpretation, and creative production [8]. What is more, combining multiple semiotic modes in advertising targets various learning styles and supports deeper information processing by activating both verbal and visual channels.

A wide range of classroom activities can be developed from advertising materials. Receptive tasks may include multimodal discourse analysis, identification of rhetorical devices, interpretation of visual metaphors, and exploration of relationships between image and written text. These activities help students see how meaning is distributed through different communicative modes and encourage them to apply linguistic terminology to authentic media texts. For example, slogan analysis tasks may ask learners to identify metaphor, ellipsis, alliteration, or ambiguity and then discuss the persuasive effect of these devices [12]. Comparative study of global advertising campaigns adapted for different national markets can additionally enhance learners’ awareness of localisation strategies and intercultural pragmatics.

Advertising is equally productive for creative activities. Students can redesign existing ads for alternative target audiences, rewrite slogans using different stylistic devices, create voice-over scripts for silent commercials, or adapt international campaigns for local cultural settings. In advanced EFL and English philology courses, translation and transcreation tasks are especially valuable. They require learners to find a balance between linguistic accuracy, cultural appropriateness, and persuasive effectiveness. In this way, advertising becomes a real-world medium through which students develop both translation skills and intercultural mediation abilities.

Another important direction for classroom practice involves activities of critical media literacy and ethical evaluation. Learners may analyse hidden assumptions, stereotypes, and manipulative strategies in advertising, and then discuss the possible social effects of commercial

messages. Activities such as ‘spot the bias’, ‘subvertising’, or creating counter-advertisements invite students to question dominant narratives to produce alternative multimodal texts that express social or ethical positions. Such practices are in accordance with the educational goals of critical pedagogy, as they encourage learners to become active interpreters and creators of meaning rather than passive consumers of media content.

One of the main advantages of using advertising in teaching is that it allows for the parallel development of multiple competencies within a single task. The analysis of a short commercial, for example, can include vocabulary building, discourse analysis, interpretation of visual symbols, intercultural comparison, critical evaluation of persuasion methods, and team-based oral interaction. In this sense, advertising is a highly effective resource that helps to connect language learning with cultural studies, media education, and media literacy.

The present study, therefore, supports the view that multimodal advertising should occupy a more prominent place in EFL methodology and English philology programmes. The use of authentic advertising materials reflects current communicative practices in the information age, where meaning is increasingly created through the interaction of multiple modes. By engaging learners with multimodal texts, educators are able to create increasingly dynamic and authentic learning environments which reflect contemporary patterns of communication as well as support higher-order thinking skills.

To summarise, advertising should be viewed not simply as a commercial genre or tool, but as a valuable linguistic and educational resource. When grounded in the concepts of multimodality, visual literacy, and media education, advertising-based teaching provides considerable opportunities to promote language proficiency, discourse competence, intercultural awareness, critical thinking, and technological literacy. Its flexibility permits educators to design communicative and cognitively challenging tasks that integrate receptive, productive, analytical, and creative aspects of language learning. Systematic use of advertising as authentic material can help learners to navigate and critically interpret the increasingly multimodal communicative setting of the twenty-first century. Future research might focus on empirical investigations into the effectiveness of advertising-based instruction, cross-cultural comparisons of advertising discourse, and the role of multimodal resources in encouraging learner autonomy and media competence.

---

## REFERENCES

1. Adami, E. (2016). Multimodality. In O. García, N. Flores, & M. Spotti (Eds.), *The Oxford Handbook of Language and Society*. Oxford University Press.
2. ACRL Visual Literacy Competency Standards for Higher Education- <https://www.ala.org/acrl/standards/visualliteracy>
3. Association of College and Research Libraries (ACRL). (2011). *Visual Literacy Competency Standards for Higher Education*. American Library Association. <https://crln.acrl.org/index.php/crlnews/article/view/8709>
4. Goodman, S. (1996). Visual English. In S. Goodman & D. Graddol (Eds.), *Redesigning English: New Texts, New Identities* (pp.38–72). Routledge.
5. Hattwig, D., Bussert, K., Medaille, A., & Burgess, J. (2013). Visual literacy standards in higher education: New opportunities for libraries and student learning. *portal: Libraries and the Academy*, 13(1), 61–89. <https://doi.org/10.1353/pla.2013.0008>

6. Hui, C. (2013). English advertising language features and translation. *Studies in Literature and Language*, 7(2), 383–391.
  7. Kress, G., & van Leeuwen, T. (2006). *Reading Images: The Grammar of Visual Design* (2nd ed.). Routledge.
  8. Kurt, A., & Göçer, A. (2025). Use of ad texts in teaching listening and writing skills. *Educational Academic Research*, 56, 132-143.
  9. Lazović, V. Lazović, V. (2012). “Content analysis of advertisements in different cultures”. *English Language Overseas Perspectives and Enquiries*, ELOPE, IX – Autumn, 39-51.
  10. Mackey, T. P., & Jacobson, T. E. (2011). Reframing information literacy as a metaliteracy. *College & Research Libraries*, 72(1), 62–78.
  11. McQuarrie, E. F., & Mick, D. G. (1996). Figures of rhetoric in advertising language. *Journal of Consumer Research*, 22(4), 424–438. <https://doi.org/10.1086/209459>
  12. Musté, M., Musté, M. C., & Bostan, B. (2015). Slogans and taglines as branding communication tools. *Journal of Media Research*, 8(3), 23–34.
  13. Tanto, T. (2019). Awareness and Appreciation of Advertising Language. *Journal of Language and Literature*. <https://doi.org/10.24071/JOLL>
  14. UNESCO. (2021). *The UNESCO Media and Information Literacy Curriculum for Educators and Learners*. United Nations Educational, Scientific, and Cultural Organisation.
- 

**Diana DYMTRYADI**  
**Volodymyr HONCHAROV**  
**Olena IVASYUTA**

*Ivan Franko National University of Lviv*

## **THE LEGAL NATURE OF EUTHANASIA AND HUMAN RIGHTS: A LEGAL ANALYSIS**

**Problem Statement.** The relevance of the study of the legal nature of euthanasia is due to the need to rethink the scope of the right to life. Traditionally, the right to life has been viewed through the prism of the State’s positive duty to protect it. However, at this stage there is a transition to the autonomy of a person in the right to dispose of his fate, and one of these rights is the right to euthanasia.

**Objectives.** The objective of this study is to analyze the legal nature of euthanasia within the context of evolving human rights standards. This includes examining the shift from the state-centric protection of life to individual autonomy, evaluating the legislative approaches of various jurisdictions (including Ukraine), and systematizing the criteria established by the European Court of Human Rights for the potential regulation of euthanasia.

**Methods.** The research is based on a comprehensive analysis of legal sources and judicial practice. The **comparative-legal method** is used to contrast the prohibitive approach in Ukraine with the permissive or regulatory frameworks in the Netherlands, Belgium, Canada, and New

Zealand. The **case-study method** is applied to track the evolution of the European Court of Human Rights' position. Furthermore, **doctrinal analysis** is employed to evaluate the confrontation between the «objective good theory» and the «liberal concept» of human rights regarding the right to a dignified existence.

**Results.** The study shows that some countries have granted permission for assisted euthanasia (or assisted suicide), in which the doctor provides the patient with means, but the patient makes his own decisions (e.g., Germany and some US states). Others, like the Netherlands (2002), Belgium (2002), Canada (2016), and New Zealand (2021), have fully legalized euthanasia.

A central part of the results is the evolution of the European Court of Human Rights jurisprudence:

In «**Pretty vs. United Kingdom**» (2002), the Court recognized for the first time that the right to private life (Article 8) covers personal autonomy in making decisions regarding the end of life [3].

In «**Koch vs. Germany**» (2012), the refusal of access to means to end life was recognized as an interference with Article 8 [1].

In «**Mortier vs Belgium**» (2022), the Court established specific criteria for compatibility with Art. 2: (1) legality of procedures, (2) compliance in specific circumstances, and (3) a review mechanism providing necessary safeguards [2].

These precedents reflect a deep doctrinal confrontation between proponents of life as an inalienable gift (public interest) and the liberal concept emphasizing the interest in avoiding suffering and ensuring a dignified existence.

**Conclusions.** In conclusion, it can be argued that at this stage, legal consciousness is gradually moving away from the perception of life as purely biological survival to the recognition of the right to a quality and dignified existence. The development of international practice inevitably leads to an expansion of the content of the right to determine one's own destiny. The regulation of euthanasia should provide for clear legal restrictions that would protect vulnerable people from the abuses of others and ensure the realization of a person's last will.

---

## REFERENCES

---

1. Koch v. Germany. *Judgment of the European Court of Human*. 19 July 2012 (Application no. 497/09) URL: <https://hudoc.echr.coe.int/eng?i=001-112373> (retrieved on March 10, 2026).
  2. Mortier v. Belgium. *Judgment of the European Court of Human*. 29 April 2002 (Application no. 2346/02). HUDOC. URL: <https://hudoc.echr.coe.int/eng?i=001-60448> (retrieved on April 08, 2026).
  3. Pretty v. the United Kingdom. *Judgment of of the European Court of Human*. 29 April 2002 (Application no. 2346/02). HUDOC. URL: <https://hudoc.echr.coe.int/eng?i=001-60448> (retrieved on March 10, 2026).
  4. Steven Blaakman. *Euthanasia legislation in the EU. European Parliament*. URL: [https://www.europarl.europa.eu/RegData/etudes/BRIE/2025/775914/EPRS\\_BRI%282025%29775914\\_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2025/775914/EPRS_BRI%282025%29775914_EN.pdf) (retrieved on March 10, 2026).
-

**Anna FEDIUNINA**

School # 219, Kyiv

## **TEACHING YOUNG LEARNERS AS AN ACT OF HOPE: PRACTICAL STRATEGIES FOR RESILIENT ELT IN PRIMARY SCHOOL**

In today's challenging and unpredictable context, teaching English to young learners is no longer limited to developing language skills. It has become an act of hope, care, and responsibility. Working in a primary school, I face a wide range of challenges daily: maintaining students' attention, supporting mixed-ability groups, responding to children's emotional needs, and creating a sense of stability in нестабільних умовах. These realities require not only methodological knowledge but also empathy, flexibility, and strong human connection.

Young learners come to the classroom with different experiences, levels of readiness, and emotional states. Some need more support, others require more challenge, but all of them need to feel safe, heard, and valued. That is why creating a supportive and inclusive learning environment becomes a priority. In my teaching practice, I focus on building trust, establishing clear routines, and maintaining a positive atmosphere where mistakes are seen as a natural part of learning.

To keep students engaged and motivated, I actively employ gamification methods, storytelling, physical movement activities, interactive tasks. These approaches help make language learning natural and enjoyable, especially for young children who learn best through action and emotion. Simplifying complex language structures and presenting them through meaningful contexts allows learners to develop communication skills step by step, without feeling overwhelmed.

Another important aspect of my work is continuous reflection and professional growth. Teaching in challenging times requires constant adaptation: rethinking lesson plans, adjusting strategies, and responding to students' needs in real time. Collaboration with parents also plays a significant role, as it helps create a consistent and supportive learning experience beyond the classroom.

What I have learned from my experience is that effective teaching is not only about methods or materials. It is about relationships. When students trust their teacher, they become more open, confident, and willing to learn. In one of the key moments of my professional journey, a group of students and their families chose to continue their learning with me in a new school, which clearly demonstrated the importance of connection and trust in education.

Ultimately, teaching English in primary school today means much more than delivering content. It means creating a space where children feel secure, supported, and inspired despite the challenges around them. By nurturing curiosity, resilience, and confidence, we as teachers contribute not only to language development but also to shaping a more hopeful and stable future for our students.

**Anastasiia GALAI**

**Igor ZAYATS**

**Nataliya MYRONENKO**

Ivan Franko National University of Lviv

## **THE INFLUENCE OF CIVIL SOCIETY INSTITUTIONS ON THE FORMATION AND FUNCTIONING OF PUBLIC AUTHORITIES: CONTEMPORARY PRACTICES**

In recent decades, the interaction between civil society institutions and public authorities has been increasingly expressed through concrete legal mechanisms and institutionalized practices. Civil society currently exercises influence on both the formation of public authorities and their day-to-day functioning. This influence operates through electoral processes, participatory instruments, oversight mechanisms, and policy advocacy. Its intensity, however, varies depending on how effectively legal guarantees are implemented in practice.

In Ukraine, this interaction became more structured after 2014, when reforms explicitly incorporated civil society into governance processes. In particular, advisory bodies and public councils under executive authorities were formalized by Cabinet of Ministers Resolution No. 996 “On Ensuring Public Participation in the Formation and Implementation of State Policy [1].” These councils are composed of representatives of civil society organizations and provide recommendations on draft decisions. Although their conclusions are not binding, they create a procedural obligation for authorities to consider public input.

At the constitutional level, the Constitution of Ukraine establishes several key provisions [2]. Article 5 defines the people as the bearer of sovereignty and the only source of power, exercised both directly and through public authorities. Article 38 guarantees the right to participate in the administration of state affairs, while Articles 34 and 36 secure freedom of expression and association. Article 40, which provides the right to submit individual and collective petitions, further strengthens this framework by introducing a direct communication channel with public authorities. These rights are not isolated; together they form a legal framework within which civil society can operate effectively.

One of the most significant practical forms of influence is electoral monitoring. Civil society organizations do not formally appoint officials, but they influence the legitimacy of elections. The Ukrainian network OPORA conducts observation missions and documents violations at the election sites. These activities are supported by the Electoral Code of Ukraine (2019, Art. 58–60), which grants official observers the right to be present at polling stations and monitor procedures. In parallel, the OSCE Office for Democratic Institutions and Human Rights recognizes domestic observation as an international standard (Election Observation Handbook, 2010).

Participation in rule-making is ensured through consultations and appeals, which are regulated by specific legal acts. The Law of Ukraine On Citizens’ Appeals (Art. 1, 5, 20) allows individuals

and organizations to submit proposals and complaints, requiring authorities to respond within established deadlines [3]. At the same time, the Law of Ukraine On Access to Public Information (Art. 3, 19) provides access to official data, with a general response period of five working days [4]. These provisions are widely used by non-governmental organizations to obtain draft acts, internal decisions, and financial data.

Advocacy plays a significant role, especially in legislative processes. Civil society organizations participate in parliamentary hearings, working groups, and expert discussions. For instance, Transparency International Ukraine has contributed to the development of anti-corruption mechanisms, particularly in monitoring asset declarations. The National Agency on Corruption Prevention, established under the Law “On Prevention of Corruption”, cooperates with civil society in verifying asset declarations and identifying inconsistencies [5].

International standards also have a role in shaping domestic practices. The Council of Europe, through the Code of Good Practice for Civil Participation in the Decision-Making Process (2009), identifies levels of participation such as information, consultation, dialogue, and partnership [6]. Similarly, the European Union–Ukraine Association Agreement (2014, Art. 469–470) establishes the Civil Society Platform, which allows non-governmental organizations to monitor the implementation of the Agreement [7]. This creates an additional, international channel of influence that complements domestic mechanisms.

Furthermore, digital participation has added a new dimension to civil society influence. The platform Diia provides access to services and supports tools such as electronic petitions. The latter are regulated by Article 23<sup>1</sup> of the Law “On Citizens’ Appeals,” which requires authorities to consider petitions that collect a defined number of signatures. Moreover, systems like E-data, introduced under the Law “On Open Use of Public Funds” (2015), allow real-time monitoring of budget expenditures. These tools expand participation, although they do not eliminate issues such as unequal access to digital technologies or the limited binding force of petitions.

In addition to digital forms of engagement, public oversight continues to serve as a highly effective, albeit sensitive, mechanism of influence. The Prozorro system, introduced by the Law “On Public Procurement” (2015), provides open access to tender data and has enabled initiatives such as Dozorro to identify violations. At the same time, authorities sometimes limit access by invoking exceptions under Article 6 of the Law “On Access to Public Information,” which demonstrates that legal guarantees do not always translate into full transparency.

It is important to note that civil society influence becomes particularly visible during political crises. The Revolution of Dignity showed that organized civic action can directly affect the structure of public authority. Following these events, civil society representatives were integrated into governmental institutions. For example, the National Council of Reforms (2014) included civil society experts. This transition illustrates how influence may shift from external pressure to institutional participation, although such processes are often unstable and dependent on political circumstances.

In conclusion, modern practices of civil society influence on public authorities are based on established legal instruments and procedures. Their effectiveness varies, but the overall trend indicates a gradual expansion of the legal framework for civil society’s representation. Ultimately, in spite of the formal institutionalization of these processes, certain practical barriers to their effective operation remain.

## REFERENCES

---

1. On Ensuring Public Participation in the Formation and Implementation of State Policy: Cabinet of Ministers of Ukraine Resolution of 03.11.2010 № 996. URL: <https://zakon.rada.gov.ua/laws/show/996-2010-п> (Accessed: 25.04.2026).
  2. Constitution of Ukraine: Law of 28.06.1996 № 254к/96-VR. Articles 5, 34, 36, 38, 40. URL: <https://zakon.rada.gov.ua/laws/show/254к/96-вр> (Accessed: 25.04.2026).
  3. On Citizens' Appeals: Law of Ukraine of 02.10.1996 № 393/96-VR. Articles 1, 5, 20, 23<sup>1</sup>. URL: <https://zakon.rada.gov.ua/laws/show/393/96-вр> (Accessed: 25.04.2026).
  4. On Access to Public Information: Law of Ukraine of 13.01.2011 № 2939-VI. Articles 3, 6, 19. URL: <https://zakon.rada.gov.ua/laws/show/2939-17> (Accessed: 25.04.2026).
  5. On Prevention of Corruption: Law of Ukraine of 14.10.2014 № 1700-VII. Articles 11–12. URL: <https://zakon.rada.gov.ua/laws/show/1700-18> (Accessed: 25.04.2026).
  6. Code of Good Practice for Civil Participation in the Decision-Making Process: Council of Europe, 2009. 32 p. URL: <https://rm.coe.int/16802eedcc> (Accessed: 25.04.2026).
  7. Association Agreement between the European Union and Ukraine of 27.06.2014. Articles 469–470. URL: [https://zakon.rada.gov.ua/laws/show/984\\_011](https://zakon.rada.gov.ua/laws/show/984_011) (Accessed: 25.04.2026).
- 

**Olena GALYTSKA**

Municipal Institution “Skhidnenskyi Lyceum”  
of the Muzykivka Village Council of Kherson District

**Yuliia LYTVYNA**

Melitopol Gymnasium N 4

## WHY STEM AND ENGLISH ARE A PERFECT MATCH

In today's globalised world, the role of English as a main means of scientific communication continues to grow. It should be emphasised that traditional approaches to foreign language teaching offer us some integrated methodologies combining language learning with subject-matter content. The boost of STEM (Science, Technology, Engineering, and Mathematics) education and combining it with English language learning has become as one of the defining pedagogical trends of the 21st century, responding to labour-market demand for professionals who can use language functionally within scientific and technical contexts [1].

The aim of this paper is to examine the theoretical foundations and practical aspects of integrating the STEM approach into English language teaching and the effectiveness of such synergy for developing both linguistic and other academic competencies in learners.

During STEM-integrated English classes learners are engaged in authentic, meaningful real-world situations describing their experiments, justifying their choice or decision, presenting the

research results in English improving their language skills and increasing motivation. Research confirms that a STEM context naturally addresses one of the central challenges in language education – creating a communicative need [2]. Thus, students require some language to reach a subject-matter outcome. The Engineering Design Process (EDP), with its iterative phases of Ask, Imagine, Plan, Create, Test, Improve, and Share, provides natural scaffolding for the acquisition of diverse language functions - from hypothesising and predicting to describing cause-and-effect relationships and defending results.

Although the lexical range could vary from learning technical terminology to general academic vocabulary needed to carry out an experiment or research, the learning process becomes more effective, in particular meaning becomes contextually anchored through action [3]. In addition, in STEM projects students are able to develop soft skills, such as communication, mediation and teamwork via active listening, discussing and giving feedback in English. The important psychological aspect of STEM is that integrated instruction can foster a growth mindset: mistakes are treated as an inherent part of the learning process, thereby reducing language anxiety and increasing willingness to take communicative risks. Learners who are accustomed to see their errors in engineering projects as ‘useful feedback’ often transfer such attitude to their language errors getting more confident expressing their thoughts in a foreign language.

The designing of STEM-integrated English lessons involves choosing authentic scientific and technical texts at an appropriate level, designing project tasks with integrated language objectives, providing sentence frames to support academic communication and evaluating and reflecting on both language and subject-matter outcomes.

To clarify this point, we can examine an example of EDP lesson ‘Pip’s Bridge Challenge’, developed for ESL learners (aged 8-10, level A1+). The lesson follows EDP structure and embeds language objectives at every stage. The lesson planning should involve setting integrated goals, where every phase includes both a subject-specific aim and an explicit language goal. For example, in the *Ask* phase students are supposed to identify an engineering problem - Pip the Fox cannot visit his friend Owl because there is no bridge- and practise the because-sentence frame. During the *Imagine* and *Plan* phases learners practise comparative and evaluating language (*I think idea 1 is better because...*) and a ‘Strong or Weak’ sorting task serves as pre-teach technical vocabulary needed for construction.

During the *Create and Test* phase learners document their observations using appropriate sentence frames (*In test 1, the bridge fell/ held because...*) converting experimental results into academic writing. In the *Improve* stage, learners develop language for iterative reasoning, and in the *Share* stage they deliver a short scaffolded oral presentation. The *Growth Mindset* phase encourages transformation of negative self-talk into constructive language, reinforcing emotional resilience and productive communication language (*I will try a different way...*). Overall, this lesson design demonstrates that embedding language goals into each stage of the EDP rather than integrated later, learners develop vocabulary, grammar, communication skills through purposeful problem-solving.

**Conclusions.** The integration of STEM approach and English language learning is theoretically grounded and valuable in current educational practice. This approach facilitates developing functional language learning through authentic tasks, enhances vocabulary acquisition in context, fosters critical thinking skills and emotional resilience. Further studies should focus

on developing reliable assessment tools for integrated competencies and examining of long-term effectiveness of CLIL approach in Ukrainian schools.

## REFERENCES

---

1. Osturk, O. (2021). STEM Integrated English Lessons. SALEE: Study of Applied Linguistics and English Education, Vol.2, No 2. URL: <https://pdfs.semanticscholar.org/2eda/30a1fd4b30da16ea80da383289f1a099cb45.pdf>
  2. Sravanthi, V (2024, October). The Role of English in STEM Education: Bridging Knowledge Gaps - An Analysis. International Journal of Research Publication and Reviews, Vol 5. URL: <https://ijrpr.com/uploads/V5ISSUE10/IJRPR34446.pdf>
  3. Potential Benefits of Combination of English Language Teaching and STEM. *Atlantis Press*. URL: <https://www.atlantis-press.com/article/125968199.pdf>
- 

**Yuliya GORBENKO**

Polyglot Training Centre, Cambridge Teaching Qualification Centre UA029

## LISTENING MADE EASY: PRACTICAL STRATEGIES FOR DEVELOPING LEARNERS' LISTENING SKILLS

Listening is widely recognised as one of the most challenging skills for learners of English as a foreign language. Unlike reading, listening is transient and cannot be easily revisited, which often results in anxiety, reduced confidence, and cognitive overload. Learners frequently report difficulties such as the inability to recognise sounds in connected speech, the need to understand every word, and challenges in processing fast, natural input. These issues are often mentioned in research papers on listening, and highlight the need for a more systematic and supportive approach to teaching this skill [1, p. 3; 4, p. 17].

There is a growing need to explore practical strategies that help teachers make listening more accessible and effective in the classroom. Drawing on established theoretical frameworks, a focus on the integration of top-down and bottom-up processing is central. Top-down processing enables learners to use prior knowledge, context, and prediction to construct meaning, while bottom-up processing develops the ability to decode sounds, recognise word boundaries, and interpret features of connected speech [1, p. 25]. A balanced approach to these processes has been shown to significantly improve learners' comprehension and confidence [4, p. 41].

A clear pedagogical framework for structuring listening lessons through pre-listening, while-listening, and post-listening stages could be accommodated. Pre-listening activities activate schemata and prepare learners for the task; while-listening activities guide learners in focusing on gist, specific, or detailed information; and post-listening activities consolidate understanding and promote language use [3, p. 45]. As Harmer notes, learners benefit from being gradually

guided from global understanding to more detailed comprehension, rather than being expected to process all information simultaneously [2, p. 135].

In addition, particular attention is given to raising learners' awareness of features of connected speech, such as weak forms, linking, assimilation, and elision, which are often a major source of comprehension difficulty. Research suggests that failure to recognise these features can significantly hinder listening comprehension, even at higher proficiency levels [1, p. 139].

The practical orientation lies in demonstrating how these principles can be translated into simple, adaptable classroom activities. By equipping teachers with a structured approach and a range of techniques, it aims to support more effective listening instruction and help learners cope with authentic spoken English more confidently.

---

## REFERENCES

---

1. Field, J. (2008). *Listening in the Language Classroom*. Cambridge: Cambridge University Press.
  2. Harmer, J. (2007). *How to Teach English*. Harlow: Pearson Longman.
  3. Underwood, M. (1990). *Teaching Listening*. London: Longman.
  4. Vandergrift, L., & Goh, C. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. New York: Routledge.
- 

**Veronika HAIDAR**

*Alfred Nobel University, Dnipro*

## THE 'OXYGEN MASK' PRINCIPLE: WHY EDUCATOR SELF-CARE IS THE FOUNDATION OF LEARNING

In the demanding world of education, there is a quiet but persistent myth: that a good teacher is one who gives until they have nothing left. However, the reality is quite the opposite. To truly support students, teachers must first ensure that their own emotional and physical wells are not running dry. This «oxygen mask principle» – securing your own mask before helping others – is not just a personal choice; it is a professional necessity.

Before we can address self-care, we must identify the invisible burdens many educators carry. Professional exhaustion often manifests in three distinct ways:

**1. Secondary Trauma:** This occurs when an educator is impacted by the traumatic experiences shared by their students. By hearing these stories, teachers often begin to carry that emotional burden themselves.

**2. Compassion Fatigue:** A state of physical or emotional exhaustion that stems from the constant act of caring for those who are suffering.

**3. Burnout:** Unlike the previous two, burnout is a state of total mental and emotional tiredness caused by long-term stress and the high demands of a teacher's role in society.

Recognizing these states is the first step toward reclaiming educators' well-being.

It is fundamentally true that a person cannot effectively care for others if they are emotionally unstable or navigating their own unaddressed trauma. In the classroom, teacher self-care directly impacts student success. A well-rested, emotionally balanced teacher is more patient, creative, and effective. When we practice self-care, teachers do not just «relax» – they build the capacity to create strong, supportive relationships with their students and colleagues, which is the bedrock of any successful learning environment.

Integrating well-being into teachers' professional lives does not have to be a separate, daunting task. There are several thoughtful strategies that can be woven into educators' daily routines such as:

**The Circle of Control.** This activity is essential for both teachers and students. Drawing a big circle and writing down or drawing pictures of the things that you cannot control around the outside of your circle and those things that you can control on the inside of your circle help both teachers and students distinguish between what they can change and what they cannot, providing a powerful message that reduces anxiety and focuses their energy where it matters most.

**Guided Meditation in Language Learning.** For English educators, guided meditation is a dual-purpose tool. It allows students to practice vocabulary and sentence structures in a natural, meaningful way while simultaneously fostering emotional awareness [2].

**Mindful Movement with Caution.** Integrating yoga into lessons is a creative way to support students in high-stress environments. However, it is vital to approach this with professional care—proper preparation is key to ensuring that physical poses are safe and beneficial for everyone [1].

**The Power of Boundaries.** Setting boundaries is a life skill. Learning to say «no» respectfully is essential for protecting our well-being and is a vital component of social-emotional learning (SEL).

Self-care is not a niche concept reserved only for educators. It is a valuable practice for anyone in high-stress or helping roles, and even for the average person navigating everyday life. When we learn these strategies, we should not keep them to ourselves. Sharing this information with our families, colleagues, and students creates a culture of resilience.

By prioritizing their own health, teachers are not selfish—they are ensuring that they have the strength to continue being the effective, compassionate leaders students deserve.

---

## REFERENCES

1. Campbell, E. (2013). *Research round-up: Mindfulness in schools*. *Greater Good* (October 10). [https://greatergood.berkeley.edu/article/item/research\\_round\\_up\\_school\\_based\\_mindfulness\\_programs](https://greatergood.berkeley.edu/article/item/research_round_up_school_based_mindfulness_programs)
  2. Kirp, D.L. (2014). *Meditation transforms roughest San Francisco schools*. *SFGate* (January 12). <https://www.sfgate.com/opinion/openforum/article/meditation-transforms-roughest-san-francisco-5136942.php>
-

**Larysa HAPONENKO**

*Kyryvi Rih State Pedagogical University*

## **KEEPING CLASSES GOING: ELT DURING THE WAR TIME IN UKRAINE**

Since February 2022, English language teachers in Ukraine have been navigating an unprecedented reality: conducting lessons amid air raid alerts, power outages, forced displacement, and profound collective trauma. Yet across the country – in bomb shelters, on Zoom, and in school corridors – teaching has continued. It helps us understand that ELT is not merely a practical skill-building exercise in wartime – it is an act of hope. When a teacher prepares a lesson plan despite uncertainty, when a student completes a writing task amid the sound of sirens, the English classroom becomes a space of agency and forward-looking intention. Every teacher under such conditions realizes how ELT methodology can be adapted to serve not only linguistic goals but also psycho-emotional resilience.

The wartime context has fundamentally changed traditional ELT with its stable learning environments, predictable schedules, emotionally available students, and a clear separation between life outside and life inside the classroom. Ukrainian teachers have had to radically rethink what «effective teaching» means when a student may have spent the night in a shelter, lost a family member, or recently relocated for the third time.

Three core challenges have emerged as most pressing: first, the erosion of routine and its impact on motivation and focus; second, the psychological load carried by both teachers and learners, which affects engagement and memory consolidation; and third, the ethical tension of maintaining academic standards while acknowledging the extraordinary circumstances students face. These are not abstract challenges – they are daily realities that require concrete, tested methodological responses.

Based on reflective teaching practice and peer exchange within Ukrainian ELT communities, the researchers identify four key methodological shifts that have proven effective in crisis conditions [4]. The first is the deliberate use of structured micro-routines. Short, predictable lesson openings with a warm-up, a quick journaling prompt, and a familiar dialogue – provide psychological anchoring in chaotic conditions. Research in trauma-informed education confirms that predictability reduces cognitive load and allows learners to shift from survival mode toward learning readiness [3]. Even five minutes of consistent ritual can signal: «Here, we are safe enough to think.»

The second strategy is agency-centred task design. Rather than reducing expectations in response to crisis – an approach that risks communicating hopelessness – effective wartime ELT teachers have shifted toward giving learners greater ownership over task content and output. Choice boards, student-generated discussion topics, and project-based tasks centred on students' own experiences allow learners to process difficult realities through the productive medium of language. The English classroom becomes, in this framing, a space not for escaping reality but for narrating and making meaning from it [1].

The third is a flexible assessment. Traditional grading in wartime is not only counterproductive – it can deepen trauma and erode the trust between teacher and student that makes learning possible. Teachers who have replaced traditional grading with portfolio-based assessment, progress-focused feedback, and competency checkpoints report stronger student engagement and significantly lower dropout rates, particularly among displaced learners.

The fourth strategy is teacher self-care as pedagogical practice. Sustainable teaching in crisis conditions is impossible without addressing teacher wellbeing. Professional learning communities, peer observation, and structured reflection have emerged as critical supports – not luxuries. When teachers model emotional regulation and acknowledge difficulty openly, they also model resilience for their students. The teacher's hope is itself a pedagogical resource [2].

The Ukrainian experience has built a set of principles: that learning is an assertion of dignity; that methodology must serve the whole person; that hope is not naive optimism but a disciplined, daily pedagogical choice. These principles are both locally grounded and globally relevant.

Teaching in wartime is like surviving a storm: it does not mean pretending there is no storm. It means finding, within the storm, reasons to keep going – and giving students the language, the agency, and the example to do the same. ELT in wartime Ukraine has demonstrated that this is possible. More than that: it has demonstrated that language teachers, more than they perhaps realize, are keepers of hope.

#### REFERENCES:

---

1. Teaching Technologies Online: Changes of Experience in Wartime in Ukraine(2023) / Yu. Sytnykova, M. Shlenova, Ye. Kyrpenko, V. Kyrpenko, N. Konoplenko, I. Hrynchenko // International Journal of Emerging Technologies in Learning. Vol. 18, No. 18. Pp. 165–176. <https://doi.org/10.3991/ijet.v18i18.40491>
  2. The impact of the war on education is enormous for both teachers and learners. <https://www.britishcouncil.org.ua/en/teaching-and-learning-in-difficult-time>
  3. Ukraine Emergency Update. Geneva : United Nations High Commissioner for Refugees (2023). URL: <https://www.unhcr.org/ukraine-emergency>
  4. War in Ukraine: Reshaping the Higher Education Sector. Analytical Report (2023) / Ye. Nikolaiev, G. Riy, I. Shemelynets. Kyiv: Borys Grinchenko Kyiv University. <https://osvitanalityka.kubg.edu.ua/wp-content/uploads/2023/04/HigherEd-in-Times-of-War-EN.pdf>
-

**OIha HOLOFAIEVA**

*T. H. Shevchenko National University “Chernihiv Colehium”*

## **SHADOWING METHOD: FOSTERING PROFESSIONAL CONFIDENCE OF FUTURE TEACHERS**

In today’s educational context many changes are happening due to globalization and rapid transformations. These changes create new requirements for the training of future teachers, including increased psychological demands placed on both educators and learners.

At the same time, Ukraine is facing a number of challenges that affect both the education system and teacher training. As a result, the process of preparing future educators is becoming more complex and demanding. It is no longer enough for modern teachers to possess only theoretical knowledge. They are also expected to demonstrate well-developed soft skills, particularly communication abilities and confidence in their professional capacity. During teacher training, future educators begin to shape their professional goals and develop their identity. This process often takes place under conditions of increased psychological pressure, which makes it necessary to find effective ways of self-improvement. Therefore, the ability to manage stress, communicate effectively, and feel confident in teaching practice becomes essential for modern teachers.

Among the techniques which foster teachers’ confidence is the Shadowing method (also known as shadow repetition) which involves repeating speech almost simultaneously with the speaker. This method supports the development of language skills while also strengthening learners’ psychological resilience. It helps to improve linguistic competence in future teachers and their ability to remain confident and ability to remain confident and focused under pressure.

The professional confidence of a future teacher is closely related to their expectations about their future role and their self-assessment of their abilities. Research shows that the formation of these expectations includes cognitive, value-semantic component, motivational, and emotional components [3, p. 5]. In other words, future teachers need to understand what they will do, be motivated to perform their duties, and feel confident in their ability to succeed. This process plays an important role in their overall professional development. A significant gap between the “ideal image” of an educator and their actual level of skills, particularly in terms of linguistic fluency, can lead to professional anxiety. To address this, teachers need to engage in continuous self-improvement. This process involves developing key professional skills and overcoming internal challenges, such as lack of confidence or difficulties with fluency. It is an ongoing journey that supports both professional growth and personal development. Through this process, educators become more confident in their abilities and better prepared to provide effective teaching.

The Shadowing method was originally used to train simultaneous interpreters, but later it began to be applied in education. Today, it is considered an effective technique for training future teachers. According to S. Lambert, Shadowing is a technique in which a listener repeats a heard

message with minimal delay, almost simultaneously with the speaker [2, p. 268]. However, this method is not limited to mechanical imitation; it is a complex cognitive activity that enhances auditory memory, improves concentration, and develops articulatory skills.

The use of the Shadowing method in the training of future English teachers includes two main aspects presented below.

**Linguistic aspect.** It improves pronunciation, rhythm, intonation, and speech tempo, helping students make their speech closer to a natural model.

**Psychological aspect.** It reduces the “language barrier”, increases confidence, and helps learners feel more comfortable using the language in professional contexts.

Thus, Shadowing serves not only as a tool for language development but also as an effective means of building professional confidence in future teachers.

Jeremy Harmer highlights that one of the main roles of a teacher in the classroom is to act as a “language model.” This is important because students often copy their teacher’s way of speaking without even realizing it. Therefore, teachers need to have good pronunciation and intonation, since these aspects strongly influence how students learn the language [1, p. 65]. In this sense, the Shadowing technique can help future teachers improve their speaking skills. This may contribute to increased teacher confidence when speaking in class and sound more professional. This also increases their authority and helps students trust and take their teacher more seriously.

To maximize the benefits of the Shadowing technique, it should be used systematically and purposefully within teacher training. Effective lesson planning and professional preparation depend on selecting methods that match specific learning goals. In this context, Shadowing can be used in different ways when we are training teachers:

- as a short daily 10-minute warm-up to activate the speech organs and prepare the teacher for classroom interaction.
- as a way to analyze authentic teaching discourse by watching videos of experienced teachers and then practicing their speech through shadowing, which helps internalize professional language use.
- as a preparation tool for public speaking, presentations, and explaining complex learning material to students in a clearer and more confident way.
- as a final point, when teachers are just starting their careers they often feel afraid of making mistakes. This is where Shadowing comes in. It helps teachers speak naturally and automatically. In such a case, teachers can focus less on the technical side of speaking and more on teaching itself, including interaction with students and explaining material in a meaningful way. It also helps them feel more confident, comfortable, and professional in the classroom environment. In the context of current challenges in Ukraine, schools are facing many difficulties, and both students and teachers experience a high level of stress. This reduction in stress happens because the method helps make speaking more automatic.
- as the rhythm of the language becomes a habit, it starts to function as a kind of psychological “anchor” for the speaker.

The Shadowing method can be considered a practical solution for supporting teacher development within the current educational context in Ukraine.

## REFERENCES

---

1. Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). London: Longman.
  2. Lambert, S. (1992). Shadowing: A tool for the trainer. *The Interpreters' Newsletter*, 4, 265–271.
  3. Yudina, I.A., Neustroeva, E. A., Makarova, T. A., & Fedorova, A. A. (2020). Future Teachers Forming Professional Expectations in Modern Educational Conditions. *Propósitos y Representaciones*, 8(SPE3), e720. Doi: <http://dx.doi.org/10.20511/pyr2020.v8nSPE2.720>
- 

**Olena IABUROVA**

*Donbas State Pedagogical University, Dnipro*

## ENGLISH AS AN ECOSYSTEM: TRANSFORMING LEARNING INTO A SPACE FOR PERSONAL DEVELOPMENT

In the context of intensive migration, globalisation, and ongoing socio-economic integration, English has become a key tool for communication, adaptation, and active participation in international environments. These processes generate fundamentally new demands on language learning, particularly in the development of intercultural competence, which functions within social interaction, economic cooperation, and cross-cultural dialogue at local and global levels. As mobility increases and individuals are required to navigate diverse linguistic and cultural contexts, the ability to use English extends far beyond grammatical accuracy or exam performance. It becomes a means of building relationships, accessing opportunities, and positioning oneself within a global community. Consequently, there is a growing need to rethink the structure and content of English language education, shifting from a focus on isolated skills toward a more holistic, experience-based model. Modern learners are expected not only to demonstrate linguistic proficiency, but to communicate effectively, interpret cultural nuances, and respond flexibly in real-life situations. This requires learning environments that integrate language with meaningful interaction, emotional engagement, and authentic contexts, supporting the development of both communicative competence and personal identity.

Within this context, English can be reconceptualised as an ecosystem which presents a dynamic, interconnected learning environment in which language develops through interaction, experience, and meaningful engagement rather than through isolated practice. Such an ecosystem integrates linguistic development with social interaction, cultural awareness, and emotional involvement, allowing these elements to function in synergy. In this environment, language is not treated as an abstract system, but as a living tool embedded in authentic communication, collaborative experiences, and real-life contexts. Learners engage with diverse perspectives, build relationships, and respond to meaningful situations, which strengthens both their communicative competence and their ability to navigate intercultural spaces.

Building on this perspective, the creation of immersive, experience-based learning environments becomes central to effective language education. In such environments, English is used as a working tool within meaningful tasks: learners participate in role-play simulations (e.g., travel situations, problem-solving scenarios, debates), conduct interviews with peers or international participants, and engage in project-based activities such as creating presentations, podcasts, or short videos. This approach is further enriched through non-formal education formats, including language camps, speaking clubs, edutainment lessons, and language tandem systems, where students interact in pairs or groups to exchange ideas and support each other's progress. Activities may include city quests, discussion marathons, collaborative storytelling, or real-life communication tasks during trips and exchanges. These experiences create authentic contexts in which students develop fluency, confidence, and the ability to respond spontaneously, transforming English into a natural part of their everyday communication and social interaction. Within non-formal and semi-formal learning contexts, these principles are operationalised through structured, task-based practices that model authentic communicative demands. In residential programs, learners engage in scenario-driven projects that require collaborative planning, negotiation, and decision-making in English, thereby simulating professional and social interaction. Speaking club formats are designed around issue-based discussions and facilitated dialogue, enabling participants to articulate and defend viewpoints while responding to diverse perspectives. Tandem learning is organised as a reciprocal process of peer scaffolding, where learners alternate roles of speaker and interlocutor, provide feedback, and co-construct meaning through guided interaction. In mobility-based settings, such as educational visits or exchange programs, communicative tasks are embedded in real-world environments, requiring learners to interpret information, initiate contact, and adapt their language use to situational and cultural variables. Such practices contribute to the development of functional fluency, strategic competence, and the ability to operate effectively across varied communicative contexts.

Within this ecosystem-based framework, particular attention is given to the role of the learning environment and community as central factors in language development. The environment is not limited to a physical or digital space; it is understood as a network of relationships, interactions, and shared experiences that shape how learners engage with the language. A supportive community encourages openness, reduces the fear of making mistakes, and creates conditions for authentic communication. In such contexts, emotional engagement and motivation become not supplementary, but foundational elements of the learning process. When learners feel involved, valued, and connected to others, their willingness to participate and persist increases significantly.

Important is the shift toward student agency and active participation. Learners are positioned not as passive recipients of knowledge, but as active participants who initiate communication, make choices, and take responsibility for their learning trajectory. This active role is closely linked to the development of intercultural competence, as students engage with diverse perspectives, interpret cultural meanings, and adapt their communication strategies in different contexts. Through sustained interaction within this ecosystem, language learning evolves into a process of socialisation, where communication skills, personal identity, and intercultural awareness develop simultaneously.

The implementation of an ecosystem-based approach to English language learning yields outcomes that are particularly relevant in the context of contemporary Ukrainian society,

characterised by increased mobility, socio-cultural transformation, and integration into international environments. One of the key results is a significant enhancement of learners' communicative competence, accompanied by increased confidence in authentic language use. Students engaged in immersive, experience-based learning demonstrate a greater capacity for spontaneous interaction, effective meaning negotiation, and participation in diverse communicative situations, extending beyond the classroom into real-life contexts such as academic mobility, professional communication, and intercultural exchange. Another significant outcome is the formation of sustainable, intrinsically motivated engagement in the learning process. Within an ecosystem-based framework, motivation is supported by emotional involvement, relevance of content, and the presence of a collaborative learning community. This is particularly important for Ukrainian learners, for whom stable and supportive educational environments contribute to continuity in learning under conditions of social uncertainty.

In conclusion, the ecosystem-based approach to English language learning, as demonstrated throughout this study, provides a coherent response to the challenges outlined in the context of globalisation, mobility, and the growing demand for intercultural competence.

## REFERENCES

---

1. Jalaluddin M. (2016). Using YouTube to Enhance Speaking Skills in ESL Classroom. *English for Specific Purposes World*. Vol. 17, Issue 50. URL: <https://surli.cc/gkcang> (Last accessed: 11.03.2024).
  2. Jeffs T., Smith M. K. (1990). *Using Informal Education*. Informal Education, Buckingham. Open University Press. URL: <https://surl.li/biafdh> (Last accessed: 11.03.2024).
  3. Kapp K. M. (2012). *The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education*. An Imprint of John Wiley & Sons.
  4. *Key Competences for Lifelong Learning in the European Schools*. Approved by the Joint Teaching Committee by Written Procedure 2018/47. URL: <https://www.eursc.eu/BasicTexts/2018-09-D-69-en-2.pdf> (Last accessed: 11.03.2024).
- 

**Raisa ISTOMINA**

*H.S. Skovoroda Kharkiv National Pedagogical University*

## LISTEN AND DRAW: MAKING LISTENING VISIBLE FOR YOUNG LEARNERS

Nowadays it is difficult to imagine modern people without being able to communicate with each other all over the world and foreign languages are of great support here. A class is a place where students get necessary knowledge and develop important for them skills to be able to communicate successfully. Teaching a foreign language through communication is the most effective way of studying if it is based on students' interaction and their active involvement

in the process. Organizing the work based on student-centred approach makes it stimulating for students. One of the aspects of successful interaction is ability to comprehend received information from interlocutors. That is why, teaching listening is in focus in this paper. Teaching listening is a complex process which combines grammar, vocabulary, the way people pronounce words; intonation also plays a great role in comprehending oral speech. Learners can face various difficulties in authentic communication, so it is worth developing listening skills from the very first steps in learning a foreign language. Possible difficulties for those who listen to: a) some people speak too fast to follow; b) they can't get even a general sense of the message; c) they can't tell where words start and stop; d) people pronounce words they just don't recognize; e) they can't work out details of what is being said and others.

Teaching listening in isolation does not promote understanding and it prevents effective communication. That is why it is important to develop listening skills in integration with other main skills, such as reading, writing and speaking, and, in our case, with drawing.

The process of developing listening skills has been transformed from a passive «receptive» skill to an active, complex cognitive process. The author of the thesis shares her insights from classroom practice in teaching listening to kids using the following approach. It is important for listening skills formation based on separate sentences. It is a good way to check students' general understanding, grammar structures and vocabulary. This way of learning is close to natural way of language acquisition. The only possible problem can be lack of students' drawing skills. And one of the goals of this approach is to build confidence and reduce anxiety. Activities can be done through gaming.

One more benefit of developing listening skills through drawing is that it is good for all students with different primary learning styles: *Visuals* remember how words look, *Auditory* – how to pronounce them, and *Kinesthetic move*, draw, read and write. And when one student does the task on the blackboard those who are not sure if their variant is right have a chance to “have a look” and compare the answers.

The following algorithm can be used:

1. *Listen to the sentence.*
2. *Draw what you hear.*
3. *“Read” the sentence.*
4. *Write the sentence in L2.*
5. *Read out the sentence.*

This technique promotes listening comprehension, ability to turn the pictures into a text, then to read and write and again to listen to the whole set of sentences or the text. While doing this task students activate grammar structures and vocabulary. The activity is good for Practice stage: a teacher can see if the students are ready for Production stage to make up their own sentences.

Children like doing such exercises as the suggested way of developing different skills breaks all the stereotypes about learning as a boring process, especially drilling grammar structures. Students visualize the words they draw and it helps them memorize words and word-combinations without translating them into L1. Pupils with different dominating learning styles have equal opportunities to be involved into the process and work actively.

This approach is suitable for different levels or language issues as it provides involvement of all types of students and makes the teaching-learning process motivated and prepares basis

for further language areas development. This approach can be adopted to the students' age and level of their language competence. With pre-teens a teacher can practice more complicated grammar structures combined with topical vocabulary. A teacher is free to choose any material to practice it this way.

---

**Olena IVASYUTA**

*Ivan Franko National University of Lviv*

## **OVERUSE AND UNDERUSE OF HEDGING DEVICES IN EFL ACADEMIC ESSAYS: A CORPUS-BASED STUDY OF ADVANCED LEARNERS**

### **Problem Statement**

Hedging constitutes a central feature of academic discourse, enabling writers to express uncertainty, soften claims, and present their ideas appropriately in an academic community. In the tradition of metadiscourse studies, particularly as developed by Ken Hyland, hedging is understood not merely as a linguistic ornament, but as an important tool for shaping meaning, showing credibility, and expressing the author's position. Despite its importance, the effective use of hedging devices remains a constant challenge for learners of English as a Foreign Language (EFL), even at advanced levels of proficiency.

### **Objectives**

The primary objective of this study is to investigate the distribution and usage patterns of selected hedging devices in academic essays written by advanced EFL learners and to compare these patterns with those found in native-speaker academic writing. More specifically, the study makes an attempt to: – identify which hedging devices are overused by advanced EFL learners in comparison to native academic writing; – determine which hedging devices are underused or avoided; – examine whether learners rely on a restricted repertoire of hedging expressions.

### **Methods**

The study adopts a corpus-based methodology, drawing on two primary datasets. The first dataset consists of a learner corpus comprising argumentative and expository essays written by advanced (B2–C1 level) EFL university students. The second dataset is a reference corpus of native-speaker academic writing, including student essays and/or published academic texts, serving as a benchmark for comparison. Qualitative analysis was conducted to examine the contextual appropriateness and register sensitivity of the hedging devices employed by learners.

### **Results**

A set of target hedging devices was selected based on their frequency and relevance in academic discourse. These include lexical items (*perhaps, maybe*), modal verbs (*may, might*),

and impersonal constructions (*it seems that, it is likely that, it is possible that*). The selection reflects different categories of hedging strategies, ranging from informal to more formal and discipline-typical expressions.

The findings reveal clear and systematic differences in the use of hedging devices between advanced EFL learners and native writers. First, the learner corpus demonstrates a marked overuse of informal lexical hedges, particularly *maybe* and *perhaps*. These items occur at disproportionately high frequencies compared to the reference corpus and are often employed in contexts where more formal or nuanced expressions would be expected.

Second, the analysis indicates a notable underuse of impersonal hedging constructions such as *it seems that* and *it is likely that*. These structures, which are characteristic of formal academic discourse, appear significantly less frequently in learner writing. Similarly, while modal verbs such as *may* and *might* are present, their usage is less varied and often lacks the subtlety observed in native texts.

Third, the results suggest that learners rely on a relatively limited repertoire of hedging devices. Rather than drawing on a diverse range of linguistic resources, they tend to recycle a small number of familiar expressions. This restricted variation contributes to stylistic monotony and may signal a lack of awareness of register-specific conventions.

Finally, qualitative observations point to occasional mismatches between hedging devices and context, indicating that learners may not fully grasp the pragmatic nuances associated with different forms of epistemic stance marking.

### **Conclusions**

The study demonstrates that even advanced EFL learners show significant difficulties in the appropriate use of hedging devices in academic writing. The overuse of informal hedges and the underuse of more formal, impersonal constructions suggest that learners lack sufficient exposure to and practice with authentic academic discourse. Moreover, the reliance on a limited set of expressions indicates that hedging competence should be understood as a form of phraseological and discourse competence, rather than merely knowledge of individual lexical items.

From a pedagogical perspective, the findings underscore the need for more explicit instruction in hedging strategies within university EFL programs. Such instruction should move beyond traditional grammar teaching and incorporate corpus-informed approaches, enabling students to explore real examples of academic language use. Data-driven learning activities, in which learners analyze authentic texts, may be particularly effective in raising awareness of variation and register.

In conclusion, improving learners' command of hedging devices has the potential to enhance not only the linguistic accuracy but also the rhetorical effectiveness of their academic writing. Future research may expand the scope of analysis to include disciplinary variation and longitudinal development of hedging competence.

---

### **REFERENCES**

1. Hyland K. (2005). *Metadiscourse: Exploring Interaction in Writing*. London: Continuum.
2. Biber D., Johansson S., Leech G., Conrad S., Finegan, E. (1999). *Longman Grammar of Spoken and Written English*. London: Longman.
3. Granger S. (1998). *Learner English on Computer*. London: Longman.

4. Swales J. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press
  5. Яхонтова Т. В. (2002) *Основи англомовного наукового письма*: Навчальний посібник для студентів, аспірантів і науковців. – Львів: Видавничий центр ЛНУ.
- 

**OIha KACHANOVA**

*Solonytsivka Gymnasium “Perlyna”, Kharkiv Region*

## **ENERGY REBOOT: ART-BASED SELF-CARE STRATEGIES FOR ENGLISH LANGUAGE TEACHERS IN CRISIS CONTEXTS**

English language teachers in Ukraine are navigating one of the most psychologically demanding professional landscapes imaginable. Beyond standard pressures of lesson planning and classroom management, they face the daily reality of war: air raid sirens, displaced students, traumatised families, and personal losses. The cumulative effect is steady energy depletion, leading to emotional exhaustion and reduced professional efficacy. This paper proposes an alternative framework, an “energy reboot”, grounded in art therapy, somatic practices, and mindfulness. These strategies are practical, accessible, and useful for teachers’ self-care and ESL classroom integration. Drawing on the author’s experience teaching in Kharkiv region during wartime, this paper offers evidence-informed tools tested in real classroom conditions.

To address energy loss, it is essential to understand its physiological roots. Hansen I. explains that under chronic stress, the sympathetic nervous system remains constantly activated, leading to adrenal fatigue, sleep disturbances, and eventually professional burnout [1]. In Kharkiv region, where shelling has become routine, this hyperarousal is chronic. Teachers arrive at school already depleted, having spent nights in shelters.

The “Window of Tolerance” offers a useful diagnostic tool. Outside this window, in hyperarousal (anxiety, panic) or hypoarousal (numbness, dissociation), teaching becomes impossible [4, p. 13]. An energy reboot must begin with nervous system regulation. Art-based and somatic practices engage the brain at a sensory, pre-verbal level, bypassing cognitive loops that keep teachers trapped in rumination.

The following practices are drawn from art therapy, sandplay, and mindfulness. Each can be used by teachers for self-care and adapted for ESL students. These techniques have been piloted by the author in gymnasium “Perlyna”.

*Scribble Drawing*. Malchiodi C.A. describes the scribble technique as a method for reducing anxiety [2]. Two minutes of scribbling can externalise internal chaos and restore control. In the ESL classroom, students describe what they see in English. One silent student produced her first full sentence: “This is my home before the war.”

*Sandplay and Resource Necklace.* Tararina O. emphasises that tactile work with sand builds trust and reduces anxiety [5]. The “Resource Necklace” technique uses foil beads representing personal strengths, creating a tangible anchor for distress. In the classroom, students learn emotion vocabulary while creating their own necklaces. One class created a “resilience tree” on the wall, attaching beads as a symbol of collective strength.

*Mandala Drawing.* Research cited by Malchiodi C.A. [2, p. 215] indicates that drawing within a circular format (mandala) induces a relaxation response, lowering heart rate and anxiety. Teachers can begin each day with three minutes of mandala drawing. In the ESL classroom, mandalas serve as a settling activity; students share one word about how they feel. During intense shelling, teachers reported that mandala colouring significantly reduced disruptive behaviours.

*Body Scanning.* Hansen I. describes scanning the body from head to toe, noticing tension without trying to change it [1, p. 16]. Three minutes between classes can prevent stress accumulation. In the classroom, guided English instructions shift the nervous system toward regulation. Teachers in Kharkiv region have incorporated this into the first three minutes of every lesson.

*5-4-3-2-1 Grounding.* Mogylnyk A. and Yatsukhnenko M. offer this technique: name five things you see, four you touch, three you hear, two you smell, one you taste [3]. It interrupts catastrophic thinking and returns the teacher to the present moment. For ESL students, teachers create worksheets with sentence starters (“I see...”, “I hear...”). During long air raids, this technique kept students grounded.

*Safety Place Visualisation.* This guided imagery practice [3, p. 25] invites teachers to imagine a safe location and anchor that feeling with a specific gesture. In the classroom, students draw their safe place and label objects in English. One displaced student drew her grandmother’s kitchen, the only place she still felt safe, and finally spoke about her experience.

*Box Breathing.* Hansen I. emphasises that humans regulate each other’s nervous systems through social connection [1]. “Box Breathing” (inhale 4, hold 4, exhale 4, hold 4) can be practiced silently or as a whole-class activity. In this gymnasium, teachers reported that breathing together before a test significantly reduces student anxiety and improves performance.

These practices replace less effective coping strategies - doom-scrolling, sleepless rumination, emotional numbing. An energy reboot requires a shift from “I must do everything” to “I will do what is sustainable.” For teachers who feel guilty about self-care, the principle of accompaniment from *Creative Care* [4, p. 7] is worth remembering: teachers cannot save everyone, but they can model resilience. When a teacher admits, “I am tired today, so we will draw instead of write,” students learn that self-care is not weakness but wisdom.

The author’s experience in Kharkiv region confirms the transformative potential of these practices. During intense shelling, structured art-based and somatic practices created islands of safety. Teachers who initially dismissed these techniques reported reduced stress and renewed enthusiasm. The gymnasium “Perlyna” now incorporates a daily ten-minute “energy reboot” session into the morning schedule, resulting in improved mood, better concentration, and greater classroom community.

English language teachers in war-torn Ukraine cannot wait for the war to end before taking care of themselves. The energy reboot proposed here, a combination of art therapy, somatic practices, and mindfulness, offers a practical, accessible path toward sustainable teaching.

These strategies require no special training, expensive materials, or administrative approval. They require only a willingness to slow down, listen to the body, and trust that creativity and compassion are powerful resources for healing. In the words of one teacher from the gymnasium: “I cannot stop the bombs. But I can draw a circle, breathe, and remind myself that I am still here. And that is enough for today.”

## REFERENCES

---

1. Hansen, I. (2024). *I can!* (3rd ed.). LIBERECO.
  2. Malchiodi, C. A. (Ed.). (2003). *Handbook of art therapy*. Guilford Press.
  3. Mogylnyk, A., & Yatsukhnenko, M. (2023). *Psychologist on the line*. Rights to Protection Charity Foundation.
  4. Sajnani, N., et al. (2025). *Creative care*. Jameel Arts & Health Lab.
  5. Tararina, O. (2017). *Sand therapy: A practical start* (N. Raduzhna, Trans.). Astamir-V.
- 

**Iryna KALYNOVSKA**

*Lesya Ukrainka Volyn National University, Lutsk*

## LEXICAL AND SEMANTIC MEANS OF CREATING PRAGMATIC EFFECT IN ENVIRONMENTAL POSTERS ON THE CONSEQUENCES OF RUSSIA’S WAR AGAINST UKRAINE

Russia’s full-scale invasion of Ukraine has caused not only a humanitarian catastrophe but also unprecedented environmental destruction that has attracted global attention. Environmental posters have emerged as one of the most effective means of visual-verbal communication, conveying the scale of ecocide caused by the Russian aggression to an international audience.

The paper examines the lexical-semantic means through which pragmatic effects are achieved in English-language environmental posters dedicated to the ecological consequences of Russia’s war against Ukraine. The study is based on a corpus of seventy-two posters drawn from open digital platforms and institutional sources (2022–2025), including the *Poster for Tomorrow* series “We Stand with Ukraine” [5], campaign materials by the Greens/EFA Group in the European Parliament [2], materials from Shutterstock [6], and resources of the Forest Resources Agency of Ukraine [1].

The theoretical framework draws on linguopragmatics, ecolinguistics, and discourse studies, with particular focus on the concept of “greenspeak” – a variety of ecological discourse characterised by specific linguistic means and pragmatic strategies aimed at raising environmental awareness and prompting action [4].

The analysis reveals that the posters’ pragmatic effect is achieved primarily through the interaction between ecological terminology and emotionally evaluative vocabulary. Terms

denoting ecological catastrophe – *ecocide, radioactive contamination, nuclear threat, and environmental damage* – are combined with negatively charged lexemes such as *destroy, kill, crime, and danger*, thus constructing a semantic field of environmental harm and moral condemnation of Russian aggression. These findings are consistent with the broader scholarly recognition of environmental war damage in Ukraine [3] and with the concept of “inconspicuous ecocide” introduced by Skopin [7].

Stylistically marked devices play a particular role in poster texts: the metaphor *War is not healthy for Ukraine & other living things* [5] integrates the topic of war into an ecological context; the personification of nature in *Animals are suffering during the warfare* [6] and *Forest burning* [6] transfers the category of victimhood onto the natural world, intensifying the audience’s empathic response. The frequent use of the noun *Ukraine* in combination with verbs of destruction (*War destroys Ukraine* [6]; *Ukraine and fire* [6]) establishes a recurring semantic pattern of “Ukraine as an object of annihilation” and lends the poster text a pronounced accusatory character.

The semantic field of ecological catastrophe in the corpus under study is structured around several thematic clusters reflecting different dimensions of environmental destruction. The water contamination cluster is represented by lexis denoting hydrological disasters: *Dnipro River, Kakhovka Reservoir, motor oil, flooding (150 tons of motor oil released into Dnipro River* [6]; *Kakhovka Reservoir Disaster* [6]). The nuclear threat cluster is formed by the terms *nuclear, radioactive, contamination, radiation: Nuclear danger in Ukraine* [6]; *Stop the nuclear threat!* [6]; *Real risk of nuclear disaster* [6]. The cluster of destruction of living nature unites lexis denoting the death of fauna and flora: *animals suffering, forest burning, sunflowers on fire (Animals are suffering during the warfare* [6]; *Forest burning* [6]; *Sunflower field on fire* [6]). This thematic clustering attests to the systematic character of the ecological narrative in the posters.

Evaluative vocabulary in the eco-posters operates in two contrasting axiological registers, between which a pragmatic contrast arises. The register of destruction and death encompasses the lexemes *destroy, kill, burn, die, danger, disaster, crime, damage, and exploitation: War destroys Ukraine* [6]; *Russia is killing everything alive* [1]; *A war that brings death* [6]. The register of restoration and hope is represented by the lexemes: *peace, life, flourish, grow, save, freedom (Ukraine will flourish* [6]; *Grow Peace in Ukraine* [5]; *Life imprisonment* [5]). The juxtaposition of these two registers within a single poster creates a powerful axiological contrast, which constitutes one of the central rhetorical mechanisms of emotional influence on the audience.

Stylistically marked vocabulary in the corpus includes a wide range of tropes that amplify the pragmatic effect of the poster text. The oxymoron *Life imprisonment* [5] – in which *life* and *imprisonment* are semantically incompatible – conveys the tragic paradox of survival amid ecological catastrophe. The hyperbole *Russia is killing everything alive* [1] constructs an image of absolute ecological annihilation as a consequence of Russia’s war in Ukraine. The irony in the poster *Global crisis: Ukraine–Russia* [6], with its subtitle referencing nuclear threat, where the term *global crisis* contrasts with the horror of nuclear catastrophe, exemplifies semantic understatement that intensifies the message. The use of proper names (*Kakhovka, Zaporizhzhia, Mariupol, Azovstal*) lends documentary specificity to the poster texts, transforming toponyms into markers of collective ecological trauma.

In sum, the lexical-semantic means identified in the corpus collectively realise three overarching pragmatic strategies: sensitisation (raising awareness of environmental damage),

accusatory rhetoric (attributing moral and legal responsibility to Russia), and mobilisation (prompting the international community to act). The environmental poster on the consequences of Russia's war in Ukraine thus functions not merely as an object of public communication but as a discursive instrument for shaping the international environmental agenda – one that combines documentary precision with powerful emotional-rhetorical impact, situating Ukraine's war-induced ecological crisis within the broader context of the global climate crisis.

---

## REFERENCES

1. Forest Resources Agency of Ukraine. (2024). Ukraine is the most heavily mined country in the world, according to UN estimates. <https://forest.gov.ua/en/news/za-otsinkamy-oon-ukraina-naibilsh-zaminovana-kraina-u-sviti>
  2. Greens / EFA Group in the European Parliament. (2022). Stand with Ukraine: *Let's stop fuelling war!* campaign posters. <https://act.greens-efa.eu/ukraine/>
  3. Hartmane, I., Biyashev, B., Getman, A. P., Yaroshenko, O. M., & Anisimova, H. V. (2024). Impacts of war on Ukrainian nature. *International Journal of Environmental Studies*, 81(1), 455–462. <https://doi.org/10.1080/00207233.2024.2314856>
  4. Pavlichenko, L. V., & Orlova, V. V. (2022). Greenspeak in the wartime: Ecological media discourse on the war in Ukraine. *International Humanitarian University Herald. Philology*, 58, 114–118. <https://doi.org/10.32841/2409-1154.2022.58.27>
  5. Poster for Tomorrow. (2022–2025). We stand with Ukraine: Poster collection. <https://www.posterfortomorrow.org/en/gallery/?project=we-stand-with-ukraine>
  6. Shutterstock. (2022–2025). Ukraine war and environmental impact materials. <https://www.shutterstock.com/>
  7. Skopin, D. (2025). Inconspicuous ecocide: photographs of environmental damage wrought by the Russian invasion of Ukraine. *Kronos*, 51. <https://doi.org/10.17159/2309-9585/2025/v51a9>
- 

**Alina KARPEKO**

**Maryna RADCHENKO**

*T.H. Shevchenko National University "Chernihiv Colehium"*

## ENHANCING LEXICAL COMPETENCE OF 5<sup>TH</sup>-GRADE LEARNERS THROUGH NARRATIVE TECHNIQUES

The development of lexical competence in foreign language learning is a decisive factor for communicative success in the classroom. Vocabulary acquisition is not merely the memorization of isolated lexical items but the integration of words into meaningful contexts that allow learners to retain and use them effectively. Narratives, as cohesive and culturally embedded texts, provide such contexts. As Cameron (2001) observed, "Stories help in the development of vocabulary and grammar, and of oral and literacy skills" [2, p. 118]. This insight underscores the pedagogical value of narrative techniques for fifth-grade learners, who are at a stage where lexical expansion must

be both systematic and emotionally engaging. By embedding vocabulary into stories, teachers can foster retention and stimulate imagination, which is essential for learners transitioning from basic lexical recognition to active communicative competence.

From a psycholinguistic perspective, the interplay between sublexical and lexical skills must be considered when designing narrative-based interventions. Research in transparent orthographies such as Spanish has shown that “(1) letter knowledge and word identification were independently associated with children’s word spelling; (2) word identification was uniquely associated with word decoding; and (3) children’s vocabulary level was associated with word identification” [1, p. 6]. This evidence indicates that vocabulary knowledge directly supports word identification, which in turn facilitates decoding and spelling. For fifth-grade learners of English, narrative techniques can serve as a bridge between sublexical decoding strategies and lexical-semantic integration, thereby reinforcing both spelling accuracy and oral fluency. Narratives thus become a methodological tool that aligns with cognitive models of reading and vocabulary acquisition.

The broader research base on narrative interventions confirms their effectiveness across diverse learner populations. A systematic review concluded that “the meta-analyses of 26 studies indicated overall positive effects of the interventions, with effect sizes of  $d = 0.51$  and  $0.54$  in the group design studies and  $d = 1.24$  in the SCD studies” [3, p. 1109]. These results demonstrate that narrative-focused instruction significantly improves both narrative comprehension and production, which are directly linked to lexical competence. For fifth-grade learners, narrative techniques provide opportunities to practice vocabulary in authentic communicative contexts, thereby enhancing both receptive and productive lexical skills. The integration of story grammar, visual supports, and opportunities for retelling ensures that vocabulary is not only learned but actively used in discourse.

In conclusion, enhancing fifth-grade learners’ lexical competence through narrative techniques is supported by both theoretical and empirical evidence. Narratives provide meaningful contexts for vocabulary acquisition, facilitate retention, and align with cognitive models of reading and spelling. The combination of pre-teaching strategies, L1 scaffolding, and narrative retelling ensures that learners move beyond passive recognition of words toward active lexical competence. As Wright (1995) emphasized, “Stories stimulate imagination and creativity in language learners whose attention is placed in understanding the meaning of the story in general” [2, p. 118]. This imaginative engagement is precisely what makes narrative techniques a powerful pedagogical strategy for vocabulary development in the fifth-grade classroom.

---

## REFERENCES

1. Acha, J., Ibaibarriaga, G., Rodríguez, N., & Perea, M. (2024). Lexical and sublexical skills in children’s literacy. *Journal of Literacy Research*, *56*(1), 6–26. DOI: 10.1177/1086296X241226476.
2. Gutierrez Arvizu, M. (2020). The effect of using stories and pre-teaching vocabulary in English as a foreign language instruction in a Mexican public elementary school. *IAFOR Journal of Education: Language Learning in Education*, *8*(1), 115–128.
3. Pico, D. L., Prael, A. H., Biel, C. H., Peterson, A. K., Biel, E. J., Woods, C., & Contesse, V. A. (2021). Interventions designed to improve narrative language in school-age children: A systematic review with meta-analyses. *Language, Speech, and Hearing Services in Schools*, *52*(4), 1109–1126.

**Viktoriia KAVARA**

*Volyn Professional College, National University of Food Technologies, Lutsk*

## **GREENING THE CURRICULUM: TEACHING PROFESSIONAL ENGLISH FOR HOSPITALITY THROUGH THE LENS OF SUSTAINABLE DEVELOPMENT**

The global hospitality industry operates at a critical intersection of economic growth and environmental responsibility, making it a uniquely productive context for integrating sustainable development values into English for Specific Purposes (ESP) instruction. Vocational/professional and higher education hospitality students benefit enormously from a curriculum that simultaneously builds professional linguistic competence and environmental awareness, preparing them not only to communicate effectively in international workplace settings but also to become responsible actors in an industry that significantly impacts the planet's ecological and social systems.

Grounded in Content and Language Integrated Learning (CLIL) methodology and Task-Based Language Teaching (TBLT), the instructional framework described here embeds the United Nations Sustainable Development Goals (SDGs) – particularly SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 12 (Responsible Consumption and Production), and SDG 17 (Partnerships for the Goals) – as both thematic content and communicative purpose across a twelve-week course unit designed for second-year hospitality students at a professional college level.

Authentic hospitality discourse serves as the primary vehicle for language development throughout the unit. Learners engage with genuine industry texts, including green hotel policies, eco-certification applications (such as those required by the Green Key programme), sustainability audit reports, carbon footprint disclosure documents, responsible sourcing checklists for restaurant supply chains, and guest-facing environmental communication materials. These texts expose students to the genre conventions, register, and specialist vocabulary of professional sustainability communication – lexical sets such as *carbon offsetting*, *circular economy*, *ethical sourcing*, *biodegradable amenities*, *waste diversion rate*, *LEED certification*, and *stakeholder engagement* – vocabulary that is increasingly central to hospitality employment across international markets.

A rich repertoire of tasks and assignments anchors the curriculum in meaningful communicative use. In one extended project, students work in small groups to draft a comprehensive sustainability policy for a hypothetical four-star hotel, covering sections on energy management, water conservation, food waste reduction, and community engagement. To complete this task, learners must synthesize information from multiple authentic English-language sources, negotiate meaning collaboratively, practice formal written genres, including policy statements and procedural guidelines, and develop persuasive argumentation skills. A parallel speaking task requires each group to deliver a formal presentation of their policy to a simulated stakeholder audience – a scenario that develops skills in professional register, structured oral discourse, and responding to questions under pressure.

Role-play simulations constitute another core task type throughout the unit. In one scenario, students conduct a mock eco-certification interview in which one group serves as Green Key auditors and the other as hotel management representatives defending their sustainability practices. This task requires mastery of question-and-answer discourse conventions, hedging language (e.g., *we are currently working towards, our target is to achieve*), and the ability to discuss quantitative data – *occupancy rates, energy consumption figures, waste reduction percentages* – with accuracy and confidence in English. In another simulation, students respond in English to a guest complaint about inadequate recycling facilities, practicing service recovery language while simultaneously drawing on their knowledge of environmental best practices.

Vocabulary development is systematically scaffolded through a combination of explicit instruction and contextualized use. Graphic organizers help students map semantic fields – for example, *connecting renewable energy to solar panels, wind turbines, geothermal heating, and energy audit* – while concordance activities drawn from real hotel sustainability reports reveal how key terms function in authentic professional prose. Learners keep a sustainability lexicon journal throughout the unit, recording new terms with definitions, example sentences from authentic sources, collocations, and their L1 equivalents, building metalinguistic awareness alongside vocabulary breadth.

Reading instruction focuses on genre analysis and critical literacy. Students examine how international hotel chains such as Marriott, Hilton, and Accor frame their sustainability commitments in annual reports, identifying rhetorical strategies, evaluating claims against independently verified data, and discussing the difference between genuine environmental commitment and greenwashing – a concept that generates rich critical discussion while developing sophisticated reading comprehension skills. Writing instruction follows a process approach: students draft, receive peer feedback structured around genre-specific criteria, revise, and produce final versions of professional documents, including formal emails to suppliers requesting sustainability certifications, internal memos proposing waste reduction initiatives, and short social media posts promoting eco-friendly hotel features to English-speaking guests.

Listening and speaking activities draw on a curated collection of TED Talks, UNWTO conference recordings, and YouTube interviews with sustainability managers at international hotels, giving learners access to authentic spoken discourse across a range of accents, speeds, and professional contexts. Note-taking tasks, listening for specific information, and post-listening discussion activities develop both receptive skills and the ability to engage critically with professional content delivered in English.

Assessment throughout the unit is portfolio-based and performance-oriented, reflecting current best practice in ESP pedagogy. Rather than relying on traditional grammar tests, learners compile a professional portfolio containing their sustainability policy document, a reflective journal entry on their learning process, a self-assessment of their oral performance in the certification role-play, and a short analytical essay comparing sustainability communication strategies at two real international hotel brands. This portfolio approach mirrors the kind of documentation and reflective practice increasingly expected of hospitality professionals in international workplaces.

Preliminary outcomes from piloting this unit suggest that sustainability-themed content generates notably higher learner motivation and engagement compared to more traditional hospitality English topics, with students reporting that the real-world relevance of the tasks

gives them a clearer sense of communicative purpose. Learners also demonstrate measurable gains in professional vocabulary range, genre awareness, and – perhaps most significantly for their long-term professional development – a stronger sense of professional identity and ethical responsibility as future hospitality practitioners operating in a globalized, sustainability-conscious industry.

For ESP practitioners, curriculum designers, and teacher educators working in hospitality, tourism, or related vocational fields, this curricular model offers a replicable and adaptable approach to integrating values-driven content into language instruction without sacrificing linguistic rigor – demonstrating that professional English development and education for sustainable development are not competing priorities, but powerful and mutually reinforcing goals.

### REFERENCES

---

1. Belcher, D. D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. *TESOL Quarterly*, 40(1), 133–156. <https://doi.org/10.2307/40264514>
  2. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.
  3. United Nations. (2015). *Transforming Our World: The 2030 Agenda for Sustainable Development*. <https://sdgs.un.org/2030agenda>
  4. UNESCO. (2020). *Education for Sustainable Development: A Roadmap*. <https://unesdoc.unesco.org/ark:/48223/pf0000374802>
- 

**Oleksandra KAZAROVYTSKA**

*Language School “Professional”, Kharkiv*

### TEACHING ENGLISH TO SENIOR CITIZENS: CHALLENGES AND OPPORTUNITIES

Teaching English to senior citizens is both a rewarding and unique experience that requires sensitivity, flexibility, and an understanding of learners’ specific needs. Unlike younger students, older adults often come to language learning with rich life experience, strong motivation, and clear personal goals—such as traveling, communicating with family members abroad, or simply keeping their minds active. However, they may also face certain challenges, including reduced memory retention, hearing difficulties, or a lack of confidence. A successful approach to teaching this group balances encouragement with practical, meaningful instruction.

One of the key principles when working with senior learners is creating a supportive and respectful environment. Many older students may feel anxious about returning to a classroom

after many years or worry about making mistakes. It is important to foster a space where errors are seen as a natural part of learning rather than something to be embarrassed about. Patience is essential: seniors often benefit from a slower pace, clear explanations, and frequent revision of material.

Relevance is another crucial factor. Lessons should be connected to real-life situations that learners are likely to encounter. For example, practicing dialogues for visiting a doctor, making phone calls, or talking to grandchildren can make learning more meaningful and immediately useful. In this respect, teachers have to approach the textbook critically and replace irrelevant topics (e.g. applying for a job) with more meaningful ones.

In terms of methodology, a communicative approach works well, but it should be adapted to suit the group. Activities should be varied yet not overwhelming, combining speaking, listening, and gentle reading or writing tasks. Repetition and recycling of vocabulary are particularly important, as they help reinforce learning and build long-term retention. Apart from that, it is recommended to integrate memory exercises into classes on a regular basis, and use various visual and auditory mnemonic devices, examples and memory associations to help seniors rehearse and later retrieve vocabulary and expressions from long-term memory.

Visual aids and large-print materials are essential. In case of offline learning, teachers need to make sure that senior students sit as close to the board as possible. In case of online classes, it is highly advisable to support digital materials with printable worksheets.

Listening comprehension is one of the key challenges for senior learners. In some cases, it is aggravated by hearing loss. In order to decrease the negative effects of this auditory loss, teachers should try to accommodate the aging ear in a number of ways by: speaking clearly and ensuring that the students can see their face and lips, adjusting the volume for listenings and videos, repeating listening texts, ensuring that your classrooms have little background noise.

Technology can be both a challenge and an opportunity. While some senior learners may feel intimidated by digital tools, introducing simple, user-friendly resources—such as language learning apps or video calls—can open new possibilities for practice. However, teachers should provide clear guidance and avoid overloading students with too many tools at once.

Finally, emotional and social aspects play a significant role. For many seniors, English classes are not only about learning a language but also about social interaction and maintaining a sense of purpose. Group activities, pair work, and informal conversations help build a sense of community and make lessons enjoyable.

In conclusion, teaching English to senior citizens requires empathy, adaptability, and creativity. By focusing on meaningful communication, providing consistent support, and valuing learners' experiences, teachers can create an enriching environment where senior students feel confident, motivated, and capable of success.

---

---

**OIha KHODAKEVYCH**

*Kyiv National Economic University named after Vadym Hetman*

## **DIGITAL SCAFFOLDING IN UNCERTAIN TIMES: GRAMMARLY AS A TOOL FOR ACADEMIC RENEWAL AND STUDENT EMPOWERMENT**

**Problem Statement.** The transformation of pedagogical strategies in language training in Ukraine today is based on the transition from theoretical models to a communicative-activity approach. The priority areas of higher education development are the individualization of learning, the introduction of distance learning methods, and the strengthening of the professional orientation of programs. The combination of digitalization with a person-oriented approach provides the necessary flexibility of the educational process and contributes to strengthening the autonomy of education seekers.

The current state of Ukrainian education is shaped by work under extreme conditions: the shortage of classroom time and the distance format create significant barriers to high-quality feedback. Under such circumstances, the traditional model of «the teacher as the only source of correction» loses its effectiveness. In this context, the integration of artificial intelligence technologies becomes not just a technical solution but a strategic act of support that guarantees the continuity of learning. As researchers note, this approach allows for the formation of a competitive specialist capable of effective linguistic interaction in the global space [4; 5].

**Digital Transformation through Grammarly.** The Grammarly platform, founded in 2009 by Ukrainian developers M. Lytvyn, O. Shevchenko, and D. Lider, has gone from a local service to a global communication support system. The company became the first domestic technological «unicorn», which confirms the high demand for its solutions on the global market. The modern basis of the tool is advanced natural language processing (NLP) algorithms and deep learning methods, which enable a holistic analysis of text, from basic grammar correction to the assessment of semantic integrity and plagiarism [5].

In higher education, Grammarly is considered an effective means of computer-assisted language learning (CALL) that contributes to significant improvements in the quality of academic texts [2; 4]. The platform acts as a «digital scaffolding» based on three aspects:

1. Instant feedback: The student receives real-time assistance, which reduces the level of anxiety before writing complex papers and the fear of making mistakes [3].

2. Development of linguistic autonomy: Studies confirm that the program reduces the workload of teachers and develops student independence through prompts [7]. Explanations for each correction allow the student to understand the logic of the English language.

3. Tone adaptation (Tone Detector): This is critically important for professional orientation (ESP), where compliance with the academic style determines professional competence. Systematic work with the platform helps students independently correct errors, which increases their linguistic accuracy [3; 6].

**Practical Implementation: from Correction to Reflection.** Academic writing is a specific format of expressing thoughts, characterized by a formal style and logical structure. The integration of Grammarly functionality into the educational process is proposed through the use of the following tools:

- Setting goals (Domain & Goals): selecting parameters according to the genre of the text (Informative, Convince, etc.). This stimulates students to rewrite and edit texts repeatedly, thereby contributing to better mastery of grammatical norms [1].
- Tone Detector: monitoring the formality and emotional coloring of the presentation to comply with the norms of scientific discussion.
- Clarity function: identifying and simplifying complex syntactic constructions to improve the clarity of the text.
- Generative functions (Grammarly GO): auxiliary queries to check the argumentation and logical structure of the material.
- Academic integrity: using built-in plagiarism checking tools and citation tools.

The development of AWE (Automated Writing Evaluation) technologies has enabled the optimization of written work review, supplementing traditional methods with tools for interactive engagement with the text [1; 5]. At the «metacognition» stage, the student writes a short report on frequent errors, which stimulates conscious language learning and develops self-reflection skills.

**Conclusion.** The use of Grammarly in higher education does not replace the teacher. However, it creates a dynamic environment for the development of student autonomy, transforming theoretical knowledge of language into practical skills for creating high-quality intellectual products. The platform shifts the teacher's role from «error controller» to «mentor-facilitator». This frees up time for in-depth discussion of the content of scientific papers and professional concepts. This approach gives students a sense of control over their own progress, equips them with future skills, and instills self-confidence, which is a key element of academic renewal in times of crisis.

---

## REFERENCES

1. Cotos E. *Genre-based Automated Writing Evaluation for L2 Research Writing*. John Benjamins Publishing Company, 2014. 232 p.
  2. Fadilah R. The implementation of Grammarly software to improve students' writing skill. *Journal of English Language Teaching*. 2018. Vol. 7, No. 3.
  3. Fitria T. N. Grammarly as AI-powered English writing assistant: Students' alternative for writing English. *Metathesis: Journal of English Language, Literature, and Teaching*. 2021. Vol. 5, No. 1. C. 65–78.
  4. Ghufro M. A., Rosyida F. The Role of Grammarly in Assessing English as a Foreign Language (EFL) Writing. *Lingua Cultura*. 2018. Vol. 12, No. 4. C. 395–403.
  5. Özer O., Yükselir C. Exploring the Role of Grammarly as an Automated Writing Evaluation (AWE) Tool in Higher Education. *Journal of Educational Technology and Online Learning*. 2023.
  6. Ventayen R. J. M., Orlanda-Ventayen C. C. Graduate Students' Perspective on the Usability of Grammarly in Academic Writing. *International Journal of Advanced Research in Management and Social Sciences*. 2018. Vol. 7, No. 7.
  7. Woodworth J., Barkaoui K. Explaining the effects of automated writing evaluation feedback on students' writing process and product. *Journal of Second Language Writing*. 2020. Vol. 49.
-

**Yuliia KHOLMAKOVA**

*National University of “Kyiv-Mohyla Academy”*

**Yevheniia ARTOMOVA**

*Taras Shevchenko National University of Kyiv*

## THE BENEFITS OF USING AI IN TEACHING ENGLISH: A CREATIVE PHONETICS APPROACH

The integration of artificial intelligence into English language teaching is no longer a distant perspective – it is an engaging and practical reality. One particularly effective application of AI can be seen in teaching practical phonetics, where creativity, sound awareness, and student motivation are equally important. Our recent classroom activity with first-year students of the Department of English Language demonstrates how AI tools can transform a traditional phonetics task into an interactive and memorable learning experience.

The assignment focused on identifying and practicing challenging rhyming pairs such as *rhyme–climb*, *half–laugh*, *sword–gnawed*, *knee–quay*, *wreck–cheque*, *know–though*, *who–through*, *plant–aunt*, *rustle–muscle*, *bet–debt*, *smile–aisle*, and *riot–quiet*. Students were asked to compose short rhyming poems using at least four of these pairs. This task encouraged them not only to recognize irregular pronunciation patterns but also to actively use them in context.

The second stage of the activity introduced AI tools. Students uploaded their poems into image-generating platforms such as Nana Banana, DALL·E, and Canva. These tools created visual interpretations of the poems, turning abstract phonetic exercises into vivid, imaginative scenes. The class then engaged in a guessing game, trying to identify the authors of each poem based on style and imagery. While some students preferred to remain anonymous, one participant agreed to share her name.

*I like to climb and hear a sweet rhyme,  
I walked with my aunt and smiled for half the time.  
I paid a cheque and placed my bet,  
The old tree was gnawed like a sword*

*Half of my life I've spent with laugh  
Even when knee was broken on quay  
When all of my bets ended with debts  
When the only my sword was cruelly gnawed  
I always know no matter what though  
I will spend with laugh the life's second half  
(Victoria Vashchuk, 1<sup>st</sup> year student,  
Department of English Language)*



*We were standing by the quay,  
When I tripped and scraped my knee  
I was hurt, my brother knew,  
I know, he didn't offer any help though  
And when I bent in pain in half,  
he started just to laugh  
In my mind I made a little bet,  
I'll surely make him pay the debt*



*A knight raised his sword but suddenly it was gnawed  
So a beautiful aunt gave him a newly raised plant  
He bowed down on the quay and hurt his own knee  
He didn't know that it was useless though*



This approach offers several important pedagogical benefits. First, it enhances phonological awareness, as students must carefully consider pronunciation differences that are not reflected in spelling. Second, it develops creative thinking and linguistic flexibility, since learners construct original poetic texts rather than completing mechanical drills. Third, the use of AI tools fosters digital literacy, an essential skill in modern education. Students learn to interact with technology not just passively, but as co-creators of content.

Additionally, the activity promotes collaboration and social interaction. The guessing game element creates a supportive and playful classroom atmosphere, reducing anxiety often associated with pronunciation practice. It also strengthens critical thinking, as students analyze stylistic features and make connections between text and visual representation.

From a motivational perspective, AI significantly increases student engagement. The combination of poetry, technology, and visual art transforms a potentially difficult topic into an enjoyable experience. Students reported that the task felt less like an assignment and more like a creative challenge.

In conclusion, the use of AI in teaching English - particularly in phonetics - opens new possibilities for interactive and student-centered learning. By combining traditional linguistic goals with innovative tools, educators can create meaningful, memorable, and skill-rich experiences that prepare students for both academic and real-world communication.

---

Iryna KHOMYAKOVA

Izmail Lyceum # 1 with gymnasium

## DEVELOPING STUDENTS' CREATIVITY IN MODERN UKRAINIAN SCHOOL: A TEACHER'S EXPERIENCE

Where do the notions like creativity, tolerance and democracy come from? Perhaps, from other languages, from other cultures. Ancient civilisations and later the USA were obviously the land where the seeds of democracy managed not only to pop out but to grow and flourish. The USA managed to build a really democratic society working extremely hard, suggesting new visions of many challenges and even suffering in everyday hardships and dying in civil wars. So we can say that they have made themselves.

Can a law or any institution build a democratic society of tolerant relations among people in offices, business firms, in a community, in a country? Surely, not. But who can help? Mostly teachers inspire their students to build a better future for themselves and generations to come. Is our task as teachers to teach only the laws of the Universe? - Of course not. The target of any living being is to learn to live in the world safely and not to make it dull and poor. Teachers of English can teach very serious things like tolerance, citizenship, democratic relations, based on creative thinking not by speaking about them but by working at lessons, in debate clubs, at video conferences and participating in dozens of other activities all of them have use (practice) or exposure (language environment) and as a result- high motivation to study target language.

Children's and adult learners' motivation or desire to study or even to work in class can become real if they like what they do. That's why a teacher should always ask these main questions before his lesson:

- Why? (to teach)
- What? (to teach)
- How? (to teach)

We, teachers of English, have learnt to sing, to dance, to role-play, to write poems and stories, managed searching the Internet day and night and use gadgets effectively though «we are digital emigrants and our students are digital residents», as somebody said. And...? Do we enter the classroom and switch on same film and let the students watch it until the bell rings? No, we involve them in singing, reciting, role-playing using improvisation, ask them to play, and... and all other things with the sole aim:

- *to speak English;*
- *to learn English;*
- *to communicate English;*
- *to love English*

keeping in mind **the rule of 3 M's**:

- **Motivation** – engaging content
- **Memory** – repeated exposure

- **Meaning** – meaningful practice.

The diagram shows what important tasks we try to fulfill using poems, songs, music, drama, culture of the nation, etc.

The first thing a teacher does at the beginning of the lesson is breaking tension. It is good to consider learners' interest discussing last week's events to practice the past simple tense. But it is good to make reference to the topics that are urgent and close to students' interest and understanding.

**Example 1.** Most teens are gifted at one thing or another. Take your time and cater to their skills and exploit their talents. If some of them play musical instruments ask them to play a song while the class sings the lyrics in English. Singing songs is always a pleasure on the one hand and motivation to participate on the other. They introduce or produce the target language in a different context, develop students' imagination and produce group coordination (in action songs, for instance). As it is a way of holistic learning (TPR) students find it easier to sing a language than to pronounce, and it improves their listening comprehension. It is one of the reasons for us to hold various festivals where we sing, dance, recite and perform samples of art of English speaking countries and nations inhabiting the southern part of Ukraine, Bessarabia

Understanding the complexity of the tasks assigned to the school in ensuring that a child can comfortably become part of a children's group and later an adult, school teachers, and English language teachers in particular, make significant efforts to help children feel comfortable and valued both in communication with their peers and within their own family.

We can't imagine a 21<sup>st</sup> – century lesson of English without integrating technology into the classroom. Most learners have excellent Web surfing skills, so why not assign them a Web Quest? And you can design your own to suit your students' level. Whether your learners are 5 or 55 years old choose games that will challenge them, give them the right competitive feeling and any kind of game or type of quiz will get them motivated.

**Example 2.** If you use real life objects with young learners or teens who are already lacking in enthusiasm – bring maps of the city or brochures and ask them to choose the places they frequently visit and why like malls, concert venues, or sports stadiums. Since ancient times the mob wanted “Bread and Circuses”. So introduce improvisation in your classroom.

Today, the primary goal of education is the comprehensive development of an individual as a personality and the highest value of society, the cultivation of their talents, intellectual and physical abilities, the fostering of high moral qualities, and the enhancement of the overall cultural level, enhancement of a learner's national identity as a combination of institutional identity, identity of interests, and cultural identity, characterized by the unity of politics and culture, as well as mechanisms of support, emotional unity, and self-interest.

Contemporary education also aims to shape a citizen capable of making conscious social choices. Season festivals held in Izmail lyceum №1 will remain in the memory not only of the children of our educational establishment as a demonstration of respect for and adherence to the civil rights of our multiethnic region but also attract public interest in the city, as they are broadcast on the local television channel. The event featured melodies, songs, and poems in Ukrainian, Romanian, Bulgarian, Moldovan, Gagauz, Polish, German, French, Italian, Serbian, Romani, and English, along with national dances representing these cultures. The preservation of the cultural identity of the peoples inhabiting our region, as well as its richness and diversity

everyone (demonstrated on practice) proves that when a country upholds civil rights, it ensures that hate speech does not emerge. As Ukraine strives to become a full member of the European Union, it is essential to educate a generation that respects the culture and traditions of all EU member states.

One can't learn culture, traditions of any country without living there for some period of time. It is one of the reasons for teachers and parents to give a chance to their children to visit the countries of the world and to communicate with them via the Internet. Academic year of Izmail Lyceum №1 is not an exception.

---

**Daria KIRIAKOVA**

*Kyiv School of Economics*

## **MULTIMODAL DIGITAL STORYTELLING: CREATING PERSUASIVE NARRATIVES IN ESP**

In today's academic landscape, the integration of multimodal digital tools has shifted from an elective skill to a functional necessity. The approach presented in this conference paper bridges the gap between classroom theory and real-world discourse, acknowledging that meaning is rarely conveyed through text alone. Instead of relying on linguistic modes, learners synthesise visual, auditory, and structural elements, such as imagery, spatial layout, and sequencing, to craft more impactful arguments. Robin claims that 'what makes these tools so compelling is the nature of what has come to be known as user contributed content' [2, p. 221]. As a result, engaging with multimodal storytelling tools enables students to move beyond fragmented language use toward integrated, audience-aware communication practices that mirror authentic workplace discourse.

As Gunther Kress argues, communication in the digital age is inherently multimodal, requiring learners to make deliberate choices about how different modes interact to shape meaning [1]. In the context of English for Specific Purposes (ESP), digital storytelling serves as a pedagogical bridge, prompting learners to move beyond simple data delivery toward the construction of coherent, context-driven narratives.

Traditional ESP instruction often prioritises technical lexicon and rigid genre conventions, yet students frequently struggle to translate these components into situational audience-centred communication. This often results in fragmented presentations characterised by an over-reliance on text-heavy slides. To address this gap, this case advocates for a pedagogical shift: reframing student presentations as multimodal narratives. In this model, communicative value is derived from the deliberate interplay of visual, verbal, and structural elements rather than isolated linguistic accuracy.

The paper reports on the implementation of a classroom activity in which students design and deliver a cohesive legal presentation aimed at a professional audience (law firm partners). The

task combines three key components: (1) *language scaffolding* through a sticky-note exchange of target phrases, (2) *multimodal composition* using structured templates in Canva, and (3) *narrative structuring*, guiding learners to organise their discourse around stages such as hook, objective, agenda, summary, call to action, and close. Data are drawn from student presentations, reflective feedback, and instructor observations.

Pedagogically, the approach draws on theories of multimodality (Kress, 2010) and digital storytelling (Robin, 2008), as well as ESP principles emphasising authentic communication and genre awareness. By aligning linguistic input with visual design and narrative structure, the task supports learners in moving from descriptive to persuasive professional communication. It also fosters greater engagement, clearer organisation, and more effective integration of specialised vocabulary.

Findings indicate that the approach supports learners in producing more cohesive, engaging, and professionally appropriate presentations, with improved integration of legal vocabulary and clearer audience awareness. Students demonstrate a shift from descriptive reporting to purpose-driven communication, effectively aligning linguistic choices with visual design and rhetorical intent.

In conclusion, this case demonstrates that multimodal digital storytelling offers a valuable framework for ESP pedagogy by bridging language development, digital literacy, and professional communication, while this approach is designed to be immediately transferable across other ESP contexts (e.g., business, medical, or technical English).

## REFERENCES

---

1. Kress G. (2010). *Multimodality: A Social Semiotic Approach to Contemporary Communication*. London : Routledge.
  2. Robin B. (2008). Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom. *Theory Into Practice – THEORY PRACT.* 47. 220-228. 10.1080/00405840802153916.
- 

**Yuliia KLYMOVYCH**

*Zhytomyr Ivan Franko State University*

## **THE INTERPLAY OF MEDIA LITERACY AND INTERCULTURAL COMPETENCE IN EFL TEACHING**

The ability to differentiate between facts and opinions constitutes a fundamental aspect of media literacy, particularly in the contemporary information environment. The distinction, however, is not always straightforward: media content often blurs the line between factual reporting and subjective interpretation, frequently with the aim of shaping public opinion or promoting particular ideological stances. For students, developing the skill to recognize this

difference is essential for constructing an informed understanding of the world, grounding their own perspectives, and making responsible, well-considered decisions. Moreover, distinguishing facts from opinions forms the cognitive basis of critical thinking. It enables learners to resist manipulation, evaluate information more effectively and engage in independent judgment. In this way, the cultivation of such analytical skills through media literacy practices is not only pedagogically valuable but also socially significant.

In the digital era, the volume of information generated by humanity has reached unprecedented levels, creating both opportunities and challenges for learners. In such an environment, the ability to filter vast streams of data, identify content that is meaningful, and extract information that makes sense becomes a core competency of the 21st-century student. This selective processing is not merely a technical skill but a prerequisite for academic success, personal development, and professional achievement in a globalized world. Students who can critically navigate information flows are better equipped to adapt to diverse cultural contexts, engage with authentic materials and participate actively in knowledge societies. Thus, the integration of media literacy into foreign language education serves as a means of cultivating learners' capacity to manage information effectively while simultaneously developing linguistic and intercultural competence.

The issue of the influence of the media space on the formation of cultural perceptions among students is highly relevant in contemporary pedagogical research, particularly within the frameworks of digital education and intercultural communication. In the study by W. J. Potter, media literacy is conceptualized as a complex construct that integrates a wide range of skills, including the ability to read, evaluate, and analyze information, generate alternative interpretations, deconstruct media messages, identify patterns, critically reflect on meanings, assess the credibility of information, determine communicative intent, construct counterarguments, seek truth, resist manipulative influence and produce one's own media messages [1].

Scholars I. Rozman and L. Kravchenko emphasize the significant role of media education in developing critical thinking among senior school students and enhancing their ability to perceive, analyze, and evaluate media content [2]. At the same time, Ya. Sydorenko highlights the importance of fostering media literacy from primary school through the integration of social media into classroom activities, including content analysis and project-based learning [4]. According to I. Sakhnevych, the acquisition of media competence represents the highest level of media culture, encompassing an understanding of the sociocultural, economic and political contexts of media, as well as the ability to act as a creator and transmitter of cultural values, norms and standards within contemporary society [3].

Furthermore, researchers underline that media literacy contributes to the development of a broad range of additional skills and competencies. Beyond protecting individuals from misinformation, it facilitates the formation of positive intercultural behavioral practices, supports the transformation of potentially risky behaviors into constructive ones and enables the correction of inaccurate cultural beliefs or biases while preserving well-founded perceptions.

Over the past decades, the media sphere has had a significant impact on the formation of public consciousness in Ukraine. Since the early 2000s, the media space has been actively developing, although it was largely oriented toward a post-soviet audience. However, the full-scale invasion has acted as a catalyst for profound changes in media consumption and citizens' worldviews, leading to a growing awareness of the need for critical evaluation of information

obtained from various media sources. While television remained the primary source of news prior to 2022, during the period from 2022 to 2025 public trust in television channels has significantly declined, with priority shifting to Telegram channels, YouTube platforms and official pages of governmental institutions.

In this context, the development of citizens' ability to critically evaluate and interpret information, particularly from foreign-language media, becomes especially important. Therefore, the integration of media literacy into foreign language teaching is both relevant and pedagogically justified, as working with authentic foreign-language sources contributes to the development of students' informed understanding of Ukraine's role in the global context.

---

## REFERENCES

---

1. Potter, W. J. (2022). Analysis of definitions of media literacy. *Journal of Media Literacy Education*, 14(2), pp. 27–43. DOI: 10.23860/JMLE-2022-14-2-3
  2. Rozman, I., & Kravchenko, L. (2023). Mediaosvita yak chynnyk rozvytku krytychnoho myslennia uchniv na urokakh zarubizhnoi literatury u starshii shkoli [Media education as a factor in the development of critical thinking of students in foreign literature lessons in upper secondary school]. *Hirska shkola Ukrainykh Karpat*, no. 29, pp. 122–125. DOI: 10.15330/msuc.2023.29.122-125 [in Ukrainian].
  3. Sakhnevych, I. A. (2023). Vykorystannia suchasnykh mediaosvitnikh tekhnolohii u pidhotovtsi studentiv spetsialnosti "Filolohiia" [Use of modern media education technologies in training students majoring in Philology]. In: *Perekladoznavstvo ta filolohichniy dyskurs: materialy Vseukrainskoi naukovo-praktychnoi konferentsii* (Ivano-Frankivsk, 16 March 2023), pp. 141–145. Ivano-Frankivsk: Universytet Korolia Danyla [in Ukrainian].
  4. Sydorenko, Ya. I. (2023). Vykorystannia mediaosvitnikh tekhnolohii u novii ukrainskii shkoli [Use of media education technologies in the New Ukrainian School]. In: *Innovatsiini praktyky naukovoï osvity: materialy III Vseukrainskoi naukovo-praktychnoi konferentsii* (Kyiv, 6–12 December 2023), pp. 715–721. Kyiv: Instytut obdarovanoi dytyny NAPN Ukrainy [in Ukrainian].
- 

**Hanna KNIAZ**

*Kyiv School of Economics*

## BEYOND COMMENTS: BUILDING DIALOGUE THROUGH FEEDBACK

In recent decades, feedback in the ESL classroom has been extensively studied by educators and scholars through both quantitative and qualitative research, leading to significant developments in this area. Many researchers indicate the positive effects that feedback can have on students' academic performance and engagement. Feedback has various definitions, encompassing its types, objectives, and applications. It can be defined as information provided to a learner about their skills or understanding, demonstrated through task performance or completion, usually following instruction [2].

Feedback can be categorized into two main types: written and oral. Both forms are recognized as effective tools for promoting reflective and self-regulated learning. Depending on the task and lesson, one type may be more prevalent, aligning with the teacher's objectives in delivering feedback. It is essential to note that the teacher, as the primary facilitator, determines the strategy used for providing feedback. At times, students may seek correction of their mistakes, which can hinder overall learning by focusing too much on errors instead of viewing them as opportunities for growth.

However, effective feedback should encourage students to collaborate and reflect on their performance. If feedback fails to inspire thoughtful consideration from the student's perspective or does not lead to meaningful revisions, it can be deemed ineffective. Students should engage with the teacher's comments, reflecting on their achievements and considering what the teacher might suggest for improvement.

Evans (2013) argues that feedback should be seen as a tool to help students clarify their learning gaps and doubts and enhance their learning process, rather than solely focusing on rules [1]. Thus, this strategy serves not only to enhance English skills (reading, listening, writing, and speaking) but also to foster learning itself. Hattie and Timperley (2007) emphasize that understanding feedback is crucial and can be approached from three key perspectives: clarifying expectations about learning ('feed-up'), understanding the gap between the expected learning and that achieved by the students ('feed-back'), and the actions needed to accomplish the expected learning outcomes ('feed-forward') [2].

This approach corresponds to three guiding questions: 'Where am I going?', which highlights the learning goals and criteria for success; 'How am I going?', which distinguishes current learning from future objectives and assesses what has already been learned, and 'Where to next?', which suggests next steps and strategies for improvement.

In this way, a teacher fosters dialogue with a student and prompts reflection on their learning. Feedback should help establish effective communication between educational participants. Its impact is evident in how a student perceives a teacher's response to their written or oral assignment and in how the student considers their own work, thereby fostering a mutual dialogue. Feedback catalyzes student reflection, which is vital for constructive interactions and accurate performance assessments.

Feedback might be explicit, implicit, or a combination of both. A student may benefit significantly from all of them, given the teacher's focus and the goal of open dialogue beyond the comments. Explicit feedback involves directly marking mistakes and their corrections, whereas implicit feedback prompts students to recognize and address mistakes on their own.

Many ESL instructors struggle with when to provide feedback: during the task, right after it, or with delayed practice feedback. Timely feedback is a productive tool that enables students' agency and further development. The task may require the teacher to guide students; at other times, it is advisable to defer the teacher's comments until the end of the task and provide focused language and content feedback.

Feedback can be categorized by cognitive level: task, process, self-regulation, and self. Task-level feedback focuses on correctness and understanding of content, while process-level feedback addresses the strategies used to complete a task. Self-regulation feedback helps learners monitor and manage their own learning, promoting independence and reflection. In contrast, self-level

feedback (e.g., praise) focuses on the individual rather than performance and is generally less effective. Research suggests that while task-level feedback is most common, feedback that guides learners on “what to do next” has the greatest impact, whereas praise alone has limited value [2].

Feedback in EFL contexts can be classified into several types: facilitative, directive, descriptive, and motivational. Descriptive feedback, often used during or after tasks, combines explanation with praise to support understanding. Facilitative feedback encourages reflection and independent learning by offering suggestions and alternative strategies. Directive feedback provides clear instructions on what to improve and how to do it. Motivational feedback, in turn, promotes engagement and confidence by combining encouragement with performance-based comments [3].

Additionally, peer feedback is a key strategy in language learning that promotes interaction and reflection among students. It is especially effective in higher education, where learners engage in meaningful exchanges that support deeper understanding through discussion and negotiation. This approach also helps develop self-regulation and collaborative skills, which are essential for a learning environment.

In summary, fostering reflective learning requires teachers to employ a variety of feedback strategies, such as descriptive, directive, facilitative, motivational, peer, constructive, timely, and process-focused feedback. When these elements are integrated, feedback becomes an effective tool for building a reflective and supportive language-learning environment.

---

## REFERENCES

---

1. Evans, C. (2013). Making sense of assessment feedback in higher education. *Review of Educational Research*, 83(1), 70–120. <https://doi.org/10.3102/0034654312474350>
  2. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
  3. Ruelmann, M., Charalambous, C. Y., & Praetorius, A.-K. (2023). The representation of feedback literature in classroom observation frameworks: An exploratory study. *Educational Assessment, Evaluation and Accountability*, 35(1), 67–104. <https://doi.org/10.1007/s11092-022-09403-0>
- 

**Elina KOLIADA**

*Lesya Ukrainka Volyn National University, Lutsk*

## TEACHING PROVERBS AND SAYINGS

A significant challenge in teaching proverbs and sayings lies in ensuring that students can accurately distinguish between figurative and literal usages. Proverbs often encapsulate meanings that diverge sharply from their literal interpretations, which can lead to confusion among learners. For instance, the proverb “barking dogs seldom bite” is intended to convey that those who make

threats rarely follow through, rather than making a statement about actual dogs. Classroom implementation must, therefore, address the cognitive leap required for students to recognize and apply the figurative meaning in appropriate contexts.

Multiple-choice tasks are a foundational method for assessing proverbial knowledge, particularly in evaluating comprehension of meaning. In these tasks, learners are presented with a proverb and several possible interpretations. Only one option accurately reflects the intended meaning of the proverb. This format not only tests the ability to recognize the correct interpretation but also challenges students to distinguish subtle differences in meaning among distractors.

Fill-in-the-blank tasks serve as an effective tool for evaluating both recall and contextual understanding of proverbs. In this assessment format, students are given a proverb with a key word omitted and are required to supply the missing word. This method tests not only rote memorization but also the learner's grasp of the proverb's conventional structure and usage. For example, by omitting a key word, such as "Don't count your chickens before they \_\_\_", students must rely on their understanding of fixed figurative forms rather than literal associations to successfully complete the phrase.

Generation tasks are designed to assess the productive aspect of proverbial knowledge, requiring students to actively select or produce a proverb that best fits a given situation or description. In this assessment, learners are provided with a detailed scenario or explanation and must identify or generate the proverb that most appropriately encapsulates the described meaning. This method moves beyond recognition and recall, evaluating the learner's ability to apply proverbial knowledge in context.

The teaching of proverbs necessitates a nuanced understanding of cultural context, as the prevalence and familiarity of specific proverbs can vary significantly across different domains and communities. Studies have shown that what constitutes a "minimum of cultural literacy" in terms of proverb knowledge is not universally agreed upon, with the most common proverbs differing markedly between corpora such as newspapers, literary texts, and social media platforms. For example, the top proverbs found in *The New York Times* over a twenty-year period differ in both frequency and content from those most prevalent in the Google Books Ngram Corpus or on Twitter [1].

Educators must be aware that the proverbs they choose to teach may not fully capture the dynamic and evolving nature of proverbial language in contemporary English. This limitation highlights the need for ongoing fieldwork and the use of digital tools to identify emerging proverbs and shifts in usage, ensuring that instruction remains relevant and culturally attuned (Ibid.).

In summary, teaching proverbs requires a comprehensive approach that integrates figurative understanding, cultural awareness, and active application. Diverse assessment methods and thoughtful proverb selection help develop learners' communicative competence and cultural literacy in a dynamic linguistic environment.

---

## REFERENCES

1. Davis, E., Danforth, C. M., Mieder, W., & Dodds, P. S. (2021). Computational paremiology: Charting the temporal, ecological dynamics of proverb use in books, news articles, and tweets. arXiv. <https://doi.org/10.48550/arXiv.2107.04929>
-

**Myroslava KOLODII**

*Ivan Franko National University of Lviv*

## **OLD TOOLS, NEW CLASSROOMS: RETHINKING TRADITIONAL ELT METHODS**

Teachers of English as a foreign language challenges, large class sizes and inadequate instructional materials and technological support. Another problem is unmotivated students who refuse to participate in class activities. Uncooperative and unmotivated students are a serious problem and can easily disrupt the instructional process.

Often, routine activities structured around whole class lectures and drills can contribute to the lack of motivation, especially when the students are children or adolescents. As many teachers know, project-based tasks alleviate this problem by allowing students to use their imagination and creativity and actively express themselves in a variety of and include and enjoyable tasks. As teachers, we continue to search and explore new ways to design and deliver instruction in order for our students to reach their learning potential and meaningful tasks that are relevant both to them and to the world in which they live. These students need variety, choices, challenges, complexity and opportunities to demonstrate their capabilities.

Learners nowadays think and behave differently than those from previous generations. These students were when into a world of information technology, they prefer to multitask rather than the focus on one thing at a time, and they can be attracted to the ideas of a peer or a web video than what their teachers have to offer. To increase motivation for these students to work, we teachers need to get students moving visuals when teaching English. Teachers need to update their teaching strategies. They need to adopt more technology-based tasks, no include visual content and provide the opportunity to be physically active in the classroom. If students are not given ample opportunities to practice and to receive feedback, then the classroom experience wanes in comparison with learners' personal lives. The relationship between teacher and student becomes more tenuous, and student becomes more tenuous, and student interest in learning drops. English teachers must ask themselves how to combine most effectively the value of personal interaction with the glittery attraction of the digital word [2, p.36].

Having many years of experience does not guarantee expert teaching. Experience is useful only when the teacher continually engages in self-reflection and modifies classroom techniques to better serve the needs of students. Teachers must prepare to teach a wide range of students in terms of interest, motivation and ability, some of whom may need additional assistance. Effective teachers asses needs, abilities and preparedness on a class-by-class basis and respond th these needs accordingly.

Effective teachers adjust their lessons based upon the needs and abilities of their students. They always keep abreast of development in their field or discipline and incorporate these ideas into their lessons. They also organize the material in such a way as to best facilitate learning. Good teachers formulate specific goals and objectives and then select the best methods for

meeting those objectives. They establish a productive learning atmosphere and use effective communication skills.

To teach is to engage students in learning thus teaching consists of getting students involved in the active construction of knowledge. A teacher requires not only knowledge of subject matter but also knowledge of how students learn and how to transform them into active learners. The aim of teaching is not only to transmit information but also to transform learners from passive recipients of other people's knowledge into active constructors of their own [3, p.29].

Learning is a social process, students interact with each other, they work together, construct and share what they have learned. We need to be experimenting with new methods in education, so that we are better able to adapt to the dynamics of our changing world. Games, simulations and social networking are already permeating our workplace as productive and development tools. But we don't need to wait for the distant future to understand if and how we can implement these technologies. Students today are using these technologies now. It is teachers who are building the steps towards the future.

### REFERENCES

---

1. Brown H.D. (1994). Principles of Language and Teaching, 3 ed. Prentice Hall.
  2. Harmer J (2007). The Practice of English Language Teaching. Longman.
  3. Sharma (2007). Using the Technology in and Beyond the Language Classroom. Macmillan.
- 

**Lina KONDRAT**

Izmail Lyceum № 1 with gymnasium

## **BOOSTING STUDENT MOTIVATION FOR ENGLISH LEARNING DURING THE WAR IN UKRAINE**

The ongoing war in Ukraine has fundamentally changed the educational atmosphere, creating unprecedented challenges for both teachers and students. Wartime changes *why* we learn. Traditional academic or career goals often give way to more immediate, «urgent» motivations. In a time of displacement, physical danger, and constant stress, traditional academic goals can feel secondary. However, the English language has emerged as more than just a school subject: it has become a tool for resilience, communication, and future-building.

### *1. The Psychological Shift: From Duty to Utility*

Before the full-scale invasion, many students viewed English as a mandatory requirement for grades. Today, the motivation has shifted toward practical necessity. For many people English has become the bridge to the international community. Students use it to follow global news, share their stories with the world, or communicate with peers while living abroad as refugees.

Recognizing this shift is key: motivation thrives when learners see English as a «survival kit» rather than a textbook exercise. Paradoxically, the war has increased the desire to learn languages to tell the world Ukraine's story. It is also a way to build solidarity with international volunteers and allies.

### *2. Creating a «Safe Space» in the Classroom*

In a world of uncertainty, the English lesson can provide a sense of stability. Teachers are increasingly using trauma-informed pedagogy, ensuring that the learning environment is supportive and flexible. Consistent lesson structures provide a psychological anchor. Allowing students to choose topics or project formats gives them a sense of agency that the war often strips away.

### *3. Overcoming the «Affective Filter»*

The «Affective Filter» (anxiety, stress, and trauma) often blocks the brain's ability to process new information. Under martial law, students frequently report exhaustion and a fear of making mistakes. To combat this, it is essential to:

- embrace imperfection: perfectionism is a silent killer of motivation. Focus on functional communication – being understood – rather than flawless grammar.
- prioritize low-stress learning, incorporate interactive, media-based methods (movies, music, podcasts) that feel less like a "chore" and more like a distraction from the news.

### *4. Digitization and Global Integration*

With many schools operating online due to air raid sirens or damaged infrastructure, digital tools have become essential. Motivation increases when students realize that their English skills allow them to access global platforms like Coursera, Duolingo, or YouTube. Moreover, "virtual exchange" programs – connecting Ukrainian classrooms with students in the US, UK, or EU – provide a powerful social incentive to speak and be understood.

### *5. Gamification and Micro-Learning*

Concentration is difficult under the stress of war. To maintain interest, teachers are breaking lessons into "bite-sized" pieces and using gamification. Competitive elements and interactive apps provide much-needed dopamine hits, making the learning process a source of joy and distraction from the harsh reality outside.

### *6. English as a Symbol of the European Future*

For many Ukrainian teenagers, learning English is an act of defiance and hope. It represents their aspiration for a future within the European community. Educators are tapping into this by focusing on Career-Oriented Learning. Showing students how English opens doors to international universities and global tech markets provides a long-term goal that helps them look past the current crisis.

In summary, learning a foreign language during wartime is not just about vocabulary; it is an act of defiance and hope. It builds the cognitive flexibility needed to adapt to a changing world and ensures that when the conflict ends, you are ready to rebuild and reconnect with the global community. Developing motivation during wartime requires a shift from "teaching a language" to "empowering an individual." By emphasizing the practical value of English, fostering emotional safety, and using digital opportunities, we can help Ukrainian students stay connected to the world. For them, English is not just a language – it is a voice, a shield, and a path toward rebuilding their lives.

---

**Daryna KORKACH**

Kyiv School of Economics

## **USING AI TOOLS TO BOOST PROACTIVE LISTENING SKILLS AMONG UPPER-INTERMEDIATE AND ADVANCED LEVEL STUDENTS**

Contemporary listening instruction in the EFL/ESL classroom has long been shaped by what Field [1] calls the *comprehension approach* – a model in which learners listen to a recording and then respond to a set of pre-designed tasks, most typically True/False or multiple-choice questions. Field argues that this approach, borrowed wholesale from reading pedagogy, positions the listener as a passive decoder rather than an active meaning-maker, and that it "does not address in any fundamental way the question of what it is that we aim to achieve in teaching listening" [1, p. 26]. Critically, as Field observes, the comprehension approach also restricts the role the listener is called upon to perform: "most activities require learners to listen to and report on a recorded passage... the listener's role is non-participatory" [1, p. 60]. This paper proposes a reconceptualisation of listening pedagogy – from *reactive* to *proactive* listening – and argues that generative AI tools now make this shift practically achievable in ordinary classroom settings.

Reactive listening, as used here, describes the traditional cycle: students hear a recording, then answer comprehension questions about it. Proactive listening, by contrast, refers to a mode of engagement in which the listener actively shapes what comes next – asking questions, making predictions, and directing the flow of information, as a participant in a real conversation would. Rost [2] identifies *interactive listening* as a distinct and pedagogically important mode, defining it as "listening in a collaborative conversation" [2, p. 190], and Rost's framework of *responsive listening* further highlights the value of tasks that prompt learners to make "explicit predictions about what they will hear next" and to engage with content as active participants rather than observers [2, p. 199]. The central obstacle to implementing proactive listening in the classroom is structural: recordings are static. Once a student formulates a question for a recorded speaker, there is no mechanism for that speaker to answer. This restricts genuinely interactive listening practice to live interviews or synchronous exchanges – formats that are logistically demanding and rarely integrated into standard lesson sequences.

The present paper proposes that this structural barrier can be overcome using generative AI tools. The proposed workflow unfolds in three stages. In the *first stage*, upper-intermediate or advanced students listen to an initial audio recording – a monologue, lecture excerpt, or interview – without any accompanying comprehension questions. Rather than completing a post-listening task, students are asked to write down questions they would like to pose to the speaker: requests for clarification, elaboration, or information they expect the speaker could provide. This draws directly on the prediction and questioning strategies that Rost identifies as central to responsive listening instruction [2, p. 201]. In the *second stage*, the instructor (or students collaboratively) submits these questions to a large language model (LLM) such as ChatGPT or Claude, prompting it to generate a follow-up monologue – in the voice and register of the original speaker – that

addresses the students' most salient questions. This continuation is then converted to audio using a text-to-speech tool (e.g. ElevenLabs, Google TTS), producing a second recording that functions as the speaker's answer. In the *third stage*, students listen to the AI-generated follow-up, evaluate how well their questions were addressed, and engage in discussion or initiate a further round of questioning, creating a recursive cycle of proactive engagement with spoken input. Godwin-Jones [3] notes the growing importance of AI technologies in creating dynamic educational environments where learners can interact with content in more flexible and personalised ways, and the workflow described here can be understood as a practical application of that principle to listening pedagogy.

This approach offers clear pedagogical advantages at the upper-intermediate and advanced levels. Field observes that a key weakness of the comprehension approach is its exclusive focus on the *product* of listening – what learners understood – rather than the *process* – how they arrived at understanding [1, p. 29]. By requiring students to formulate questions before hearing any follow-up, the proactive listening model shifts the cognitive load toward process: learners must analyse the input they have received, identify what they do not yet know, and construct linguistically accurate questions to pursue it. This constitutes a substantially more demanding cognitive task than selecting the correct option in a multiple-choice question. Vandergrift and Goh [4] demonstrate that metacognitive engagement – actively thinking about one's comprehension, identifying gaps, and planning how to address them – is a key predictor of L2 listening development, and the question-generation stage of this model embeds exactly this type of metacognitive activity into the listening task itself.

Several practical considerations merit acknowledgement. The authenticity of AI-generated speech is an open question, and instructors should be transparent with learners about the constructed nature of the follow-up recordings. The quality of the AI continuation will depend on the specificity of the prompt and the nature of the original material, and some classroom testing will be needed to calibrate appropriate task difficulty for different proficiency bands. Assessment of proactive listening outcomes will also require instruments beyond standard comprehension tests – rubrics for question quality, lexical range, and relevance to the original input offer one possible direction. Nevertheless, the core proposal is straightforward: by using AI to give recorded speakers the ability to "respond" to student questions, this approach closes the gap between the restricted, non-participatory listening of the conventional classroom and the interactive, purposeful listening that learners need in the world beyond it. As Field argues, the task of the listening instructor is not merely to test what learners understood, but to help them "improve the quality of the listening that takes place" [1, p. 26] – and proactive AI-assisted listening is one concrete means of doing so.

---

## REFERENCES

1. Field, J. (2008). *Listening in the Language Classroom*. Cambridge: Cambridge University Press.
  2. Rost, M. (2011). *Teaching and Researching Listening* (2nd ed.). Harlow: Pearson Longman.
  3. Godwin-Jones, R. (2023). Emerging spaces for language learning: AI bots, ambient intelligence, and the metaverse. *Language Learning & Technology*, 27(2), 6–27.
  4. Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. New York: Routledge.
-

**Krystyna KORNIENKO**  
**Maryna RADCHENKO**

*T.H. Shevchenko National University «Chernihiv Colehium»*

## **INTEGRATING SOCIAL-EMOTIONAL LEARNING INTO ESL LESSONS TO PREVENT BULLYING AMONG YOUNG ADOLESCENTS**

Integrating Social-Emotional Learning (SEL) into ESL lessons is an effective way to prevent bullying among young teens. Social-Emotional Learning (SEL) is the developmental process through which individuals acquire and apply the knowledge, skills, and attitudes necessary to manage emotions, set positive goals, feel and show empathy for others, establish supportive relationships, and make responsible decisions [1].

In an educational context, it is often broken down into five core competencies defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness: recognizing one's own emotions, strengths, and limitations; self-management: regulating emotions and behaviors in different situations to achieve goals; social awareness: taking the perspective of others, including those from diverse backgrounds, and demonstrating empathy; relationship skills: establishing and maintaining healthy connections through clear communication and conflict resolution; responsible decision-making: making constructive choices about personal behavior and social interactions based on ethical standards and safety.

ESL classrooms naturally involve communication and interaction, which makes them suitable for developing social and emotional skills. Students learn to express their thoughts and feelings while also improving their language abilities. This combination helps them interact more respectfully with others. As a result, ESL lessons can support both language learning and positive behaviour [1].

The main components of SEL help address the root causes of bullying. Self-awareness and self-management teach students to understand and control their emotions. Social awareness encourages empathy and respect for others. Responsible decision-making promotes ethical behavior in social situations. Together, these skills reduce aggression and support a healthier classroom environment [1, p. 10].

Effective communication skills play a key role in preventing bullying. ESL activities give students opportunities to practice speaking, listening, and cooperation. Students learn how to express themselves clearly and understand others better. They also become aware of communication barriers, such as misunderstanding or prejudice. This helps them resolve conflicts peacefully rather than resorting to aggression [1].

Trust-building and role-playing activities help students develop empathy and cooperation. Working together on activities teaches students to rely on and support one another. Role-playing allows them to see situations from different perspectives. This increases their understanding of others' feelings and experiences. As a result, students are less likely to engage in bullying behavior [2].

So, integrating SEL across the curriculum fosters a positive, inclusive classroom environment. In ESL lessons, students can practice emotional and social skills through communication tasks. Regular use of SEL helps reinforce respectful behavior. It also prepares students to handle conflicts constructively. This reduces bullying and promotes stronger peer relationships.

## REFERENCES

---

1. MUDI Project. (n.d.). *Module 5. Social and emotional learning (SEL) for bullying prevention*. [https://mudierasasmus.eu/images/document/19519843/6.Module-5Social-and-Emotional-Learning-SEL-for-Bullying-Prevention\\_Qs3InUivRYdooh\\_13giBhA.pdf](https://mudierasasmus.eu/images/document/19519843/6.Module-5Social-and-Emotional-Learning-SEL-for-Bullying-Prevention_Qs3InUivRYdooh_13giBhA.pdf)
  2. Rosenberg, M. B. (2015). *Nonviolent communication: A language of life* (3rd ed.). Puddle Dancer Press.
- 

**Alina KOTKOVETS**

*National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"*

## BREAKING ICE IN ESP: ENGAGING FUTURE ENGINEERS FROM THE START

Ice-breaking activities in the English for Specific Purposes (ESP) classroom are considered as strategic tools for bridging the gap between technical knowledge and communicative competence. For future engineers, these activities help to reduce foreign language anxiety and foster the necessary soft skills required for international professional collaboration. Researches show that implementing effective icebreakers significantly boosts student interest by creating positive atmosphere in physical or virtual classrooms. These pedagogical tools form a supportive learning environment that prepares students for the professional communication in their future careers.

An academic icebreaker is a brief, interactive exercise used at the beginning of a term or lesson to foster a positive learning environment, reduce student anxiety, and facilitate social connections between peers and instructors [2, p. 949]. Such activities are helpful not only for first-year undergraduate students who have just started studying or for getting to know to a new group but also for any students to revise the materials from the previous lessons. Research highlights that a positive classroom climate is fundamental to boosting student motivation and academic success [1]. Icebreakers serve as a strategic tool to build this environment by fostering a sense of community and belonging. Icebreakers significantly improve engagement levels, particularly for students who are initially withdrawn. Utilizing icebreakers at the start of a term leads to more consistent and frequent contributions to class discussions throughout the entire semester [3]. For future engineers, the most effective icebreakers are those that combine communicative practice with logical reasoning and teamwork. Below are some effective icebreakers suitable for engineering students.

Two truths and a lie is an icebreaker that reframes a common social game as a logical puzzle, making it especially relatable for engineers. In this activity, students share two facts and one falsehood about themselves, inviting their classmates to use investigative questioning to find the error. By practicing this kind of deduction, students build essential professional habits like critical thinking and skepticism in an approachable, social way.

The marshmallow challenge is a popular hands-on activity used to teach the core basics of engineering and teamwork. In this exercise, groups compete to build the tallest structure possible using limited materials, which forces them to practice iterative design by testing and fixing their ideas quickly. It helps students develop better communication and leadership skills as they work together to solve problems under pressure.

Human Bingo is a networking activity designed to help students break the ice and feel more comfortable in a diverse classroom. To implement it, the teacher should create a bingo card with traits or experiences relevant to the group (e.g., «Has coded in Python,» «Wants to work in Aerospace,» «Has used a 3D printer»). Students mingle to find classmates who match the squares and have them sign their cards. By searching for classmates who fit specific technical or personal descriptions, students are encouraged to start conversations and build early social bonds.

Logic brainteasers and riddles are activities that challenge students to think out of the box to solve clever puzzles. By working together to solve a riddle, students practice logical thinking and group brainstorming, which are essential for any creative problem-solver. This approach effectively fits the curious nature of engineering students, making the process of finding a solution both a social and intellectual activity.

To sum up, icebreakers in an ESP classroom are more than just games, they are practical tools that bridge the gap between technical skills and communication. By using activities that focus on logic, teamwork, and problem-solving, teachers can create a positive environment where engineering students feel comfortable practicing a new language. These exercises do not just make the first day easier, they build the confidence and social skills students will need for their future careers. Starting a course with these activities sets the stage for a more engaged, successful, and collaborative semester.

## REFERENCES

---

1. Chiu, T.K. (2021). Student engagement in K-12 online learning amid COVID-19: A qualitative approach from a self-determination theory perspective. *Interactive Learning Environments*, 31, 3326–3339.
2. Hoseini Shavoun, A., Adeli, S. H., & Ahmari Tehran, H. (2024). Fostering engagement: A review of icebreakers in academic environments. *Medical Education Bulletin*, 5(2), 949–959. <https://doi.org/10.22034/MEB.2024.495642.1105>
3. Sasan, J. M., Tugbong, G., & Alistre, K. (2023). An exploration of icebreakers and their impact on student engagement in the classroom. *International Journal of Social Service and Research*, 3(11), 2921–2930. <https://doi.org/10.46799/ijssr.v3i11.566>

**Alona KOVALENKO**

*National University of “Kyiv-Mohyla Academy”*

## **RETHINKING WARM-UP ACTIVITIES IN THE EFL CLASSROOM WITHIN THE HIGHER EDUCATION CONTEXT**

Beginning a lesson with a warming-up activity has been known as an important step in the teaching and learning process. Indeed, this part of the lesson plan offers multiple benefits, as noted and described in research by prominent scholars. For example, A. Diril [1] and U. Farida et al. [2] emphasize that warm-ups help students relax and learn more effectively by creating a positive atmosphere in the classroom; enhance students' motivation, concentration, and interest; encourage active thinking and speaking in English; and support students' ability to get along with others. C. Robertson and R. Acklam agree that warm-ups are effectively used for engagement and focus, language activation, review and reinforcement, establishing routines, promoting communication, providing variety and motivation, raising cultural awareness, assessing understanding, reducing anxiety, and creating a positive environment [6]. In their turn, A. García and J. Martín state that “from a deductive methodological viewpoint, we can assume warm-up as a ship that takes the learners for a journey from known to unknown as an attempt to activate their potential and passive vocabulary” [3, p. 17]. In addition, they mention that the objectives of warm-ups are to activate students' background knowledge, familiarize them with the given topic, present the key terms, help them organize their mental lexicons, and motivate them.

However, as L. Magas rightfully notes, while describing the benefits of this kind of activity, researchers do not always provide practical recommendations for its design, especially for adapting it to higher education [5]. It may seem that young adults at higher education institutions do not need warmers. Besides, she states that in modern English course books, the role of warm-ups is mostly limited to assessing students' prior knowledge and introducing a new topic. However, if we consider the classification of warming-up activities used for cadets of Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine and made by M. Karpushyna et al., we can see a category of warm-ups by the contents of problems, where the authors mention problem-based, quasi-professional, context-based, task-based, discourse-based, person-oriented, lexis, and grammar-based [4, p. 146]. Looking at this category, we may notice that some warming-up activities go beyond purely language-oriented ones. In particular, problem-based tasks aim to help students develop problem-solving skills, and quasi-professional tasks model professional contexts where students will need to apply their knowledge. In their turn, person-oriented activities may be aimed at developing self-awareness and self-management.

In the course of teaching English at university, we have come to the conclusion that a warming-up activity is also a crucial part of the lesson, but it can have much more meaning than introducing a new topic or revising the previous one, which are definitely important functions. What we would like to emphasize is that warmers can be used not only to activate and practice

English but also to develop other vital skills and competencies. Teachers do not need much time for these activities, but they can have a significant impact on students.

To begin with, we believe that warming-up activities can be used to develop social-emotional learning (SEL) competencies, which include five broad and interrelated areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. For example, self-awareness includes recognizing one's emotions and values, therefore a teacher may ask students to rank different ideas, beliefs, personal and family values according to one's priorities in life; ask such questions as "What color do you feel like today?" instead of simple "How are you?" or show a famous painting and ask students to imagine themselves in it and share their feelings. Another aspect of this competence is the ability to identify one's strengths and weaknesses, so a teacher may ask students to name one thing they are good at, or complete a sentence "I am... (your quality) because... (how it is manifested)". Self-management comprises the ability to manage stress and to regulate one's emotions, which is crucial for today's life in Ukraine. Therefore, a teacher may play some calming music, ask students to visualize or draw a peaceful scene described in English, and then ask students to share their feelings afterward. Or, they can depict their real or imaginary safe place, especially after an air-raid alert and the need to move to a dull, cold shelter. Responsible decision-making can be developed through such questions as "What would you choose: this or that? Why?" or "What invention would you uninvent and why?" Social awareness competence should help students recognize the strengths of other people, be grateful to them, and show concern, therefore asking students to thank their classmate, to pay a sincere compliment, and to try to understand the feelings of a person judging by a photo are great ways to develop this competence. Finally, relationship skills are developed through cooperation and communication with others. Drawing a picture only from the other student's words, making up a story in a mini-group with the help of emojis, or developing a scenario for a brand-new festival requires active listening and the ability to find a compromise.

Cooperation and communication are also part of the 4Cs competences, along with critical and creative thinking, which can be developed through warming-up activities. A teacher can give students a task to think of all the possible applications of an ice cube, or ask them to make up names for pictures. Also, questions such as "If you had a superpower, what would it be?" or "If you could change one thing in your life, what would it be?" help students think creatively. Asking them to identify fact or fake, AI or real image develops not only critical thinking but also media literacy. It takes only 5-10 minutes and a set of pictures, but even such brief, meaningful activities, aside from just revision and the introduction of a new topic, can make a difference.

Finally, warmers can be used to develop mindfulness. In times of high pressure and extreme stress, it is very important to teach students how to relieve stress through simple meditations and breathing techniques. Doing some basic yoga or stretching exercises may help relax and relieve tension after sitting at the computer for a long time. Mindfulness can also help students get into a positive mindset. For example, a teacher may ask students to say one thing they are grateful for today. Alternatively, they can give students some positive idioms to reflect on and to say how they apply them in their lives (e.g., "When life gives you lemons, make lemonade"). Using positive affirmations can also be highly important (e.g., "I can..." statements and "One thing I'm proud of today is..."). Besides, mindfulness practices can be used to deal with anxiety, e.g., by asking students to name 5 things they can see, 4 things they can feel, 3 things they can

hear, 2 things they can smell, and 1 thing they can taste. Such a simple warming-up activity can help them distract from a stressor and calm down.

To conclude, no matter what kind of a warming-up activity a teacher chooses, it can always be a flexible and impactful tool for developing essential life skills and enhancing well-being in the higher education English classroom.

## REFERENCES

---

1. Diril, A. (2015). The Importance of Icebreakers and Warm-Up Activities in Language Teaching. *ACC Journal*, 21(3), 143-144. <https://doi.org/10.15240/tul/004/2015-3-014>
  2. Farida, U. et al. (2020). Warmer and Filler in Increasing Students Vocabulary Mastery. *Psychology and Education*, 57(8). 763-772. <https://doi.org/10.17762/pae.v57i8.1010>
  3. García, A. M., & Martín, J. C. (2004). Something Old and Something New. Techniques to Improve the Lexical Inventory of EST Students: *A Proposal*. *Revista Estudios Ingleses*, 17, 43. 6-44.
  4. Karpushyna, M., Bloshchynskyi, I., Zheliaskov, V., Chymshyr, V., Kolmykova, O., & Tymofieieva, O. (2019). Warm-Up as a Means of Fostering Target-Language Performance in a Particular English Class. *Revista Romaneasca*
- 

Iryna KOZUBSKA

*National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"*

## INTEGRATING ARTIFICIAL INTELLIGENCE INTO ESP TEACHING IN TECHNICAL UNIVERSITIES

The rapid emergence of artificial intelligence (AI) and its integration into education has marked a new era in teaching and learning methodologies. In the context of teaching English for Specific Purposes (ESP), AI contributes to overcoming traditional stereotypes in language instruction, fostering innovative approaches to professional communication, and promoting the development of students' creative abilities. The integration of AI into the educational environment of technical universities offers unique opportunities for improving ESP instruction and developing students' foreign language competencies.

For engineering students, AI-based methodologies can facilitate not only the acquisition of essential hard skills, but also the development of crucial soft skills, including problem-solving, critical thinking, teamwork, communication, ethics, and lifelong learning. In this regard, ESP serves as a powerful interdisciplinary tool that bridges language learning with professional training.

Although the implementation of AI in education is relatively recent, a growing body of research has explored its role in language learning. Numerous studies confirm the positive impact of AI technologies on students' language acquisition, demonstrating improvements in all language skills, increased engagement, and personalized learning experiences [1; 6].

Scholars have extensively examined widely used AI tools such as chatbots (e.g., ChatGPT), Grammarly, Duolingo, and other language-learning applications [2; 3]. These tools provide adaptive learning environments, immediate feedback, and access to diverse educational resources. However, despite the promising outcomes, several challenges remain, including ethical concerns, data privacy issues, teacher training, and the effective integration of AI into institutional practices [4].

Given both the advantages and limitations of AI, a blended approach that combines traditional teaching methods with AI-based technologies appears to be the most effective strategy for ESP instruction.

AI technologies can address many challenges in language learning, including: improving reading comprehension through advanced search tools, supporting translation skills via machine translation systems, enhancing pronunciation through speech recognition technologies, expanding vocabulary using digital dictionaries, developing speaking skills with intelligent conversational agents, improving writing through automated assessment tools [5].

A wide range of AI-powered tools can be effectively integrated into ESP teaching for engineering students. Among the most popular are Duolingo, Grammarly, Pimsleur, Gemini, ChatGPT, NaturalReader, Speechify, GetPronounce, QuillBot, DeepL, and Character.ai. These tools support different aspects of language learning, including vocabulary acquisition, grammar correction, pronunciation practice, text generation, and interactive communication.

To illustrate the practical implementation of AI in ESP classes for engineering students, several types of tasks can be proposed:

- 1) At the initial stage of learning a new topic, students can work with key terminology using AI tools (ChatGPT, DeepL Translator, Reverso Context, GetPronounce, Forvo, YouGlish, Bing Image Creator / Google Images, Sketch Engine, Anki) to explore pronunciation, meaning, and usage. This approach promotes independent learning and active vocabulary acquisition.
- 2) For developing academic reading and analytical skills, students can analyze scientific texts on their specialty using AI-based summarization and research tools (QuillBot, Scholarcy, Elicit, Genei, Notion AI), identifying key ideas and presenting them to their peers.
- 3) Vocabulary expansion tasks may involve finding lay equivalents for technical terminology, helping students bridge the gap between professional and everyday communication (Medline Plus (від NIH), Gemini, ChatGPT).
- 4) To improve writing skills, students can prepare professional texts (e.g., lab reports) and use AI tools for grammar and style analysis (ProWritingAid або Grammarly), receiving instant feedback and suggestions for improvement.
- 5) Presentation skills can be enhanced through AI-assisted tools (Google Slides with AI, Canva, Beautiful.ai, Slidebean, Tome, Synthesia, Simplified, Sendsteps, Prezi, Kroma) that help students design, rehearse, and refine their public speaking, focusing on clarity, tone, and delivery.
- 6) Simulated job interviews using AI platforms (Multiple Mini Interviews (MMI), Interview Prep AI, AI Interview Warmup by Google) allow students to practice professional communication, answer technical questions, and develop confidence in real-life scenarios.
- 7) Collaborative tasks, such as creating quizzes or discussing AI-generated content, promote teamwork, critical thinking, and active engagement (Quizgecko, Quizlet, Socratic by Google).

- 8) Critical evaluation tasks encourage students to assess the reliability and limitations of AI-generated information, fostering digital literacy and analytical thinking (ChatGPT, Bard, Perplexity AI, Elicit, Consensus).

Despite the numerous advantages of AI in teaching, certain challenges must be considered. Many AI tools offer limited functionality in their free versions, which may restrict their use in educational settings. Therefore, educators must carefully select appropriate tools and adapt their teaching strategies accordingly.

In conclusion, the use of AI in ESP teaching offers significant potential for improving educational outcomes and preparing future engineers for professional communication in a globalized world. The examples presented demonstrate that AI enhances not only language acquisition but also critical thinking, creativity, collaboration, and independent learning skills. At the same time, the most effective approach lies in combining AI tools with traditional teaching methods to ensure a balanced and pedagogically sound learning environment.

## REFERENCES

---

1. Fattah H. A., Vadivel B., Shaban A. A., Shanmugam K. (2023). Enhancing English Language Education: The Impact of AI Integration in the Classroom. *Journal of Humanities and Education Development*, Vol. 5, Issue 6. <https://dx.doi.org/10.22161/jhed.5.6.15>.
  2. Fitria T. N. (2023). Artificial Intelligence (AI) technology in OpenAI ChatGPT application: A review of ChatGPT in writing English essay. *Journal of English Language Teaching*, Vol. 6, Issue 1. P. 44-28. DOI:10.15294/elt.v12i1.64069
  3. Javaid M., Haleem A., Singh R. P., Khan S., Khan I. H. (2023). Unlocking the opportunities through ChatGPT Tool towards ameliorating the education system. *BenchCouncil Transactions on Benchmarks, Standards and Evaluations*, Vol. 3, Issue 2. P. 100-115. DOI:10.1016/j.tbench.2023.100115
  4. Özdere M. (2023). The Integration of Artificial Intelligence in English Education: Opportunities and Challenges. *Language Education and Technology*, Vol. 3, Issue 2. Retrieved from <http://www.langedutech.com/letjournal/index.php/let/article/view/55/47>.
  5. Radwan, Z. M. Artificial Intelligence and its impact on development. ASBAR Council. 2017. Retrieved from <http://multaqaasbar.com/index.php>
  6. Schmidt T., Strasser T. (2022). Artificial intelligence in foreign language learning and teaching: a CALL for intelligent practice. *Anglistik: International Journal of English Studies*, Vol. 33, Issue 1. P. 165-184. DOI <https://doi.org/10.33675/ANGL/2022/1/14>
-

**Olena KULCHYTSKA**

**Oksana ANDRUSCHAK**

*Ivan Franko National University of Lviv*

## **‘BLACK SWAN’ AS A NARRATIVE TOOL IN ELT**

In English Language Teaching, narrative tools are more than just «storytelling.» They are frameworks that help students organize their thoughts, improve their grammatical cohesion, and develop their creative «voice» in a second language.

The Black Swan theory, popularized by Nassim Nicholas Taleb, describes events that are highly improbable, have a massive impact, and are rationalized only after they occur. In the traditional ELT classroom, curricula often favor «predictable» language—standard dialogues and linear narratives. However, real-world communication is fraught with «Black Swan» moments—interruptions, misunderstandings, and radical shifts in context. Integrating this theory into storytelling allows learners to move beyond rote memorization into the territory of linguistic resilience.

While storytelling is a staple of ELT, it is usually used to reinforce structure and sequence. The novelty of the «Black Swan» approach lies in structured disruption. Instead of teaching students how to follow a plot, we teach them how to react when the plot «breaks.» This shifts the focus from *fluency in perfection* to *fluency in uncertainty*, bridging the gap between classroom English and the chaotic reality of natural conversation.

The usage of the Black Swan metaphor as a framework for advanced storytelling and improvisational skills in the ELT classroom is our aim, whereas development of adaptive vocabulary (reacting to the unexpected), fostering critical thinking by analyzing how «impossible» events are rationalized in hindsight and building emotional intelligence and «linguistic grit» in the face of communication breakdowns are our purposes.

It should be mentioned that recent studies in Psycholinguistics and Neuropedagogy (e.g. Halchenko (2024); Neuroscience as a Black Swan of Teacher Training (2025)) suggest that the brain retains language more effectively when it is attached to «high-stakes» emotional or surprising stimuli.

To apply Taleb’s theory in ELT, we focus on three specific attributes:

1. **The Outlier:** A linguistic or narrative event that falls outside the student’s current schema.
2. **Extreme Impact:** The event must change the direction of the conversation or the outcome of the task.
3. **Retrospective Predictability:** The student must use language to explain *why* it happened (mastering «cause and effect» structures).

Let us introduce a lesson plan based on Black Swan theory.

Topic: Navigating the Unexpected: The Corporate Black Swan

Level: Upper-Intermediate (B2) to Advanced (C1).

Time: 60 minutes

Stage	Activity	Objective
<i>Warm-up</i>	«The Impossible List»: Students list 3 things that could <i>never</i> happen in a restaurant (e.g., the chef is a robot, the food is invisible).	Activating the vocabulary of «impossibility».
<i>Input</i>	Short lecture/Reading on the 1697 discovery of actual black swans in Australia.	Introducing the concept of falsification and the “problem of induction.”
<i>Storytelling</i>	The Linear Start: Pairs begin telling a story about a routine business trip.	Establishing a “White Swan” (predictable) baseline.
<i>The Event</i>	The Black Swan Card: The teacher drops a card on each desk: « <i>The internet disappears forever</i> » or “ <i>Gravity stops working for 5 minutes.</i> ”	Forcing an immediate narrative pivot and use of conditional sentences (e.g., “If this hadn’t happened...”).
<i>Rationalization</i>	The News Report: Students write a summary explaining the “signs” they missed that led to the event.	Practicing using past modals and complex connectors.

In the ecosystem of modern communication, the ability to narrate the unexpected is the ultimate fluency. The Black Swan isn’t an obstacle to the lesson; *it is* the lesson.

The integration of the Black Swan theory into ELT storytelling marks a departure from traditional, linear pedagogy toward a more dynamic, adaptive model. By moving beyond the «White Swan» environment of predictable dialogues and safe narrative arcs, we achieve several critical outcomes:

- *Linguistic Agility*: Students move from being “textbook fluent” to “contextually resilient.” They learn that the value of language lies not just in following a script, but in managing the collapse of one.
- *Psychological Readiness*: Using storytelling to simulate high-impact, low-probability events reduces “foreign language anxiety.” When a student has practiced narrating a global catastrophe or a total technological failure in English, a standard real-world misunderstanding feels manageable.
- *Cognitive Depth*: The “Rationalization” phase of the lesson forces students to use the most complex structures of the English language—conditionals, modals of deduction, and causative links—not as abstract grammar points, but as essential tools for making sense of chaos.

Ultimately, the Black Swan approach suggests that the “perfect” ELT lesson is not one where everything goes according to plan, but one where students are equipped to thrive when it doesn't. We are not just teaching a language; we are training navigators of uncertainty.

**Anna KULICH**

**Maryna RADCHENKO**

T.H. Shevchenko National University “Chernihiv Colehium”

## **PEDAGOGICAL STRATEGIES FOR ENHANCING MIDDLE SCHOOL LEARNERS' MOTIVATION IN WARTIME EFL CLASSROOMS**

Teaching English as a foreign language in wartime requires not only the transfer of knowledge — it requires maintaining students' motivation under pressure and stress. War significantly affects learners' emotional state, concentration, and ability to participate in the learning process [1; 3]. In this context, motivation becomes not only an academic factor, but also a key resource that supports students' resilience and engagement in learning.

One of the key strategies is to create a supportive and emotionally safe classroom environment. High levels of stress reduce students' ability to process new information, so teachers should integrate simple emotional support techniques into their lessons. Short grounding activities, reflection tasks, and supportive communication help students regain focus and feel more secure [6]. As a result, the EFL classroom becomes a stable space where learners can concentrate and gradually regain their learning abilities.

At the same time, motivation can be effectively enhanced through interactive and engaging teaching methods. The use of real-life simulations, role plays, situational dialogues, quizzes, and brainstorming activities makes learning more meaningful and dynamic. Interactive techniques such as “Circle of Ideas,” “Association,” “Learning by Teaching,” and “Unfinished Sentences” encourage active participation, collaboration, and communication among students. These methods help shift learners from passive listening to active involvement in the learning process.

Digital tools also play an important role in increasing motivation and maintaining students' interest. Platforms such as Kahoot!, Quizlet, and Baamboozle can be used for quick revision, vocabulary practice, and competitive games that provide instant feedback. Padlet creates a safe online space for sharing ideas and collaborative tasks, while EdPuzzle supports video-based learning with integrated questions. Tools such as ClassPoint allow teachers to make presentations interactive, and platforms like Classcraft and Breakout EDU introduce elements of storytelling and problem-solving. These tools not only increase engagement, but also create a structured and predictable learning environment, which is especially important in stressful war environments [4].

Another important strategy is supporting learner autonomy. Giving students the opportunity to choose topics, types of tasks, or formats of presenting their work (for example, creating a presentation, a short video, or a project) helps them feel more responsible for their learning. This sense of control is essential in situations where many aspects of their lives are uncertain. As a result, students become more intrinsically motivated and involved in the learning process [5].

Finally, creating situations of success and providing positive feedback are crucial for maintaining motivation. Even small achievements should be recognized, as they help students

build confidence and continue learning. Feedback focused on effort rather than only results support a growth mindset and encourages long-term motivation [2]. In wartime conditions, such support becomes especially meaningful for adolescents.

In conclusion, increasing motivation in wartime EFL classrooms requires a combination of emotional supports, interactive methods, digital tools, learner autonomy, and positive reinforcement. These strategies not only improve language learning outcomes, but also help students cope with stress and stay engaged in education despite challenging circumstances.

---

## REFERENCES

---

1. Linnik, O., Bozhynskyi, V., Hrynevych, L., Kryzhanovska, V., Nikolaiev, Ye., & Rii, H. (2024). *Osvita pid chas viiny: dosvid ukrainskykh shkil* [Education during the war: Experience of Ukrainian schools]. NGO “Kunsht”; Borys Grinchenko Kyiv Metropolitan University.
  2. Osvitoria Media. (2026). *Rozpalit motyvatsiiu uchniv: 5-krokovy model pohvaly* [Ignite student motivation: A 5-step model of praise]. <https://osvitoria.media/experience/rozpalit-motyvatyiu-uchniv-5-krokovy-model-pohvaly/>
  3. Plan International. (2026). *Ukraine war disrupts education for fifth consecutive year*. <https://plan-international.org/news/2025/02/20/ukraine-war-disrupts-education-for-fifth-consecutive-year/>
  4. Puntillo, P. (2026). *Top 7 gamification tools for teachers to boost classroom engagement*. ClassPoint Blog. <https://www.classpoint.io/blog/top-7-gamification-tools-for-teachers-to-boost-classroom-engagement>
  5. SMOWL. (2026). Student motivation strategies and how to encourage them. SMOWL Proctoring. <https://smowl.net/en/blog/student-motivation-strategies-and-how-to-encourage-them/>
  6. Tertychna, T. D. (2025). *Vpravy, ihry y tekhniky dlia emotsiinoi pidtrymky uchasyukiv osvithnoho protsesu* [Exercises, games and techniques for emotional support of participants in the educational process]. Vinnytsia State Pedagogical University. <https://vspu.edu.ua/science/new-style2/doc4.pdf>
- 

Iryna KULISH

Kyiv School of Economics

## AUTHORIAL TERMINOLOGY IN BORYS JAKUBSKY'S TRANSLATION STUDIES WORK

Borys Jakubskyi (1889–1944) was a Ukrainian literary scholar, critic, translation studies scholar and translator. While moulding the theoretical framework of the Ukrainian translation studies in the perilous first half of the 20<sup>th</sup> century, the scholar drew readers' attention to the ongoing philosophically grounded debate about primacy of either form or sense both in original literary works and in translated texts. The scholar highlighted the importance of rendering the form, in the first place, in translations of poetry. In his theoretical work *The Study of Versification*, Borys Jakubskyi, among other aspects of verse writing, examined antique approaches to versification, i.e. the Greek and Roman ones [1]. Translation of poetry was common among the Ukrainian

translators in the 1920s, being particularly popularized and developed by the representatives of the Kyiv school of neoclassicism. Core terms describing versification through the lens of translation were later introduced in the scholarly work of Maksym Rylskyi, who developed the corresponding terminology, e.g. equirhythmicity, and equilinearity.

Borys Jakubskyi, accused of ‘vulgar socialism’, promoted the idea of the importance of rendering stylistic features of the original in translation. Similar ideas were highlighted by representatives and followers of the Ukrainian school of neoclassicism. Interestingly, they are also reflected in the work of another literary critic, scholar and translator Yelyzaveta Starynkevych.

Borys Jakubskyi addressed the need to enrich Ukrainian literature through translations and research into Western European literary works. The author’s terminology used to critique translations includes “повнота” (completeness), “точність” (accuracy), “ясність” (clarity), “художність” (artistic value). The artistic value in the view of the scholar is accompanied by the skill of a translator to feel the spirit of the original (“вміння відчутти дух оригіналу”) [2].

Borys Jakubskyi asserts that rendering the form lets a translator render the spirit of the literary work. The translation studies scholar furthers his guidelines emphasizing inviolability of the form integrity (“непорушність цілісності форми”) [2]. In this respect, the intension and extension of the terminological expression used by

B. Jakubskyi overlap in certain aspects with those in Lawrence Venuti’s authorial terminology.

The authorial concept of “точність” (accuracy) and its extension changes in the paradigm of very accurate, which is almost word for word, and which is hard to surpass in the translation of poetry, to less accurate i.e. losing features of a certain verse. Borys Vasyliovych Jakubskyi distinguishes the value of translation, among other things, through its accuracy. In particular, the translation of H. Heine’s poems by D. Zagul and V. Kobylanskyi is termed accurate. On the other hand, the translation of H. Heine by Lesia Ukrainka, M. Slavynskyi and A. Krymskyi is described as nearly flawless from an artistic standpoint (“майже бездоганні з художнього боку”) [2]. The scholar uses the term “близький” (close) when he compares two translations of the same original. Borys Jakubskyi distinguishes the concept of accuracy rendering the form through intensions such as “ясність”, “прозорість”, “зрозумілість” (clarity, transparency, intelligibility). As opposed to those, the concept of “менш точний” less accurate has intensions of “туманність” and “невизначність думки” (vagueness and ambiguity) [2].

Notably, the scholar describes faithfulness to spirit and artistic features as conventional and subjective. However, the spirit, in the opinion of Borys Jakubskyi, originates through the form and sense in their inseparable unity. Unconditioned attempts to deviate from rendering the form and features which are key for the author of the original are termed to add the “чуже” (foreignness) into the translated text [2]. The scholar also evaluates translation quality with such terminological units as “вдатно зроблені переклади”, “гарні переклади”, “уважний переклад”, “тонкий переклад” [2] (skillfully done translations, good translation, detail-oriented translation, fine translation).

## REFERENCES

1. Jakubskyi B. (1922). *Nauka virshuvannia*. Kyiv: Slovo.
2. Jakubskyi B. (1919). *Novyi pereklad “Bücher der lieder” Heine*. Knygar. 1919. Issue 19.

**Natalia KUZMENKO**

*Dniprovsky State Technical University, Kamianske*

## **HEAR, SEE, FEEL: HOW PERCEPTUAL STYLES INFLUENCE LANGUAGE LEARNING**

Information processing is an individual process that determines how a person's brain (and especially a child's) best absorbs new material. In education and psychology, the most widely used model is the VAK model, which identifies four main learning styles.

Understanding these types will help you, as a teacher, adapt teaching materials more effectively, especially for distance learning or working with beginner students.

*Visual Learners* These people best process information through sight. They think in images and pictures. A child with this learning style often draws during lessons, enjoys colorful diagrams, and pays attention to the teacher's gestures and the layout of the textbook. In this case, effective teaching tools include infographics, videos, presentations, mind maps, and highlighting text with colored markers [1].

*Auditory Learners* Perception occurs through hearing. For them, it is important not only what is said, but also how. A child with this learning style easily memorizes poems and songs by ear, enjoys discussions, and often reads information aloud while reading. Learning tools in this case include audiobooks, lectures, podcasts, group discussions, and rhythmic repetition of material [1].

*Kinesthetic Learners* Perception occurs through touch, movement, and action. They learn when they do something with their hands or physically participate in the process. A child with this type of perception has a hard time sitting still; they fidget with something in their hands and remember a route better if they've walked it themselves rather than seen it on a map. In this case, the learning tools include experiments, role-playing games, physical models, and interactive exercises that require dragging elements on the screen [1].

*Digital or Read-Write Learners* This type is more commonly observed in adults and adolescents. It involves perception through logic, numbers, and meaning. A student with this type of perception asks many "why?" questions, looks for logical connections, and prefers clear instructions and lists. In this case, the learning tools include tables, texts, logical chains, and analytical tasks [1].

It is worth noting that there is no such thing as a person who belongs entirely to a single thinking style. Each of us possesses elements of every style, but at the same time, we have a dominant perception style. It is this dominant style that is used to classify a person into one of the categories [2, 3].

When working with *visual learners*, the following techniques can be helpful: the "Color-Coding" method, scribing and doodling, Mind Maps, the use of flashcards and "visual cues," subtitling and graphic organizers, and the "Scaffolding" method. It is best to:

- use mind maps ("topic trees," various types of reference notes);

- create visualizations of what has been read, sketches of processes and phenomena;
- use maps, diagrams, tables, and other visual aids;
- use colored chalk, pencils, markers, and highlight text;
- include watching videos and other visual presentations in lessons.

When working with *auditory learners*, the following will be helpful: the “Shadowing” method, rhythmic repetition and “Jazz Chants,” the ‘Dictogloss’ method, working with podcasts and “Audio-logs,” word battles, and discussions. It is best to:

- record important parts of lessons for later review, if possible;
- use varied rhythms and create songs to aid memorization;
- read aloud and discuss the material;
- verbally describe infographics and illustrations;
- repeat key terms, concepts, and rules aloud;
- discuss processes and phenomena step by step for better understanding.

When working with *kinesthetic learners*, the following are suitable: the TPR (Total Physical Response) method, “language manipulation” with cards and objects, role-playing games and “Simulations,” dynamic dictations and activities, and the use of “Tactile Props.” It is best to:

- whenever possible, organize lessons so that students do not remain seated in the same place the entire time;
- incorporate as many hands-on activities as possible;
- divide the lesson into segments and include short breaks between them to switch to other activities;
- create various models and learning aids together with the students;
- create and learn using flashcards;
- use magnetic boards with letters and symbols during explanations;
- have students write on the board while solving problems;
- incorporate various movement exercises and dances into lessons whenever possible.

When working with *discrete and digital learners*, the following are suitable: the “Linguistic Analysis” method, the use of comparative tables and matrices, algorithmization, working with facts, statistics, and documents, and debates based on argumentation. It is best to use:

- structuring and visual logic (clear lesson plans, lists and numbering, tables and classifications, mind maps);
- glossaries and definitions, algorithms, primary sources;
- digital tools and data (statistics and infographics, databases and online dictionaries, fact-finding quests);
- “Why?” questions and cause-and-effect relationships (problem-based questions, comparative analysis, argument-based discussions).

In summary, we can conclude that for effective learning, it is necessary to determine the learners’ learning style, and take into account the above characteristics of students regardless of their age or educational level. The selection and use of appropriate methods will ensure effective mastery of the language material. Therefore, under favorable conditions, teachers can achieve excellent results when teaching foreign languages.

---

## REFERENCES

---

1. Bondar M. (2022) Seven Learning Styles: How Teachers Can Capture Students' Attention, 24 chanel [https://24tv.ua/education/sim-stiliv-navchannya-yak-vchitelyam-zatsikaviti-ukrayina-novini\\_n1839712](https://24tv.ua/education/sim-stiliv-navchannya-yak-vchitelyam-zatsikaviti-ukrayina-novini_n1839712)
  2. Nesterenko I., Bonrar P. (2020) Foreign language professionally-oriented training of economic faculty students *Collection of Academic Papers: Challenges in Training Modern Teachers*, 1 (21), 112–117. [https://doi.org/10.31499/2307-4914.1\(21\).2020.210233](https://doi.org/10.31499/2307-4914.1(21).2020.210233)
  3. Belyavska, O. (2015). Perceptual styles – a key to effective learning. *Pedagogical Education: Theory and Practice*, (18), 30-36. [http://nbuv.gov.ua/UJRN/znppo\\_2015\\_18\\_6](http://nbuv.gov.ua/UJRN/znppo_2015_18_6)
- 

**Olena KUZMENKO**

*Zhytomyr Ivan Franko State University*

## THE AI CO-TEACHER: STRATEGIC INTEGRATION FOR MODERN EDUCATOR WORKLOAD RELIEF

Teachers aren't running out of time because they are ineffective; they are running out of time because the scope of the job simply never stops expanding. Between administrative duties, grading, and adapting materials, the actual time left for lesson preparation and reflection is shrinking.

In this context, artificial intelligence (AI) is no longer perceived as a distant innovation, but rather as a practical tool that can support everyday teaching tasks. The *aim of this paper* is to explore how AI tools can help teachers save time, particularly in lesson planning and material design, while maintaining pedagogical quality.

While the growing role of AI in education is a hot topic in academic research [1; 3; 4], what teachers actually need isn't high-level theory. They need practical, easy-to-use solutions that can be integrated into their daily routines.

Our own analysis of practical tools revealed that AI can be viewed as a support system that assists teachers at different stages of lesson preparation. In this regard, we would like to brief on the potential of such time-saving tools as *MagicSchool AI*, *Eduaide.AI*, *LessonUp* and *Brisk Teaching* that truly stand out.

*MagicSchool AI* is widely popular for its vast array of built-in generators for lesson plans, quizzes, and differentiated tasks. Its main advantage is not the final product itself, but the sheer speed with which a workable draft can be created and adapted.

Similarly, *Eduaide.AI*, which focuses on generating lesson objectives, worksheets, and assessment criteria or rubrics, is a lifesaver. It provides a more streamlined approach, which is particularly valuable when time is limited.

For interactive lesson delivery, platforms such as *LessonUp* allow teachers to design engaging presentations and classroom activities. These tools are especially effective in maintaining student attention and encouraging participation.

Meanwhile, *Brisk Teaching* integrates directly into existing workflows, enabling teachers to generate feedback, adapt texts, and create assignments without switching between platforms. This significantly reduces both preparation time and cognitive load.

Despite the clear benefits, integrating these tools is not without challenges. The most crucial realization a teacher can have is that AI-generated materials are drafts, not final copies. There is a very real risk of over-reliance, which can strip the creativity and personal flair out of a curriculum leading to highly standardized materials. Ethical concerns, including data privacy and responsible use, should also be taken into account. As Ben Williamson and Rebecca Eynon note, AI doesn't just change how we teach; it influences broader educational values [5, p. 231].

The most productive mindset is to treat AI as an enthusiastic teacher's assistant that can handle the repetitive tasks like drafting instructions, building a baseline worksheet, or formatting a rubric. But the complex pedagogical decisions, the nuance, and the final polish must remain teacher-driven without depriving lessons of professional judgment.

To save time without compromising quality, educators should develop well-considered strategies:

1. AI should be used as a starting point rather than a final product. Generated materials should always be adapted to the specific context and learners.
2. it is important to formulate clear and specific prompts, as this directly affects the relevance and quality of the output.
3. teachers should combine AI-generated content with their own expertise and experience, adjusting complexity where necessary.

AI tools are most effective when used selectively and purposefully. They are especially valuable in high-pressure situations – whether that involves last-minute lesson preparation, tailoring materials to diverse student levels, or even restructuring a curriculum for a flipped classroom model [2, p. 28].

At the same time, their integration requires a new competence, AI literacy, that lies in understanding when and why to use AI tools as well as the ability to critically evaluate and adapt generated content. Thus, the real value of AI is not in automation itself, but in the flexibility it provides, allowing teachers to focus more on meaningful interaction with students.

To sum up, successful integration of AI in education requires a balance between technological innovation and pedagogical awareness. Teachers who are able to combine both will be better prepared to meet the demands of modern education.

## REFERENCES

1. Hashem R., Ali N., El Zein F., Fidalgo P., Khurma Abu O. (2024). AI to the rescue: Exploring the potential of ChatGPT as a teacher ally for workload relief and burnout prevention. *Research and Practice in Technology Enhanced Learning*.
2. Holmes, W., Bialik, M., Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Boston: The center for curriculum redesign.
3. Luckin, R., Holmes, W., Griffiths, M., Forcier, L. B. (2016). *Intelligence Unleashed: An Argument for AI in Education*. London: Pearson.
4. Thomas P. AI-Driven Assessment Systems: Reducing Teacher Workload in Grading and Feedback (2025). URL: [https://www.researchgate.net/publication/396245710\\_AI-Driven\\_Assessment\\_Systems\\_Reducing\\_Teacher\\_Workload\\_in\\_Grading\\_and\\_Feedback](https://www.researchgate.net/publication/396245710_AI-Driven_Assessment_Systems_Reducing_Teacher_Workload_in_Grading_and_Feedback)
5. Williamson, B., Eynon, R. (2020) Historical threads and future directions in AI in education. *Learning, Media and Technology*. Vol. 45. №3. PP. 223–235.

**Olena KUZNETSOVA**

*Yaroslav Mudryi National Law University, Kharkiv*

## **FOSTERING PERSONALISATION IN TEACHING**

Personalization in learning presupposes the use of a system of tools that helps students realise their strengths and weaknesses, supports and fosters their individuality, and enables them to independently choose their own learning goals. Personalization promotes the development of self-awareness, independence, and responsibility [4].

Pedagogical guidance and support have long been the main tools providing for personalisation in education. Interacting with students, teachers have been the exclusive agents capable of identifying every student's interest, goals, capabilities, and ways to help students achieve the best learning outcomes.

Despite the existence of numerous theoretical studies, the difficulties in addressing the issue of personalization in the practice of teaching are still challenging and are largely linked to both the specific nature of the educational practice and the need to adapt the classroom-based system to the unique characteristics of each student. Classroom instruction is still primarily oriented towards an average student and relies heavily on group-based activities.

There have been a lot of attempts to cope with the problem and suggest models, methods and techniques allowing teachers to consider and let students follow their inclinations in the history of pedagogy. Humanistic pedagogy (Jean-Jacques Rousseau) advocated for learning through experience, curiosity, and interaction with nature. Maria Montessori's method focused on self-directed activity, hands-on learning, and collaborative play within a specially prepared environment. Developed by Helen Parkhurst, the Dalton Plan was a model that propagated student-centred learning, independence and collaboration. It suggested replacing traditional classroom instruction with a system of assignments and personalised "lab time", aiming to develop student autonomy and responsibility at their own pace. One of the modern concepts of personalization is the theory of person-centred learning (I. Yakimanska) underscoring students' individual experiences, values and learning style.

So, previous efforts directed at making teaching and learning more learner-centred reflect human-guided ideas and concepts striving to implement more individualised and differentiated education.

The recent advent of AI-powered instruments has introduced noticeable changes in teaching. They are applicable in achieving a variety of educational goals and impact significantly practice of teaching and learning. Personalization is one of the spheres where they are most significant.

AI-based tools analyse how students think, what causes their difficulties in learning. They can promptly personalize content, suggest remedial steps, and adjust tone or complexity of material based on a learner's profile [1]. AI-powered adaptive learning platforms and intelligent tutoring systems (ITS) analyse student data (performance, strengths, weaknesses, and learning pace) to tailor learning experiences that meet individual needs and preferences [2].

By analyzing data on students' performance in real-time, ITS can offer immediate feedback on multiple-choice questions, quizzes, or interactive activities, helping students to understand the material they are learning and track their progress in real-time. ITS can also identify areas to be improved and recommend additional resources or practice exercises. This personalized approach to tutoring fosters a supportive learning environment that empowers students to master complex subjects with confidence and competence. These systems provide real-time, adaptive support, making learning more effective [3].

Generative AI tools further enhance the educational experience by creating dynamic content simulating real-world scenarios, and offering interactive learning opportunities. This enriches the learning process and makes it more engaging and adaptable to various learning preferences [3]. The adaptability of generative AI platforms makes learning more approachable and inclusive. The AI-powered technological tools can track student performance down to every click, pause, or repeated mistake. They analyse this data and instantly adapt lessons to suit each learner's pace and understanding. These virtual tutors never tire, never forget, and never miss a detail [1]. They are available 24/7, providing support to students at any time suitable for them.

Thus, AI-powered tools have offered a new technological approach to fostering personalization in teaching and learning. Based on the existing data, we can assert the existence of evident effective elements of personalization in both human-guided and AI-supported technological teaching.

On the one hand, the key strengths of AI tutors are instant feedback and suggestions; customization at scale for every learner; consistency in content delivery; the interactive formats to enhance engagement. On the other hand, the key strengths of human teachers are emotional intelligence and empathy; cultural awareness and social bonding; flexibility in managing diverse classroom dynamics; ability to inspire, mentor, and build confidence [1].

So, the major task is to incorporate and balance the strengths of human teachers and the strengths of AI instruments, to work out strategies for their integrative application both in institutionalised class teaching and students' self-study to achieve a synthesis of human-guided and AI-supported personalization in education at all levels.

## REFERENCES

---

1. Chaudhary, K. & Jain, JH. (2025). Impact of AI on personalized learning. *Gurukul International Multidisciplinary Research Journal (GIMRJ)*. Special Issue on Scientific Research Apr'25 Issue IV(I), Volume XIII, 10-18.
  2. Meehirr, K. (2023). How AI is personalizing education for every student. *eLearning Industry*. <https://elearningindustry.com/how-ai-is-personalizing-education-for-every-student>
  3. Mimoudi, A. (2024). AI, personalized education, and challenges. *Proceedings of the 4<sup>th</sup> International Conference on AI Research (ICAIR)*, 4(1), 287-296. <http://doi.org/10.34190/icaire.4.1.3133>
  4. Шелестова, Л.В. (2022). Індивідуалізація навчання як пріоритетний напрямок модернізації сучасної освіти. *Pedagogical sciences: Modern Problems in Science*. 585-588. [https://lib.iitta.gov.ua/id/eprint/730532/1/Modern-problems-in-science\\_586](https://lib.iitta.gov.ua/id/eprint/730532/1/Modern-problems-in-science_586)
-

**Yevheniia KUZNIETSOVA**

*Ivan Franko National University of Lviv*

## **LEGAL ENGLISH AS A MEANS OF ACCESS TO INTERNATIONAL LAW AND JUSTICE IN WARTIME UKRAINE**

In the context of the ongoing armed aggression against Ukraine, the role of legal professionals has significantly expanded, particularly in the areas of international cooperation, human rights protection, and documentation of war-related violations. Under such conditions, proficiency in Legal English is no longer an optional academic component but an essential instrument of professional activity. It enables future lawyers to access international legal frameworks, engage in cross-border communication, and participate in global justice mechanisms.

Access to international law is largely mediated through the English language. Foundational documents of the international legal order, including the Charter of the United Nations, the European Convention on Human Rights, and the Rome Statute of the International Criminal Court, are widely used in their official English versions in legal education, research, and professional communication [1; 2; 3]. Consequently, insufficient command of Legal English may limit the ability of Ukrainian law students to work effectively with international legal sources and to interpret them accurately in academic and professional contexts.

The relevance of Legal English has become particularly evident in relation to international criminal justice. The Rome Statute defines the jurisdiction of the International Criminal Court over genocide, crimes against humanity, war crimes, and the crime of aggression [3]. At the same time, the Office of the United Nations High Commissioner for Human Rights continues to monitor and publish reports on the human rights situation in Ukraine, documenting violations and accountability-related issues [4]. In this context, Ukrainian legal professionals increasingly need the ability to read, analyse, and use legal materials in English when dealing with questions of international responsibility and justice.

In addition, Legal English contributes to access to justice at both national and international levels. It allows future lawyers to communicate with foreign colleagues, participate in international academic and professional projects, and better understand the language of human rights protection. Such competence is especially important in wartime Ukraine, where legal issues are closely connected with international advocacy, documentation, and legal cooperation.

From an educational perspective, this requires a shift from general English instruction to more context-sensitive approaches that integrate legal content with language learning. Scholars in the field of English for Specific Purposes emphasize that language teaching should respond to the actual professional needs of learners [5]. In the case of law students, this means focusing on legal terminology, genre conventions, argumentation, and the ability to work with authentic legal texts. Genre-based approaches are especially useful because professional communication depends on understanding the structure and purpose of specific legal texts [6]. Academic language training is also relevant, since future lawyers must learn to read, write, and speak in ways appropriate to professional and scholarly settings [7].

Therefore, the use of authentic materials, such as treaties, legal decisions, case summaries, and professional correspondence, appears to be one of the most productive methods of teaching Legal English. Such materials help students not only improve their language competence but also develop legal reasoning, precision of expression, and analytical thinking.

In conclusion, Legal English plays a crucial role in the professional training of future lawyers in Ukraine. It serves not only as a means of communication but also as a gateway to international law and justice. In wartime conditions, its importance becomes even more evident, as it supports access to legal knowledge, international cooperation, and meaningful participation in global accountability processes.

## REFERENCES

---

1. United Nations. Charter of the United Nations. URL: <https://www.un.org/en/about-us/un-charter/full-text>
  2. Council of Europe. European Convention on Human Rights. URL: [https://www.echr.coe.int/documents/d/echr/convention\\_ENG](https://www.echr.coe.int/documents/d/echr/convention_ENG)
  3. International Criminal Court. Rome Statute of the International Criminal Court. URL: <https://www.icc-cpi.int/publications/core-legal-texts/rome-statute-international-criminal-court>
  4. Office of the United Nations High Commissioner for Human Rights. Ukraine. URL: <https://www.ohchr.org/en/countries/ukraine>
  5. Dudley-Evans T., St John M. J. (1998). *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.
  6. Bhatia V. K. (1993). *Analysing Genre: Language Use in Professional Settings*. London: Longman.
  7. Hyland K. (2006). *English for Academic Purposes: An Advanced Resource Book*. London: Routledge.
- 

**Anastasiia KYRII**

*Kyiv School of Economics*

## THE INTEGRATION OF GAMIFIED BUSINESS ENGLISH CASE STUDY IN UNIVERSITY ESL CLASSROOM

Modern job market, under the impact of advanced technological progress and globalisation, demands a variety of skills and professional English proficiency is among them. Traditionally, case study method has been utilized in ESL classrooms to foster such skills, yet original text-based format ceases to maintain students' involvement and replicate the complex nature of communication in business environments. This publication explores the implementation experiential learning and gamification to retrofit the case study method within the university ESL curriculum. Employing Kolb's Experiential Learning Cycle as a theoretical framework, the study outlines a gamified case-study intervention hosted on the digital platform Genially. This immersive simulation enabled students to collaboratively craft a professional resume.

Technological advancements and globalization have redefined the expectations imposed on the applicants in the job market. As technology evolves, so does the requirement for the candidates to possess technology complementary skills. Among the latter ones are problem-solving, creativity, digital literacy etc. Moreover, the process of globalization facilitates the recruitment process by enabling talent sourcing globally, thereby necessitating proficient written and verbal communication skills in English.

Such burgeoning demand for versatile skills dictates how they should be fostered in higher educational establishments. One teaching method that serves as an efficient pedagogical approach to cultivate such skills is case study. Case study, as a form of task-based learning where students are provided with the problem to solve, allows for an integrated approach. According to Bonney, case study method enables the development of higher levels of Bloom's taxonomy of cognitive learning, from recall of knowledge to analysis, evaluation and application [1]. While this method could be utilized in various disciplines, the ESL curriculum provides a unique setting. Not only do the students apply their linguistic skills, but also analytical, creative and interpersonal skills to resolve the situations that may emerge in real life [3]. Therefore, case study method serves as an essential component in the ESL instruction designed to cultivate professional English competence.

Conventionally, case studies were presented in ESL coursebooks as a text followed by questions and other activities that enabled the students to resolve the problem. Such traditional approach had its challenges: reading and analysing longer texts was time-consuming and, as a result, students lost their motivation to complete the assignment which negatively impacted engagement.

With the shift in pedagogy toward experiential learning, defined as learning by doing and reflecting, traditional case study method has to be revisited and reevaluated as a static text format fails to replicate the multifaceted nature of contemporary business communication. To bridge this gap, the gamified case study emerges. By embedding into a case such game features as characters, narratives, voiceovers, visuals, competitive aspect and digital means to collaborate, it elevates students' motivation and engagement as well as better equips them for real workplace communication scenarios.

This publication outlines a gamified case-study framework in the form of an immersive roleplay based on Kolb's experiential learning cycle, defined as a four-stage framework where experience is altered into knowledge through reflection and application. The primary objective is to facilitate the acquisition of vocabulary and the development of resume crafting skills in university students through simulation.

The intervention leveraged a digital platform Genially where students were introduced to a character and by navigating the simulation had to collaboratively craft a resume for this character. The framework included four stages:

1. Concrete experience

At this stage students got acquainted with the character, her background and another contextual information.

2. Reflective observation

Afterwards, students received a set of questions to reflect on taking into account all the information they had been presented with previously.

3. Abstract conceptualization

At the next stage students had to contemplate designing a resume by considering character's background, resume types and formats etc.

4. Active experimentation

Finally, students had to collaboratively, in mini-groups of four, build the resume for the character.

While quantitative data collection is ongoing, preliminary qualitative feedback suggests several major trends in student performance. The engagement has significantly rose, as the students kept navigating the simulation by revisiting the contextual information to make sure that their decisions are evidence-based. Additionally, students sought to leverage more advanced vocabulary to make their resumes more impressive for the hiring manager.

The shift toward an experiential learning represents a significant evolution in ESL pedagogy to meet the demands of a globalized job market. The transition from a static text-based case study method to a more immersive approach is required to enhance students' motivation and engagement. The employment of Kolb's four stage cycle ensures that students do not merely memorize the vocabulary and resume writing procedures, but also internalize the two thorough purposeful application.

---

## REFERENCES

---

1. Bonney, K. M. (2015). Case study teaching method improves student performance and perceptions of learning gains. *Journal of Microbiology & Biology Education*, 16(1): 21–28.
  2. Nilubol, K., & Sitthitikul, P. (2025). Exploring the transformative effects of gamified learning on writing and metacognition in an EFL university context: An account of blended learning landscape. *LEARN Journal: Language Education and Acquisition Research Network*, 18(1), 513-551.
  3. Roell C. (2019). Using a Case Study in the EFL Classroom. *English Teaching Forum*, 57(4) 24–33.
- 

**Victoria KYRPOTENKO**

PUSH School, Poltava

## **HELPING YOUNG LEARNERS SPEAK: TOTAL PHYSICAL RESPONSE AND MULTISENSORY ACTIVITIES FOR THE SILENT PERIOD**

Young learners often experience a silent period when they listen, observe, and build comprehension before they are ready to speak in a new language. However, teachers frequently expect immediate verbal responses, which may increase anxiety and reduce learners' confidence. This paper explores how Total Physical Response (TPR) and multisensory activities can support language development during the silent period in preschool and early primary English classrooms.

The approach is based on the principle that comprehension develops before production and that young children learn effectively through movement, visual support, repetition, and interaction. TPR activities enable learners to demonstrate understanding through physical actions rather than speech, creating a low-stress environment that encourages participation and gradual language acquisition.

The session presents practical classroom activities used with pre-school learners, including classroom routines, action songs, “Listen and Do” stories, drawing dictation, movement-based games, and visual matching tasks. Particular attention is paid to activities that allow children to respond non-verbally while developing listening comprehension and confidence.

Classroom observations indicate that regular use of TPR and multisensory techniques increases learner engagement, supports comprehension, and creates conditions for the gradual emergence of spoken language. The findings suggest that reducing pressure to speak and providing meaningful opportunities for physical response can facilitate language development during the silent period.

The workshop offers practical recommendations for English language teachers working with young learners and demonstrates how simple, low-preparation activities can promote active participation and early communicative competence.

---

**Helen LESCHENKO**

**Dniprovsky State Technical University, Kamianske**

## **METHODOLOGICAL APPROACHES TO DEVELOPING STUDENTS’ CRITICAL THINKING IN ENGLISH LANGUAGE INSTRUCTION**

**In the contemporary educational landscape, the development of critical thinking is recognized as one of the key competencies of the 21st century.** According to Peter Facione’s approach, critical thinking encompasses interpretation, analysis, evaluation, and self-regulation [1, p. 15]. In Ukrainian pedagogy, a significant contribution to the study of this issue has been made by O. I. Pometun, who defines critical thinking as an individual’s ability to independently comprehend information and make well-reasoned decisions [2, p. 29]. In the context of English language teaching, the development of critical thinking acquires particular importance, as foreign language communication involves not only the reproduction of knowledge but also its interpretation and evaluation.

*The aim of this study* is to identify pedagogical conditions and methodological approaches to fostering students’ critical thinking in English language classes. Critical thinking is considered as a combination of cognitive and metacognitive skills. According to Diane Halpern, it includes the ability to analyze arguments, evaluate evidence, and make decisions [3, p. 201]. The model developed by Richard Paul and Linda Elder emphasizes intellectual standards (clarity, accuracy, logic), which can be integrated into language learning [4, p. 19].

Problem-based learning enhances students' cognitive activity and requires the creation of a problem-oriented environment. For instance, discussing the topic "*Should artificial intelligence replace teachers?*" encourages students to construct arguments and analyze different perspectives. As noted by O. I. Pometun, the use of problem situations is a key factor in developing critical thinking [2, p. 42].

The use of open-ended questions also promotes deeper comprehension of the material. For example:

- *What are the consequences of globalization for local cultures?*
- *Do you agree that social media improves communication? Why?*

According to Diane Halpern, such questions activate analytical thinking [3, p. 204]. The development of metacognitive skills is facilitated through reflection after task completion (e.g., self-assessment checklists), which helps students become aware of their own thinking processes. This approach is supported by Peter Facione, who emphasizes the role of self-regulation in the structure of critical thinking [1, p. 54].

Interactive teaching methods enable students to analyze situations, make decisions, and justify their positions. Effective methods include debates (for/against), role plays, and case studies. Project-based learning contributes to knowledge integration and the development of learner autonomy. For example, creating a video project "*My Sustainable City*" involves research, analysis, and presentation of results. Learning through action forms the basis for the development of thinking skills.

**Below are several practical exercises for developing critical thinking skills.**

### 1. "Claim–Evidence–Reasoning" (CER)

*Objective:* to teach students how to construct arguments.

*Procedure:* Students are given the statement: "*Online education is more effective than traditional learning.*"

They must:

- formulate a claim;
- provide evidence;
- explain their reasoning.

*Outcome:* development of argumentation and logical thinking.

### 2. "Think–Pair–Share"

*Objective:* to develop reflection and communication skills.

*Task example:* "*What are the biggest challenges of living in a globalized world?*"

- Think – individual response;
- Pair – discussion in pairs;
- Share – presentation of ideas.

### 3. Structured Debate

*Topic:* "*Artificial intelligence will replace teachers.*"

*Roles:* for / against / moderators.

*Assessment criteria:*

- logical coherence of arguments;
- use of examples;
- language accuracy.

#### 4. “Detecting Bias”

*Objective:* to develop media literacy.

*Task:* Students analyze a short news text and identify:

- biased language;
- manipulation;
- lack of evidence.

#### 5. Role Play “Problem Solving Meeting”

*Situation:* a company faces financial difficulties.

*Roles:* manager, marketer, HR specialist, investor.

*Task:* to find and justify a solution.

#### 6. Project “My Sustainable City”

*Format:* group project + presentation.

*Tasks:*

- investigate a problem;
- propose solutions;
- present in English.

**Thus, the practical implementation of these exercises confirms that the development of critical thinking is possible through the systematic use of interactive, problem-based, and reflective teaching methods.** This contributes to the formation of students’ ability to think critically and engage in effective foreign language communication.

#### REFERENCES:

---

1. Peter Facione. *Critical Thinking: What It Is and Why It Counts*. – Insight Assessment, 2015. 303 p.
  2. Пометун О. І. Критичне мислення як ключова компетентність сучасної освіти. – Київ: Освіта, 2018. 104 с.
  3. Diane Halpern. *Thought and Knowledge: An Introduction to Critical Thinking*. – Routledge, 2014. 624 p.
  4. Richard Paul, Linda Elder. *The Miniature Guide to Critical Thinking*. – Foundation for Critical Thinking, 2019. 48 p.
- 

**Natalia LIASHKO**

*Express Publishing Ukraine*

### **BUILDING CREATIVE AND RESILIENT LEARNERS THROUGH INTERDISCIPLINARY APPROACHES**

Committed to continuous professional development, many teachers seek innovative ideas and up-to-date approaches in ELT. In Ukraine today, this pursuit is inevitably shaped by a new educational reality that requires resilience, adaptability, and a strong focus on students’ emotional as well as academic needs. I am no exception: I continue to learn, experiment, and refine my teaching practice in response to these challenges.

Among my many professional interests, the STEAM (Science, Technology, Engineering, Arts and Mathematics) approach has recently become a particular passion. Despite its growing popularity, many educators still feel uncertain about what STEAM actually involves and how it differs from its closely related counterpart, CLIL (Content and Language Integrated Learning). Let's explore the relationship between these two approaches and learn how a lesson can be easily transformed from a CLIL framework into a STEAM-oriented experience.

### **CLIL in a Resilient Educational Context**

The concept of CLIL was introduced in 1994 by David Marsh, who defined it as an approach in which content and language are learned simultaneously. In English classrooms CLIL often takes the form of "soft CLIL", where subject-related topics are incorporated without shifting the primary focus away from language development.

Importantly, many teachers have long been engaging in CLIL-like practices without explicitly labelling them as such. Activities involving art, environmental issues, or cultural topics naturally integrate content with language. What distinguishes CLIL is the intentional and structured connection between these elements.

In the Ukrainian context, CLIL offers particular value. Meaningful content can provide students with a sense of continuity and intellectual engagement, even in times of uncertainty. It allows the classroom to remain a space for exploration, discussion, and creative thinking, elements that are essential for both cognitive and emotional resilience.

For example, Art can serve as an accessible and emotionally supportive entry point into CLIL. A lesson based on *The Starry Night* by *Van Gogh* may begin with a brief introduction to the artist, including key facts about his life and artistic style. This stage establishes the content foundation while introducing relevant vocabulary. Students are then guided through a process of careful observation of the painting. Initial questions such as "What can you see?" or "What colours do you notice?" help learners activate basic descriptive language. Gradually, the task becomes more cognitively demanding, encouraging interpretation and personal response: "What do you think is happening?" or "How does the painting make you feel?" At this stage, language development is supported through scaffolding, with students encouraged to justify their ideas using structured expressions (e.g., "I think... because..."). The analysis may also extend to artistic techniques, such as *Van Gogh's* distinctive brush strokes, allowing learners to deepen both their content knowledge and their lexical range. Finally, students apply their understanding by creating their own versions of the painting and presenting them to peers. This stage consolidates both content and language learning, illustrating the core principle of CLIL: the integration of meaningful subject matter with communicative language use.

### **From CLIL to STEAM: Extending the Learning Process**

While STEAM is often viewed as part of a broader content-based approach, it introduces a crucial additional dimension: **experimentation and inquiry-based learning**. In this sense, STEAM does not replace CLIL but rather extends it. The key distinction lies in the nature of student engagement. In CLIL lessons, learners apply knowledge through structured tasks. In STEAM ones, they are encouraged to question, test, and explore. Learning becomes an active, engaging process driven by curiosity. This distinction is particularly significant in resilient teaching contexts. Inquiry-based learning can foster a sense of agency, helping students move from passive recipients of knowledge to active participants in the learning process.

Returning to *The Starry Night*, a traditional CLIL activity might involve reproducing the painting using standard materials. While valuable, this task remains largely imitative. To transform the lesson into a STEAM experience, the teacher introduces an element of experimentation. For instance, students might investigate how different tools (e.g., brushes, sponges, or unconventional materials) affect the representation of movement and texture. They may also be encouraged to modify the original scene and observe how these changes influence the overall effect, e.g.: introducing new weather conditions or altering the atmosphere in the painting.

Such tasks require students to formulate hypotheses, test their ideas, and evaluate the outcomes. The emphasis shifts from producing a correct answer to exploring multiple possibilities. As a result, learning becomes more dynamic, creative, and personally meaningful.

### **The Evolving Role of the Teacher**

Both CLIL and STEAM require a redefinition of the teacher's role. Rather than acting primarily as a source of knowledge, the teacher becomes a facilitator of learning.

In practical terms, this involves guiding students through questioning and scaffolding rather than direct instruction. Questions such as "What do you think will happen if...?" or "How could we test this idea?" encourage deeper thinking and promote learner autonomy. In the Ukrainian classroom, this facilitative role also supports emotional resilience. By creating a supportive and inquiry-driven environment, teachers help students regain a sense of control and confidence in their learning.

### **Implications for Language Learning**

CLIL and STEAM should be viewed as complementary rather than competing approaches. CLIL provides a structured way to integrate meaningful content into language teaching, while STEAM enhances this integration through experimentation and inquiry. The transition from CLIL to STEAM does not require a complete redesign of existing lessons. In many cases, a relatively small pedagogical shift such as adding an experimental component can significantly increase student engagement and depth of learning.

In the context of Ukraine, such approaches carry additional significance. They not only support language development but also contribute to building adaptable, curious, and resilient learners. By engaging students in exploration and creative problem-solving, teachers help them develop skills that extend beyond the classroom.

Ultimately, the integration of CLIL and STEAM demonstrates that language learning can be both academically rigorous and deeply human. It is not only about acquiring linguistic competence, but also about fostering the ability to think critically, explore possibilities, and continue learning in the face of uncertainty.

---

**Natalia LIUTIANSKA***Petro Mohyla Black Sea National University, Mykolaiv*

## TRANSFORMING ENGLISH LANGUAGE TEACHING WITH AI

In recent years, artificial intelligence, or AI, has emerged as a powerful tool to enhance language learning, offering new and effective pathways to support multilingual education. Making use of artificial intelligence in English language teaching classes involves a lot more than merely switching out books for electronic devices. It signals a deep change in the connections that make up education.

Generative artificial intelligence (GenAI) is often portrayed as the next emerging technology that is about to revolutionise education. When a revolutionary new educational tool is introduced, the older system becomes reframed as “traditional”, and pros vs. cons of the new system are weighed against it. Because of its applications, such as ChatGPT, Gemini, Copilot and others, there is a potential for significant shifts in how teaching and learning are conducted.

Educators can use GenAI for different purposes. Many teachers and trainers spend an extended time planning their lessons and sessions, for example, modifying exercises from the course book to create more engaging activities. Along with it, AI is a powerful resource bank and can be helpful and time-efficient for teachers to create lesson plan and content. When using AI for lesson planning it is important to write effective prompts to enhance lesson planning and design engaging activities for their learners [2, p.19]. Here is the list of guidelines for writing clear and specific prompts for AI lesson planning:

1. define learning objectives;
2. indicate grade level and subject;
3. provide detailed instruction on the desired activities;
4. indicate the duration and timing;
5. provide the theme or context;
6. request assessment strategies and feedback ideas;
7. give AI examples of what you want;
8. experiment with writing prompts [2, pp.20-21].

In the same way, GenAI tools offer the potential to assist language teachers in helping their learners to achieve their language learning goals via creating personalised activities. The samples of some of the personalised activities and their benefits are given below [1]:

1. *Creating tongue twisters.* Prompting AI to create tongue twisters based on specific sounds. Learners benefit greatly from pronunciation activities that are designed specifically to address their challenges.

2. *Creating plays.* Prompting AI to produce plays and dramatic scripts that are tailored to the needs and interests. AI can produce play scripts that are appropriate for the learners. These can be based around a theme, book or context the learners are studying.

3. *Randomising words and sentences.* Prompting AI to create word or sentence ordering activities by randomising the order of the words or sentences. This helps develop understanding of syntax at the sentence level or of coherence and cohesion at the paragraph level.

4. *Creating branching narratives.* Prompting AI to create branching narratives that allow learners to read together, select options and move through the story. If learners work through the narrative in groups or pairs, they can also practice their speaking skills as they make decisions together.

5. *Creating personalised stories.* Prompting AI to create stories based around your learners' context and interests. This can help make reading and listening activities more engaging and memorable for learners.

6. *Creating discussion prompts.* Prompting AI to create discussion questions about any topic, tailored to the age and level of your learners. Teachers can use these for discussion activities or as warmers at the beginning of a lesson. Interesting discussion questions can offer learners the opportunity to develop their fluency and critical skills in an engaging and meaningful way.

7. *Changing the genre of texts.* Prompting AI to change the genre of a text. For example, a children's story can be converted to a newspaper report. Understanding the different text features of a text genre is an important part of becoming a good writer.

8. *Including context from other subjects.* Prompting AI to create materials related to other subjects such as history, geography and the sciences. Materials that combine language learning and content from other subjects can help learners with their present and future study. Teachers can use this as the basis for learning approaches including CLIL (content and language integrated learning) [1].

Therefore, the emergence of AI has transformed the traditional English language teaching and learning. Both educators and learners can benefit from these changes. Teachers can use AI because of its time-efficiency, whereas learners can develop their language skills in an engaging way.

## REFERENCES

---

1. Peachey, N., Crichton, R. (2024). AI activities and resources for English language teachers. *British Council*. Retrieved April, 20, 2026, from [https://www.teachingenglish.org.uk/sites/teacheng/files/2025-01/Peachey\\_2024\\_%20AI\\_activities\\_resources\\_English\\_language\\_teachers%20Final%20270125.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/2025-01/Peachey_2024_%20AI_activities_resources_English_language_teachers%20Final%20270125.pdf)
  2. Peachey, N. (2025). Transforming teacher education with AI: lessons from a global Community of Practice. *British Council*. Retrieved April 20, 2026, from [https://www.teachingenglish.org.uk/sites/teacheng/files/2025-04/Peachey\\_2025\\_Transforming\\_teacher\\_education\\_with\\_AI.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/2025-04/Peachey_2025_Transforming_teacher_education_with_AI.pdf)
-

**Yuliia LYSETSKA**

*Zhytomyr Ivan Franko State University*

## **TEACHING STUDENTS TO CREATE TRANSLATION MEMORIES IN SDL TRADOS STUDIO**

A translation memory (TM) is a database that stores source and target language segments for future reuse. Its pedagogical value lies in:

- reinforcing terminology consistency;
- promoting awareness of translation patterns;
- improving productivity and enabling reflective learning through revision of previous translations [2].

Introducing TM concepts helps students understand the logic of segmented translation and data-driven linguistic decision-making. However, students often underestimate TM value and may feel overwhelmed by CAT tools. This paper presents a structured approach to teaching TM creation and management in Trados Studio.

Without explicit instructions, students tend to create disorganized TMs, losing valuable data and failing to benefit from reuse [1].

It is important to know main steps of creating a TM. Before the first one, students should prepare a small bilingual corpus they care about. A page from a CV, a marketing leaflet, a passage from a textbook, or an excerpt from a research article all work well.

The main stages include the following:

- Stage 1. Creating a New Translation Memory (defining the language pair, naming and locating the file, configuring custom fields) – students need to open Trados Studio and walk through the menu path File > New > New Translation Memory;
- Stage 2. Populating the TM with Bilingual Content – an empty TM is of no use, so the second stage focuses on filling it;
- Stage 3. Updating and Maintaining the Memory – students are taught that every confirmed segment is a deliberate addition to a long-term resource;
- Stage 4. Exporting and Importing for Collaboration – the final stage at which students need to be able to send their TM to a partner, receive someone else's TM and merge it into theirs, and create backups they can trust [3].

Several practical observations can be repeated in different groups of students and must be included into a lesson plan:

1. Pair up students (one student creates and populates a TM, then exports it as TMX and sends it to the partner, who imports it);
2. Insist on a backup ritual (at the end of every session, students should export their main TM as TMX and store the file in a separate location);
3. Use real, messy data (pre-cleaned sample files conceal the segmentation, encoding, and formatting issues that dominate professional practice);

4. Address confidentiality early (students should learn from the start to ask whether a given TM may be shared, archived, or used for a different client);
5. Assess process, not only product (a short reflective task asking students to describe how they named, structured, and maintained their TM yields more learning than grading the translation alone).

Teaching TM creation is, ultimately, teaching students to think of their translation work as a structured, reusable asset rather than a one-off deliverable. The four-stage workflow outlined here, creation, population, maintenance, and exchange, mirrors the lifecycle of any data resource in a modern language services workflow. By the end of the lesson, students should be able not only to use the relevant features of SDL Trados Studio, but also to explain the purpose of each step, understand the implications of their choices, and recognize how these decisions will influence their long-term productivity. The ultimate goal is to move learners beyond routine tool operation toward the strategic management of translation resources.

## REFERENCES

---

1. RWS Trados. An introduction to translation memory. URL: <https://www.trados.com/resources/an-introduction-to-translation-memory/>
  2. RWS Trados. What is a translation memory? URL: <https://www.trados.com/learning/topic/translation-memory/>
  3. RWS Trados. Translation technology for all – RWS. URL: <https://eu.cloud.trados.com/>
- 

**Rymma MAIBORODA**

The Military Institute of Taras Shevchenko National University of Kyiv

## TEACHING ENGLISH FOR MILITARY PURPOSES IN THE CONTEXT OF THE RUSSIA'S WAR AGAINST UKRAINE

The full-scale war has significantly influenced the development of English language teaching (ELT) in Ukraine, particularly in the field of English for Specific Purposes (ESP). In the military domain, English has become not only a tool for communication but also a strategic necessity for effective cooperation with international partners and participation in multinational operations. In this context, English functions as a global lingua franca, facilitating professional interaction across different countries and institutions [1]. As Ukraine continues its integration into Euro-Atlantic structures, the role of Military English (ME) has increased considerably, shaping both the content and methodology of language instruction in military institutions [2].

Military English can be defined as a specialized branch of ESP that focuses on communication in professional military contexts. According to Hutchinson and Waters (1987), ESP is characterized

by its orientation toward learners' specific professional needs, which makes it particularly relevant in military education [3]. In this regard, Military English includes not only terminology but also communicative strategies necessary for briefings, operational orders, and reporting. As Nesyn notes, effective communication in English is essential for successful coordination and decision-making in multinational environments [4].

However, teaching Military English in wartime conditions presents a number of serious challenges. First, both learners and instructors are affected by the psychological realities of war. Stress, fatigue, and uncertainty can negatively influence concentration and learning outcomes. Moreover, interruptions in education due to deployment or relocation make it difficult to ensure continuity of learning [5].

Another important challenge is the diversity of learners' language proficiency levels. Military groups often include students ranging from beginner to intermediate levels, which complicates the teaching process. Insufficient language competence can limit participation in international operations and reduce overall effectiveness [6]. At the same time, language proficiency in military contexts is often evaluated according to international standards such as NATO STANAG 6001, which defines levels of operational language competence [7].

The lack of specialized teaching materials is also a significant issue. Traditional English textbooks are rarely suitable for military purposes, as they do not reflect the realities of modern warfare. Contemporary military operations involve rapidly evolving concepts such as drone warfare, cyber defense, and advanced communication systems, which require constant updating of vocabulary and teaching content [8].

In response to these challenges, educators have adopted a range of innovative teaching strategies. One of the most effective approaches is task-based learning, which emphasizes practical, goal-oriented activities. Modern language teaching methodology highlights the importance of communicative competence and real-life language use [9]. For example, learners may simulate military briefings, write operational reports, or participate in mission planning discussions, which helps them apply language skills in realistic contexts [2].

Another important approach is the use of authentic materials. Working with NATO documents, military manuals, and real-life communication examples allows learners to engage with language as it is actually used in professional settings. According to Harmer, exposure to authentic language significantly enhances learners' motivation and comprehension [10]. This is particularly relevant in military education, where practical application is essential [4].

Technology has also become an essential component of Military English instruction. Online platforms, mobile applications, and дистанційні курси provide flexible learning opportunities, which are especially important in wartime conditions. These tools help maintain continuity of education despite disruptions [5].

Simulation and role-playing activities are widely used to replicate real-life military situations. They enable learners to practice communication in high-pressure environments while developing critical thinking and decision-making skills. At the same time, grammar is increasingly taught in context rather than in isolation, which aligns with modern communicative approaches to language teaching [6; 9].

Importantly, the war has also influenced learners' motivation. English is now perceived not only as an academic subject but as a practical necessity that contributes to operational

effectiveness and professional development. This reflects broader global trends in ESP, where language learning is closely connected to real-world needs [1; 3].

In conclusion, Russia's war against Ukraine has significantly accelerated the development of Military English teaching in Ukraine. Despite numerous challenges, it has also stimulated methodological innovation and a stronger focus on practical communication skills. The Ukrainian experience demonstrates that language education must be flexible, adaptive, and closely aligned with professional requirements. In high-risk environments such as military operations, effective communication in English is not simply an advantage — it is essential.

## REFERENCES

---

1. Graddol, D. (2006). *English Next*. British Council.
  2. Бондарчук, Ю. (2024). Інноваційні стратегії навчання англійської мови в умовах війни. *Romanian Journal for Multidimensional Education*.
  3. Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge University Press.
  4. Несин, Ю. (2023). Навчання курсантів англійської мови для військових цілей із використанням військових брифінгів. Київ: НУОУ.
  5. TESOL-Ukraine. (2023). *Teaching English in wartime: Challenges and opportunities*. Київ.
  6. Шолудько, Л. (2025). Граматика в дії: навчання англійської мови курсантів через професійне мовлення. *Актуальні питання гуманітарних наук*.
  7. NATO Standardization Office. (2010). *STANAG 6001: Language Proficiency Levels*. NATO.
  8. Кормич, Б., & Федоренко, О. (2025). Викладання англійської мови у військових навчальних закладах України: сучасні виклики. *Інноваційна педагогіка*.
  9. Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.
  10. Harmer, J. (2007). *How to Teach English*. Pearson Education.
- 

**Inna MAKSAK**

**Maryna RADCHENKO**

*T.H. Shevchenko National University "Chernihiv Colehium"*

## WRITING FOR SELF-HEALING AND RESILIENCE

In recent years, we have been overcoming a period of radical transformation, demanding proactive unity and resilience. Our core response has been to consistently reflect on ourselves and safeguard our emotional and moral reserves. The urgent need for resilience has intensified since the full-scale invasion leading to sharp anxiety, fear, despair, and depression.

At present, a considerable number of people is living according to the so-called deferred life strategy intensifying passivity and undermining motivation, particularly in education. So,

developing psychological support tools and creating safe educational environment are crucial to fostering resilience in learners within overwhelming challenges.

In academic discourse, resilience, in other words, hardiness, stress resistance, and psychological elasticity, is defined as the capacity to adapt and recover amid adversity [2]. Significantly, resilience is fundamentally based on lifelong personal growth and sustainable development.

Current researches prove that writing is therapeutically potential and can serve as a tool for creativity and personal development (Abreu, 2018), post trauma healing and self-reflection (Williamson & Wright, 2018), stressful or traumatic experiences overcoming and mental and physical health improvement (Pennebaker, 2018), well-being, self-healing and resilience (Fuchs Knill & Atkins, 2020) [1; 3].

To conduct the effective writing for self-healing with the students, the following safety rules should be observed. We should take into consideration that students should avoid therapeutic writing on condition that they are heavily depressed or have got a post trauma syndrome. It is recommended to put aside the practice if the participants have difficulties with switching from one activity to another.

First, it is advisable to organise place and time for writing. It is also desirable to find 15-20 minutes for being on your own and without being disturbed. So, it is suggested to switch off the smartphones, laptops and put away other distractors. The idea is to concentrate on oneself not the chores and duties the writer is in charge of. Making the environment as comfortable as possible is also an advantage – turning on relaxing music, lighting the candle, making a cup of tea, and the like.

Second, the participants are invited to think over someone to support if it is necessary. If they feel upset, they should decide if it is better to be alone, make a phone call or chat with a close person, a friend, a relative, someone compassionate. In case they feel bad, they should think beforehand how to help oneself. Next, the writers should be reminded that the text they are writing is their personal issue. No one is allowed to read it. They should treat the text as a private matter, otherwise they will subconsciously censure it. So, the benefit will be less considerable.

If while writing they formulate something important they would like to share, it is favourable to write a separate text addressing to the readers. The text the participants are writing for yourself, should be kept safely or thrown away. Supposing the participants are in an unsafe place to write and keep the written matter privately, they can practise air writing or try a blind type method. In any case, they are better than nothing.

Eventually, for the participants is to avoid any kind of pressure, emotional force or torture. If the feelings are too strong, the writer should stop writing and calm down. The main thing while writing is to trust oneself. Because there is no standard to follow. Everyone is a unique personality with peculiar needs and wishes. Consequently, if a participant feels that the practice does not suit and help, he or she should stop doing without pushing oneself to. The best advice is to listen to oneself.

Thus, we can come to a conclusion, that writing has got a potential in fostering resilience, promoting self-healing, and developing well-being. However, some rules should be followed to make writing effective and safe.

## REFERENCES

---

1. Стрілець, С., Мірошник, І., Максак, І., & Радченко, М. (2023). Досвід реалізації освітнього гранту «англомовні писемні ресурсні практики для майбутніх учителів початкової школи у часи невизначеності». *NewInception*, (3-4 (13-14), 13–20. <https://doi.org/10.58407/NI.23.3-4.1>
  2. Masten, A. S. (2013). Risk and resilience in development. In P. D. Zelazo (Ed.), *The Oxford handbook of developmental psychology, Vol. 2. Self and other* (pp. 579–607). Oxford University Press.
  3. Pennebaker J. W. (2018). Expressive Writing in Psychological Science. *Perspectives on psychological science : a journal of the Association for Psychological Science*, 13(2), 226–229. <https://doi.org/10.1177/1745691617707315>
- 

**Chris MEAD**

*Ukraine-USA Pen Pal Program, Oakton, Virginia, USA*

**Iryna  
PONOMARETS**

*Polohivskyi lyceum №1, Zaporizhzhia region*

## **PEN PAL COMMUNICATION AS A WAY TO SUPPORT WRITING SKILLS AND STUDENT ENGAGEMENT**

Developing writing skills in English has long been a challenging task for many learners. Even when students possess sufficient knowledge of grammar and vocabulary, they often struggle to express their ideas clearly and confidently. Writing tasks are frequently perceived as formal and disconnected from real-life communication, which reduces motivation and limits engagement.

In the current Ukrainian context, this issue has become even more complex. Many teenagers are living in difficult and unstable conditions: some have been displaced, while others remain in frontline areas, experiencing constant air raids and uncertainty. In such circumstances, maintaining motivation for learning, particularly for writing, can be especially difficult. Learners may feel anxious, lose a sense of direction, or struggle to see the relevance of academic tasks.

This situation highlights the need for approaches that make writing more meaningful and supportive. One effective way to address this challenge is through the use of pen pal programs, which create opportunities for authentic communication. When students write to real people, writing becomes purposeful. Learners are more likely to share their ideas, ask questions, and engage in meaningful exchanges.

The concept of language as a tool for connection has been widely recognized. As noted in earlier work, “languages are bridges not only between countries but also between different continents. They unite people all over the world and make them closer to each other” [1]. This perspective is particularly relevant in times of uncertainty, when communication can support both language development and emotional well-being.

Research and classroom practice show that authentic communication can improve writing fluency, expand vocabulary, and enhance learners’ ability to organise their ideas. In addition, such interaction contributes to the development of confidence, intercultural awareness, and a sense of belonging.

At the same time, the implementation of pen pal programs requires careful planning and guidance. It is essential to ensure safe communication by raising students’ awareness of online safety, encouraging responsible behavior in digital environments, and selecting reliable and secure platforms for interaction.

In this way, writing becomes more than a classroom activity; it becomes a tool for communication, reflection, and connection. An example of an effective American–Ukrainian initiative that successfully implements these principles is the Ukraine–USA Pen Pal Program.

The Ukraine-USA Pen Pal Program began operating in October 2022, shortly after the Russian invasion. Its purpose was to reach across the Atlantic and tie American to their Ukrainian counterparts. The primary objectives of the U.S. students were to learn about Ukraine and to provide some comfort and companionship to anxious Ukrainian students who were trapped in a country at war.

Ukrainian students wanted to learn English and to learn about the United States. For many, English is a kind of invisible passport to the world. Fully half of the Ukrainian students indicated on registration forms that English was their favorite or one of their favorite classes. No other subject came close to English in popularity [2, p. 33]. No wonder these students wanted American pen pals. One of them wrote in an essay, “Also speaking with USA speaking students helped me upgrade my English, before I never spoke with native English speakers. It’s easier than I thought” [2, p.p. 5-6].

“It’s easier than I thought.” What a gift a good email pen pal program can provide. But it needs structure and care. That is why, both in Ukraine and the United States, the organizers work through teachers: English teachers in Ukraine, and social studies/history teachers in the United States. Teachers in both countries make sure that their students get the most out of this cost-free opportunity for personal and educational growth.

In conclusion, pen pal programs demonstrate how writing can become a meaningful and engaging activity when it is connected to real communication. In challenging contexts, such as those currently faced by Ukrainian students, this approach can support not only language development but also motivation, confidence, and a sense of connection with the wider world. When carefully guided by teachers and supported by safe and structured environments, such initiatives can make a lasting impact on both educational outcomes and students’ personal growth.

---

## REFERENCES

1. <https://bit.ly/4ew6m4D>
2. Mead, C. (2026). *The Pen Pal is Mightier Than the Sword: Friendship Underneath the Drones*.

**Iuliia MENDRUKH***Kyiv National Economic University named after Vadym Hetman*

## **APPLYING CLIL PRINCIPLES IN TEACHING ESL TO FINANCE STUDENTS**

Content and Language Integrated Learning (CLIL) is «a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language» [1, p. 1]. In recent years, it has gained prominence as an effective pedagogical approach to teaching English for Specific Purposes (ESP) [3]. Teaching complex economic topics to finance students requires not only conceptual understanding but also mastery of specialized vocabulary and discourse. CLIL provides a framework in which both objectives can be achieved simultaneously.

CLIL is based on the principles known as 4Cs: content, communication, cognition, and culture [2]. P. Ball, K. Kelly, and J. Clegg [1, p. 175] propose the following key principles for material design: the primacy of ‘task’, prioritizing the three dimensions of content, guiding input and supporting output, scaffolding and embedding, making key language salient, the concept of ‘difficulty’ in didactic materials, and sequencing. According to the authors, the primacy of task emphasizes that learning activities should be goal-oriented and centered around the task. The three dimensions of content imply that any activity should be viewed as the teaching of content, through procedural devices, using specific language. Guiding input and supporting output ensure that learners can both comprehend and produce language effectively. The CLIL classroom relies heavily on scaffolding and embedding to provide continuous language support, as well as on the salience of key language, which means highlighting essential vocabulary. The salience of key language can be achieved through scaffolding and embedding, for instance, by providing students with blocks of topical vocabulary. In CLIL, the concept of difficulty shifts focus from text complexity to task design. No less important is sequencing, as it ensures the logical progression of learning activities. The length of the sequence can vary and differ from one class to the entire semester.

To illustrate the application of CLIL principles in teaching ESP to finance students, we have chosen the topic “The Stock Market”. In a CLIL-based ESL lesson on the stock market, every activity is viewed through three dimensions: content (stock market mechanisms), procedures (for example, how to make investment decisions, read tickers, etc.), and language (for example, vocabulary related to trends and fluctuations). The module begins with an analytical lead-in task where students are presented with short videos that illustrate share performance on the stock market. In groups, they need to identify the factors behind these fluctuations (for example, interest rates and quarterly earnings reports), and speculate on the immediate effects on investor behavior. The next stage relies on making key language salient and scaffolding as students work with key terms and notions. They are provided with vocabulary blocks divided by function: e.g., stocks and shares: *blue chips, common shares, preference shares, etc.*; market trends: *bull market, bear market, rally, volatility, etc.*; action verbs: *to plummet, to soar, to fluctuate, to stagnate, etc.*; functional phrases, etc. Students match these expressions to specific market scenarios, ensuring

they understand the «embedding» of language within the procedure. The guided input stage involves analyzing authentic case studies that focus on the performance of companies on the exchange (e.g., a failed IPO or stock market crashes), where students examine the conceptual content, procedural stages of listing, and language use. The sequence culminates in a task of increasing difficulty in which students participate in a role-play simulating investment decisions. They are asked to act as a group of professional asset managers investing money on behalf of their clients. To ensure the quality of the service provided, the students need to define the risk tolerance of their clients and choose the best investment strategy, make investment decisions, follow the progress of their portfolio in the financial news, make a short presentation reporting on how well or badly the portfolio has done, and attempt to provide reasons or explanations for any price changes. This task is goal-oriented (maximizing profit) and interactive (group discussions), ensuring active engagement.

We believe that the integration of CLIL principles in ESL instruction for finance students offers significant pedagogical advantages and helps teachers create an effective learning environment

---

## REFERENCES

1. Ball, P., Kelly, K., & Clegg, J. (2019). *Putting CLIL into Practice*. Oxford University Press.
  2. Coyle, D. (2005). *CLIL: Planning Tools for Teachers*. University of Nottingham. <http://docplayer.net/35310909-Clil-planning-tools-for-teachers-4cs-curriculum-guidance-3as-lesson-planning-tool-matrix-audit-tool-for-tasks-materials.html>
  3. Tran, U. N. N., & Vu, M. Y. T. (2023). Using CLIL in ESP Teaching to Enhance Students' Specialized Knowledge. In V. P. H. Pham et al. (Eds.), *Proceedings of the 19th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2022)* (pp. 177–184). Atlantis Press. [https://doi.org/10.2991/978-2-38476-042-8\\_16](https://doi.org/10.2991/978-2-38476-042-8_16)
- 

**Viktoriiia MENTEI**

**Maryna RADCHENKO**

*T.H. Shevchenko National University «Chernihiv Colehium»*

## AI-POWERED HANDWRITING INSTRUCTION FOR PRIMARY SCHOOL STUDENTS IN REMOTE LEARNING ENVIRONMENTS

Learning to write by hand is one of the most important skills to teach in primary school. It is not only about shaping letters; as scientific research shows, handwriting is a complex cognitive exercise that engages specific neural networks involved in memory, language processing, and visual-motor integration. Therefore, developing these skills is essential for a child's brain development and their ability to read and write [1].

The war forced schools to switch to remote learning, which creates an additional challenge. In a regular classroom, a teacher can walk around, look at a student's notebook, and correct how they hold a pen or move their hand. In remote learning, especially during the difficult times in Ukraine, this "live" connection is lost. Teachers only see the final photo of the homework, not how the child wrote it. This often leads students to develop bad habits that are very hard to change later.

This problem first became clear during the pandemic, when global school closures affected over 1.6 billion learners, revealing huge gaps in how we teach [2]. According to more recent UNESCO (2024) reports, this lack of direct supervision makes it much more likely that students will develop poor writing habits, which exacerbates overall learning loss. Without immediate teacher feedback, children often develop incorrect movements that become ingrained and very hard to fix later [3]. This raises several important questions: What can be changed? How can AI help students learn handwriting in online learning environments? What are its benefits and limitations?

AI-powered handwriting instruction offers several important advantages in a remote education environment. First, it enables real-time feedback, which is crucial for developing correct motor skills. Unlike traditional homework, where feedback is delayed, AI systems can instantly correct mistakes, preventing the reinforcement of incorrect writing habits. Second, AI allows for individualized learning paths. Each student can progress at their own pace, receiving tasks that match their level of development. This is particularly important in primary education, where differences in fine motor skills can be significant.

To bridge the gap between a teacher and a student, we must use interactive tools that provide real-time correction. Instead of traditional paper worksheets that offer no feedback, the following AI-driven applications allow students to practice effectively at home. The following AI tools can be effective.

*Writing Wizard.* The app acts as a primary instructor for letter formation. It uses a smart tracing system that prevents children from developing wrong writing habits. For instance, if a student tries to draw a letter in the wrong direction, the app stops them and shows the correct starting point. It provides teachers with detailed reports on where a child struggled, allowing for a data-driven approach to remote grading.

*Kids' Cursive Handwriting.* The transition to joined (cursive) writing is often the most difficult part of remote learning. This tool specifically focuses on ligatures, the connections between letters. The AI analyzes the fluidity of the child's movements as they connect letters. By turning these connections into a game-like path, the app helps children internalize the rhythm of cursive writing, which is something a teacher usually demonstrates by hand in a physical classroom.

*Writey.* Once students understand basic shapes, the tool focuses on the quality and flow of the handwriting. It uses intelligent algorithms to monitor the tilt and consistency of the writing. This is especially useful for older primary students who need to move from slow, shaky movements to a more confident and fluid style. It adapts the difficulty based on the child's progress, ensuring they are always challenged but not frustrated.

However, even with advanced software, the physical tool a child holds is critical. Writing with a finger on a screen does not activate the same neural pathways as writing with a tool. Using a stylus mimics the tripod grip and requires the tactile precision necessary for hand-muscle

endurance [1]. To maximize the benefits of AI tools, they should ideally be paired with a stylus to ensure that digital practice translates successfully to traditional paper-and-pencil tasks.

Furthermore, AI cannot fully replace a teacher's physical presence, especially in terms of posture and tactile guidance. Moreover, access to technology remains unequal, particularly in regions affected by war, where stable internet and tablets are not always available. Excessive reliance on digital tools must also be balanced with traditional paper practice to ensure comprehensive development.

In conclusion, using AI to personalize handwriting isn't about replacing teachers with robots. It's about giving children the support they need when the teacher is not physically present. By using smart apps and real-time feedback, we can make sure that children in remote learning environments still develop the strong motor skills they need for their future education. AI helps us maintain high-quality education, even in challenging times.

### REFERENCES

---

1. James, K. H., & Engelhardt, L. (2012). The effects of handwriting experience on brain development. *Trends in Neuroscience and Education*, 1(1), 32–42. <https://doi.org/10.1016/j.tine.2012.08.001>
  2. UNESCO. (2020). Education in a post-COVID world: Nine ideas for public action. <https://unesdoc.unesco.org/ark:/48223/pf0000373717?posInSet=1&quervId=6c74ff83-2820-4c91-8405-209db118b64b>
  3. UNESCO. (2024). Global education monitoring report, 2023: technology in education: a tool on whose terms? <https://unesdoc.unesco.org/ark:/48223/pf0000392264?posInSet=2&queryId=c798c459-9b7c-4fe5-875e-302cde784667>
- 

**Daria MISHCHENKO**  
**Svitlana SMOLINA**

*T. H. Shevchenko National University «Chernihiv Collegium»*

## **DEVELOPING 10<sup>TH</sup>-GRADE STUDENTS' ENGLISH LISTENING COMPETENCE THROUGH THE USE OF AUTHENTIC FEATURE FILMS**

In the context of foreign language education reforms, particular attention is paid to developing English communicative competence in upper secondary school students. Listening, as a key component, ensures the perception and interpretation of authentic spoken language; however, traditional materials often fail to reflect real-life communication, highlighting the need for more effective tools such as authentic feature films.

Authentic films expose students to natural speech, diverse accents, and sociocultural contexts, thereby enhancing listening skills. Despite their potential, the development of a systematic

methodology for forming listening competence in 10th-grade students through films requires further theoretical and experimental validation.

The aim of the study is to theoretically substantiate, develop, and experimentally verify a methodology for developing English listening competence in 10th-grade students using authentic feature films.

The term *listening* was introduced into the scientific literature by the American psychologist Brown. He defined it as «the understanding of spoken language perceived by ear. In fact, as an independent type of speech activity, it is important in human life» [1, p. 72].

Listening was long viewed as a passive skill, but research by J. Asher and S. Krashen redefined it as an active process [4, p. 58]. Its development involves overcoming challenges related to lexical complexity, idiomatic and figurative language, and grammar, and depends on factors such as speaker characteristics, listener engagement, text difficulty, and visual support.

In education, listening is closely linked to reading, writing, and speaking, highlighting its integrative role in developing communicative competence [4, p. 221]. Therefore, its effective development in upper secondary students should consider age-related psychological features and appropriate pedagogical conditions.

10<sup>th</sup>-grade students are at the upper secondary level, characterized by the development of abstract thinking, analytical skills, and greater learning autonomy. At this stage, motivation becomes increasingly important, particularly interest in authentic materials reflecting real-life communication. Therefore, the use of audiovisual resources, especially authentic feature films, enhances students' cognitive engagement and supports the development of listening skills.

Today, feature films are highly popular among audiences of different age groups, which creates prerequisites for their effective use in the educational process of upper secondary school students. Such materials have both motivational and content-rich potential. They can present language in a volume exceeding its usual classroom use, and they also contribute to enriching the content of communication [2, p. 139].

N. I. Bychkova identifies the following goals of using authentic feature films in foreign language teaching:

- development of near-authentic speech in both content and form;
- observation of language use in new communicative situations;
- incidental acquisition of new vocabulary through repeated exposure;
- development of paralinguistic skills (facial expressions, gestures, speech etiquette);
- acquisition of sociocultural knowledge about the target language country [2, p. 139].

The effectiveness of developing English listening competence also depends on careful material selection in line with learning objectives, students' age, and language proficiency.

Yu. I. Trykashna identifies two main groups of criteria for selecting feature films [3, p. 7]:

1. artistic criteria, including sociocultural potential, aesthetic value, and genre specificity, which ensure both educational and formative functions;
2. didactic criteria, such as alignment with the curriculum, students' language proficiency, motivational potential, and content relevance, aimed at enhancing learning effectiveness and engagement.

Feature films should be used selectively, as a supplementary tool, to avoid overloading the process of developing listening skills.

Thus, listening is an active receptive skill essential to communicative competence, involving the perception, comprehension, and interpretation of spoken language. Its effective development in 10th-grade students depends on age-related, linguistic, and motivational factors. Authentic feature films are an effective tool, as they expose learners to natural language, enrich vocabulary, and enhance sociocultural awareness and listening skills. However, their effectiveness relies on careful selection and appropriate integration into the learning process to avoid overload and ensure gradual skill development.

## REFERENCES

---

1. Лазаренко К.А. (1997). Основи методики навчання іноземним мовам. Київ.
  2. Конотоп О.С. (2020)ю Автентичні художні відеофільми як засіб формування англомовної навчально-стратегічної компетентності у майбутніх учителів початкової школи. Вітчизняна наука на зламі епох: проблеми та перспективи розвитку : матеріали Всеукр. наук.-практ. інтернет-конф. : зб. наук. праць. Вип. 64. Переяслав, С. 137-139.
  3. Трикашна Ю. І. (2017)ю Формування англомовної соціокультурної компетентності у майбутніх філологів з використанням автентичного художнього фільму : автореф. дис. на здобуття наук. ступеня канд. пед. наук : спец. 13.00.02 «Теорія та методика навчання (германські мови)». – Київ..
  4. Nunan D. (1999). *Second Language Teaching and Learning*. Boston.
- 

**Olena MOSKALETS**

Borys Grinchenko Kyiv Metropolitan University

## **AUTONOMY IN THEORY, SILENCE IN PRACTICE: HELP-SEEKING AND POWER DISTANCE IN UKRAINIAN EFL CLASSROOMS**

For decades, learner autonomy has increasingly been understood as a capacity to make decisions and take responsibility for learning [2]. By the definition, autonomous learners are not expected to work in isolation; rather, they are able to recognise the situations when getting assistance from peers or teachers is appropriate and essential for progress. However, the development of such behaviour may be hindered by implicit hierarchical expectations and power distance ([1; 4], particularly in educational contexts undergoing systemic transformation.

Within Ukrainian higher education, recent curricular and methodological innovations have brought increased attention to autonomy-supportive instruction [3; 5], yet students majoring or minoring in English philology are not equally ready to adopt autonomous practices.

As revealed by a survey of 157 English philology students from three Ukrainian universities, there is a considerable gap between generally positive attitude to autonomy-focused practices and personal feelings about seeking help from peers and from teachers. A questionnaire with responses

assessed on a Likert scale (1 = strongly disagree; 5 = strongly agree) was used to explore students' comfort with admitting difficulties to peers and teachers, beliefs about teacher decision-making authority, engagement in self-directed learning strategies, and perceptions of peer collaboration as part of the learning process. While students reported high engagement in independent resource use (M = 4.40) and strong agreement that peer collaboration is encouraged (M = 4.46), they expressed noticeably lower comfort when admitting learning difficulties to peers (M = 2.44) and teachers (M = 2.44). Meanwhile, responses regarding teacher control over learning decisions remained moderate (M = 3.51), suggesting the continued influence of hierarchical expectations.

Although English philology students conceptually support learner autonomy, their behavioural readiness to seek help remains limited, particularly in interactions involving authority figures. The identified discrepancy signals a necessity for systematic pedagogical intervention within English philology classrooms explicitly normalising help-seeking and shared responsibility as legitimate components of professional language education.

---

## REFERENCES

1. ElFalih, T., & Lamrani-Hassani, L. (2024). Empowering learner autonomy: EFL teachers' perspectives and classroom dynamics. *International Journal of Linguistics and Translation Studies*, 5(4), 178–210. <https://doi.org/10.36892/ijlts.v5i4.532>
  2. Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon.
  3. Khalymon, I., & Shevchenko, S. (2017). Readiness for learner autonomy of prospective teachers minoring in English. *Advanced Education*, 12(1), 45–60. <https://doi.org/10.20535/2410-8286.107296>
  4. Munkova, D. (2024). Communication models in a foreign language in relation to social power and distance. *Frontiers in Psychology*, 14, Article 1272370. <https://doi.org/10.3389/fpsyg.2023.1272370>
  5. Romanyshyn, I., & Freiuk, I. (2024). Implementing learner autonomy in EFL through a flipped classroom pedagogical approach. *Journal of Vasyl Stefanyk Precarpathian National University*, 11(3), 26–35. <https://doi.org/10.15330/jpnu.11.3.26-35>
- 

**Lidiia NARIZHNA**

Donbas State Pedagogical University, Sloviansk-Dnipro

## THE USE OF MEDIATION IN FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATION

In recent decades, foreign language education has undergone significant transformation due to globalization, technological development, and increased intercultural interaction [1, p. 15]. Modern language learning is no longer limited to the acquisition of grammar and vocabulary; it also involves the development of communicative competence and the ability to function effectively in multilingual environments. One of the key elements of this process is mediation [1, p. 18].

Mediation is understood as the ability to facilitate communication between individuals who may experience difficulties in direct interaction due to linguistic or cultural differences [4, p. 25]. It includes activities such as summarizing information, explaining concepts, interpreting meaning, and adapting messages to specific communicative contexts. In higher education, mediation becomes especially important, as students are expected to participate in academic and professional communication at an international level [1, p. 22].

The growing interest in mediation is reflected in contemporary research in applied linguistics and language pedagogy. Scholars emphasize that mediation is a complex process that combines linguistic, cognitive, and social skills [3, p. 78]. It requires not only language proficiency but also critical thinking, intercultural awareness, and the ability to process and reformulate information.

An important aspect of mediation is its connection with collaborative learning. When students work together to interpret information, discuss ideas, and solve problems, they actively engage in mediation [5, p. 10]. Such interaction promotes deeper understanding of the material and encourages learners to negotiate meaning and support each other.

Another significant dimension of mediation is its role in intercultural communication. In multicultural educational environments, students often encounter differences in values, norms, and communication styles. Mediation helps to bridge these differences by enabling learners to explain cultural references, clarify misunderstandings, and adapt communication strategies [3, p. 102].

Despite the recognized importance of mediation, its implementation in higher education remains inconsistent. Traditional language teaching still focuses mainly on reading, writing, listening, and speaking skills, while mediation is often overlooked. This creates a gap between theoretical approaches to language education and actual classroom practice [1, p. 30].

In order to address this issue, it is necessary to integrate mediation activities into the teaching process. A variety of methods can be used to develop mediation skills in the foreign language classroom.

One of the most effective approaches is text mediation. Students read or listen to a text and then present its main ideas in their own words. This activity helps develop comprehension, analytical skills, and the ability to reformulate information [4, p. 33].

Peer explanation is another useful technique. Students explain vocabulary, grammar structures, or complex ideas to their classmates. This not only improves understanding but also encourages cooperation and active participation [5, p. 15].

Group discussions also play an important role. During discussions, learners express their opinions, interpret the ideas of others, and clarify meanings. This process naturally involves mediation and enhances communicative competence [5, p. 18].

Role-playing activities simulate real-life situations where mediation is required. For example, students may act as intermediaries in intercultural communication or explain information to someone with a lower level of language proficiency. Such activities make learning more practical and engaging [3, p. 120].

Project-based learning is also an effective tool for developing mediation skills. Working in groups, students collect information, analyse it, and present it to others [3, p. 98]. This process involves interpretation, organization, and adaptation of content, which are key elements of mediation.

The integration of mediation into foreign language teaching has several important benefits. First, it promotes active learning. Second, it develops critical thinking. Third, it enhances collaboration and communication skills. Finally, it contributes to the development of intercultural competence [1, p. 25; 3, p. 110].

However, the implementation of mediation in the classroom may present certain challenges. Teachers need to design tasks that correspond to students' language proficiency levels. In addition, learners may initially feel uncertain when asked to explain complex ideas in a foreign language. Nevertheless, with proper guidance and practice, students gradually gain confidence and improve their mediation skills.

In conclusion, mediation is an essential component of modern foreign language teaching in higher education [1, p. 10]. Its integration into the learning process contributes to the development of communicative competence, critical thinking, and intercultural awareness. The use of mediation activities helps prepare students for real-life communication in multilingual and multicultural contexts.

---

## REFERENCES

---

1. Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume*. Strasbourg: Council of Europe Publishing. <https://doi.org/10.1017/9781009025097>
  2. Coste, D., & Cavalli, M. (2015). *Education, mobility, otherness: The mediation functions of schools*. Strasbourg: Council of Europe.
  3. Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Wiley-Blackwell. <https://doi.org/10.1002/9781118482071>
  4. North, B., & Piccardo, E. (2016). *Developing illustrative descriptors of aspects of mediation for the CEFR*. Strasbourg: Council of Europe.
  5. Thorne, S. L., Lantolf, J. P., & Poehner, M. E. (2015). The intercultural turn and language learning. *Modern Language Journal*, 99(1), 1–15. <https://doi.org/10.1111/modl.12188>
  6. Pechenizka, S. (2024). Mediation as a strategy for the development of socio-cultural competence in foreign language learning. *Scientific Bulletin*, 45–52. [in Ukrainian]
  7. Didenko, O., Zahoruiko, L., & Oliinyk, T. (2025). Implementation of mediation descriptors in foreign language teaching in Ukrainian higher education. *Pedagogical Perspectives*, 78–86. [in Ukrainian]
-

**Liubov NAVROTSKA***Lyceum #2, Khmelnytskyi*

## ORACY MATTERS: HOW TALK SHAPES THINKING

In secondary school, students are expected to think critically, argue with evidence, collaborate with peers, and communicate clearly across subjects. Yet one of the most powerful tools for achieving all of this is often underused: purposeful talk. Oracy—the ability to articulate ideas, develop understanding, and engage with others through speaking and listening—is not simply a “soft skill.” It is a core part of how students learn, think, and succeed in school. When secondary schools teach oracy explicitly, they do more than help students speak better. They help them think better.

Oracy matters in secondary education because talk is not just a way of expressing thought; it is a way of forming thought. Students do not always arrive at ideas fully formed and then speak them aloud. More often, they discover what they think through dialogue—by testing ideas, revising claims, responding to disagreement, and hearing themselves explain concepts. In this sense, classroom talk is not separate from learning. It is one of the main engines of learning. When students explain a scientific process, justify a mathematical method, or interpret a historical source aloud, they are not merely rehearsing knowledge. They are actively building it.

This is especially important in secondary school, where learning becomes more abstract and cognitively demanding. In primary classrooms, talk often supports storytelling, vocabulary development, and basic reasoning. In secondary classrooms, it becomes essential for higher-order thinking. Adolescents are expected to compare interpretations in literature, evaluate evidence in history, construct hypotheses in science, and solve problems collaboratively in mathematics. These are not silent processes. They depend on reasoning aloud, listening carefully, and refining ideas through discussion. Students need structured opportunities to practise these habits if they are to become confident and independent thinkers.

Research increasingly shows that oracy has a measurable impact on learning outcomes in secondary school. Voice 21’s large-scale research found that 77% of teachers reported improved attainment where oracy was embedded, while 75% said students were more engaged in school. Teachers also reported stronger classroom participation, better listening, and greater confidence in expressing ideas. These gains matter because they show that oracy is not an “extra” added onto the curriculum. It is a way of improving access to the curriculum itself. Students who can speak to think are better able to learn across disciplines.

Oracy also supports literacy, rather than competing with it. In many schools, speaking and listening are treated as secondary to reading and writing, but this creates a false divide. Spoken language underpins literacy development. Students need rich oral language in order to read with understanding, write with precision, and engage critically with texts. Before students can write a strong argument, they often need to say it aloud, test it in discussion, and hear how others respond. Oracy helps students rehearse academic language, organise ideas, and strengthen vocabulary—all of which transfer directly into stronger reading and writing.

This is particularly important in secondary school because confidence in speaking often declines during adolescence. Voice 21 found that anxiety about speaking in class rises significantly in the secondary years, with more than half of older students reporting low confidence when speaking in front of others. This matters because students who are reluctant to speak are also less likely to ask questions, test ideas, or participate in collaborative learning. In other words, low speaking confidence can become low learning access. Secondary schools that explicitly teach oracy help break this pattern by making speaking a taught, scaffolded, and inclusive part of classroom life.

A strong oracy curriculum in secondary school is not about asking students to “speak more.” It is about teaching them how to speak effectively in different contexts. This includes explicit instruction in discussion routines, listening behaviours, questioning strategies, reasoning, tone, and audience awareness. Students need to learn how to build on others’ ideas, challenge respectfully, justify claims, and adapt their language to purpose. These are not instinctive skills. They must be modelled, practised, and refined. This is why the most effective secondary schools approach oracy not as occasional class discussion, but as a structured pedagogy embedded across subjects.

The most useful frameworks for teaching oracy in secondary school treat it as both skill and pedagogy. The Oracy Framework developed by Voice 21 and researchers at Cambridge breaks oracy into four strands: physical, linguistic, cognitive, and social-emotional. This model is especially useful in secondary settings because it recognises that successful talk involves more than speaking clearly. Students need to think critically (cognitive), use appropriate academic language (linguistic), manage voice and delivery (physical), and listen and respond with empathy and confidence (social-emotional). These dimensions make oracy visible, teachable, and assessable.

Oracy also matters because it is closely tied to equity. Students do not enter secondary school with equal access to language, confidence, or cultural capital. Some arrive already fluent in the kinds of talk school rewards; others do not. If schools assume that confident speaking is natural rather than taught, they risk widening existing inequalities. Students who already know how to speak in formal, academic ways continue to thrive, while others are left behind. Teaching oracy explicitly helps level this field. It gives all students access to the language of reasoning, argument, and participation—not just the most advantaged.

This is one reason why whole-school approaches to oracy are especially effective in secondary settings. When oracy is embedded across school life—not only in English lessons or debating clubs—students encounter consistent expectations for speaking and listening in every context. They learn to present in science, discuss ethical dilemmas in religious education, explain methods in maths, and participate in tutor-time dialogue. This consistency matters. It turns oracy from an isolated activity into a shared culture of thinking, learning, and belonging.

Ultimately, oracy matters in secondary school because talk shapes thought. When students learn to speak with clarity, they learn to think with clarity. When they learn to listen well, they learn to reason more carefully. When they learn to question, explain, challenge, and reflect through dialogue, they become not only better communicators but better learners. Secondary schools that take oracy seriously are not simply teaching students how to talk. They are teaching them how to think, how to participate, and how to make their voices matter.

## REFERENCES

---

1. Alexander, R. (2023). *Oracy and cultural capital: The transformative potential of spoken language*. Routledge.
  2. Cook, V., Guihen, L., & Gaunt, A. (2022). *Students' perceptions of oracy: Implications for schools*. Chartered College of Teaching.
  3. Mercer, N., Warwick, P., & Ahmed, A. (2017). *An oracy assessment toolkit: Linking research and practice*. University of Cambridge.
  4. Millard, W., & Menzies, L. (2016). *Oracy: The state of speaking in our schools*. LKMco.
  5. Wilkinson, A. (1965). *Spoken English*. Birmingham University Press.
- 

**Nataliia NECHAI**  
**Valentyna ZABOLOTNIKOVA**

*National Technical University "Dnipro University of Technology"*

## FINDING THE BALANCE IN THE UNIVERSITY CLASSROOM

In the harsh conditions of the ongoing war affecting every person living in Ukraine today, the educational process itself has become extremely vulnerable and more than ever dependent on effective communication between students and teachers. Dnipro University of Technology is working hard to build this communication using various tools and techniques to make sure students feel heard, seen, and supported, even in an online format. When working with students training to work in different spheres such as Economics, Tourism, IT, Engineering, Sciences, Law, and Sociology, to name just a few, the primary goal is to create a learning experience that feels personal and connected. This requires moving away from a simple choice between online and offline methods and instead creating a continuous flow of communication that supports students regardless of their physical location. However, the inability to gather students physically in a specialised learning environment – the traditional classroom – is further endangered by unstable internet connections and other technical hurdles. These disruptions make the flow of each lesson unpredictable, demanding greater professional mastery and the adoption of innovative pedagogical approaches from the teacher.

To facilitate this dialogue and provide the necessary structure and effectiveness, we rely on digital tools that keep learning alive outside the classroom. During the practical classes in English for professional purposes, we focus on the competencies students need to study, research, and work effectively in their chosen field. According to the employers' survey presented by the World Economic Forum, "cognitive skills are reported to be growing in importance most quickly, reflecting the increasing importance of complex problem-solving in the workplace. Surveyed businesses report creative thinking to be growing in importance slightly more rapidly than analytical thinking. Technology literacy is the third-fastest growing core skill." [1]. Hence,

we need to help students present themselves and their project results, learn to question sources and build logical arguments. This emphasis on deep thinking ensures that they do not just repeat information but learn to analyse it from multiple angles, work together to find a quick solution and differentiate between real and fake information. In the digital sphere, this process relies heavily on high-quality and timely feedback. Recent studies emphasise that in online learning, effective feedback must be more than just corrective; it must be a continuous dialogue that fosters student engagement and social presence, helping learners navigate the complexities of remote education [2].

Digital tools provide the necessary structure to keep this learning alive outside the classroom. Platforms like Moodle serve as a steady foundation for organising materials and tracking progress, while Microsoft Teams acts as a simulated workspace for remote collaboration. In these environments, we specifically address the rise of artificial intelligence. We teach students how to use these tools as assistants rather than replacements for their own thoughts. This involves honest discussions about the ethics of technology, showing students how to verify AI-generated content and maintain their own unique voice. By doing so, we ensure that an engineer or a scientist uses technology to enhance their work without losing the ability to think critically about the results. The integration of AI into the process of teaching ESP at our university focuses specifically on empowering students to develop critical thinking, evaluation, and creativity – the higher levels of cognitive activity – rather than simplifying their skills or substituting independent effort.[3] Ultimately, while AI opens new horizons for innovation, our pedagogical mission is to utilise this potential to prepare high-level professionals who can use these tools ethically and professionally. As noted by the United Nations on World Creativity and Innovation Day, there is no substitute for human creative potential in solving global challenges, and our role is to ensure that technology serves as a bridge to a more sustainable and innovative future [4].

#### REFERENCES:

---

1. The Future of Jobs Report 2023 <https://www.weforum.org/publications/the-future-of-jobs-report-2023/in-full/4-skills-outlook/>
  2. Martin, F., & Borup, J. (2022). Online Learner Engagement: Conceptual Definitions, Research Themes, and Supportive Practices. *Educational Psychologist*, 57(3), 162-177.
  3. Політика щодо використання штучного інтелекту в діяльності Національного технічного університету «Дніпровська політехніка» / Мін-во освіти і науки України, Нац. техн. ун-т. – Дніпро: НТУ «ДП», 2025. – 13 с. // Institutional policy on the use of artificial intelligence at Dnipro University of Technology [https://old.nmu.org.ua/ua/content/activity/us\\_documents/%D0%9F%D0%BE%D0%BB%D1%96%D1%82%D0%B8%D0%BA%D0%B0\\_%D0%A8%D0%86\\_2025.pdf](https://old.nmu.org.ua/ua/content/activity/us_documents/%D0%9F%D0%BE%D0%BB%D1%96%D1%82%D0%B8%D0%BA%D0%B0_%D0%A8%D0%86_2025.pdf)
  4. United Nations. (2024). World Creativity and Innovation Day, 21 April. <https://www.un.org/en/observances/creativity-and-innovation-day>
-

**Debbie NELSON, Vladyslava ANTYPKOVA, Olena GALYTSKA  
Nataliia HOLODNIUK, Inna KRYVOKHYZHA, Serhii PETRENKO  
Anna RAIKHEL, Myroslava SKRYNYK, Olena YANKOVETS**

TESOL-Ukraine

## **MENTORSHIP THAT MATTERS: SUPPORTING TEACHER WELL-BEING IN CHALLENGING TIMES**

Teaching encompasses more than the mere transmission of content. The combined pressures of pandemic disruption, war, and the inherent demands of classroom work have shifted the well-being of English language educators from a personal concern to a matter of professional sustainability. Teacher well-being, defined as the multidimensional state of physical, mental, emotional, and social flourishing in the workplace, directly influences classroom energy, emotional resilience, the quality of student relationships, and long-term commitment to the profession [3]. The TESOL-Ukraine Mentorship Program (UMP) addresses this issue by establishing mentorship as a structural mechanism for safeguarding teacher well-being, and supporting ongoing professional growth.

Within teacher education, mentoring has been shown to facilitate professional identity formation, reduce attrition, and enhance self-efficacy [1; 2]. Recent research on social-emotional learning in English language teaching asserts that emotional competence is integral to language pedagogy, and that teachers require the same social and emotional scaffolding they are increasingly expected to provide for learners [4].

Instead of adopting a directive, hierarchical model that has historically characterized mentoring, the UMP utilizes a facilitative, reciprocal, and inquiry-based approach in which knowledge is co-constructed by mentor and mentee. Three core principles guide the program: partnership, reflection, and support. Partnership is fostered through a deliberate matching process that aligns educators by interests, needs, and professional goals, followed by a jointly developed agreement outlining meeting frequency, and intended outcomes. Reflection is integrated through regular community meetings, written follow-ups, and contributions to professional publications. Support is provided through targeted workshops, active Telegram and Facebook communities, and the assurance that no participant will be isolated. The program operates in cohorts, requires a minimum of five to six mentor–mentee meetings per session, and awards a certificate equivalent to 0.5 ECTS.

In addition to fostering relationships, the program introduces practical well-being strategies that participants can apply in their classrooms and daily routine. These strategies include sensory grounding techniques such as the 5-4-3-2-1 exercise, structured gratitude journaling, and brief daily reflection routines. The ‘traffic-light’ check-in prompts participants to consider actions to increase, decrease, or initiate during challenging periods, offering a consistent opportunity for self-assessment without pathologizing normal stress. By integrating these practices into mentor–mentee interactions and group sessions, the UMP provides participants with practical tools to

support well-being. Implications for the English language teaching community are pragmatic. This form of mentorship does not require costly infrastructure or advanced credentials; rather, it depends on a committed community, a coherent philosophy, and a sustainable framework for accountability and care.

In challenging times, the UMP not only supports individual teachers but also sustains the profession as a whole. For Ukrainian educators teaching English under circumstances that few international colleagues can fully comprehend, mentorship that authentically supports well-being is not an optional enrichment. It is the foundation that enables effective teaching.

---

## REFERENCES

---

1. Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, 25(1), 207–216. <https://doi.org/10.1016/j.tate.2008.09.001>
  2. Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233. <https://doi.org/10.3102/0034654311403323>
  3. Mercer, S., & Gregersen, T. (2020). *Teacher wellbeing*. Oxford: Oxford University Press.
  4. Pentón Herrera, L. J., & Darragh, J. J. (2024). *Social-emotional learning in English language teaching*. University of Michigan Press. <https://doi.org/10.3998/mpub.14379488>
- 

**Svitlana NIKIFOROVA**  
**Diana BURIK**

*O.M. Beketov National University of Municipal Economy, Kharkiv*

## INTERCULTURAL COMMUNICATION AND TRANSLATION: OVERCOMING CULTURAL AND LINGUISTIC BARRIERS

Contemporary linguistics increasingly examines language not merely as a communicative tool but as a deeply anthropocentric system that shapes and organizes human cognitive experience. The growing relevance of this perspective stems from accelerating globalization, which brings representatives of diverse cultural backgrounds into regular contact across professional, academic, and social spheres. In this context, the national linguistic worldview emerges as a decisive factor influencing the quality of intercultural dialogue. This is particularly evident in specialized translation, where overlooking culturally embedded meanings – even in highly technical texts – can distort professional communication and misrepresent terminological content.

The primary objective of this research is to establish a theoretical foundation connecting the national linguistic worldview with the efficiency of cross-cultural interaction, while also identifying practical strategies for overcoming linguocultural barriers in translation. To this

end, the study addresses three core tasks: conceptualizing the linguistic worldview within contemporary linguistics; exploring how national cognitive structures affect the encoding and decoding of information; and defining the translator's function as an intermediary between contrasting cultural and linguistic systems.

The research draws on a combination of general scientific approaches – including analysis and synthesis – alongside specialized linguistic methods such as comparative-typological analysis, cognitive analysis, and descriptive methodology. The theoretical base consists of works by Ukrainian and international scholars in cognitive linguistics, translation studies, and intercultural communication theory.

The investigation reveals that the linguistic worldview does not objectively mirror reality but instead presents an interpreted version of it, filtered through the accumulated experience, history, and traditions of a particular ethnos. Every language constructs its own model of the world, foregrounding aspects most meaningful to its speakers. Divergences in lexical systems governing kinship terminology, color perception, or spatial concepts vividly illustrate how language mediates our understanding of reality. Within intercultural communication, such divergences produce what may be termed “linguocultural dissonance” – a situation where a technically accurate translation fails to convey the speaker's original communicative intent.

This perspective resonates with the thought of the eminent Ukrainian scholar Oleksandr Potebnia, who argued that language is not an instrument for expressing preformed thought but rather the very activity through which thought is created and a worldview takes shape. From this standpoint, each nation's linguistic worldview is inherently unique, encoding the singular historical and cultural experience of its people [3].

The findings further demonstrate that the most significant obstacles to intercultural understanding arise from disparities in the cognitive frameworks of different communities. Different societies do not simply attach different labels to the same shared world – they inhabit fundamentally different conceptual worlds. Consequently, translation involves far more than lexical substitution; it demands a shift in perspective, a reorientation toward an entirely different way of perceiving and categorizing reality.

This challenge becomes especially pronounced in specialized domains. In legal or economic translation, for instance, the English-language worldview – shaped by precedent and pragmatic orientation – frequently conflicts with the Ukrainian one, which tends toward abstract and theoretical formulation. Anglo-Saxon legal terminology often has no direct counterpart in continental legal systems precisely because the underlying legal worldviews differ. In such cases, translators must employ explicative strategies or seek functional equivalents, both of which require extensive background knowledge of the source culture.

Regarding the translator's role, it must be emphasized that they function as a “secondary linguistic personality” – an individual who operates not only with two linguistic codes but with two complete cultural systems. Untranslatable vocabulary and lexical gaps represent the critical junctures where the translator must act as a cultural mediator rather than a mere linguistic technician. As no two languages encode identical social realities, achieving genuine communicative equivalence demands a thorough understanding of another culture's conceptual sphere.

Potebnia's concept of the inner form of the word offers a particularly illuminating framework here: every word preserves the original image underlying the concept it names, and this image is

frequently culture-specific, generating associations that diverge across linguistic communities. This explains why even seemingly straightforward terms – such as the English concept of success or the Ukrainian notion of volia – carry distinct connotations that can fundamentally alter the meaning and tone of a message if inadequately rendered.

Another significant dimension concerns the stereotypes embedded in language structures, which can obstruct the objective perception of communication partners. Misreading culturally loaded concepts may entirely transform the modality and intent of a message. Within the modern linguistic paradigm, translation is therefore best understood as a dialogue between two worldviews, where the ultimate goal is the equivalence of meanings rather than the mere equivalence of words.

In conclusion, the linguistic worldview constitutes the foundational basis of intercultural communication, governing both speech behavior strategies and modes of categorizing the surrounding environment. Productive cross-cultural dialogue is achievable only when linguocultural specificity is acknowledged and participants demonstrate a willingness to adapt their cognitive frameworks. The translator, in this process, serves as a “secondary linguistic personality” capable of mediating between conflicting worldviews – not as a passive conduit of information but as an active cultural bridge.

Future research directions include a more nuanced examination of cognitive dimensions within specialized terminological systems, as well as the development of training methodologies for professional translators that incorporate the principle of cultural dialogue in narrowly specialized fields.

## REFERENCES

---

1. Андриенко, Т. (2019). Intercultural communicative interaction. Translation concepts. VEGA Press. Silicon Valley, California. 315 p.
  2. Антонівська, М.О. (2019). Intercultural competence of translator in terms of integrational processes of international activity. *Науковий журнал «ЛОГОС. Мистецтво наукової думки»*. №3. С. 113-115.
  3. Потебня, О. О. (1985). *Естетика і поетика слова: збірник*. Київ: Мистецтво, 302 с.
  4. Ходаковська, О. (2024). TRANSLATION AS AN ACT OF INTERCULTURAL COMMUNICATION. *Grail of Science*, (39), pp. 469–470. <https://doi.org/10.36074/grail-of-science.10.05.2024.069>
  5. Abduganiyeva, J. (2021). The Role of Intercultural Communication in the Work of a Translator. *Proceedings of SBTSUL International Scientific Conference*, pp. 351–354.
  6. Karachova, D., Shevchenko, V., Ahibalova, T. (2022). Intercultural competence of the translator as a guarantee of effective interaction in the multiethnic space. *Актуальні питання гуманітарних наук*. Вип 52, том 1. С. 249-255. <https://doi.org/10.24919/2308-4863/52-1-37>
  7. Language and culture. Linguistic aspect of intercultural communication. (2025). *American Journal of Interdisciplinary Research and Development*, 38, pp. 157-162. <https://ajird.journalspark.org/index.php/ajird/article/view/1511>
  8. Sereda, Anna. (2020). Intercultural communication: linguistic and cultural barriers // *БІОІКА ІНТЕЛЛЕКТУ*. № 1 (94). С. 7–12. DOI 10.30837/bi.2020.1(94).02
-

**Olga OLIINYK**

Kharkiv State Academy of Culture

## **INTEGRATING ARTIFICIAL INTELLIGENCE INTO EFL TEACHING: PRACTICAL TOOLS FOR SCAFFOLDING AND FEEDBACK**

The rapid development of artificial intelligence has fundamentally transformed the landscape of education, offering new opportunities for more personalized, adaptive, and engaging learning experiences. In the field of English as a Foreign Language (EFL) teaching, AI tools are increasingly present both inside and outside the classroom [1]. Rather than restricting their use, educators are encouraged to embrace these technologies as pedagogical assets teaching students not only the language, but also the skills to interact with AI critically and effectively.

This paper presents practical experience of integrating three AI-powered tools into an EFL course at the tertiary level, examining their potential for scaffolding learning, providing formative feedback, and fostering learner autonomy. The tools explored are Google's NotebookLM, Gemini, and Anthropic's Claude, each applied in distinct but complementary ways.

### **NotebookLM: Source-Grounded Content Creation**

NotebookLM was used as a research and content synthesis tool. Students uploaded selected academic sources, such as articles, lecture notes, and textbook excerpts, and used the platform to generate structured video overviews, summaries, and targeted presentations on specific aspects of a topic. This approach supports scaffolded reading by allowing learners to interact with complex texts in a guided, manageable way. The ability to limit the tool to pre-approved sources also ensures academic integrity and encourages critical engagement with authentic materials rather than generic AI-generated content.

### **Gemini: Interactive Quizzes and Formative Assessment**

Gemini was employed to generate interactive quizzes based on course content. The tool's conversational interface and structured output formats allow for the rapid creation of vocabulary checks, grammar exercises, and comprehension tasks. Students found the format intuitive and engaging, while instructors benefited from the ease of adapting quiz parameters to target specific learning objectives. This application aligns with the concept of AI-assisted formative feedback, where learners receive immediate, low-stakes responses to their performance, supporting self-regulation and continuous improvement.

### **Claude: Building Educational Applications**

Claude was used for a more advanced task: creating simple educational applications tailored to the course curriculum. Students and the instructor collaborated to design interactive learning tools, such as dialogue simulators, writing prompt generators, and vocabulary practice apps. This process required learners to articulate their communicative goals in English, negotiate task parameters, and evaluate the output, all of which are authentic language use activities. The experience demonstrated how AI can serve not only as a tutor but as a creative collaborator in the design of learning environments.

### **Discussion: AI as Scaffolding, Not a Shortcut**

A central finding of this study is that the pedagogical value of AI tools depends largely on how they are introduced and framed. When students understand AI as a scaffold, a temporary support structure that helps them reach language goals they could not achieve independently, they engage more thoughtfully and critically [2]. Conversely, unrestricted or unguided AI use risks replacing genuine language production with automated output.

The key pedagogical principle emerging from this experience is transparency: students should know what the tool does, why they are using it, and how to evaluate its output. When AI is embedded into task design with clear objectives, it functions as an effective feedback mechanism, a research assistant, and a generator of authentic language input, all roles that support rather than undermine language acquisition.

Rather than debating whether to permit AI in language classrooms, educators should focus on developing students' AI literacy alongside their language skills. This means modeling responsible use, building critical evaluation habits, and designing tasks that require learners to go beyond the AI's output, to analyze, adapt, and create.

### **Conclusion**

The integration of NotebookLM, Gemini, and Claude into EFL instruction demonstrates the practical potential of AI as a pedagogical tool when used intentionally and reflectively. These tools offer meaningful support for scaffolding, feedback, and learner engagement, provided they are embedded within a clear instructional framework. Future research should examine the long-term effects of AI-integrated EFL instruction on language proficiency and learner autonomy.

## **REFERENCES**

---

1. Jiang, R. (2022). How does artificial intelligence empower EFL teaching and learning nowadays? A review on artificial intelligence in the EFL context. *Frontiers in Psychology*, 13, 1049401. <https://doi.org/10.3389/fpsyg.2022.1049401>
  2. Xiao, Y., & Zhi, Y. (2023). Artificial intelligence in language instruction: Impact on English learning achievement, L2 motivation, and self-regulated learning. *Frontiers in Psychology*, 14, 1261955. <https://doi.org/10.3389/fpsyg.2023.1261955>
-

**Lidiya ORYSHCHUK**

*Kyiv School of Economics  
Dinternal Education*

## **BEYOND THE ALGORITHM: DECONSTRUCTING AI ASSESSMENT AND REDESIGNING AUTHENTIC CLASSROOM TASKS**

The rapid spread of artificial intelligence in education has made the issue of valid assessment more complicated for language teachers. In many classroom contexts, generative AI can now produce, improve, or reshape responses so effectively that familiar tasks no longer provide clear evidence of learner ability. As a result, it becomes less certain whether a student response reflects language competence, the use of AI tools, or a combination of both. This shifts the discussion beyond the problem of student misuse and toward a broader question of validity: what kinds of classroom tasks still allow teachers to see what learners can genuinely do.

This question becomes clearer when viewed alongside AI-based assessment. The Pearson Versant English Speaking and Listening Test illustrates the kinds of language performance that can be measured quickly and consistently by automated means [1]. Its task types, including Read Aloud and Sentence Builds, focus on tightly controlled spoken production and reward features such as fluency, pronunciation, and accuracy [1]. At the same time, this returns us to a much older issue in language testing. As Lewkowicz notes, authenticity remains one of its central unresolved questions, since controlled performance does not necessarily reflect meaningful communication in real contexts [2]. For classroom teachers, the connection is direct. The more easily language can be generated or polished by AI, the more important it becomes to ask whether a task still provides valid evidence of learning. In this sense, AI assessment and classroom task design are closely related, since both depend on what kind of performance is elicited, what kind of evidence it produces, and how confidently that evidence can be interpreted.

Some AI-style task formats may still be useful in the classroom when used for a limited purpose. Short, controlled activities can support fluency, automaticity, and confidence. However, they should not become the dominant model for classroom assessment. Recent research on AI-assisted scoring and ethical AI in language assessment stresses the need for transparency, caution, and human oversight in interpreting automated results [3; 4]. The same caution is needed in classroom practice. If teachers rely too heavily on tasks that are easy to complete, easy to score, or easy to outsource, they risk narrowing both their assessment and their understanding of student ability. A more productive response is to redesign classroom tasks so that they require personal response, explanation of choices, interpretation, comparison of perspectives, or spontaneous interaction. Such tasks are not fully resistant to AI, but they make learner agency and decision-making more visible. AI-generated scores may still be useful as one source of information, especially for more controlled aspects of performance, but they cannot replace teacher observation, contextual knowledge, or more holistic forms of assessment [3; 4].

## REFERENCES

---

1. Pearson. (2024). *Versant by Pearson English Speaking and Listening Test: Validation report*. Pearson Education.
  2. Lewkowicz, J. A. (2000). Authenticity in language testing: Some outstanding questions. *Language Testing*, 17(1), 43–64. <https://doi.org/10.1177/026553220001700102>
  3. Pack, A., Barrett, A., & Escalante, J. (2024). Large language models and automated essay scoring of English language learner writing: Insights into validity and reliability. *Computers and Education: Artificial Intelligence*, 6, 100234. <https://doi.org/10.1016/j.caeai.2024.100234>
  4. Galaczi, E., & Pastorino-Campos, C. (2025). Ethical AI for language assessment: Principles, considerations, and emerging tensions. *Annual Review of Applied Linguistics*, 45, 294–314. <https://doi.org/10.1017/S0267190525100081>
- 

**Olena PARIYEVA**  
**Olga PARIIEVA**

*Linguistic Centre CLASS, Luhansk – Kyiv*

## TEACHING EXAM WRITING WITH AI

Linguistic Centre CLASS has been involved in exam preparation since 1996. We have prepared more than 250 successful candidates who passed their proficiency tests with flying colours. Currently we have been working on integration of AI tools into teaching of writing. AI offers innovative and efficient ways to achieve our goal, which is to improve the teaching and learning process of exam writing skills for standard English language proficiency tests such as IELTS and Cambridge exams set. The methodology involves a blended instructional approach where AI-powered writing assistants and automated feedback systems are integrated and embedded within a structured curriculum.

Students engage in regular writing exercises modelled on exam formats submitting essays and reports through AI platforms. These platforms analyse submissions for grammar, coherence, lexical resource, task fulfilment and style, providing immediate and detailed feedback. Our teachers use this data to identify common errors and tailor instruction to individual needs, enabling personalised learning pathways.

The approach incorporates iterative writing cycles where students revise their work based on AI feedback, promoting active learning and self-regulation. Additionally, AI tools support rubric-based assessment aligned with official exam criteria, enhancing transparency and fairness in evaluation.

Class sessions blend AI-driven writing practice with teacher-led discussions focusing on exam strategies, error analysis and critical thinking. The methodology fosters skill development, confidence, and exam readiness through continuous formative assessment and reflective learning, ultimately aiming to elevate writing performance in high-stakes exam settings.

We are using a number of platforms. The following user-friendly AI writing tools can help with B2/C1 exam writing preparation:

1. Grammarly: provides grammar, punctuation, style corrections; offers vocabulary enhancement suggestions and tone adjustments; is great for improving clarity and formal writing style.

2. QuillBot: helps with paraphrasing and sentence restructuring; is useful for learning new ways to express ideas and avoiding repetition.

3. Write & Improve by Cambridge: designed specifically for English learners preparing for Cambridge exams; gives immediate feedback on writing tasks and tracks progress over time.

4. ProWritingAid: offers detailed reports on grammar, style, readability and overused words; helps strengthen writing coherence and variety.

5. Slick Write: analyses sentence structure and flow; highlights grammar mistakes and potential improvements in style.

6. ChatGPT (AI Chat Model): can generate writing prompts and examples; provides detailed explanations and suggestions for improvement when students submit their writing.

AI tools customize tasks focusing on students' weak areas and can generate practice questions tailored to their skill gaps. AI can also administer mock tests under timed conditions, mimicking the real exam environment. On completion, detailed analysis pinpoints strengths and weaknesses, guiding further study priorities.

Using these tools regularly alongside traditional study materials can accelerate writing skills and boost confidence for the exam.

---

**Serhii PETRENKO**

Taras Shevchenko National University of Kyiv, Ukraine

**Małgorzata DURYGIN**

Florida International University, Miami, Florida, USA

## **HARBORING EMPATHY AND WELL-BEING THROUGH CROSS-CULTURAL EXCHANGE ACROSS THE OCEAN**

In contemporary language education, the role of the language classroom is evolving. It has become a space where learners can develop key skills such as empathy. This paper presents a practical example of a virtual exchange linking two university courses, *Ukraine 101* at the Honors College, Florida International University, Miami, Florida, USA, and *English for Specific Purposes (ESP) and English for Academic Purposes (EAP)* for history and political science students at Taras Shevchenko National University of Kyiv, Ukraine. The meeting was designed

as a protected space where students separated by an ocean and radically different daily realities could meet around shared human values. This event was anchored on World Kindness Day (November 13).

Virtual exchange, defined as the engagement of geographically distant classes in online intercultural collaboration as an integrated part of their studies, has become an established practice in foreign language education [3]. In lieu of posing an inquiry to Ukrainian students about the war, the authors opted to structure the encounter around principles of kindness, self-care, and empathy. The documentaries were presented as shared cultural texts.

The exchange is grounded in social-emotional learning (SEL) in content and English language teaching (ELT). It assumes that emotional intelligence, empathy, and well-being are integral to language education [4]. Drawing from positive psychology and teacher/learner well-being research, it posits that the emotional climate significantly influences the propensity to engage with language [2]. The encounter also expanded upon a growing body of Ukrainian scholarship on teaching English during wartime, which documents both the disruptions caused by air raids and blackouts, and the resilience of teachers and learners who persisted [5]. Additionally, the exchange was meant to serve as yet another connection-making student-centered intercultural dialogue in hopes of offering the participants a meaningful, transformative experience with positive, authentic, and meaningful learning outcomes [1].

The cross-cultural gathering was designed according to a four-stage plan. First, as an introduction, students shared their joys and concerns related to their places of stay, Miami and Kyiv, both orally and by posting on Padlet, a digital platform that enables asynchronous, low-pressure contributions. Then, in the second phase of the meeting, students engaged in a reflective exercise centered on the themes of kindness, self-care, and empathy. This reflection was carried parallelly as a class discussion and by filling out Microsoft Forms. After that, as the third and final classroom activity, the groups engaged in a discourse on three Ukrainian documentaries: *20 Days in Mariupol* (dir. M. Chernov), which was awarded the World Cinema Documentary Grand Jury Prize at the Sundance Film Festival, and subsequently became the inaugural Ukrainian film to be bestowed an Academy Award (Best Documentary Feature, 2024); *Saving the Animals of Ukraine* (dir. A. Ptushkin); and *Porcelain War* (dir. B. Bellomo & S. Leontyev), winner of the 2024 Sundance U.S. Grand Jury Prize and an Academy Award nominee. The discussion via Zoom and Padlet was structured around a single quotation from each film, serving as a focal point for the analysis and reflection. The documentaries furnished authentic, emotionally resonant material that textbooks cannot provide, and the inclusion of a single quote per film kept discussion focused and accessible. Finally, students completed a follow-up written reflection after class ended.

The central finding revealed a striking convergence amid stark differences. When students were prompted to identify their daily concerns, the resulting lists were not comparable. In their written accounts, Kyiv students described the challenges of living under missile threat, the disruption to daily life caused by blackouts, and the constant threat of air-raid sirens. In contrast, Miami students reflected on environmental issues, economic problems, and political turmoil. However, analyzing documentary quotations, students on both sides demonstrated a common understanding of the same principles of benevolence, fortitude, and respect. As one Ukrainian participant articulated, ‘We worry about completely different things, but we want the same

things.’ A Miami student wrote that the films made the war feel ‘not like news, but like people.’ This is the harbor effect: incomparable scales of concern, yet a shared language of care.

For ELT educators, the exchange presents a replicable, cost-effective model. The implementation of this pedagogical approach does not necessitate a semester-long telebridge or specialized software. It requires only two willing classes, a shared protected space, a kindness frame, and well-chosen authentic texts. The model integrates SEL into ESP/EAP without displacing language aims. Students practiced reading, listening, speaking, and reflective writing throughout.

---

## REFERENCES

---

1. Landorf, H., & Durygin, M. (2022, September 28). Face-to-face with Ukraine: A conversation with students and faculty in a nation at war. *The Magazine of the American Association of Colleges and Universities (AAC&U)*. <https://www.aacu.org/liberaleducation/articles/face-to-face-with-ukraine>
  2. Mercer, S., & Gregersen, T. (2020). *Teacher wellbeing*. Oxford: Oxford University Press.
  3. O’Dowd, R. (2018). From telecollaboration to virtual exchange: state-of-the-art and the role of UNICollaboration in moving forward. *Journal of Virtual Exchange, 1*, 1–23. <https://doi.org/10.14705/rpnet.2018.jve.1>
  4. Pentón Herrera, L. J., & Darragh, J. J. (2024). *Social-emotional learning in English language teaching*. University of Michigan Press. <https://doi.org/10.3998/mpub.14379488>
  5. Westerlund, R., Chugai, O., Petrenko, S., & Zuyenok, I. (2023). Teaching and learning English at higher educational institutions in Ukraine through pandemics and wartime. *Advanced Education, 22*, 12–26. <https://doi.org/10.20535/2410-8286.283353>
- 

**Natalya PLOTNIKOVA**

*O. M. Beketov National University of Urban Economy, Kharkiv*

## **SPEAKING LIKE A MARKETER: TRANSFORMING ENGLISH LANGUAGE TEACHING**

In today’s globalized environment, English has become a key tool for marketers to analyze international markets, communicate with customers, create advertising campaigns, and promote brands. At the same time, traditional approaches to teaching English in higher education institutions often remain focused on general language training, which does not ensure the formation of professionally relevant skills. This creates a gap between the level of language training of graduates and the real demands of the labor market.

The issues of professionally oriented foreign language teaching are widely researched within the framework of the ESP (English for Specific Purposes) concept. Scientists emphasize the need to integrate professional content into the learning process, which allows for the formation of not

only linguistic, but also professional competencies. Research also emphasizes the effectiveness of using authentic materials and communicative teaching methods, which bring the educational process closer to the real conditions of professional activity.

The purpose of the work is to substantiate approaches to the transformation of teaching English to students majoring in Marketing, taking into account modern professional requirements.

The modern model of English language learning for marketers involves a reorientation from formal mastery of grammar and vocabulary to developing the ability to use language as a tool for professional activity. The concept of «speaking like a marketer» means developing in students the skills of argumentative speech, persuasion, analysis, and presentation of ideas.

One of the key areas of transformation is the integration of marketing content into language learning. This involves the use of tasks related to real professional situations: analyzing advertising campaigns, developing branding strategies, and studying consumer behavior. This approach promotes the formation of professional thinking and allows students to simultaneously develop language and professional competencies.

An important component is the use of authentic materials, including articles from international publications, marketing reports, video presentations, and case studies. Working with such materials familiarizes students with modern professional vocabulary and language models, and also develops skills in critical analysis of information.

No less important are interactive teaching methods. Role-playing games, business simulations, project activities, and debates create conditions for active language use in a professional context. For example, simulating negotiations with clients or presenting a marketing strategy allows students to practice communication skills needed in real-world activities.

Particular attention should be paid to the development of intercultural competence. Global market conditions require marketers to be able to adapt communication to different cultural contexts. This involves taking into account the linguistic, social, and behavioral characteristics of the target audience.

In addition, an important aspect is the use of digital technologies in the learning process. Online platforms, interactive resources, and digital tools allow you to diversify the educational process and make it more effective. They also contribute to the development of student autonomy and independent learning skills.

Therefore, the transformation of English language teaching for marketing students is a necessary condition for improving the quality of their professional training. The integration of language and professional training, the use of authentic materials, the introduction of interactive methods, and the development of intercultural competence ensure the formation of competitive specialists.

Further research may be aimed at developing innovative teaching methods adapted to the needs of marketing education, as well as at evaluating their effectiveness in practical activities.

---

## REFERENCES

1. Dudley-Evans T., St John M. *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. (1998). Cambridge: Cambridge University Press.
2. Hutchinson T., Waters A. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge: Cambridge University Press.

3. Kotler P., Keller K. (2016). Marketing Management. Pearson Education.
  4. Richards J. C. (2006). Communicative Language Teaching Today. Cambridge: Cambridge University Press.
  5. Harmer J. (2007). How to Teach English. Harlow: Pearson Education Limited.
  6. Belch G., Belch M. (2021). Advertising and Promotion: An Integrated Marketing Communications Perspective. McGraw-Hill.
- 

**Olena PODDASHKINA**

Freelance ELT Teacher and Independent Educator

## **AUDIOBOOKS AS A RESPONSE TO A RAPIDLY CHANGING ENVIRONMENT**

The main goal of studying any language is to communicate fluently. However, to reach this utter goal a scholar should go extra lengths and contribute much time as well as input effort. Undoubtedly, most educators have faced the issue when their students require fast, practical and easy solutions for achieving the above mentioned goal. Furthermore, it is quite a challenge to develop a proper conversation with a person who you barely know during the private lessons. However, freelance tutors need to shape their lessons to meet their students' needs. The task to communicate freely has become no easier via online as distantly it is difficult to keep eye contact, read facial expressions and be aware of your student's mood.

Another problem is that, according to methodology, students are supposed to practice new vocabulary as well as grammar making up their own sentences or even stories. The problem with such kinds of tasks is that most students are not interested in creating their own materials, moreover, they are often not eager to perform any home assignment if it is mundane and repetitive.

There is no choice for the schoolchildren or for the students who have to take exams or tests, but if your targeted audience are adults who are engaged in the range of business sphere, take part in business meetings, give presentations and conduct conferences, then your goal is to provide them with practical tools which enable learners to communicate.

In such a case, digital materials, namely audiobooks, are useful. Firstly, there are a number of websites where Internet users have access for free of charge. Secondly, audiobooks allow students to listen to the soundtrack, and simultaneously see the written text. Next, You-tube provides the following settings as slowing speed, pausing, repeating, muting the sound, which gives us chance to pay careful attention to pronunciation, shadowing, understanding specific features of the connected speech and even aware of difference between writing and pronouncing the most challenging for the learner words.

While observing the student who performs this sort of task an educator is able to spot difficulties of listening, reading, pronunciation, and even grammar. Key words and expressions

are recommended to be presented before doing the task. Alongside with the student a tutor compiles specific vocabulary during listening and reading, then we are bound to revise grammar if needed and a short summary is written. After that the student is asked to retell the extract or optionally some questions can be asked if it's too difficult for the student to develop connected and fluent speech.

Such methods of teaching can be used in different spheres: either General or Business English, for the wide range of students starting from young learners to adults, for people with at least A2 level according to CEFR.

---

**Hanna PODOSYNNIKOVA**  
**Tetiana DOKASHENKO**

A. S. Makarenko Sumy State Pedagogical University

## **TEACHING PRACTICE REWRITTEN: CREATIVITY, REFLECTION, AND DIGITAL STORYTELLING IN PRE-SERVICE ENGLISH TEACHERS' WRITING**

The development of creative and reflective competences in pre-service English teachers is a key priority of modern teacher education. Teaching practice plays a crucial role in this process, as it enables future educators to apply theoretical knowledge, develop professional skills, and critically reflect on their classroom experience. In this context, integrating reflective writing with creative expression and digital tools represents an innovative approach to enhancing teacher training [1, p. 78; 2, p. 45].

This paper presents the outcomes of the International Creative Writing Contest "My Teaching Practice Insights: Literary improvisations based on favourite motives of American and British authors (with the use of digital educational tools)". The contest invited pre-service English teachers to reinterpret their teaching practice through creative writing, combining reflective analysis with literary stylisation inspired by British and American authors.

The analysis of participants' works demonstrates that reflective writing serves as an effective tool for analysing teaching experience, enabling student teachers to reconsider classroom events, evaluate their pedagogical decisions, and develop professional awareness. As recent studies confirm, reflective and creative writing practices significantly contribute to the development of learners' autonomy, critical thinking, and engagement in language learning [2, p. 47; 3, p. 112].

Particular attention is paid to the role of digital tools used by contestants, which supported idea generation, drafting, editing, and presentation of texts. The use of digital and AI-based tools enhances writing competence, promotes learner autonomy, and supports the development of linguistic and creative skills [1, p. 81; 3, p. 118]. Moreover, such tools contribute to more personalised and flexible learning environments.

At the same time, several challenges were identified, including difficulties in combining personal voice with literary style, limited experience in reflective writing, and varying levels of digital competence among participants. Despite these challenges, the results indicate that the integration of reflective practice, creative writing, and digital technologies fosters critical thinking, creativity, and professional self-awareness.

The study concludes that combining teaching practice with literary improvisation and digital tools creates an effective pedagogical framework for developing writing competence and reflective skills in pre-service English teachers. This approach helps bridge the gap between theory and practice and supports the formation of innovative and reflective future educators.

## REFERENCES

---

1. Podosynnikova, H. I., Homolia, V. V. (2026). Developing Writing Competence Among Pre-Service EFL Teachers Using AI Tools. *Artificial Intelligence in Language Teaching Methodology and Modern Linguistic Research Methodology* [electronic edition]. H. S. Skovoroda Kharkiv National Pedagogical University, 76-100.
  2. Hyland, K. (2020). *Second Language Writing*. Cambridge University Press.
  3. Wang, Y., & Han, J. (2020). The impact of digital storytelling on students' writing skills in EFL contexts. *Computer Assisted Language Learning*, 33(5–6), 109–125.
- 

**Margarita POSTEVKA**

*O. M. Beketov National University of Urban Economy, Kharkiv*

## THE WAYS OF TRANSLATING TEXTS ON VIRTUAL REALITY ADVANCES

In today's world, technology is developing very quickly, and many inventions that once looked impossible have become part of everyday life. One of these inventions is virtual reality (VR), which is now widely used in different areas such as education, entertainment, business, and especially medicine and psychology. VR creates new opportunities for treatment, therapy, and rehabilitation, helping people recover both physically and emotionally. Because interest in this technology is growing, there is also a greater need for translating texts about virtual reality. This means that translators must not only know foreign languages well, but also understand special terms and the style of professional texts. That is why it is important for linguists and translation specialists to improve their skills in translating materials connected with this modern and fast-changing field.

This research focuses on the translation analysis of mass media texts about virtual reality. First of all, it is necessary to explain the meaning of VR. Virtual reality is an artificial digital environment created by a computer, where a person can interact with objects and events through visual and sound effects, and sometimes through movement as well [1].

The material for this research is an article written by Sarah Marsh, a British journalist whose works are often published in well-known newspapers. The original text is written in English and published in *The Guardian* [2], one of the most famous British daily newspapers.

The selected text belongs to the publicistic style. In this research, publicistic style is understood as a type of writing that combines information and emotional influence. Its main purpose is to inform readers, attract their attention and make the text easy to understand for a wide audience.

Since this study is based on translation analysis, special attention is paid to lexical and stylistic features of publicistic texts and to the differences between English and Ukrainian translation strategies [3, p.2]. To address the research objectives, we selected several lexical and grammatical translation strategies for texts related to virtual reality. These include: transcription, transliteration, direct borrowing, modulation, word-for-word translation, and the creation of new terms.

1. **Word-for-word translation.** This method means translating a term by keeping the same structure as in the original language. As a result, the translated phrase becomes a full equivalent of the source term. For example, *artificial intelligence* can be translated as «*штучний інтелект*», and *digital addiction* as «*цифрова залежність*».

2. **Transcoding.** This method is used when the sound or spelling of a word is transferred from the source language into the target language using its alphabet. It is often used for names of people, cities or companies. For example, *Mark Zuckerberg* is translated as «*Марк Цукерберг*».

3. **Explication (descriptive translation).** This technique is used when there is no exact equivalent in the target language, so the meaning is explained with more words. For example, *wearable device* can be translated as «*електронний пристрій, який людина носить на собі*». Although the translation becomes longer, it helps readers understand the meaning better.

4. **Borrowing without translation.** In this case, the original term stays unchanged in its English or Latin form. This is common in scientific and technical texts, especially with international abbreviations. For example, terms such as *AI*, *VR*, and *PTSD* are often used without translation, even though Ukrainian versions exist. This makes communication easier between specialists from different countries.

5. **Creating a new term.** New technologies often bring new concepts, so translators sometimes need to create new words in the target language. This happens when there is no suitable equivalent. For example, the term *smart-home system* may be translated as «*розумнодомна система*». Such new words help develop modern terminology in Ukrainian.

6. **Modulation (semantic shift).** This method changes the way the idea is expressed, but the main meaning stays the same. For example, the sentence *excessive screen time can affect sleep* may be translated as «*надмірне користування гаджетами часто погіршує сон*». This makes the sentence sound more natural and understandable in Ukrainian.

The analysis showed that translators use different methods to translate terms connected with modern technologies. These methods include transcription, transliteration, direct borrowing, modulation, word-for-word translation and the creation of new terms. The results demonstrate that the most productive translation tactic is semantic shift, as well as a combination of several strategies in order to achieve equivalent and adequate translation in the field of texts about virtual reality.

## REFERENCES

---

1. “Virtual reality.” Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/virtual%20reality>. Accessed 19 Mar. 2026.
  2. ‘After, I feel ecstatic and emotional’: could virtual reality replace therapy? [Electronic resource]. Accessed on March 19, 2026 at <https://www.theguardian.com/technology/2017/oct/07/virtual-reality-acrophobia-paranoia-fear-of-flying-ptsd-depression-mental-health>
  3. Karaban V.I. (2001). Translation of English Scientific and Technical Literature: Lexical, Terminological, and Genre-Stylist Difficulties. Vinnytsia, Nova Knyga.
- 

**Nataliya PROKOPCHUK**

*Zhytomyr Ivan Franko State University*

## EMBODIED LEARNING AS A CATALYST FOR DEVELOPING LEARNERS’ COMMUNICATIVE COMPETENCE IN THE DIGITAL AGE

The digital turn in education has fundamentally reshaped how knowledge is accessed, processed, and communicated. However, this transformation has also led to an unintended consequence — the gradual disembodiment of learning, in which cognition is treated as a purely mental, screen-based activity.

In EFL classrooms, this tendency is particularly problematic. Communication is not solely a linguistic act; it is inherently multimodal, embodied, and socially situated. Gestures, posture, spatial interaction, and emotional engagement play a crucial role in meaning-making. Yet, these dimensions are often underrepresented in digitally mediated instruction.

This paper positions embodied learning not as a supplementary method but as a paradigm shift capable of restoring the integrity of communicative competence in contemporary language education.

Traditional cognitive approaches conceptualize learning as internal symbol manipulation. In contrast, embodied cognition theory asserts that knowledge emerges through sensorimotor experience and interaction with the environment [5,6]

The 4E cognition framework provides a comprehensive lens for understanding this shift:

- **Embodied** – cognition is shaped by bodily states and actions;
- **Embedded** – learning is situated in real contexts;
- **Extended** – tools and artifacts become part of cognition;
- **Enactive** – knowledge is constructed through active engagement [2].

Despite the growing theoretical consensus, a significant gap remains: embodied cognition has not yet been systematically operationalized within communicative language teaching (CLT).

This disconnect limits both theoretical development and classroom innovation.

While existing studies confirm the benefits of embodied learning for memory, engagement, and motivation [3,4], they often focus on *isolated activities* rather than integrated pedagogical models; lack alignment with *communicative competence frameworks*; and underexplore the role of *digital embodied environments*.

To address this gap, the present study proposes the concept of ***Embodied Communicative Competence (ECC)***, which is defined as *the ability to construct and negotiate meaning through the integrated use of linguistic, bodily, sensory, and emotional resources in contextually situated interaction*.

This concept expands traditional models of communicative competence by:

- incorporating non-verbal and spatial dimensions;
- emphasizing action-based meaning-making;
- integrating affective and motivational factors;
- acknowledging the role of technology-mediated embodiment [1].

Embodied learning enhances communicative competence through **several mechanisms**:

- ***sensorimotor grounding of language***, when language becomes anchored in physical experience, transforming abstract vocabulary into lived meaning. Movement-based activities (e.g., TPR) facilitate deeper encoding and retrieval;
- ***multimodal meaning construction***, when learners simultaneously process verbal, visual, and kinesthetic inputs, creating richer semantic networks and improving retention;
- ***interactional authenticity***, such activities as role-plays, simulations, and performative tasks recreate real-life communicative situations, enabling learners to negotiate meaning dynamically;
- ***affective engagement and agency***, as embodied tasks reduce anxiety and increase motivation, empowering learners to take ownership of communication.

Embodied learning tasks and activities in an EFL classroom ***can be classified according to several parameters***:

- ***Level of Physical Engagement***. *Passive embodiment* involves observation and mental simulation (e.g., watching videos with gestures). *Active embodiment* requires direct physical participation (e.g., role-play, movement-based tasks), which has been shown to improve retention and engagement [4].
- ***Modal Composition***. *Kinesthetic embodiment* focuses on movement and physical interaction. *Multisensory embodiment* integrates visual, auditory, and tactile inputs, enhancing memory through multiple sensory channels [3].
- ***Technology-Enhanced Embodiment***. Digital technologies have expanded the possibilities of embodied learning. *Virtual Reality (VR) and Augmented Reality (AR)* allow learners to engage in immersive environments where they can practice language in simulated real-life contexts. For example, VR-based role-play activities such as virtual job interviews enable learners to practice both verbal and non-verbal communication skills [7]. *Gamification and interactive simulations* further enhance engagement by combining physical interaction with digital feedback systems [1].

For EFL teachers, embodied learning opens several practical directions, such as *designing lessons that integrate movement, gestures, and spatial interaction; using classroom space and*

*physical objects as learning resources; incorporating performative and drama-based activities; facilitating reflection on bodily experience as part of learning [1].*

Thus, in the author's opinion, embodied learning represents a promising direction in modern EFL pedagogy, particularly in the context of digital transformation. By integrating physical, cognitive, and emotional dimensions of learning, it offers a holistic approach to developing communicative competence.

Rather than replacing digital technologies, embodied learning complements them, creating a balanced educational experience that is dynamic, interactive, and deeply meaningful for learners.

## REFERENCES

1. Утілене навчання в іншомовній освіті: мультимодальність, візуальність, цифрові практики : колективна монографія / І. Школа, Б. Салюк, Н. Прокопчук, Н. Дмитренко, В. Панченко, О. Дуброва, Д. Побережний; за заг. ред. І. Школи, Н. Дмитренко. Запоріжжя, БДПУ. Житомир : Видавництво «Євро-Волинь», 2025. 264 с.
2. Gallagher, S. (2023). Embodied and enactive approaches to cognition. In A. Newen, L. De Bruin, & S. Gallagher (Eds.), *The Oxford handbook of 4E cognition*. Oxford University Press. DOI: <https://doi.org/10.1093/oxfordhb/9780198735410.001.0001>
3. Jusslin, S., Korpinen, K., Lilja, N., Martin, R., Lehtinen-Schnabel, J., & Anttila, E. (2022). Embodied learning and teaching approaches in language education: A mixed studies review. *Educational Research Review*, 37, 100480. DOI: <https://doi.org/10.1016/j.edurev.2022.100480>
4. Lindgren, R., & Johnson-Glenberg, M. (2013). Emboldened by embodiment: Six precepts for research on embodied learning and mixed reality. *Educational Researcher*, 42(8), 445–452. DOI: <https://doi.org/10.3102/0013189X13511661>
5. Skulmowski, A., & Rey, G. D. (2018). Embodied learning: Introducing a taxonomy based on bodily engagement and task integration. *Cognitive Research: Principles and Implications*, 3(1), 6. DOI: <https://doi.org/10.1186/s41235-018-0092-9>

**Maria PROKOPCHUK  
KRISTINA ANTSYBOR**

*Borys Grinchenko Kyiv Metropolitan University*

## **SPECIFICS OF IDEAL AND PRESEDURAL ASPECTS OF ENGLISH TEACHING MATERIALS IN 'EDUCATION. CHILDREN. FUTURE' PROJECT**

The educational project “*Education. Children. Future*” brings together more than 7,000 children and 130 English teachers across Ukraine.

The most interest is about the ideal and procedural aspects specifics that make the content of teaching materials corresponding modern demands and satisfy the need of young learners who study under the circumstances of the current war.

The main methodological principles that guide the aims and content of teaching English as a tool for intercultural communication are the communicative-activity, competence-based, and reflective approaches.

The communicative-activity approach views language learning as active use. Young learners gain English through real and meaningful communication. They complete tasks, solve problems, and use language forms while learning how to communicate effectively.

The reflective approach focuses on thinking and learning from experience. Problem-based tasks help students plan their actions, reflect on them, and see the need for new knowledge.

The competence-based approach develops students' ability to act in real situations. It combines knowledge, skills, attitudes, values, and behaviour. Students learn not only what to say, but how and why to use language.

In the first learning stage, the didactic game is the main teaching tool. It helps students think creatively, work together, and communicate. It also develops critical thinking and digital skills. Through games, young learners build a positive attitude to learning, explore the world, think independently, and ask questions.

Teaching is organised as short lesson cycles based on themes and stories, with clear questions for each week and day.

The first sub-cycle of learning English is based on a step-by-step programme consisting of 35 individual steps aligned with the Primary Education Standard. The teacher monitors students' progress through a feedback loop, sets new goals, and plans activities for the following week according to achieved results.

Integrated learning takes place in pairs and small groups through didactic games and cross-curricular links. Each month has a central theme presented as a Key Question and divided into 3–4 modules, depending on the number of weeks. Each module includes a weekly question, which is further specified by daily questions explored through structured tasks in different subjects.

English teaching content as an integral part of other subjects (Math, Ukrainian, Science, Computer studies, Art, and Handicraft) is supposed to answer the question of the month which splits into the question of the week, and then the questions of the day.

The first semester serves as a preparatory stage. Students learn to understand standardised instructions presented through icons, which supports cognitive development and learning strategies while immersing them in the language.

Each module follows three stages of skill development and presents language through problem-based tasks. Each step of skill development corresponds a set of online exercises that makes a teaching process more flexible and enjoyable.

The content is available in paper and digital formats, audio support is provided by native speakers that makes a premise for appropriate developing of phonological skills since the first lesson.

Teachers are provided with free textbooks, accessible digital materials, as well as recordings, online games, teacher's notes.

Digital tools support motivation, visualisation, and different learning styles. Students can complete tasks on paper or online. The materials also develop thinking styles, emotional awareness, interaction skills, stress overcoming techniques, and patriotic education.

---

**Valentina PRYANITSKA**  
**Oleksandr SHEPEL**

*O.M. Beketov National University of Urban Economy, Kharkiv*

## **DIFFERENTIATED APPROACH TO TEACHING FOREIGN LANGUAGES TO STUDENTS WITH DIFFERENT PROFICIENCY LEVELS**

In modern higher education, foreign language teachers often face different problems. One of them is how to work with groups of students who have different levels of language proficiency. Such mixed-ability groups present a significant challenge for teachers because students have different linguistic backgrounds, learning speeds and communication skills. They are even motivated differently. That's why, the use of a differentiated approach in teaching a foreign language becomes an important condition of effective learning.

Differentiated instruction means providing learners with teaching methods, materials, Internet resources and tasks to the individual needs and abilities of students. This approach allows teachers to provide appropriate learning opportunities for both stronger and weaker learners. In the context of foreign language teaching, differentiation may involve varying the complexity of tasks, offering additional support to students with lower proficiency, and giving more challenging activities to advanced learners.

A very important role of a teacher is to support the psychological state of students, especially in wartime. Students should be respected regardless of their level of proficiency in a foreign language. Teachers become an example of calm and strength. They teach children to express emotions, talk about their experiences, and find ways to cope with stress. In the classroom, even online, the teacher creates an atmosphere of mutual assistance and respect. In addition, teachers help children form the values of solidarity, understanding, and responsibility. Through joint projects, discussions, and creative tasks, students learn to support each other and feel part of a society that can overcome the difficulties of wartime.

One of the effective strategies of differentiated teaching is the use of multi-level tasks. For example, while working with the same text, students may complete different types of assignments depending on their language level. Beginners may focus on vocabulary recognition and basic comprehension questions, whereas more advanced students may analyze the text, discuss its ideas or express their own opinions.

Another important method is organizing pair and group work. When students with different levels of language proficiency work together, stronger learners can support weaker ones, which promotes collaborative learning and increases students' confidence. At the same time, teachers should carefully monitor such interactions to ensure that all students are actively involved in the learning process.

Efficient teachers of English must:

1. Build productive communication focusing on peculiarities of English

2. Maintain emotional needs
3. Promote resilience and stability
4. Develop constructive thinking etc.

The use of digital technologies also contributes to differentiated learning. Online platforms, educational applications, and interactive resources allow students to practice language skills at their own pace and according to their individual needs. This helps create a more flexible and student-centered learning environment.

In conclusion, the differentiated approach is an effective strategy for teaching foreign languages in mixed-ability groups. It helps teachers address the diverse needs of students, maintain their motivation, and improve the overall effectiveness of the learning process. Implementing differentiated instruction enables educators to create inclusive classrooms where every student has the opportunity to develop their language competence.

---

**Anna PRYHODA**

Polyglot Training Centre, Zaporizhia

## **WHEN STUDENTS KNOW ENGLISH BUT STILL STRUGGLE TO SPEAK**

Communicative language teaching aims to develop learners' ability to participate in meaningful interaction rather than only demonstrate knowledge of grammar and vocabulary. However, teachers often observe a recurring classroom challenge: students who perform successfully in controlled speaking activities still experience difficulties participating confidently in pair and group interaction. Learners may produce short answers, hesitate before responding, avoid turn-taking, or rely heavily on teacher support instead of interacting with their partners. This gap between language knowledge and communicative performance can be explained by the structure of communicative competence itself, which includes not only grammatical knowledge, but also strategic competence that helps learners manage communication in real time [1].

One possible explanation is that learners are rarely explicitly taught interaction strategies that support spontaneous communication. While speaking tasks are regularly included in classroom practice, students are not always trained how to maintain conversation, react to their partner's ideas, gain thinking time appropriately, or extend their responses. As Thornbury (2005) emphasises, speaking involves managing interaction, including turn-taking, negotiating meaning and responding appropriately to an interlocutor [2].

This session presents a set of practical classroom techniques that help teachers support learners in becoming more confident and active speakers during pair and group work. The suggested strategies address common interaction difficulties such as limited turn-taking, long pauses before responding, minimal answers, and weak engagement in collaborative speaking

tasks. These techniques support the development of interactional competence, which emerges through classroom interaction and is strongly influenced by the way teachers organise speaking activities and manage classroom discourse [3].

The proposed techniques are adaptable across proficiency levels and teaching contexts and can be integrated into regular classroom practice without additional materials or extensive preparation. By focusing on interaction skills as part of communicative competence, teachers can support learners in developing confidence and flexibility in real-life communication situations.

---

## REFERENCES

---

1. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*.
  2. Thornbury, S. (2005). *How to Teach Speaking*. Longman.
  3. Walsh, S. (2011). *Exploring Classroom Discourse: Language in Action*. Routledge.
- 

**Iryna PRYSIAZHNIUK**

Private Secondary School 'Gymnasium A'+, Kyiv

## MOTIVATING TEENS THROUGH MEANINGFUL FORMATIVE ASSESSMENT

Motivating teenagers remains a persistent challenge, particularly when students appear disengaged or unsure of their progress. This session explores how meaningful formative assessment (FA), grounded in metacognition and self-regulated learning, can offer a practical and evidence-informed way to strengthen both motivation and achievement.

Research consistently shows that metacognition—often described as “thinking about thinking”—plays a central role in effective learning. It enables students to plan, monitor, and evaluate their learning processes, rather than simply complete tasks. According to the Education Endowment Foundation, metacognitive and self-regulation strategies have a strong positive impact across age groups and are most effective when taught and embedded within subject teaching, rather than added as a separate element.

Further research highlights that metacognition is closely linked to motivation itself: self-regulated learners not only use strategies more effectively, but are also more willing to engage and take responsibility for their progress. Studies also show that when students reflect on their understanding—for example, through self-questioning or evaluating their confidence—they improve both retention and decision-making in learning tasks. Learners who actively monitor their knowledge develop more accurate judgments of learning and achieve stronger outcomes.

Building on these insights, this session demonstrates how formative assessment can act as the practical bridge between research and classroom reality. Participants will explore how strategies such as clear success criteria, feedback that promotes improvement, and opportunities for reflection and peer/self-assessment can gradually develop students' metacognitive awareness and independence.

Through reflection, discussion, and classroom-based scenarios, participants will examine how small, intentional shifts can significantly influence student engagement. By the end, participants will leave with a practical toolkit and a clearer understanding of how formative assessment, supported by metacognitive strategies, can move students from passive participation to active ownership of their learning—where motivation is not imposed, but built from within.

## REFERENCES

---

1. Education Endowment Foundation (EEF). (2021). Metacognition and self-regulated learning. Teaching and Learning Toolkit. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>
  2. Science Education Research Centre. (n.d.). Metacognition and independent learning (ASCEND Project). <https://science-education-research.com/projects/apecs/ascend-project/metacognition-and-independent-learning/>
  3. iCare Software. (n.d.). How to develop metacognition in children. <https://icaresoftware.com/develop-metacognition-children>
  4. Bold Science. (n.d.). How does metacognition help children learn? <https://boldscience.org/how-does-metacognition-help-children-learn/>
  5. Janet Metcalfe & Benjamin N. Frazier. (2021). Metacognition and learning. Columbia University. [https://www.columbia.edu/cu/psychology/metcalfe/PDFs/Frazier\\_Metcalfe\\_2021.pdf](https://www.columbia.edu/cu/psychology/metcalfe/PDFs/Frazier_Metcalfe_2021.pdf)
- 

**Yuliia PUHACH**

*Dragomanov Ukrainian State University, Kyiv*

## PREPARING FUTURE EFL TEACHERS TO WORK IN CRISIS CONTEXTS

The transformation of the Ukrainian educational system under crisis conditions necessitates a reconsideration of teacher education models. English language teachers are increasingly required to function in unstable, hybrid, and emotionally demanding environments, which calls for an expanded set of professional competences. ELT can be conceptualized as an “act of hope,” as it enables learners to maintain connections with the global community and to envision future educational and professional opportunities despite ongoing uncertainty.

Recent Ukrainian studies highlight the importance of developing digital competence and methodological adaptability among future teachers [6]. Scholars emphasize that modern teacher

education should integrate innovative teaching approaches and technologies to ensure the effectiveness of foreign language instruction [1]. Furthermore, psychological and pedagogical training is considered a crucial component of teacher preparation, particularly in times of crisis, when learners experience heightened levels of stress and anxiety [2]. National methodological recommendations also stress the importance of flexible teaching strategies and the use of online tools in unstable learning environments [4].

International scholarship complements these findings by focusing on the integration of emerging technologies into language education. R. Tarasenko et al. highlight the potential of augmented reality to enhance student engagement and learning outcomes [5], while K. Malinka et al. explore the educational implications of artificial intelligence tools, including their capacity to support personalized learning [3].

The preparation of future English language teachers in crisis contexts is associated with a number of interconnected challenges that significantly influence both teaching and learning processes. The psychological impact of war-related experiences affects not only students but also teachers, thereby requiring a higher level of emotional resilience and pedagogical sensitivity. At the same time, the instability of the educational environment, characterized by frequent shifts between online, offline, and blended learning formats, complicates instructional planning and demands a high degree of flexibility.

In addition, the issue of digital inequality remains a critical concern, as unequal access to technological resources may limit the effectiveness of online education. These challenges contribute to the transformation of the teacher's professional role, which increasingly encompasses not only instructional responsibilities but also functions related to facilitation, mentoring, and emotional support. Consequently, teacher education programs must adopt a holistic approach that integrates methodological training with the development of psychological and digital competences.

Within this context, ELT can be understood as a practice that extends beyond the transmission of linguistic knowledge. It serves as a means of fostering resilience, maintaining a sense of continuity, and supporting learners' orientation toward the future. By providing access to global communication and educational opportunities, English language learning contributes to the development of agency and optimism, thereby reinforcing its role as an "act of hope."

The need to enhance the preparedness of future English language teachers requires a systematic rethinking of teacher education curricula. This involves the integration of trauma-informed pedagogical approaches that enable teachers to respond appropriately to the emotional needs of learners. It also necessitates strengthening practical training in digital and blended learning environments, ensuring that future teachers are capable of effectively organizing instruction under varying conditions.

Furthermore, the development of advanced digital competence, including the ability to use artificial intelligence tools, should be considered a priority. Equally important is the cultivation of soft skills, such as empathy, adaptability, and effective communication, which play a crucial role in maintaining a supportive learning environment. The promotion of reflective practice is also essential, as it enables future teachers to critically evaluate their professional experiences and to engage in continuous self-improvement. Finally, the expansion of international collaboration and academic mobility opportunities can contribute to the professional growth of future teachers and enhance the overall quality of teacher education.

The preparation of future English language teachers in Ukraine requires a comprehensive and forward-looking approach that takes into account the realities of crisis conditions. Modern teachers must possess not only strong linguistic and methodological competences but also the psychological resilience and digital literacy necessary to navigate complex educational environments. In this regard, ELT emerges as a meaningful and transformative practice that supports learners, sustains motivation, and fosters hope for the future. The reconceptualization of teacher education in line with these principles is essential for ensuring the effectiveness and sustainability of English language teaching in challenging times.

## REFERENCES

---

1. Bezv, O. (2022). Pidhotovka vchyteliv anhliiskoi movy z vykorystanniam modeli «Loop Input» u metodychnykh maisterniakh z kursu metodyky navchannia anhliiskoi movy. *Problemy pidhotovky suchasnoho vchytelia*, 2(26), 28–35. [https://doi.org/10.31499/2307-4914.2\(26\).2022.267596](https://doi.org/10.31499/2307-4914.2(26).2022.267596).
  2. Komar, O. (2023). The importance of psychological and pedagogical preparation of future English teachers for the development of students' communicative competence. *Innovatsiina pedahohika*, 64(1), 152-155. <https://doi.org/10.32782/2663-6085/2023/64.1.30>
  3. Malinka, K., Peresini, M., Firc, A., Hujnák, O., Janus, F. (2023, July 7-12). On the educational impact of ChatGPT: Is Artificial Intelligence Ready to Obtain a University Degree? [Conference presentation abstract]. 28th annual conference on Innovation and Technology in Computer Science Education (ITiCSE 2023), Turku, Finland, 47-53. <https://dl.acm.org/doi/epdf/10.1145/3587102.3588827>
  4. Osvita.ua. (2022). Methodological recommendations for teaching foreign languages in the 2022/2023 academic year. <https://osvita.ua/school/metod-rekom/61566/>
  5. Tarasenko, R., Amelina, S., Kazhan, Y., Bondarenko, O. (2020). The use of AR elements in the study of foreign languages at the university. *Proceedings of the 3 rd International Workshop on Augmented Reality in Education (AREdu 2020)*, 2731, 129-142. <https://arxiv.org/pdf/2202.09161>
  6. Vakulova, I. (2023, November 30). Formuvannia tsyfrovoi kompetentnosti maibutnikh uchyteliv anhliiskoi movy yak instrument udoskonalennia yakosti navchannia v zahalnoosvitnikh zakladakh. [tezy dopovidi konferentsii]. *Metodyka ta spetsyfika vykladannia inozemnykh mov u zakladakh vyshchoi osvity*, m. Kharkiv, Ukraina, NANGU. <https://www.researchgate.net/publication/378263127>
- 

**Natalia RADKO**

*The Point English Club, Irpin*

## UART THAT SPEAKS: CLIL & STEAM THROUGH UKRAINIAN ART

In current educational contexts, language teaching increasingly requires an integration of linguistic development with cultural awareness and interdisciplinary learning. Incorporating national cultural heritage into the ESL classroom enables young learners not only to acquire a foreign language, but also to develop the ability to represent their own culture in English. Exploring the work of Ukrainian artists provides learners with meaningful content and supports the development of both communicative competence and cultural identity.

In times of war, teaching cannot remain detached from reality. The classroom becomes a space where learners can maintain a connection to their cultural roots while developing resilience and a sense of continuity. Integrating the work of Ukrainian avant-garde artist Alexandra Exter into this language course offers an opportunity to combine creative expression with cultural representation in a way that is both relevant and pedagogically purposeful.

This paper presents a lesson model that integrates Content and Language Integrated Learning (CLIL) with a STEAM approach in the early ESL classroom. By engaging learners in art-based, interdisciplinary tasks, the lesson supports language acquisition alongside the development of critical thinking, creativity, and problem-solving skills. In this way, English becomes not only means of communication, but also a tool for meaningful engagement with learners' own cultural context.

The presentation includes a practical model of integrating CLIL with a full STEAM approach in the early ESL classroom, using the topic of clothes. The lesson is built around the work of Alexandra Exter, whose avant-garde costume designs provide a rich visual and cultural context for language learning.

Aimed at young learners (ages 8- 10, A1 level), the lesson moves beyond traditional vocabulary instruction to engage students in interdisciplinary learning. Through guided observation of Exter's artwork, learners explore colour, shape, and function (Art and Math), consider practical aspects such as weather and clothing purpose (Science), and participate in a structured fashion show design (Engineering). Technology is incorporated through visual input.

Language acquisition is embedded throughout the lesson, with students practicing target vocabulary and the grammatical structure "has got" in meaningful, communicative contexts. The lesson culminates in a student-led fashion show, where learners present their own costume designs, demonstrating both linguistic and conceptual understanding.

The session highlights how even at beginner levels, young learners can engage in higher-order thinking when language is taught through meaningful content.

Participants will gain a clear framework for designing CLIL-based lessons with authentic STEAM integration, as well as ready-to-use classroom materials adaptable to their own teaching contexts.

---

**Olga RADZIEVSKA**

*Donbas State Pedagogical University*

## **ENHANCING FOREIGN LANGUAGE LEARNING IN HIGHER EDUCATION THROUGH THE MOODLE LMS**

Today, in the context of the full-scale invasion of Russia, the issue of organizing online education has become especially important for educational institutions at all levels. Distance learning makes it possible to expand access to education for individuals who may be unable to attend traditional face-to-face classes. It helps overcome geographical and logistical challenges, allowing a broader range of learners to participate. In addition, technological progress has significantly improved the quality of online education, making it more interactive and engaging. The widespread availability of high-speed internet, video conferencing, and digital learning tools has greatly enhanced the overall learning experience.

There are a lot of technologies and platforms for implementation online education. For example, in Donbas State Pedagogical University is actively used distance education platform Moodle. It offers several advantages, making it a valuable platform for online education. Moodle is a learning management system that works by providing a platform for educators to create, deliver, and manage online courses and educational content. It facilitates interaction between instructors and students and supports various teaching and learning activities.

Moodle provides a flexible and comprehensive environment for organizing English language learning within a professional or academic context. Teachers can design structured course modules that integrate reading materials, video lectures, and audio resources tailored to the specific field of study. This multimodal approach supports different learning styles and helps students engage more deeply with subject-related content.

The platform also enables the creation of discussion forums where students can participate in topic-focused conversations. These discussions foster critical thinking, encourage collaboration, and allow learners to practice using English in meaningful, discipline-specific contexts. In addition, Moodle simplifies the submission and evaluation of written work, including essays, case studies, and research papers. Teachers can provide detailed electronic feedback, highlighting both content and language use, which supports continuous improvement.

Assessment is further enhanced through Moodle's quiz tools, which can be used to test students' understanding of professional terminology and key concepts. A variety of question types – such as multiple choice, matching, and short answer – make it possible to evaluate both knowledge and language proficiency effectively.

Moreover, Moodle promotes active learning through peer review activities, where students assess each other's work. This not only strengthens their analytical and language skills but also builds a sense of academic community. Group projects can also be easily organized within the platform, allowing students to collaborate on presentations or research tasks in dedicated online spaces. Overall, Moodle serves as a powerful tool for integrating language development with subject-specific learning, preparing students for real-world professional communication.

By effectively integrating Moodle into your English language teaching for future professionals, you can provide a comprehensive and engaging learning experience that combines language proficiency with the specific terminology and skills needed in their field of study. The future of online education will likely see several improvements and innovations as technology, pedagogy, and learner needs continue to evolve.

## REFERENCES

---

1. Amhag L., Hellström L., & Stigmar M. (2021). Teacher educators' use of digital tools and needs for digital competence in higher education. *Journal of Digital Learning in Teacher Education*. 35(4). Pp. 203-220. doi:10.1080/21532974.2019.1646169
  2. Bykov V.Yu., Kukhareenko V.M., Syrotenko N.G. et.al. (2019). Distance course creation technology: teaching. textbook, K.: Millennium.
  3. Prybylova V. (2017). Problems and advantages of distance learning in higher educational institutions of Ukraine. *Problems of modern education*. Vol. 4. P.p. 27–36. URL: <https://periodicals.karazin.ua/issuededu/article/view/8791>
- 

**Anna RAIKHEL**  
**Inna FELTSAN**

Mukachevo State University

## VOCABULARY FOR WELL-BEING: A CORPUS-BASED FREQUENCY AND COLLOCATION APPROACH TO ENGLISH ACQUISITION IN THE EFL CLASSROOM

Vocabulary acquisition is crucial for achieving competency in the English language; nevertheless, learners in English as a Foreign Language (EFL) situations sometimes have difficulties in obtaining vocabulary that is both high-frequency and pragmatically suitable. Corpus linguistics provides robust methods, particularly frequency lists and collocation analysis, that can enhance vocabulary education. It is widely examined how corpus-based methodologies can improve vocabulary acquisition, foster more lexical awareness, and facilitate more realistic language use in the EFL classroom. It is known that corpus-based frequency and collocation tools, grounded on data-driven learning principles, substantially enhance learners' receptive and productive vocabulary, promote learner autonomy, and furnish educators with evidence-based teaching resources. Furthermore, the integration of well-being-oriented vocabulary instruction acknowledges that language learning is not merely a cognitive endeavour but also an affective one, wherein learners' emotional engagement, confidence, and sense of achievement are integral to sustained progress.

The acquisition of vocabulary is a fundamental aspect of linguistic proficiency, impacting reading comprehension, writing skills, speaking fluency, and listening comprehension. Conventional vocabulary education frequently depends on rote memorisation, textbook compilations, or teacher-chosen terms, which may not accurately represent genuine usage patterns. Consequently, learners often obtain vocabulary that is rare, contextually unsuitable, or challenging to incorporate into fluent speech. This persistent disconnect between classroom learning and authentic language use can contribute to learner frustration, diminished motivation, and reduced psychological well-being factors that are increasingly recognised as significant barriers to language acquisition. Corpus linguistics, the examination of language using extensive, computerised assemblages of authentic texts, offers novel prospects for vocabulary education. Corpus-based frequency lists delineate the words that learners are most likely to encounter in authentic contexts, whereas collocation analysis emphasises conventional word pairings, facilitating learners' ability to recognise them and generate more native-like structures. These tools facilitate data-driven learning (DDL), wherein learners investigate authentic instances of language usage, extract patterns, and implement them autonomously. By grounding instruction in real-world language data, corpus-based approaches can reduce cognitive overload and foster a greater sense of competence and well-being among EFL learners.

It is investigated that the successful integration of corpus-based frequency and collocation analysis into EFL instruction can improve vocabulary learning and have educational advantages, obstacles, and actual implementations in the classroom. Studies repeatedly demonstrate that vocabulary is a primary determinant of language skill across various modalities. Nation (2013) asserts that learners need to understand not only word meanings but also frequency, collocations, grammatical behavior, and register. Collocations frequent word pairings like *make a decision* or *heavy rain* are crucial for fluent expression yet are frequently overlooked in conventional teaching methods. Beyond linguistic competence, research in positive psychology and language education highlights that learner well-being, encompassing emotional security, intrinsic motivation, and self-efficacy, plays a decisive role in vocabulary retention and long-term language development (Dewaele & MacIntyre, 2014). Corpora such as the British National Corpus (BNC), the Corpus of Contemporary American English (COCA), and learner corpora furnish empirical evidence regarding the actual usage of English in real circumstances. Frequency lists generated from these corpora can assist educators in prioritising essential words. The 2,000 most prevalent word families in English account for over 80% of daily texts, rendering them crucial for EFL learners. When learners are equipped with this high-frequency vocabulary through meaningful, corpus-informed instruction, they are better positioned not only to communicate effectively but also to experience the confidence and emotional satisfaction that are central to holistic linguistic well-being. [4]

Collocation analysis offers an explanation for the high-probability co-occurrence of terms. Students who comprehend collocations are more adept at generating idiomatic, flowing expressions and evading common mistakes, such as using 'strong rain' instead of 'heavy rain'. [3, p.657] Research conducted by Webb, Nation, and Laufer indicates that the acquisition of collocations markedly enhances the quality of learners' writing and their reading comprehension skills. DDL promotes learners to identify patterns through independent exploration of corpus data. Instead of acquiring vocabulary rules directly, learners examine concordance lines actual

instances of a word in context to deduce meaning and usage. DDL fosters student autonomy, enhances critical thinking, and facilitates deeper lexical processing. [1, p.824]

Frequency data allow educators to identify terms that offer the highest communicative significance. Instructions for beginning and intermediate learners should prioritise high-frequency vocabulary, including function words, ordinary nouns, and common verbs. Instructing on low-frequency or excessively specialised languages at the initial stages may inundate learners and diminish efficacy. Corpus-based frequency lists facilitate the alignment of classroom curriculum with authentic language requirements. COCA frequency data indicate that terms such as ‘issue’, ‘approach’, ‘involve’, and ‘experience’ are significantly more prevalent in academic and professional settings compared to phrases frequently highlighted in textbooks, such as ‘umbrella’ or ‘giraffe’. This facilitates more precise lexical selection.

Frequency analysis enhances vocabulary contextualisation. When learners encounter high-frequency words consistently in authentic contexts, they cultivate more robust mental representations. This improves both receptive and productive vocabulary. Research indicates that exposure to several contextual examples enhances memory and expedites learning. Numerous EFL learners generate grammatically accurate sentences that, nonetheless, appear odd due to improper collocations (e.g., ‘do a party’ instead of ‘have a party’). Collocation awareness aids learners in comprehending the common combinations of words; hence, it improves fluency and precision. Native speakers keep some collocations as single lexical units, which makes it easier to find them in both spoken and written communication.

Corpus-based collocation techniques can assist in identifying common learner faults. For instance, learner corpora indicate that students frequently misuse verbs like *asmake*, *do*, and *take*. Analysing concordance lines with genuine collocations enhances learners’ awareness of accurate patterns, thereby reducing the likelihood of errors. Knowledge of collocations is closely associated with enhanced academic writing, including essays and reports. Students possessing robust collocational competency generate more nuanced, succinct, and idiomatic texts. Learners’ spoken fluency improves as they internalise prevalent formulaic sequences and vocabulary bundles. Educators can proficiently integrate complimentary online corpus tools into their teaching, such as the Corpus of Contemporary American English (COCA), the British National Corpus (BNC), SKELL (Sketch Engine for Language Learners), and Just The Word. These resources enable students to scrutinise frequency statistics, observe collocations, and analyse concordance lines to enhance their linguistic comprehension. In developing corpus-informed vocabulary lessons, educators may generate frequency-based word lists tailored to learners’ requirements, employ collocation discovery tasks using concordance lines, and construct gap-fill exercises grounded in standard collocations. Furthermore, courses may incorporate corpus-based writing correction exercises and student-directed Data-Driven Learning (DDL) mini-research initiatives. A lesson centred on the term ‘issue’ may entail analysing prominent collocates (e.g., ‘social issue’, ‘raise an issue’, or ‘address an issue’), recognising prevalent grammatical structures such as «issue + verb» or «verb + issue», and concluding with students composing sentences or brief paragraphs utilising these particular collocations. Corpus tools enable learners to examine and rectify their language. This fosters autonomous learning and diminishes dependence on the instructor. Students develop confidence when they obtain resources that enable independent language exploration. [5, p.4] Implementing corpus-based instruction entails addressing many

issues and considerations. Given that novices may perceive concordance lines as daunting, it is imperative for educators to mitigate cognitive load by systematically structuring assignments and incrementally introducing corpus tools. Moreover, effective implementation necessitates professional development, since certain educators may lack familiarity with these tools or be uncertain about their integration. Technological constraints, such as intermittent internet connectivity and inadequate gadgets, present a challenge; however, offline corpora or printed concordance lines may serve as effective substitutes. Teachers must ultimately balance corpus utilisation with pedagogical aims, ensuring that these powerful tools complement rather than supplant other educational techniques and are meticulously connected with learners' competence levels and goals.

Utilising genuine language data, educators can emphasise essential vocabulary, enhance students' lexical precision, and cultivate a more natural, fluent language production. Awareness of collocations improves both writing and speaking, while frequency-based training directs learners' attention to the most communicatively significant terms. The use of corpus technologies facilitates data-driven learning, promotes learner autonomy, and integrates classroom instruction with authentic language usage. Despite the persistent obstacles associated with training, cognitive load, and technology, the pedagogical advantages are substantial. With the rise of digital literacy and the enhanced accessibility of corpus technologies, corpus-based vocabulary learning is expected to assume a more pivotal position in contemporary language education. Ultimately, corpus-informed pedagogy enables learners to actively investigate language, enhancing their vocabulary comprehension and facilitating more genuine conversation. This renders it as a crucial element of innovative and efficient EFL instruction in the 21st century.

## REFERENCES

---

1. Boulton, A., & Cobb, T. (2017). Only drifters? Data-driven learning in the L2 classroom: A meta-analysis. *Language Learning*, 67(4), 808–863. <https://doi.org/10.1111/lang.12254>
  2. Flowerdew, L. (2015). Data-driven learning and language learning theories. In A. Leńko-Szymańska & A. Boulton (Eds.), *Multiple affordances of language corpora for data-driven learning* (pp. 15–36). John Benjamins.
  3. Laufer, B., & Waldman, T. (2011). Verb-noun collocations in second language writing: A corpus analysis of learners' English. *Language Learning*, 61(2), 647–698. <https://doi.org/10.1111/j.1467-9922.2011.00634.x>
  4. Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
  5. O'Keeffe, A., McCarthy, M., & Carter, R. (2007). *From corpus to classroom: Language use and language teaching*. Cambridge University Press.
-

**Yuliia RAKITINA**

Sumy Ukrainian- British Linguistic Centre

## **B2 FIRST WRITING UNLOCKED: STRATEGIES THAT LEAD TO COHERENT ESSAYS**

Writing is widely recognized as one of the most challenging skills for learners preparing for high-stakes language examinations. While many candidates possess sufficient language knowledge and are capable of generating relevant ideas, they often struggle to organize those ideas into coherent, logically structured essays that meet the expectations of examiners. For teachers, helping learners master this skill can be equally demanding. Many exam-preparation teachers spend countless hours searching for effective approaches to teaching essay writing, developing lesson plans, and finding ways to bridge the gap between students' ideas and successful exam performance.

This session stems from the author's own experience of preparing candidates for the B2 First examination. Repeated encounters with students who demonstrated strong opinions and a good command of English but were unable to express their ideas coherently prompted a deeper investigation into the nature of successful essay writing. The key question guiding this inquiry was simple yet significant: What strategies help learners transform good ideas into well-organized essays that satisfy the B2 First assessment criteria?

The B2 First Writing paper requires candidates not only to demonstrate grammatical and lexical competence but also to produce texts that are coherent, cohesive, and communicatively effective. However, classroom experience suggests that many learners focus disproportionately on vocabulary and grammar while paying insufficient attention to text organization and logical development. As a result, essays often contain disconnected arguments, weak paragraph structure, overused linking words, and limited progression of ideas. Students frequently assume that inserting numerous connectors such as «moreover,» «however,» and «therefore» automatically improves cohesion, whereas true coherence depends on the logical relationship between ideas and the overall structure of the text.

The presentation explores practical classroom strategies that address these challenges and support learners in developing greater confidence and control over the writing process. Drawing on the analysis of successful candidate responses, examiner reports, and classroom practice, the session demonstrates how teachers can help students understand the underlying architecture of effective essays rather than merely memorize writing formulas.

Particular attention is devoted to the relationship between coherence and cohesion. Participants will examine authentic sample essays and identify the features that contribute to effective organization. Through guided analysis, they will explore how clear paragraphing, topic sentences, logical sequencing of arguments, and appropriate referencing create a coherent text that is easy for the reader to follow. The presentation will also discuss common misconceptions surrounding cohesive devices and demonstrate how their purposeful use differs from mechanical insertion.

Another focus of the workshop is scaffolding. Many learners experience writing anxiety because they are expected to produce complete essays without sufficient preparation or support. The presentation therefore introduces a range of scaffolding techniques that break the writing process into manageable stages. These include brainstorming frameworks, essay planning templates, paragraph construction models, visual organizers, and guided peer-review activities. Such tools help students move systematically from idea generation to drafting, revising, and editing, gradually developing the independence required for examination success.

The session also highlights practical techniques for developing stronger arguments. B2 First essays require candidates to present and justify opinions rather than merely list ideas. Consequently, students need support in learning how to expand, exemplify, and evaluate their points. Participants will explore classroom activities that encourage critical thinking and help learners build more convincing arguments while maintaining clarity and relevance. Strategies for avoiding repetition, improving paragraph unity, and ensuring smooth transitions between ideas will also be addressed.

In addition, the presentation examines typical weaknesses identified in B2 First writing scripts and offers targeted interventions to overcome them. These include ineffective introductions, underdeveloped conclusions, imbalance between essay sections, and the inappropriate use of memorized phrases. By understanding the causes of these recurring problems, teachers can design instructional activities that directly address learners' needs and improve overall writing performance.

Throughout the workshop, practical applicability remains a central concern. Rather than focusing exclusively on theory, the presentation provides teachers with classroom-ready techniques that can be adapted to different teaching contexts. Examples of lesson activities, writing frameworks, and assessment tools will be shared, enabling participants to implement the strategies immediately in their own exam-preparation courses.

Ultimately, the session argues that successful essay writing is not simply a matter of language proficiency. It is a skill that can be systematically developed through explicit instruction, guided practice, and strategic support. When learners understand how ideas connect, how arguments develop, and how texts are structured, they become more confident writers capable of producing essays that are not only linguistically accurate but also coherent, persuasive, and effective. By unlocking the principles behind successful writing, teachers can help their students move beyond formulaic responses and towards genuine communicative competence in the B2 First examination and beyond.

---

**Marina ROMANIUKHA**

*Dniprovsky State Technical University, Kamianske*

## POPULAR SCIENCE COMMUNICATIVE STRATEGIES

The ability to effectively communicate complex scientific concepts to a wide audience is of particular importance given the importance of openness and accessibility of information in the modern world. Popular science texts play a key role in this process, acting as a bridge between the academic community and society. The presented paper sees verbal communication as a carefully planned process that emerges as a result of specific communicative strategies. Most illustrative material is selected from popular science magazines, namely *Scientific American*, *European Scientist*, *National Geographic*, *PopScience*.

The conversion of specialized scientific data into engaging content for a lay audience necessitates the use of specific communicative strategies. The selection and blending of these strategies are dictated by the «interdiscursive» and marginal nature of popular science—a genre that exists as a functional symbiosis of scientific reporting, journalistic analysis, and narrative fiction. For the philologist, analyzing these strategies provides profound insight into how science journalism shapes and enriches the public’s worldview. Ultimately, the genre’s success hinges on popularizing complex knowledge while sustaining reader engagement within a highly competitive media landscape.

Among the powerful communicative strategies for presenting scientific information, the following strategies are considered within the framework of this review: the contact-establishing strategy, imitation of a live dialogue “on equals”, simplified presentation of measured physical characteristics.

The **Contact-Establishing Strategy** is typical for popular science narratives, as their media-driven nature necessitates initiating a dialogue with the reader. The headline simulates a direct address to the reader in the first part (*Imagine...*), while the second part creates a pause through a certain redundancy. This mimics a live dialogue where a speaker keeps the most striking detail for later,» expecting a powerful readers’ response. This technique is known as parcellation – the punctuation-based isolation of a specific part of a sentence for emphasis.

***Imagine traveling to the moon only to realize you’re allergic to it. One astronaut did [1].***

The **Strategy of IMITATING AN «EQUAL-FOOTING» DIALOGUE** is a powerful tool – an effort to simulate informal, friendly communication between the author and the reader. In this narrative style, the more informed author does not dominate, but rather «loosens their ties”. To ensure the reader feels like an equal interlocutor, science journalists often make a conscious choice to use colloquial vocabulary.

The fragment presented below unfolds with a steady buildup of terminology and factual data from the area of space exploration. At a certain point, a less-informed reader might grow weary of the stream of scientific data and the effort required to process it, potentially abandoning the text:

*Simulations using cold dark matter have been extremely successful at replicating patterns seen in the large-scale clustering of galaxies, as well as in the cosmic microwave background, the leftover light from about 380,000 years after the big bang. But the predictions of these simulations for **galaxy-scale goings-on** have proved somewhat harder to reconcile with astronomical observations [2].*

Another striking strategy is the **SIMPLIFIED PRESENTATION OF MEASURABLE PHYSICAL CHARACTERISTICS** (such as size, weight, and shape) and the description of processes. Since a lay audience may not always be familiar with—or able to visualize—standard scientific units of measurement, these articles often suggest relying on direct physical experience. Within this strategy, comparative attributive constructions using participial elements like **-shaped**, **-sized**, and similar suffixes are widely utilized:

*DNA shows great promise for sating the world's voracious appetite for data storage. The technology requires new tools and new ways of applying familiar ones. But don't be surprised if one day the world's most valuable archives find a new home in a **poppy-seed-sized collection of molecules** [3]*

The provided list is by no means exhaustive of all available communicative strategies; it is also important to note that these strategies rarely function in isolation. On the contrary, they are frequently utilized in various combinations to maximize impact.

## REFERENCES

---

1. Imagine traveling to the moon only to realize you're allergic to it. One astronaut did. Nov. 23, 2021. URL: <https://www.popsci.com/story/science/weirdest-thing-moon-dust-singing-colossi-netflix-goat>
  2. Rocks, Rockets And Robots: The Plan To Bring Mars Down To Earth. URL: <https://www.scientificamerican.com/article/dna-the-ultimate-data-storage-solution>
  3. Ionkov L., Settlemyer B. DNA the ultimate data storage solution. URL: <https://www.scientificamerican.com/article/dna-the-ultimate-data-storage-solution> .
-

**Adelina RUDAKEYCH**

*Kyiv National Linguistic University*

**Nataliia MYRONENKO**

*Ivan Franko National University of Lviv*

## **EMPOWERING PRE-SERVICE TEACHERS: LEVERAGING AI AND METACOGNITIVE STRATEGIES FOR EDUCATIONAL CONTINUITY IN TIMES OF CRISIS**

From Crisis to Continuity: The Role of Trainee Teachers in Building (F)resilient ELT Practices in Ukraine

The field of English Language Teaching (ELT) in Ukraine has undergone a profound transformation in recent years. Faced with continuous disruption, both teachers and learners have had to reconsider the very foundations of the teaching and learning process. The theme of the 2026 TESOL-Ukraine National Convention, “From Crisis to Continuity,” reflects the current stage of development of our educational system.

As a trainee teacher transitioning from student to practitioner, I view this period not solely as a challenge but as a critical stage for developing professional and personal (F)resilience. Our shared task is to ensure the continuity of education. This paper explores how trainee teachers can bridge the gap between emergency response and sustainable educational practice by integrating future-oriented tools, particularly Artificial Intelligence (AI) and metacognitive mapping, into ELT.

The Trainee Teacher’s Perspective: Entering a Transformed Educational Context

Beginning a teaching career in conditions of constant change presents both challenges and opportunities. Traditional teacher training often assumes a stable classroom environment; however, the reality of contemporary Ukrainian education requires adaptability, hybrid teaching models, and trauma-informed pedagogical approaches.

For trainee teachers, the concept of a “professional sanctuary”—a supportive space for sharing experiences, reflecting on practice, and celebrating progress—is more important than ever. As digital natives entering an increasingly technology-driven profession, we are not only adapting to changes in ELT but actively shaping its future.

By adopting innovative practices, trainee teachers can contribute to establishing new standards of educational continuity, ensuring that learning environments remain not only functional but also engaging and supportive, regardless of external circumstances.

Artificial Intelligence as a Tool for (F)resilience and Continuity

One of the most significant developments in contemporary education is the rapid advancement of Artificial Intelligence. While initially associated with concerns about academic integrity, AI is increasingly recognized as a valuable pedagogical tool.

For trainee teachers balancing academic responsibilities, teaching practice, and emotional strain, AI can serve as an essential support mechanism. Generative AI tools can significantly reduce the time required for lesson planning, allowing teachers to focus on the human dimensions of teaching—empathy, interaction, and motivation.

In the ELT context, AI can be used to:

- generate differentiated reading materials tailored to diverse proficiency levels;
- design engaging classroom activities;
- develop assessment tasks;
- provide initial feedback on students' written work.

Such support enhances teacher (F)resilience by reducing routine workload and preventing burnout. Moreover, teaching students to use AI ethically and effectively prepares them for future professional environments, making education truly future-oriented.

**Metacognitive Mapping: Supporting Learner Autonomy**

While AI provides external support, educational continuity also depends on learners' internal cognitive processes. In disrupted learning contexts, students are often required to engage in independent or asynchronous study. This is where metacognitive mapping becomes particularly valuable.

Metacognition—awareness and regulation of one's own thinking—enables learners to take control of their learning processes. Through metacognitive mapping, students can:

- visualize their learning strategies;
- identify strengths and areas for improvement;
- monitor their progress.

In ELT, this may involve mapping vocabulary acquisition strategies, planning written tasks, or reflecting on speaking performance. For learners experiencing stress or uncertainty, regaining control over their learning process can be highly empowering.

Integrating metacognitive reflection into everyday teaching practice helps develop learner autonomy and builds the resilience necessary to succeed in unstable educational environments.

**Transforming Shared Challenges into Collective Strength**

The integration of AI and metacognitive approaches requires careful guidance, ethical awareness, and continuous professional development. Trainee teachers must collaborate with experienced educators to refine these practices and ensure that technology enhances rather than replaces human interaction.

The concept of (F)resilience—flexible, forward-looking resilience—should underpin modern ELT practices. Maintaining commitment to learners while embracing innovation allows educators to transform crisis into opportunity.

**Conclusion**

The transformation of ELT in Ukraine is a collective endeavor that depends on the energy, adaptability, and perspectives of emerging teachers. The shift from crisis to continuity is not passive—it is an active and strategic process.

By:

creating supportive and stable learning environments,  
integrating AI to optimize teaching,  
fostering metacognitive awareness among learners,  
we can build a resilient and sustainable educational system.

Even at the early stages of a teaching career, it is evident that shared challenges can generate collective strength. Platforms such as the TESOL-Ukraine National Convention reaffirm our commitment to education and demonstrate that no crisis can undermine our dedication to teaching and learning.

## REFERENCES

---

1. Bridge Education Group. (2025). *Generative AI in Action: Transforming ELT Lesson Planning and Classroom Content*.
  2. Education Endowment Foundation. (n.d.). *Metacognition and Self-Regulated Learning*.
  3. Oleniuk, O., et al. (2026). *Adaptation of English language teaching methodology in Ukraine under martial law*.
  4. Senyshyn, R. M., & Lypka, A. E. (Eds.). (2024). *Voices of Courage and Vulnerability: Teaching English in a Society at War (Ukraine 2022-2023)*.
  5. TESOL-Ukraine. (2026). *TESOL-Ukraine 2026 Annual Convention: ELT as an Act of Hope in Challenging Times*.
- 

**Svitlana RYBACHOK**

*West Ukrainian National University, Ternopil*

## STUDENT ACADEMIC CONFERENCES IN FOREIGN LANGUAGE EDUCATION: TRADITION, TRANSFORMATION, AND INNOVATION

In recent years, student scientific conferences conducted in foreign languages have become an established academic practice in Ukrainian higher education institutions. These events respond to the demands of globalization, the need for highly qualified professionals with advanced communicative competence, and Ukraine's integration into the European academic space. This paper analyzes the traditional model of student conferences, identifies existing limitations, and proposes innovative approaches aimed at enhancing their pedagogical, scientific, and professional impact. Particular attention is paid to interdisciplinary formats, student-centered preparation, and contemporary digital and collaborative practices that can redefine the role of conferences as dynamic platforms for academic and professional development.

The organization of student scientific conferences in foreign languages reflects broader transformations in higher education, where linguistic competence is increasingly viewed not only as a communication tool but also as a professional and academic asset. Such conferences create opportunities for students to present research, develop critical thinking, and engage in scholarly discourse beyond their native language.

At the same time, these events serve multiple institutional and societal objectives: fostering research culture, strengthening interuniversity cooperation, and supporting students' career readiness. The experience of organizing international student conferences demonstrates that they can effectively integrate pedagogical, psychological, and linguistic resources to promote both academic excellence and personal development.

However, despite their growing popularity, student conferences often face challenges that limit their effectiveness. These include formalization of participation, insufficient preparation of presenters, and a lack of engagement with the audience. Addressing these issues requires a systematic reconsideration of both traditional practices and emerging innovations.

### **Traditional Model: Achievements and Limitations**

The traditional format of student conferences typically involves individual presentations, followed by brief discussions and the publication of proceedings. This model has several strengths:

- It provides students with initial experience in academic communication.
- It encourages independent research and structured thinking.
- It contributes to the development of written and oral scientific discourse in a foreign language.

A representative example is the organization of international student conferences in West Ukrainian National University by the Foreign Languages Department for many years focused on multidisciplinary themes (economic, social, legal, and humanitarian aspects), which successfully engage participants from different institutions and academic backgrounds. The publication of conference proceedings further reinforces the academic value of such events [1].

Nevertheless, practical experience reveals several persistent limitations:

- Formal participation: Some students view conferences as obligatory rather than meaningful academic activities.
- Insufficient preparation: Presentations may lack methodological rigor or linguistic accuracy.
- Limited interaction: Audience engagement is often minimal, reducing opportunities for genuine academic dialogue.
- Uniform formats: Overreliance on standard presentation models may fail to address diverse learning styles and interests.

These issues indicate the need for a transition from a predominantly formal structure to a more flexible, student-centered, and interactive model.

### **New Formats and Thematic Focus**

One of the most effective ways to enhance student engagement is the introduction of diversified conference formats. Instead of large-scale, generalized events, it is advisable to organize conferences around narrow thematic areas relevant to students' academic and professional interests.

For example, thematic sessions such as "*Prospects for the Development of Regional Tourism*" or "*Digital Transformation in Business Communication*" allow participants to explore topics in greater depth. Such an approach has several advantages:

- It promotes meaningful discussion and critical analysis.
- It enables students to connect theoretical knowledge with real-world contexts.
- It fosters a sense of intellectual ownership and personal relevance.

Additionally, conferences can be organized at different institutional levels (course, faculty, or specialization), ensuring broader participation and inclusivity. Smaller, focused events often create a more supportive environment for novice researchers [2].

### **Systematic Preparation and Skill Development**

A key factor in improving the quality of student conferences is the systematic preparation of participants. This process should be integrated into the academic curriculum and supported by the entire teaching staff.

Effective preparation strategies include:

- Introductory lecture series at the beginning of the academic year, focusing on academic writing, research methodology, and presentation skills.
- Workshops and training sessions on public speaking, argumentation, and the use of professional terminology in foreign languages.
- Individual mentoring, where instructors guide students through the stages of research design, data analysis, and presentation development.

The primary objective is to cultivate a culture of academic discourse, characterized by clarity, logical coherence, and appropriate use of specialized vocabulary. Students should be trained to adopt both written and oral scientific styles, including formal structure, evidence-based reasoning, and audience awareness.

### **Motivation and Incentive Mechanisms**

Student motivation plays a decisive role in the success of academic conferences. Both intrinsic and extrinsic incentives should be considered to ensure active and meaningful participation.

Among effective motivational strategies are:

- Integration into assessment systems: Participation in conferences can be included as a component of course evaluation or individual research assignments.
- Recognition and visibility: Publishing the best presentations on faculty websites or academic platforms enhances students' academic profiles.
- Material incentives: Scholarships, grants, or financial rewards for outstanding contributions can significantly increase motivation.
- Career-oriented opportunities: Involving top-performing students in institutional, regional, or international academic discussions supports their professional development.

Such measures not only encourage participation but also reinforce the perception of conferences as valuable academic and career-building experiences.

### **Innovative Approaches to Student Conferences**

To align with contemporary educational trends, student conferences should incorporate innovative approaches that extend beyond traditional formats.

1. Hybrid and Digital Conference. The integration of online platforms allows for broader participation, including international collaboration. Hybrid formats combine in-person interaction with virtual accessibility, making conferences more inclusive and flexible.
2. Interactive and Collaborative Models. Replacing passive presentations with interactive formats, such as panel discussions, round tables, debates, and poster sessions, enhances engagement and fosters collaborative learning.
3. Project-Based and Problem-Oriented Sessions. Students can present not only theoretical research but also practical projects addressing real-world challenges. This

approach strengthens the connection between academic knowledge and professional application.

4. **Interdisciplinary Integration.** Encouraging collaboration across different fields promotes holistic understanding and innovation. For example, combining language studies with economics, technology, or social sciences reflects real-world complexity.
5. **Use of Digital Tools and Multimedia.** Incorporating digital storytelling, data visualization, and multimedia presentations improves both the quality and impact of student work. It also develops essential digital literacy skills.
6. **Peer Review and Feedback Culture.** Introducing structured peer evaluation mechanisms enhances critical thinking and encourages constructive academic dialogue. Students learn to assess both their own work and that of others.

In summary, student scientific conferences in foreign languages represent a valuable pedagogical tool that integrates linguistic, academic, and professional competencies. While traditional models have laid a solid foundation, their limitations necessitate the adoption of more innovative, flexible, and student-centered approaches.

The future of student conferences lies in their transformation into dynamic platforms that combine rigorous academic standards with interactive and collaborative practices. By introducing thematic specialization, systematic preparation, effective motivation, and modern technological solutions, higher education institutions can significantly enhance the quality and impact of these events.

## REFERENCES

---

1. Конференції кафедри іноземних мов та ІКТ ЗУНУ <http://kaf-inm.wunu.edu.ua/konferentsiyi/>
  2. International Conference on New Approaches in Education (ICNAEDUCATION) <https://www.icnaeducation.org/history/>
- 

**Olena RYBACHUK**

*Petro Mohyla Black Sea National University, Mykolaiv*

## CHALLENGES OF THE SYNCHRONOUS HYBRID CLASSROOM DURING WARTIME: PRACTICAL SOLUTIONS AND LESSONS LEARNED

The war in Ukraine, which has now persisted for four years, has taken a heavy toll on the educational process, scarring the traditional teaching and learning environment. It forces teachers and students to work under extreme conditions. Constant air raid sirens and missile attacks make teachers and students interrupt classes and hide in the shelters and continue their work there,

adapting to shelter-based learning. It has been the second great challenge for the country since the COVID-19 pandemic that has altered the nature of interaction between educators and students.

In such a reality, synchronous hybrid learning has changed from innovative model into urgent necessity, ensuring educational resilience and continuity. The main challenge for the educator, and for me in particular, is the simultaneous management of face-to-face students and those joining Zoom remotely from different regions and countries.

*A mixed classroom* is the only bridge capable of maintaining a resilient learning community despite the threat of disruption.

The aim of the article is to analyse the difficulties of teaching in a mixed classroom during wartime and to find practical solutions. Instructing in a mixed class at present is a constant tightrope that creates obstacles, hurdles that a teacher and students have to overcome. Both educators and learners face the following main difficulties:

1. The split-attention effect.

Managing offline and online students increases the teacher's cognitive load.

It is common for teachers to interact mostly with the students present in the room. They try to work with online students as well despite bad internet connection. Some teachers prioritize face-to-face students that leads to the "invisible student" problem for those on Zoom. They feel like passive observers.

2. Technical difficulties and poor online student engagement.

Unstable internet connection and power outages. As a result, online students lose the flow of the live discussion or doing exercises. If the sound is bad, online learners can't hear offline students speaking, thus creating a barrier to student-to-student interaction. Students joining Zoom remotely face a risk of poor, passive engagement though they are ready to work. It leads to a decrease in motivation.

3. Psychological stress of the wartime period.

The background stress of the war itself affects concentration and memory. Teaching reading comprehension or listening skills requires high focus and it is difficult to maintain it because students and teachers deal with anxiety, air raid sirens which distract their attention.

All these difficulties make it necessary to move towards resilient methods and techniques.

Educators have to shift from traditional methods in order to cope with the challenges. To mitigate the cognitive load and technical problems it would be appropriate to implement a flipped classroom approach when the traditional order of instruction is reversed. If students, for example, spent 20 minutes reading a long article or watching a 10-minute video during the class, especially mixed one, the interaction between the online and offline students would break. If we move the passive consumption to a home task, we spend more time for interaction in class: speaking, discussion.

Using authentic digital content, online article and video materials (TED Talks /YouTube) to improve reading and listening skills, could be suggested. Students engage with reading online articles or watching TED Talks, for example, at home that helps them to process the material at their own pace. It is vital when they deal with power outages. At the same time I would suggest creating tasks on the interactive platforms such as Quizlet, Wordwall, LearningApps, Educaplay, Neapod. Creating cards containing new lexis used in the article or video and assigning these for analysis as a kind of home task along with reading the article or watching the video

could help students to quickly understand the context rich in new words and collocations. Learning is effective when students process information through multiple ways (visual, auditory, kinesthetic). Interactive platforms facilitate this by allowing students to touch and manipulate the language while engaging with authentic input. The students are performing cognitive scaffolding – understanding through step-by-step interactive tasks.

Then, completing tasks created on the interactive platforms in class, allow students, regardless of their location, to be active participants of the learning process, thus being motivated, interested and involved in the collaborative process. Teachers focus on developing different student skills this way. By leveraging interactive platforms teachers save time, boost students' motivation, bridge the gap between two environments. The technology transforms the tasks, allowing for simultaneous interaction, even competition and feedback that unites students. It goes without saying that teachers should be ready to develop new skills. Effective teaching with technology is not only about using a tool, but about complex interplay between content knowledge, knowledge of the methods to teach reading or listening, and technological knowledge.

To sum up, the war period in Ukraine has demonstrated that educational process stability is dependent on the integration of digital tools and flexibility of pedagogical models. The shift to a synchronous hybrid classroom is a vital necessity that ensures educational continuity despite constant air raids and attacks.

The practical implementation of the flipped classroom model has proven to be highly effective in extreme conditions.

While the reality presents challenges, the use of EdTech tools permits the academic community to maintain high standards of the English language training regardless of the physical distance or external disruptions and bolster pedagogical resilience.

## REFERENCES

---

1. Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. International Society for Technology in Education. 192 p.
  2. Raes, A. (2022). Exploring student and teacher experiences in hybrid learning environments: Does presence matter? *Postdigital Science and Education*, 4(1), 138-159.
  3. Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The Difference between Emergency Remote Teaching and Online Learning. *EDUCAUSE Review*. URL : <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning> (accessed April 24, 2026)
-

**Ilona RYNDA**

Private School, Horodok, Khmelnytskyi region

## **THE ROLE OF PRIVATE SCHOOLS IN SMALL TOWNS: CREATING AN INNOVATIVE EDUCATIONAL ENVIRONMENT**

In the context of modern educational challenges, the role of private educational institutions in small towns is becoming increasingly significant. Unlike large cities, small communities often face limited access to specialized language environments and innovative pedagogical resources. Private schools in such areas, like Horodok, act as essential educational hubs that bridge this gap by implementing student-centered approaches and digital tools [1, p. 45].

The primary advantage of a private school in a small-town setting is the ability to provide individualized learning paths in small groups. This allows for deeper emotional engagement and the development of «soft skills» that are crucial for students' future integration into a globalized society. Furthermore, the school serves as a cultural center where students can experience immersive English language learning through project-based activities related to local community development [2, p. 18].

According to recent studies on regional education, the introduction of interactive technologies and personalized mentorship in small-town private schools significantly increases student motivation. By creating a supportive and innovative atmosphere, these institutions not only provide high-quality knowledge but also inspire young people to become active participants in the development of their hometowns [3, p. 10].

### **REFERENCES**

---

1. Brown, H. D. (2014). *Principles of Language Learning and Teaching*. Pearson Education.
  2. Richards, J. C. (2015). *Key Issues in Language Teaching*. Cambridge University Press.
  3. UNESCO. (2020). *Education in a Post-COVID World: Nine Ideas for Public Action*.
-

**Bohdana SALIUK***Berdyansk State Pedagogical University*

## **USING BRITISH SPORTS CULTURE TO FOSTER INTRINSIC MOTIVATION AND CULTURAL ENGAGEMENT IN ELT**

Motivation is regarded as one of the most significant factors determining success in second language acquisition. Among the various motivational frameworks developed in psychology, a key distinction is drawn between extrinsic motivation, that is driven by external rewards or pressures, and intrinsic motivation, which arises from genuine interest, curiosity, and personal enjoyment of the learning activity itself. Learners who are intrinsically motivated demonstrate greater persistence, deeper cognitive engagement, and superior long-term retention of language. The challenge for EFL practitioners, particularly in contexts where English is encountered primarily as a subject rather than a daily communicative necessity, is to identify themes and materials that authentically engage learners' existing interests. British sports culture, encompassing football, rugby, cricket, tennis, equestrian sports and etc., represents a rich and motivationally potent domain that remains relatively underexplored in EFL pedagogy. Its potential lies not only in its capacity to engage learners emotionally but also in its function as a gateway to broader cultural knowledge, supporting the development of motivation alongside engagement.

This paper examines how British sports culture can be systematically integrated into EFL instruction to foster intrinsic motivation and cultural engagement, drawing on motivational theory and the UK country studies content.

Dörnyei's motivational framework for language learning identifies several key components that educators can influence: the intrinsic value of learning activities, learners' sense of competence and autonomy, and the degree to which learning content connects to learners' broader goals and identities [1, p. 28-30]. Sports, as a domain, naturally aligns with several of these components. For many learners, football in particular carries strong pre-existing emotional investment; when it is channelled into language learning activities, the affective filter is lowered, and receptivity to input is heightened. The learner is no longer processing language as an abstract system but as the medium through which meaningful content about a subject they care about is communicated.

From a country studies perspective, British sports culture is far more than an entertainment phenomenon: it is a lens through which fundamental aspects of British social identity can be examined. Football reflects the class dynamics of British society, having originated as a working-class sport before becoming a global commercial enterprise. Cricket carries the historical weight of empire and Commonwealth relations. Wimbledon and the Oxford-Cambridge Boat Race are embedded in traditions of social prestige and institutional rivalry. Rugby union and rugby league encode regional and class distinctions that map onto broader questions of British identity. Engagement with this material thus provides learners with culturally substantive content that rewards genuine intellectual curiosity, supporting integrative motivation in Gardner's sense; that is the desire to engage with and understand the target culture [2, p. 54-55].

The use of authentic sports-related texts, for example, match commentary, sports journalism, fan forums, documentary transcripts and etc. simultaneously addresses motivational and linguistic goals. Such texts expose learners to a wide range of registers and vocabulary, from the highly technical (offside trap, seeding, innings) to the idiomatic (it's a game of two halves, a sticky wicket). They also provide natural contexts for discussing cultural concepts such as the significance of fair play as a social value in British culture or the role of sport in national celebration. These discussions engage learners' social awareness and critical skills.

The integration of sports content highlights the role of autonomy and choice in sustaining intrinsic motivation. When learners are offered a degree of choice in which sports topics they explore, whether they prefer to discuss the Premier League, the history of Wimbledon, or the cultural significance of the FA Cup, they experience a sense of ownership over their learning, which is a well-documented correlate of deeper engagement and persistence. Learner autonomy, developed through sports-themed project work, peer discussion, and self-directed research tasks, thus becomes both a motivational strategy and a language learning goal in its own right.

Thus, British sports culture offers EFL practitioners a motivationally rich and culturally substantive domain for language instruction. By connecting learners' pre-existing interests to authentic cultural content, sports-themed activities lower affective barriers, sustain intrinsic motivation, and provide a meaningful context for developing both linguistic and intercultural competence. The integration of motivational theory, particularly Dörnyei's framework, with the UK country studies provides a coherent theoretical basis for this approach. As EFL pedagogy increasingly recognises the importance of affective and cultural dimensions of language learning, sports culture represents a valuable and still underexploited resource for classroom practice.

## REFERENCES

---

1. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511667343>
  2. Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
-

**Mariia SHANGINA**

Polyglot Training Centre, Cambridge Teaching Qualification Centre UA029

## **BEHIND THE PAGE: DECODING MATERIALS FOR CLASSROOM SUCCESS AND DELTA PREPARATION**

In the contemporary English Language Teaching (ELT) landscape, the ability to critically analyze teaching materials is a hallmark of professional expertise. While many educators follow coursebook sequences intuitively, a deeper understanding of the «why» behind the «what» allows for more intentional lesson planning and effective learner support, thus it is essential for professional teacher development [3, p. 25].

### **Theoretical Assumptions in Materials Development**

An analysis of the communicative framework within coursebook materials reveals several core pedagogical assumptions:

**1. The Primacy of Contextualization:** Effective language acquisition begins with the establishment of a clear, relatable context. This schematic activation reduces cognitive load, allowing the learner to focus more effectively on the new linguistic items being introduced [1, p. 242].

**2. The Inductive Approach to Grammar:** Modern ELT materials often prioritize guided discovery or inductive learning. Rather than receiving a passive explanation of rules, learners are prompted to analyze samples of language to infer meaning and usage. As Thornbury suggests, this «noticing» phase is critical for long-term retention, as it encourages deeper cognitive processing than traditional deductive methods [5, p. 30].

**3. Holistic Language Analysis: Meaning, Form, and Pronunciation (MFP):** A robust syllabus ensures that a language item is not merely understood as a grammatical concept but as a functional tool. According to Scrivener, this requires a balanced integration of Meaning, Form and Pronunciation [4, p. 226]. The inclusion of listening-before-speaking tasks serves as a crucial receptive bridge to oral accuracy and phonological awareness [6, p. 12].

**4. Scaffolding and Cognitive Support:** The principle of «scaffolding» is evident in the incremental increase in task difficulty within the materials. Exercises move from high-support visual matching to low-support personalized production. This progression aligns with the Zone of Proximal Development, providing enough support to ensure success while gradually fostering student autonomy [7, p. 86].

### **The Interconnectivity of Tasks**

Materials design relies on a logical «thread» where each exercise serves a dual purpose: achieving a micro-goal and preparing the learner for the next macro-goal. The synergy between tasks is essential; for instance, a receptive task might provide the necessary linguistic data for a later productive task. This «principled sequencing» ensures that the learner encounters the target language through multiple sensory channels, reinforcing the neural pathways associated with the new language [2, p. 210].

In summary, critical materials analysis reveals that effective coursebooks are more than a collection of exercises; they are a carefully engineered sequence of pedagogical interventions. Understanding the underlying «why» of these sequences allows educators to move beyond mechanical delivery. This analytical depth is fundamental for advanced teacher development, enabling practitioners to evaluate, adapt, and innovate within their own instructional contexts [3, p. 25].

## REFERENCES

---

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.
  2. Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford University Press.
  3. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
  4. Scrivener, J. (2011). *Learning Teaching*. Macmillan Education.
  5. Thornbury, S. (1999). *How to Teach Grammar*. Pearson Education Limited.
  6. Underhill, A. (2005). *Sound Foundations*. Macmillan.
  7. Vygotsky, L. S. (1978). *Mind in Society*. Harvard University Press.
- 

**Oleksandr SHEPEL**

O.M. Beketov National University of Urban Economy, Kharkiv

## TEACHING ENGLISH THROUGH MOVIES

In recent decades, movies have evolved from being purely a source of entertainment to becoming a powerful educational tool. In English language teaching (ELT), films offer a unique blend of authentic language exposure, cultural immersion, and emotional engagement. Unlike traditional textbooks, movies present language in real-life contexts, allowing learners to experience pronunciation, intonation, and idiomatic expressions as they are naturally used. This combination of linguistic and cultural input makes movies an invaluable resource for both teachers and students.

### **Benefits of Using Movies in English Teaching**

#### **1. Authentic Language Exposure**

Movies provide learners with access to natural speech patterns, colloquial vocabulary, and varied accents. This exposure helps students move beyond the formal, often simplified language found in textbooks. For example, a romantic comedy might introduce idioms and humor, while a historical drama could enrich vocabulary related to politics or society.

#### **2. Cultural Context and Intercultural Competence**

Language is inseparable from culture. Films depict customs, traditions, and social norms, enabling learners to understand not just *what* is said, but *why* it is said in a particular way.

Watching a British period drama or an American road movie can help students grasp cultural references that would otherwise be abstract.

### **3. Motivation and Engagement**

Movies are inherently engaging. They combine visual storytelling, music, and emotion, which can increase students' motivation to learn. A well-chosen film can spark curiosity, encourage discussion, and make lessons memorable.

### **4. Listening and Pronunciation Skills**

By hearing authentic dialogue, students improve their listening comprehension and develop an ear for rhythm, stress, and intonation. Repeating lines from a film scene can also serve as a pronunciation exercise.

#### **Practical Strategies for Teachers**

- **Pre-viewing activities:** Introduce key vocabulary, discuss the setting, and predict the plot to prepare students for comprehension.
- **While-viewing tasks:** Ask learners to note specific phrases, observe character interactions, or identify examples of slang.
- **Post-viewing discussions:** Encourage debates, role-plays, or creative writing based on the film's themes.
- **Scene analysis:** Focus on short clips to study language functions such as making requests, giving advice, or expressing emotions.

#### **Challenges and Solutions**

Some teachers hesitate to use movies due to time constraints or concerns about inappropriate content. To address this, educators can select short clips instead of full-length films, use age-appropriate material, and provide subtitles in English to aid comprehension. Careful planning ensures that films serve as a structured learning tool rather than passive entertainment.

#### **Conclusion**

Teaching English through movies bridges the gap between classroom learning and real-world communication. By combining authentic language, cultural insight, and emotional engagement, films can transform language lessons into dynamic, memorable experiences. When used thoughtfully, movies not only improve linguistic skills but also foster a deeper appreciation of the cultures where English is spoken.

#### ***Alternative Introductions***

##### **1. Narrative Style**

The classroom lights dim, and the opening scene of a film flickers onto the screen. Students lean forward, eyes fixed, ears tuned to every word. In that moment, English is no longer a subject in a textbook—it is alive, spoken, and felt. This is the magic of teaching through movies.

##### **2. Philosophical Style**

Language is more than grammar and vocabulary; it is a living reflection of culture, emotion, and human connection. Movies, as a modern art form, capture this essence, making them a bridge between linguistic theory and authentic communication.

##### **3. Rhetorical Question Style**

What if learning English could feel less like a chore and more like watching your favorite film? By integrating movies into language lessons, teachers can turn passive viewing into active learning.

**Halyna SHYKULSKA**

*Ivan Franko National University of Lviv*

## **DEVELOPING STUDENTS' CRITICAL THINKING THROUGH EFL INSTRUCTION IN HIGHER EDUCATION**

In today's globalised world, higher education is aimed not only at transmitting subject-specific knowledge but also at developing universal competences required for successful professional activity. One of the most important of these is critical thinking, recognised internationally as a key skill of the twenty-first century. It enables individuals to navigate large amounts of information, distinguish reliable sources from manipulative ones, analyse situations, and make reasoned decisions.

The issue of developing critical thinking has become especially relevant in the digital era, where students face information overload, fake news, contradictory data, and ideological narratives. Under such circumstances, universities must prepare specialists who are able to think independently, logically, and responsibly.

Foreign language instruction has considerable potential for fostering critical thinking. Language education combines cognitive, communicative, and socio-cultural components. While working with texts, participating in discussions, analysing global issues, writing essays, or completing projects, students improve language skills and learn to argue, compare, generalise, and draw conclusions.

According to P. Facione, critical thinking includes interpretation, analysis, evaluation, inference, and self-regulation [1]. R. Paul and L. Elder emphasise intellectual standards of thinking: clarity, accuracy, logic, depth, and relevance [2]. These features are directly connected with foreign language learning, where students interpret messages, analyse viewpoints, select arguments, and construct coherent statements.

The development of critical thinking is facilitated through authentic materials such as articles, interviews, videos, podcasts, and reports. These resources present real social, cultural, or political issues that encourage students to discuss different viewpoints and formulate their own positions. For example, analysing news texts helps learners identify manipulative vocabulary and hidden meanings.

Academic discussion is one of the most effective tools. Organised debates encourage students to gather evidence, structure arguments, anticipate counterarguments, and refute them appropriately. In this way, communicative competence, public speaking skills, and analytical thinking are developed simultaneously.

Problem-based learning is also valuable. Students are given real or simulated problems requiring comprehensive solutions. For example, journalism students may analyse ethical issues of artificial intelligence in the media, while humanities students may explore intercultural communication challenges. Such tasks stimulate information search, critical source selection, and presentation of findings.

Academic writing also contributes significantly. Essays, reviews, reflective journals, and position papers require students to formulate a clear thesis, support arguments with evidence, and draw justified conclusions. Regular writing practice develops structured thinking and self-reflection.

Modern digital technologies can further support critical thinking. Online platforms, databases, electronic libraries, and fact-checking tools broaden opportunities for research activity. Teachers should also cultivate responsible use of digital resources and avoidance of academic dishonesty.

Therefore, foreign language teaching in higher education should be regarded as a powerful instrument for developing students' critical thinking. Combining communicative methodologies with analytical and research-oriented activities contributes to shaping individuals capable of independent thought, responsible decision-making, and professional competitiveness.

## REFERENCES

---

1. Facione, P. A. (1990). *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction*. American Philosophical Association. <https://eric.ed.gov/?id=ED315423>
  2. Paul, R., & Elder, L. (2014). *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life* (2nd ed.). Pearson.
  3. Poštić, S., Kriaučiūnienė, R., & Ivancu, O. (2023). Viewpoints on the Development of Critical Thinking Skills in the Process of Foreign Language Teaching in Higher Education and the Labor Market. *Education Sciences*, 13(2), 152. <https://doi.org/10.3390/educsci13020152>
  4. Rezaei, S., Derakhshan, A., & Bagherkazemi, M. (2011). Critical Thinking in Language Education. *Journal of Language Teaching and Research*, 2(4), 769–777. <https://doi.org/10.4304/jltr.2.4.769-777>
  5. Shirkhani, S., & Fahim, M. (2011). Enhancing Critical Thinking in Foreign Language Learners. *Procedia - Social and Behavioral Sciences*, 29, 111–115. <https://doi.org/10.1016/j.sbspro.2011.11.214>
- 

**Liudmyla SINNA**

*Freelance EFL/ESL/ESP Teacher and Teacher Trainer  
TESOL-Ukraine*

## TEACHING ON EMPTY: STILL SHOWING UP

What do you do when you have no energy left – but still have a class to teach?

This question reflects a growing but often unspoken reality in education. Teachers today are navigating not only academic demands, but also the emotional weight of supporting students affected by crisis, uncertainty, and trauma. At the same time, they must sustain their own psychological well-being – an increasingly difficult task in contexts such as Ukraine. Prolonged exposure to war-related stressors, including instability, safety concerns, and disrupted living conditions, has significantly intensified the emotional and cognitive demands placed on educators.

Recent data presented at the national briefing “Educational Front: The Impact of War on Educators” highlights the scale of this challenge. Among 241 surveyed teachers, over 70% reported observing professional burnout in their colleagues, while 54% acknowledged needing psychological support themselves. Additionally, 80% of educators stated that their workload has increased since the full-scale invasion due to factors such as blended learning, air raid interruptions, and power outages, whereas only 3% reported a decrease [1]. These figures illustrate a critical imbalance between professional demands and available psychological resources, reinforcing the urgency of addressing teacher well-being as a central component of educational sustainability.

While professional discourse often emphasizes innovation, engagement, and excellence, it rarely addresses a more immediate and human concern: how to continue teaching when one is exhausted, overwhelmed, or emotionally depleted.

This article is grounded in the idea that sustainable teaching is not about doing more, but about doing what matters most under real conditions.

For over four years, Ukrainian teachers have been working under the cumulative pressure of war. This includes continuous exposure to air raid alerts and safety threats, displacement and separation from communities, and unstable teaching formats such as online, hybrid, and interrupted learning. In addition, severe infrastructure challenges – particularly during winter – have created further barriers, including extended power outages, lack of heating, limited internet access, and extreme weather conditions.

These factors create what can be described as a “snowball effect” of chronic stress, where each new difficulty compounds existing exhaustion. From a psychological perspective, such conditions exceed what would typically be considered sustainable for professional functioning.

In this context, teachers are not simply educators: they are stabilizing figures, emotional regulators, and community anchors. However, expecting consistent high performance under such circumstances is unrealistic. There is, therefore, a need to redefine what counts as success in teaching. At times, success may simply mean maintaining connection, continuity, and presence despite disruption.

Given these conditions, the question is no longer how to teach optimally, but how to teach sustainably.

To support teachers in situations of limited emotional and physical capacity, this paper proposes a “low-energy toolkit” consisting of practical, adaptable strategies that facilitate teaching under pressure. Importantly, these approaches are designed to be effective across a wide range of contexts, regardless of learner age, proficiency level, or instructional setting – from young learners to adult professionals, and from general English classrooms to specialized or high-stress environments.

Traditional models of teaching assume stable energy, preparation time, and emotional capacity. However, crisis contexts require a shift toward approaches that prioritize feasibility, clarity, and sustainability.

Low-energy teaching involves simplifying lesson objectives, reducing cognitive and emotional load, and focusing on what is essential rather than ideal. Key principles include the use of predictable routines to reduce stress, short regulation activities such as breathing or visualization to stabilize classroom dynamics [2], flexible tasks that allow learners to choose their level and mode of participation, and a connection-first approach that prioritizes meaningful interaction over full content coverage.

Importantly, these strategies do not lower standards; rather, they adapt teaching to real conditions, making learning possible under constraint while also preserving teachers' psychological resources.

Teaching in crisis contexts requires a fundamental shift in perspective. Rather than striving for ideal performance, educators must focus on sustainability, adaptability and presence.

The realities faced by teachers – particularly in contexts such as Ukraine – demand recognition, support, and practical solutions. By redefining success, simplifying practice, and prioritizing both student and teacher well-being, it becomes possible to continue teaching in ways that are both effective and humane. Ultimately, “showing up” is no longer a minimal expectation—it is, in itself, a professional achievement.

### REFERENCES:

---

1. NUS. (2023). *Ponad polovyna opytanykh uchyteliv vidchuvaye profesiine vyhorannia: rezultaty doslidzhennia*. <https://nus.org.ua/2023/01/27/ponad-polovyna-opytanyh-uchyteliv-vidchuvaye-profesijne-vygorannya-rezultaty-doslidzhennya/>
  2. Porges, S. W. (2011). *The polyvagal theory: Neurophysiological foundations of emotions, attachment, communication, and self-regulation*. New York: Norton.
  3. McKinney, R., and C. Keenan. (2017). *Learning & well-being in emergencies: A three-pronged approach to improving refugee education*. Fairfield, CT: Save the Children.
- 

**Olga SIVAIEVA**

Borys Grinchenko Kyiv Metropolitan University

## CONCEPTUAL CHALLENGES OF TEACHING ENGLISH TO PHILOSOPHY STUDENTS AS A TOOL FOR PROFESSIONAL REFLECTION

In the contemporary landscape of higher education, English Language Teaching (ELT) for philosophy students must transcend the reductionist paradigms of «functional literacy» to be repositioned as a profound ontological medium. This thesis explicates that the inherent pedagogical frictions within the English classroom – most notably the dialectic between translation and interpretation and the disruptions necessitated by AI-driven mediation – are not merely peripheral obstacles. Instead, they function as essential catalysts for professional reflection. By navigating these linguistic and technological tensions, students delineate a critical «third space», facilitating a rigorous synthesis between their indigenous linguistic frameworks and the universalizing currents of the global academic canon.

The foundational challenge in modern pedagogy lays in liberating English for Specific Purposes (ESP) from its persistent reputation as a mere technical toolkit [1]. For the philosopher,

language cannot be viewed as an external vessel or a neutral conduit for thought; rather, it constitutes the very perimeter of cognitive possibility.

**The Gadamerian Synthesis:** Drawing upon the philosophical hermeneutics of Hans-Georg Gadamer, this approach redefines the classroom as a site for the «fusion of horizons» [2]. The acquisition of English syntax – for instance, the deterministic logic embedded within the conditional mood – is reframed as a transformative exercise in intellectual decentration. This process compels students to confront their native language not as a transparent mirror of objective reality, but as a contingent ontological system. Consequently, the learner does not merely acquire a language but undergoes a phenomenological shift in how they construct and perceive the world.

The profound semantic chasm between Slavic and Anglophone conceptual systems – illustrated by the cognitive dissonance between terms such as *mind*, *dasein*, and *spirit* – provides fertile ground for ethical and meta-philosophical inquiry.

**Valuing Untranslatability as Integrity:** Rather than lamenting the absence of lexical equivalence as a pedagogical deficit, this thesis frames untranslatability as an exercise in professional and intellectual integrity. Utilizing Paul Ricoeur’s concept of «linguistic hospitality», students are encouraged to «host» foreign concepts within their own cognitive architecture without resorting to «semantic violence» (the forced assimilation of foreign terms into domestic categories) [4]. This disciplined engagement fosters a radical form of intellectual empathy, transforming language acquisition into a core competency for ethical philosophical practice and cross-cultural dialogue.

ELT for philosophy students functions as a formal initiation into a hierarchical, frequently Eurocentric, intellectual hegemony. Without a critical framework, the student risks intellectual colonization by the very medium they seek to master.

**The Critical Literacy Paradigm:** Educators must empower students to deconstruct the ideological infrastructures underpinning English academic norms. This range of scrutiny extends from the linear pragmatism of the «Five-Paragraph Essay» to the latent biases inherent in the Anglo-American analytical tradition. By identifying English as a value-laden medium, students cultivate the discursive agency required to project their unique philosophical «voice» into the global arena [3]. This ensures that participation in the global dialogue does not necessitate cultural erasure but rather enriches the canon through localized perspective.

In an epoch dominated by Generative Artificial Intelligence, where the linguistic «product» has been commodified and automated, the «process» of articulation re-emerges as a rare and vital intellectual asset.

**Combating Reflective Degradation:** The «slow thinking» quintessential to philosophical labor is increasingly threatened by the instantaneity of Large Language Models (LLMs). This thesis proposes a «Socratic AI Dialogue» model, wherein AI is strategically repositioned from a «generator of answers» to a «sparring partner» designed to stress-test arguments. This methodology reclaims linguistic struggle not as a hurdle to be bypassed, but as a necessary form of conceptual labor. It is within this friction – the gap between thought and its verbalization – that original philosophical thought is truly birthed.

Ultimately, the instruction of English to philosophers amidst global instability and crisis is a teleological act of hope. By grounding pedagogy in the productive friction of linguistic struggle, the ELT classroom is transformed into a site of Renewal. It evolves from a passive

space of consumption into a transformative arena where the student – reconstituted as an active subject – acquires the power to articulate localized existential truths. In doing so, they provide a much-needed philosophical resonance to an increasingly fractured and digitally mediated world.

## REFERENCES

---

1. Benesch, S. (2001). *Critical English for Academic Purposes: Theory, Politics, and Practice*. Lawrence Erlbaum Associates.
  2. Gadamer, H. (2004). *Truth and Method* (2nd rev. ed.). Continuum.
  3. Kramsch, C. (2009). *The Multilingual Subject: What Foreign Language Learners Say About Their Experience and Why It Matters*. Oxford University Press.
  4. Ricoeur, P. (2006). *On Translation*. Translated by Eileen Brennan. Routledge.
- 

Iryna SKRIL

*Lviv Polytechnic National University*

## TRANSLANGUAGING IN ESP FOR INFORMATION TECHNOLOGY: A MULTILINGUAL APPROACH TO DEVELOPING LINGUISTIC AND PROFESSIONAL COMPETENCE

The pedagogical potential of translanguaging is examined as a strategic approach in English for Specific Purposes (ESP) instruction for Information Technology (IT) students. Challenging the traditional monolingual paradigm of “English-only” instruction, the discussion is grounded in contemporary insights from Applied Linguistics and Sociolinguistics, which emphasize the cognitive and epistemic value of learners’ full linguistic repertoires. It is argued that multilingual practices facilitate deeper conceptual understanding, enhance domain-specific communication, and support the development of both linguistic and professional competences in IT education.

Recent European research further substantiates these claims. Jason Anderson conceptualizes translanguaging as a paradigm shift in English language teaching, redefining language use as dynamic and socially situated rather than bounded by monolingual norms [1]. Similarly, Leonet, Saragueta, and Arocena (2024) demonstrate that pedagogical translanguaging reshapes learners’ perceptions of language hierarchies and promotes critical multilingual awareness in classroom settings [2]. The researchers highlight the effectiveness of translanguaging in Ukrainian higher education, showing that the integration of learners’ linguistic resources enhances both inclusivity and learning outcomes in ESP contexts [3, p. 26]. These findings collectively reinforce the relevance of multilingual approaches for contemporary IT education.

A mixed-methods perspective integrates classroom-based interventions with qualitative analysis of learner interactions. Translanguaging is operationalized as the purposeful alternation

and integration of English and students' L1 (e.g., Ukrainian) in performing technical tasks such as coding documentation, software design discussions, and problem-solving activities. The findings indicate that translanguaging fosters metalinguistic awareness, improves comprehension of complex IT concepts, and enables more effective collaboration in multilingual teams. In addition, it contributes to the formation of a flexible professional identity aligned with globalized digital environments.

A model of Multilingual ESP for IT is proposed, incorporating scaffolded translanguaging tasks, domain-specific discourse practices, and reflective language use. The implications extend to curriculum design, teacher training, and policy-making in ESP contexts.

The tasks for translanguaging-based ESP are designed to operationalize translanguaging as a pedagogical tool in ESP for IT, enabling students to strategically mobilize their full linguistic repertoire in cognitively demanding, profession-oriented contexts:

1. **Bilingual Code Documentation Task.** Students write code comments and documentation in English, then discuss and refine them collaboratively in their L1 to ensure conceptual clarity and linguistic accuracy.

2. **Multilingual Debugging Workshop.** Code errors are analyzed in groups using both English and the L1 to negotiate meaning and co-construct solutions, strengthening problem-solving and communication skills.

3. **Terminology Mapping Activity.** Learners compile glossaries of IT terminology across languages, identifying semantic equivalences and differences relevant to professional usage.

4. **Translanguaged Project Presentation.** IT projects are presented with English used for formal and technical elements, while the L1 supports elaboration, clarification, and audience engagement.

5. **Forum-Based Problem Solving (Simulated Stack Overflow).** Technical questions are formulated in English, while responses may incorporate multilingual resources, reflecting authentic digital discourse practices.

6. **Code-Switching Role Play.** Simulated workplace interactions (e.g., team meetings, client communication) require strategic language switching based on context and communicative intent.

7. **Reflective Language Journals.** Learners document and analyze their multilingual practices, fostering awareness of how translanguaging supports both learning and professional development.

They integrate language learning with authentic technical practices, ensuring that English functions as a medium of global communication while the L1 supports deeper conceptual processing and collaborative meaning-making. Such activities foster not only linguistic accuracy and fluency but also critical thinking, problem-solving abilities, and intercultural communicative competence essential for the IT domain.

Thus, the integration of translanguaging into ESP for Information Technology enhances both linguistic proficiency and professional competence by aligning instructional practices with the multilingual realities of the global IT sector. The implementation of translanguaging in ESP for IT demonstrates a shift from rigid language separation toward more fluid and adaptive pedagogical practices that reflect real-world professional communication. It encourages learners to actively negotiate meaning across languages, thereby strengthening both cognitive flexibility and disciplinary literacy. Future research should further explore longitudinal effects

of translanguaging-based instruction on students' employability and performance in multilingual technological environments.

## REFERENCES

---

1. Anderson Jason. (2024). Translanguaging: a paradigm shift for ELT theory and practice. *ELT Journal*. Volume 78, Issue 1, January 2024, 72–81, <https://doi.org/10.1093/elt/ccad057>
  2. Oihana Leonet, Eider Saragueta, & Elizabet Arocena. (2024). Shifting the perception of languages and their status through pedagogical translanguaging. *Language, Culture and Curriculum*. Volume 37, Issue 3, 363-384. <https://doi.org/10.1080/07908318.2024.2344562>
  3. Cvilikaitė-Mačiulskienė, J., Dauškaitė-Kolpakovienė, A., Gvazdikaitė, G., & Linkevičiūtė, E. (2023). Translanguaging in Teaching and Learning of English at University Level: The Perspectives of Ukrainian Students and their Teachers. *Sustainable Multilingualism*. Volume 23 (2023): Issue 1 (December 2023). <https://doi.org/10.2478/sm-2023-0012>
- 

**Yuliya SKRIL**

*Lviv Polytechnic National University*

## DEVELOPING SOFT SKILLS THROUGH CASE-STUDY-BASED TEAM PROJECTS: ENHANCING DISCUSSIONS, ANALYTICAL AND CRITICAL THINKING SKILLS

The development of soft skills has become a central objective in contemporary higher education, particularly in response to the increasing demand for graduates capable of effective collaboration, critical inquiry, and adaptive problem-solving. This article examines the pedagogical potential of case-study-based group projects as a structured approach to enhancing students' discussion skills, analytical reasoning, and critical thinking abilities. The study is grounded in constructivist and collaborative learning theories, emphasizing active knowledge construction through social interaction and real-world problem engagement.

Recent research emphasizes that soft skills such as communication, teamwork, and critical thinking are among the most sought-after competencies in the global labor market, and their systematic integration into higher education curricula significantly improves graduate employability [1]. Case-based learning has been identified as particularly effective in bridging theory and practice, as it allows students to engage with ill-structured problems that mirror authentic professional challenges [2]. Furthermore, collaborative instructional approaches foster deeper cognitive engagement by requiring learners to co-construct knowledge, negotiate meaning, and justify decisions within group settings [3]. These findings collectively support the pedagogical relevance of structured group-based case study work for soft skills development.

Case-study methodology is explored as an instructional tool that situates learners in authentic or semi-authentic professional scenarios requiring collective decision-making and evidence-based reasoning. Through group discussion, students are encouraged to articulate perspectives, negotiate meaning, and evaluate alternative solutions, thereby strengthening their communicative competence and argumentation skills. Analytical development is fostered through systematic examination of complex problems, identification of key variables, and interpretation of contextual data. Critical thinking is further enhanced as learners assess the validity of information, challenge assumptions, and justify conclusions within collaborative settings.

The study highlights the role of the instructor as a facilitator who guides inquiry, ensures balanced participation, and scaffolds reflective practice. It also discusses assessment strategies that prioritize both individual contribution and group performance, with attention to cognitive and interpersonal dimensions of learning outcomes. Findings from pedagogical observations suggest that case-study-based group work significantly improves students' ability to engage in structured dialogue, apply analytical frameworks, and demonstrate critical judgment in problem-solving contexts.

The present global research focuses on the increasing challenge of environmental degradation resulting from industrial, agricultural, and military activities, which contribute to the accumulation of pollutants such as petroleum hydrocarbons, polycyclic aromatic compounds, organochlorine pesticides, and trace metals. These contaminants have been shown to have a detrimental effect on soil quality, reducing its ecological and agricultural functionality. Furthermore, they pose a significant long-term risk to both environmental and human health. The pertinence study is twofold firstly, it underscores the pressing necessity to explore and implement environmentally sustainable and effective remediation strategies, particularly for sites impacted by military operations; and secondly, it calls for a concerted effort to advance the state of the art in this field.

The remediation of contaminated soils with non-polar organic compounds represents a critical challenge in environmental science, particularly in regions with a legacy of industrial activity and accidental spills. The objective of this case study project is to furnish students with a realistic, practice-oriented framework for understanding and applying bioremediation strategies to contaminated land in Ukraine. The project integrates elements of analytical chemistry, environmental microbiology and ecological engineering by simulating professional workflows used in environmental assessment and remediation planning.

The project is based on the investigation of a petroleum-contaminated site, where students are tasked with evaluating environmental data and making evidence-based decisions. Initially, students are provided with geospatial maps that depict the contaminated area, including multiple potential sampling zones. The maps may include information on land use, proximity to pollution sources, and environmental features such as groundwater flow direction. At this stage, students must critically assess the spatial distribution of contamination and select specific locations for pollutant analysis.

In the second stage of the project, students are provided with simulated results of chemical analyses from the selected sampling points. These data typically include total petroleum hydrocarbon concentrations, compositional profiles (e.g., aliphatic and aromatic fractions), and key environmental parameters such as soil pH, moisture content, and nutrient availability. It is imperative that students interpret these results in order to evaluate the severity and nature of

contamination, as well as the environmental conditions that may influence microbial degradation processes.

Following a thorough analysis, it is evident that students are required to propose a suitable bioremediation strategy. Potential approaches encompass biostimulation through nutrient addition or aeration, bioaugmentation with specialized hydrocarbon-degrading microorganisms, phytoremediation using plants capable of enhancing degradation, or ex situ techniques such as landfarming. The selected method must be supported by a detailed scientific rationale, taking into account factors such as contaminant type, site conditions, expected efficiency, cost, and environmental sustainability.

The final component of the project involves the preparation of a comprehensive presentation in which students synthesize their findings and recommendations. It is imperative that the rationale behind site selection, the chosen analytical methods, the interpretation of results, and the proposed remediation strategy are articulated with clarity in this presentation. It is expected of students that they will demonstrate not only technical accuracy but also the ability to communicate complex scientific concepts effectively.

The overarching objective of this case study project is to cultivate fundamental competencies in environmental analysis and decision-making. The programme is designed to facilitate the translation of theoretical knowledge into practical applications, thereby cultivating a more profound comprehension of the principles underpinning bioremediation and the challenges inherent in real-world environmental management.

The study concludes that integrating case-study group projects into academic curricula provides an effective framework for soft skills development, preparing students for the complexities of professional environments where teamwork, analytical competence and critical reasoning are essential.

## REFERENCES

---

1. OECD (2023), OECD Skills Outlook 2023: Skills for a Resilient Green and Digital Transition, OECD Publishing, Paris, <https://doi.org/10.1787/27452f29-en>.
  2. Yadav, A., Thompson, J., & Mishra, P. (2022). Case-based learning in higher education: A systematic review of effectiveness and implementation strategies. *Journal of University Teaching & Learning Practice*. 19(2), 1–18.
  3. Jackson, D. (2023). Developing graduate employability skills through work-integrated learning and collaborative pedagogy. *Higher Education Research & Development*. 42(4), 789–804.
-

**Svitlana SMOLINA**

*T.H. Shevchenko National University “Chernihiv Colehium”*

## **BRIDGING GAPS AND BUILDING PEACE: MEDIATION AS AN ACT OF HOPE IN PRE-SERVICE TEACHER EDUCATION**

In today’s interconnected and yet fragmented world, teaching English as a foreign language must move beyond grammar- or lexical-focused instruction to address the “reality” of communication breakdowns and social tensions [1]. Teaching mediation and peace education to pre-service teachers is a vital “act of hope” that prepares them to be social agents in the classroom [3]. Contemporary classrooms are multilingual, multicultural. As a result, language education must respond not only to communicative needs but also to the ethical and social reality. Peace-oriented language teaching therefore becomes an essential part of teacher education.

Mediation, as defined by the CEFR Companion Volume [2], shifts the focus from linguistic isolation to the co-construction of meaning, where learners act as “bridges” to resolve gaps in understanding. By integrating mediation strategies, such as facilitating pluricultural space and streamlining complex information, pre-service teachers learn to value students’ existing linguistic repertoires as resources for social cohesion. Mediators help others to construct meaning, negotiate perspectives, and overcome communication barriers.

Integrating mediation into teacher education shifts the focus from language itself to socially situated communication. Mediation-oriented teaching promotes plurilingual and pluricultural competence, encouraging learners to use all their linguistic and cultural knowledge to facilitate interaction and understanding.

Furthermore, linked with peace education, mediation becomes a practical tool for conflict transformation, encouraging active listening and empathy to navigate delicate social interactions. This approach offers a “renewal” for teacher education, moving away from “English-only” paradigms toward a plurilingual paradigm.

Such an approach represents an “act of hope” in teacher education. It prepares future educators not only to teach a language, but also to cultivate intercultural awareness, and social responsibility. In contexts of war, migration, and social instability, mediation skills become essential for building peaceful educational communities. By fostering a dialogue, teachers can help students develop the communicative and emotional competences necessary for peaceful coexistence in a globalized world.

As an example of a task, focused on the development of mediation skills, could be suggested the following:

Students analyze media texts or social posts containing bias, stereotypes. Then they identify a problem, rewrite messages in neutral and respectful ways, discuss how language may escalate or reduce conflict.

Eventually, by equipping future teachers with the skills to mediate sense and facilitate

peace-oriented dialogue, we provide them with the agency to build more resilient and inclusive educational environments.

## REFERENCES

---

1. Blanchard, L.-A. (1998, July). *Peace education in the language classroom*. Japan Association for Language Teaching. <https://jalt-publications.org/tlt/articles/2334-peace-education-language-classroom>
  2. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion volume. Strasbourg : Council of Europe, 2020. 274 p. URL: [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr)
  3. Mediation: what it is, how to teach it and how to assess it. Cambridge Papers in ELT and Education. Cambridge : Cambridge University Press, 2022. 20 p. URL: <https://www.cambridge.org/betterlearning>
- 

**Tetiana STAROSTENKO**

*H.S. Skovoroda Kharkiv National Pedagogical University*

## MENTAL PROGRAMMING IN ENGLISH-LEARNING MATERIALS AS A VEHICLE OF CONCEPTUAL INFLUENCE

Educational programs do not simply equip students with knowledge across the various levels of schooling; they also instill a ready-made worldview. From selecting texts for literature classes to emphasising certain historical narratives, defining borders on maps, and embedding cultural values in language materials, education conveys specific viewpoints. Every decision in curriculum design is guided by a set of beliefs about what knowledge matters, who should be heard, and what is accepted as “normal” reality. Since English remains the dominant *lingua franca* across trade, scholarship, and the Internet, the educational materials used to teach it serve as influential channels for ideas and values. Beyond teaching language, they create a particular vision of the world, quietly reinforcing specific cultural values and social norms below the level of conscious awareness.

The mechanisms of conceptual influence embedded in English-learning materials operate through seemingly neutral pedagogical choices, including the selection of a topic, the framing of a task, the emotional vocabulary offered to students, and the perspectives seen as deserving representation. A particularly instructive example is provided by an upper-intermediate English-language lesson published by *Linguahouse*, titled “*Trump and Pope Leo in Public Dispute*”, which illustrates how language-learning tasks can serve as vehicles for a guiding system of ideas. The lesson opens with a warm-up activity in which students read a set of short quotes and reflect on their emotional responses [5, p. 1]. The quotes are attributed to two figures positioned implicitly in opposition. On one side, a statement conveying moral authority and collective responsibility (“*By respecting the dignity of everyone... you can surely become protagonists of a new chapter in history*” [5, p. 1]), and on the other, utterances that are colloquial, self-referential,

and dismissive (“*It’s terrible. It’s gross.*”; “*I make people a lot better.*” [5, p. 1]). Students are invited to select their emotional reactions from a pre-supplied list (*surprised, angry, sympathetic, concerned, indifferent, hopeful* [5, p. 1]), a task that gives the impression of freedom while being carefully bounded as the emotional register offered to learners is curated. This technique exemplifies what may be termed *guided affective priming* [1, p. 229-231], that is, a process by which learners are conditioned to approach content with a pre-shaped emotional disposition. The pedagogical format lends the exercise an air of democratic dialogue (“*Discuss your reactions with your partner and give reasons*” [5, p. 1]), yet the conceptual framework has already been established. The post-listening comprehension activity further reinforces the suggested framing. Among the statements students are asked to verify is the assertion that (“*The feud is the first disagreement between Trump and the Pope*” [5, p. 4]), placed alongside the contextualising note that (“*The Pope’s predecessor, Francis, opposed Trump’s deportation policies*” [5, p. 4]). The inclusion of this historical detail positions one party within a continuous tradition of moral opposition, thereby lending institutional and ecclesiastical weight to one side of the dispute.

Further, the reading section suggests four respondents of varying ages and professional background, with three voices expressing varying degrees of criticism or discomfort: a) Jack, a retired teacher (“*Mr Trump’s behaviour towards Pope Leo has been disrespectful and inflammatory*” [5, p. 6]); b) Rose, a nurse (“*I was disappointed to see the AI image of Trump portrayed as a holy figure*” [5, p. 6]); c) Katara, a graphic designer (“*Trump posting a picture of himself as a divine figure feels like a strange mix of ego and modern technology*” [5, p. 7]). The only opposing viewpoint is held by Lucas, an eighteen-year-old college student, whose register is notably less sophisticated (“*I support Trump on this. He is not afraid to stand up for what he believes in*” [5, p. 7]). The comprehension questions that follow complete the cycle of conceptual reinforcement. Students are asked to evaluate whether (“*Jack believes Trump’s behaviour shows a lack of humility*” [5, p. 7]), whether (“*Katara finds the use of AI in politics both interesting and worrying*” [5, p. 7]), and whether (“*Lucas thinks the media is treating the story fairly*” [5, p. 7]), a question whose correct answer (“false”) weakens the sole disagreeing perspective in the text. The learner is not asked to weigh the perspectives independently; they are guided toward conclusions already built into the task’s architecture.

The same happens within the copies devoted to environment [4], history, health [3], gender, people-government relationships [2], etc. Thus, through the orchestration of topics, voices, and evaluative tasks, a particular vision of social reality is being constructed. Acknowledging this does not render such materials unusable, but it requires teachers and curriculum developers to engage with them critically, which aligns with their hidden influence. Education that cultivates both language ability and critical engagement with the core structures through which language is taught truly respects students’ intellectual autonomy.

## REFERENCES

1. Fazio, R. H., Sanbonmatsu, D. M., Powell, M. C., & Kardes, F. R. (1986). On the automatic activation of attitudes. *Journal of Personality and Social Psychology*, 50 (2), 229–238. [http://www.communicationcache.com/uploads/1/0/8/8/10887248/on\\_the\\_automatic\\_activation\\_of\\_attitudes.pdf](http://www.communicationcache.com/uploads/1/0/8/8/10887248/on_the_automatic_activation_of_attitudes.pdf)
2. Iran war leads to worldwide energy crisis. (2026). LinguaHouse. URL: <https://www.linguaHouse.com/esl-lesson-plans/business-english/iran-war-leads-to-worldwide-energy-crisis>

3. Marijuana and health. (2025). Linguahouse. URL: <https://www.linguahouse.com/esl-lesson-plans/medical-english/marijuana-and-health>
  4. Meat and the environment. (2019). Linguahouse. URL: <https://www.linguahouse.com/esl-lesson-plans/general-english/meat-and-the-environment>
  5. Trump and Pope Leo in Public Dispute. Linguahouse. 2026. <https://www.linguahouse.com/esl-lesson-plans/general-english/trump-and-pope-leo-in-public-dispute>
- 

**Daryna STOPNYK**

*Lyceum Professional, Kharkiv  
Smarty Language School*

## **BEYOND LANGUAGE: SOFT SKILLS AS THE HIDDEN KEY TO INTERNATIONAL EXAM SUCCESS**

The full-scale war in Ukraine has fundamentally altered the educational landscape for millions of Ukrainians. Students preparing for international English language examinations now do so under conditions of extraordinary psychological stress. For many, a high score on an exam such as IELTS or a Cambridge qualification represents access to education abroad, professional recognition, or the possibility of rebuilding their lives in a new country.

Yet the conventional approach to exam preparation – drilling grammar, memorising vocabulary, and practising past papers – addresses only part of what determines a candidate’s result. Research in educational psychology consistently demonstrates that cognitive and self-regulatory skills play a critical role in academic performance under pressure [10; 8]. These skills, commonly referred to as soft skills, include critical thinking, structured argumentation, and the ability to manage one’s attention and emotions in high-stakes conditions. In the context of international English language examinations, they are not supplementary. They are essential.

The relationship between higher-order thinking and academic language performance has been extensively documented. Anderson and Krathwohl (2001), in their revision of Bloom’s original taxonomy [1; 2], identify analysis, evaluation, and synthesis as the cognitive processes most closely associated with meaningful academic achievement. These processes align directly with what high-scoring exam candidates are expected to demonstrate: the ability to identify main ideas, distinguish fact from opinion, and construct a well-reasoned response to a complex prompt.

The relevance of these findings is amplified in the Ukrainian context. Research on learning under conditions of chronic stress and trauma indicates that executive functioning – the set of cognitive processes that includes planning, flexible thinking, and impulse control – is particularly vulnerable to disruption [3, p. 135]. For students who have experienced displacement or loss, the cognitive demands of an international exam may be compounded by reduced capacity for

sustained attention and emotional regulation. Developing soft skills in the classroom is therefore not only an academic strategy but a form of learner support.

Three soft skills emerge as particularly relevant to performance in international English language examinations: critical thinking, structured argumentation, and self-regulation under timed conditions.

Critical thinking – the disciplined process of actively conceptualising, analysing, and evaluating information [7, p. 4] – is directly reflected in the marking criteria of major international examinations. In writing tasks, it manifests as the ability to present a nuanced position, acknowledge counterarguments, and support claims with relevant evidence. In reading and listening tasks, it underlies the ability to infer meaning, identify the writer’s purpose, and distinguish between main ideas and supporting detail.

Structured argumentation – the ability to organise and express ideas in a coherent, logical sequence – is equally central to exam performance. Toulmin (1958) [9], whose model of argumentation has been widely applied in educational contexts [6, p. 274], identifies claim, grounds, and warrant as the foundational components of a well-formed argument.

Self-regulation under timed conditions encompasses time management, metacognitive monitoring, and emotional control. Flavell (1979) [4, p. 90] defines metacognition as «knowledge and cognition about cognitive phenomena» – the ability to think about one’s own thinking. In an exam context, metacognitive awareness enables candidates to allocate time strategically across tasks, assess the quality of their own responses, and redirect their attention when they become distracted or anxious.

International English language examinations test far more than linguistic competence. They assess the ability to think clearly, argue coherently, and perform under pressure — capacities that are shaped by soft skills development as much as by grammar instruction or vocabulary acquisition. For Ukrainian learners navigating the additional burdens of wartime displacement and psychological stress, these skills are not optional extras. They are the foundation on which language ability must rest.

## REFERENCES

1. Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom’s educational objectives*. Longman.
2. Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. David McKay.
3. Diamond, A. (2013). Executive functions. *Annual Review of Psychology*, 64(1), 135–168.
4. Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906–911.
5. Hyland, K. (2006). *English for academic purposes: An advanced resource book*. Routledge.
6. Newell, G. E., Beach, R., Smith, J., & VanDerHeide, J. (2011). Teaching and learning argumentative reading and writing: A review of research. *Reading Research Quarterly*, 46(3), 273–304.
7. Paul, R., & Elder, L. (2006). *Critical thinking: Tools for taking charge of your learning and your life* (2nd ed.). Pearson Prentice Hall.
8. Pintrich, P. R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16(4), 385–407.
9. Toulmin, S. E. (1958). *The uses of argument*. Cambridge University Press.

10. Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64–70.
- 

**Andrii SVYRYDENKO**  
**Maryna RADCHENKO**

*T.H Shevchenko National University 'Chernihiv Colehium*

## **THE ROLE OF PSYCHOLOGICAL SAFETY IN DEVELOPING COMMUNICATIVE COMPETENCE IN EFL CLASSROOM**

Language acquisition is not only a cognitive mechanism but also a multifaceted process in which the learner's emotional state is regulated. In the context of English as a Foreign Language (EFL) in Ukraine, intense anxiety, compounded by external stressors, often leads to "linguistic paralysis" [3]. This article argues that creating a safe classroom environment is a fundamental methodological requirement for fostering student engagement and long-term perseverance.

The following methodological approaches are proposed for transitioning from a traditional teacher-centered model to a collaborative approach.

First, we should prioritise free speaking through information gap tasks. Methodologically, the focus should shift from "grammatical perfection" to "communicative success" [1]. Using information gap tasks (in which students exchange specific information to complete the task) helps teachers focus on a shared goal. This reduces the assessment pressure and encourages students to use English as a functional tool rather than as an end in itself, geared towards continuous correction. A pillar for emotional support: resilience is formed through the teacher's supportive help. When the teacher responds to a mistake with encouraging feedback and correction (for example, by naturally restoring the correct form during a conversation), this serves as an "emotional growth filter" [4]. This approach helps students see their mistakes not as personal failures but as opportunities for learning.

Second, active participation through role-play provides a systematic safe space. By taking on a character's role, students are distanced from the fear of personal judgment. This psychological mask encourages them to take risks with new vocabulary and complex grammatical structures, which is essential for transforming passive knowledge into active production.

Then, building resilience in relationships means drawing on the principles of positive psychology, teachers act as facilitators and companions of the classroom's emotional climate [2]. By consistently providing positive reinforcement and avoiding criticism, students gain the confidence needed to face the inevitable challenges of learning a foreign language.

So, methodological excellence in English language teaching is intrinsically linked to the emotional atmosphere of the classroom. By utilising purpose-driven communicative activities that

emphasise authenticity and psychological safety, teachers can transform the English classroom into a space brimming with resilience. Ultimately, a supportive environment not only helps students feel at ease but also enables them to learn more effectively, thereby allowing them to secure the cognitive resources necessary for language acquisition.

## REFERENCES

---

1. Hiver, P., & Sánchez Solarte, A. (2021). The role of classroom environment in student engagement and learning. *Studies in Second Language Learning and Teaching*. <https://doi.org/10.14746/ssl.2021.11.3.4>
  2. MacIntyre, P. D., Gregersen, T., & Mercer, S. (2019). Setting an agenda for positive psychology in SLA: Theory, practice, and research. *The Modern Language Journal*, 103(1), 262–274. <https://doi.org/10.1111/modl.12544>
  3. Wang, Y., Derakhshan, A., & Zhang, L. J. (2021). Researching and practicing positive psychology in second/foreign language learning and teaching: The past, current status, and future directions. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.731721>
  4. Xie, F., & Derakhshan, A. (2021). A conceptual review of positive teacher interpersonal communication behaviors in the instructional context. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.760903>
- 

**Oleksandra SYDORENKO**  
**Tetiana MARIUK**

*Subsidiary Enterprise “Grand Lyceum”  
of Private Academic and Vocational Educational Institution “Grand”*

## **WHEN MONEY TALKS: TRANSFORMING ELT THROUGH CLIL, STEAM, AND FORENSIC INQUIRY**

While traditional English Language Teaching (ELT) materials often restrict the topic of «Money» to basic transactional dialogues, this paper proposes a comprehensive Content and Language Integrated Learning (CLIL) framework that elevates the subject to a multidisciplinary level. By utilizing banknotes as authentic artifacts, the author demonstrates how currency can serve as a bridge between language acquisition and the study of Geography, History, and Science. The methodology explores the «technical anatomy» of banknotes and introduces a forensic inquiry component – lifting latent fingerprints from paper surfaces. This interdisciplinary technique is designed to foster cognitive engagement and resilience, transforming a standard thematic unit into an inquiry-based classroom journey that enhances student involvement and global curiosity.

In the contemporary educational landscape of Ukraine, teachers are increasingly required to demonstrate not only pedagogical expertise but also remarkable resilience and adaptability. Our

teaching practice is shaped by a new reality where students' emotional engagement and cognitive autonomy are as vital as their academic results. Committed to this pursuit of innovation, we have found that Content and Language Integrated Learning (CLIL) offers a transformative solution. By shifting the focus from English as a «target» to English as a «tool,» we allow students to explore complex subjects like Science and Geography through the lens of a foreign language, making the learning process both meaningful and academically rigorous.

The concept of CLIL, as defined by David Marsh, encourages the simultaneous learning of content and language. In many ELT classrooms, this takes the form of «soft CLIL,» where subject-related topics are incorporated to enrich the curriculum. One such «goldmine» for integration is the topic of «Money.»

Traditionally limited to «at the shop» dialogues, the study of currency can be re-imagined as a multidisciplinary investigation. A banknote is an authentic artifact that carries the DNA of a nation's geography, history and culture. By analyzing the «technical anatomy» of international bills: watermarks, security threads, and intricate patterns, students move far beyond functional language. They acquire specialized vocabulary and descriptive skills while decoding the historical and geographical narratives printed on the currency. This structured connection between content and language ensures that the classroom remains a space for intellectual exploration and creative thinking.

While CLIL provides a structured foundation, the transition to STEAM (Science, Technology, Engineering, Arts, and Mathematics) introduces the crucial dimension of experimentation. In this framework, the teacher's role evolves from a source of knowledge to a facilitator of discovery.

To transform a standard «Money» unit into a STEAM-oriented experience, we introduce an element of forensic science: the technique of lifting latent fingerprints from paper surfaces. This inquiry-based task requires students to move from passive observation to active experimentation. They must formulate hypotheses, follow complex scientific procedures in English, and analyze the results. Using materials such as iodine fuming to reveal hidden prints, students bridge the gap between linguistic performance and scientific methodology. This shift from imitation to investigation fosters a sense of agency, helping learners regain a sense of control and confidence, qualities that are essential for building resilience in challenging educational contexts.

By integrating these interdisciplinary strategies, teachers can significantly enhance both learner motivation and autonomy. The key outcomes of this approach include:

- **Identifying** multidisciplinary markers on authentic artifacts (banknotes) to teach Geography and History;
- **Implementing** practical forensic science experiments to bridge the gap between language and scientific inquiry;
- **Adapting** traditional thematic units into inquiry-driven STEAM journeys;
- **Facilitating** a supportive environment that fosters critical thinking and emotional resilience through active discovery.

The integration of CLIL and STEAM proves that language learning can be both intellectually demanding and deeply human. It is not merely about acquiring linguistic competence; it is about fostering the ability to think critically and explore possibilities in the face of uncertainty. By using English as a tool for genuine exploration where "Money Talks" and "Integration Works" we empower our students with the skills and curiosity needed to navigate the complexities of the future.

Iryna SYLENKO  
Maryna RADCHENKO

*T.H. Shevchenko National University “Chernihiv Colehium”*

## **THE EFL TEACHER’S ROLE IN FOSTERING STUDENTS’ PSYCHOLOGICAL WELL-BEING IN ONLINE LEARNING ENVIRONMENTS**

The transition to remote learning, accelerated by the full-scale war in Ukraine, has placed enormous psychological strain on both students and educators. Research indicates that the majority of parents observe clear stress symptoms in their children including disturbed sleep, heightened anxiety, difficulties with concentration, and deteriorating social communication [1]. Students not only face acute psychological distress but also contend with chronic stress triggered by recurring air raid alarms, explosions, and information overload through media channels.

A particularly significant consequence of forced remote learning is the erosion of social connectedness. During prolonged periods away from the classroom, students lack regular opportunities to interact with peers and teachers in meaningful, informal ways. This isolation compounds existing emotional difficulties and contributes to a pervasive sense of loneliness [1]. While a notable portion of students demonstrate resilience, the prevailing emotional climate in wartime education remains one of sustained tension. Crucially, educational recovery and learning outcomes cannot be meaningfully addressed without first acknowledging and responding to students' psycho-emotional state.

The scale of remote and hybrid education in Ukraine underscores the urgency of this issue. For the 2025-2026 academic year, nearly 8,000 schools (approximately 2.3 million students) operate in full in-person mode, while around 2,300 schools (780,000 students) function in a hybrid format, and over 1,200 schools (396,000 students) operate exclusively online [3]. This means that more than one million Ukrainian students currently experience education largely or entirely through digital platforms – environments that demand specific pedagogical approaches and intensified emotional support.

In traditional classroom settings, English language teachers fulfill a broad set of pedagogical functions. However, in online environments these functions acquire new dimensions and additional responsibilities. Remote teaching requires strong digital competencies alongside the established roles of goal-setting, motivation, assessment, and communication. The online English teacher becomes simultaneously a content instructor, a digital navigator, a learning designer, and an emotional support figure providing individualized consultative support, maintaining organizational clarity, and fostering reflective practice [4].

Research consistently highlights the critical role that EFL teachers’ relational qualities play in shaping students’ emotional states and academic performance. Effective online English teachers actively engage students in the learning process, manage interpersonal dynamics within digital spaces, provide constructive feedback, and work to sustain long-term motivation [5]. In a

context where students are emotionally vulnerable, the teacher's ability to build trust and maintain warmth across a screen becomes as pedagogically significant as linguistic competence itself.

The relationship between language learning and psychological well-being is bidirectional. On the one hand, students' emotional state directly affects their capacity for language acquisition – chronic stress, anxiety, and fatigue impair working memory, focus, and communicative willingness. On the other hand, growing proficiency in English itself contributes positively to students' self-image and psychological confidence. Learners who develop fluency in expressing their thoughts in a foreign language experience reduced communication barriers and a stronger sense of personal achievement. In educational settings, this sense of competence and accomplishment supports overall well-being, serving as a protective factor against the helplessness often associated with wartime experiences.

Contemporary research on online language teaching has identified six core social-emotional learning (SEL) competencies that are particularly salient in digital classroom settings: building relationships, working collaboratively, emotional involvement, effective communication, dealing with conflicting feelings, and techno-pedagogical skills [6]. These competencies reflect a shift in understanding what effective online teaching requires. The English language lesson, conducted online, becomes a space where cognitive development and emotional growth intersect.

Teachers who actively incorporate SEL practices into their online English lessons contribute not only to language development but also to students' broader capacity to manage their emotions, sustain collaborative relationships, and navigate the complex interpersonal dynamics of digital communication.

The online English language classroom in wartime Ukraine represents a unique pedagogical and human challenge. When students are isolated, anxious, and emotionally depleted, the quality of the student-teacher relationship in the online English lesson can serve as a meaningful point of stability. Integrating social-emotional learning into language teaching, supporting students' sense of achievement through language development, and maintaining a warm and structured online environment are central to effective English language education under the conditions of remote wartime schooling.

## REFERENCES

1. Huang, J. (2022). The Role of English as a Foreign Language Teachers' Mindfulness and Compassion in Fostering Students' Foreign Language Enjoyment. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.899298>
2. Shami, S., Venu, V. P., Shanampoodi, G. B., Rajeswari, T. S., Chaithanya, D., Rehmana, S. S. F., & Sharma, S. (2025). Impact of English Language Learning on Mental Health: Exploring the Relationships Between Language Anxiety, Self-Esteem, and Depression.
3. Навчальний рік 2025–2026: скільки шкіл працюватиме та у якому форматі. (2025). *24 Канал*. [https://24tv.ua/education/navchalniy-rik-2025-2026-skilki-shkil-pratsyuvatime-yakomu-fmati\\_n2905756](https://24tv.ua/education/navchalniy-rik-2025-2026-skilki-shkil-pratsyuvatime-yakomu-fmati_n2905756)
4. Ivanenko, L. O. (2017). Teacher's role in distance learning. *Scientific Notes of the Pedagogical Department*, (39), 87–92. <https://periodicals.karazin.ua/pedagogy/article/view/9250>
5. Trang, N. D. P., & Tran, N. T. (2025). Impact of student outcomes on EFL teacher emotions and their strategies to cope with emotional responses. *rEFLections*, 32(1), 28–50. <https://doi.org/10.61508/refl.v32i1.278151>
6. Levin, O., & Segev, Y. (2023). The missing piece in the CASEL model: The impact of social–emotional learning on online literature teaching and learning. *Education Sciences*. <https://www.mdpi.com>

**Daryna TARAN**  
**Maryna RADCHENKO**

T.H. Shevchenko National University «Chernihiv Colehium»

## **ENGLISH CLASSES AS A SAFE SPACE: SUPPORTING STUDENTS TODAY**

The contemporary educational landscape, especially in regions facing instability, requires a shift from purely academic goals to a more all-rounded, supportive approach. Focusing on English Language Teaching (ELT), the classroom is no longer just a place for grammar and vocabulary. It has become a safe space where emotional stability is as important as linguistic competence.

A safe environment for EFL learners consists of three components: physical safety, emotional-psychological safety, and instructional support [1]. Physical safety provides a comfortable space, while emotional safety ensures that students feel accepted and not judged for their mistakes. Teachers can foster a sense of belongingness and inclusivity by adopting a sympathetic teaching approach. That helps students navigate complex tasks that might otherwise hinder their future learning.

A key factor in reaching renewal within this safe space is promoting the learners' sense of agency. This is achieved by enabling students to make choices and express their voices whenever possible [2, p. 46]. Empowerment does not always require major changes. It can be encouraged through small, non-intrusive methods. For instance, allowing learners to choose between two tasks, select their partners, or decide on the group size can significantly increase their engagement.

A significant challenge to building rapport and maintaining this safe environment is the traditional grading system. From the learners' perspective, grades are often the most salient form of feedback, yet an overemphasis on final products rather than the learning process can undermine emotional security. When students are constantly compared, ranked, and categorized, they may begin to equate their self-worth only with academic achievements [2, p. 63]. To minimize this impact and foster a sense of renewal, it is essential to complement teacher ratings with student self-assessment. This shift reduces the pressure of external judgment and encourages a more sympathetic approach to individual progress.

Furthermore, the nature of teacher feedback plays a decisive role in fostering a growth mindset. Instead of vague praise, educators should provide specific, genuine feedback that highlights the learner's effort, strategies, and approaches. For example, acknowledging the effective use of linking words for text cohesion is far more constructive than simple approval because it provides a clear guide for future improvement [2, p. 63-64].

In conclusion, ELT as an Act of Hope manifests through the creation of a supportive, empathetic, and predictable classroom environment. By prioritizing students' emotional stability, we ensure that the English-learning process remains grounded in reality while providing a bridge to a more hopeful future.

## REFERENCES

---

1. Datugan A. G. Creating a Safe Learning Environment for EFL Learners. *International Journal of Research and Innovation in Social Science*. 2025. P. 558–561. URL: <https://doi.org/10.47772/ijriss.2025.909000048> (date of access: 14.04.2026).
  2. Dörnyei Z., Mercer S. *Engaging Language Learners in Contemporary Classrooms*. University of Cambridge ESOL Examinations, 2021.
- 

**Kseniia TKACHENKO**

Borys Grinchenko Kyiv Metropolitan University

## TEACHING CONNECTED SPEECH TO B1–B2 LEARNERS: FROM RECOGNITION TO SPONTANEOUS USE

Connected speech should be treated as a core part of pronunciation teaching rather than a peripheral topic, because authentic spoken English relies on rhythm, reduction, linking, and sound modification rather than isolated dictionary forms. Research and teacher-oriented scholarship consistently show that connected speech instruction supports intelligibility, listening comprehension, and more natural oral production, especially when learners are taught to notice how fluent speech differs from orthographic expectations.

In Ukrainian EFL classrooms, pronunciation work still tends to focus on individual sounds, word stress, and careful articulation, while assimilation, elision, linking, and weak forms often remain marginal or unsystematic. This creates a familiar pedagogical gap: B1–B2 learners may pronounce individual words correctly in isolation, yet struggle to decode natural speech or to produce fluent utterances in spontaneous interaction. For this reason, teaching connected speech is best understood as an extension of communicative pronunciation teaching, where the goal is not native-like imitation but intelligible, rhythmically appropriate, and interaction-ready speech.

A brief theoretical point is necessary here. Connected speech refers to the phonological changes that occur when words are pronounced in continuous discourse rather than separately, including linking, deletion or elision, modification or assimilation, and reduction in weak forms. These processes are not signs of careless speech; they are normal features of spoken English across registers and are closely related to stress timing, coarticulation, and the listener's ability to identify word boundaries in rapid speech. From a pronunciation-teaching perspective, this means that learners need training not only in how sounds are formed, but also in how sounds behave in real utterances.

The paper proposes a practical three-stage methodology for B1–B2 learners: **noticing** → **controlled practice** → **free production**. The sequence reflects a progression from phonological awareness to guided proceduralization and, finally, to spontaneous use in communication.

It also addresses a common weakness in pronunciation teaching, namely the tendency to stop at explanation or repetition without creating conditions for transfer to fluent speech.

At the noticing stage, learners are trained to hear connected speech before they are asked to produce it. This stage is essential because many intermediate learners rely heavily on spelling and therefore expect to hear citation forms instead of normal spoken forms. Practical tasks at this stage include short guided listening activities with transcript comparison, underlining or color-marking examples of linking and weak forms, focused dictation of reduced phrases, and discrimination tasks in which students compare careful pronunciation with naturally connected pronunciation. For example, learners may listen to pairs such as *Did you* and /dɪdʒu/, *want to* and /wɒnə/, or *next day* with the elided /t/, and identify what changes between written and spoken forms. Such activities support bottom-up listening and help students re-map familiar vocabulary onto authentic pronunciation patterns.

At the controlled practice stage, the emphasis shifts from recognition to guided production. The purpose is to help learners proceduralize target features through manageable and repeatable tasks while maintaining a clear communicative focus. Suitable activities include choral and individual repetition with teacher cues, backchaining for longer chunks, shadowing of short audio segments, sentence transformation from careful written form to natural spoken form, and mini-dialogues designed around high-frequency phrases. For instance, students can transform *I have to go, could have done it, or see it again* into more natural spoken versions, with attention to weak forms, linking, and consonant simplification. In this way, pronunciation teaching moves beyond isolated phonemes toward chunking, rhythm, and fluent articulation.

At the free production stage, learners are encouraged to use connected speech features in spontaneous speaking rather than in imitation alone. This stage is necessary because students often revert to overcareful pronunciation once the support of drills or models is removed. Effective activities include role plays, information-gap tasks, pair problem-solving, short discussions, and timed speaking formats such as the 4-3-2 technique, in which the same message is repeated under increasing time pressure. Additional value comes from student self-recording and peer feedback focused on specific pronunciation features, for example whether function words were reduced, whether words were linked across boundaries, or whether speech sounded segmented or continuous. Assessment at this stage should prioritize intelligibility, fluency, and appropriate rhythmic patterning rather than perfect reproduction of every phonetic detail.

Several classroom tasks can illustrate the practical application of this model. For noticing, students may listen to a short dialogue and mark where words connect, disappear, or weaken. For controlled practice, they may shadow a six- to eight-second extract and then perform substitution drills that preserve the same connected-speech pattern. For free production, they may complete a role play such as arranging a meeting, giving directions, or discussing plans, while trying to maintain natural linking and reduction in repeated high-frequency phrases. In all three stages, pronunciation is integrated with listening and speaking rather than taught as an isolated remedial topic.

The proposed model has several pedagogical implications for the Ukrainian EFL context. First, connected speech should be incorporated into regular pronunciation teaching from the intermediate level onward, not postponed until advanced study. Second, teachers need practical classroom routines that connect perception and production, because the ability to hear reduced forms strongly

affects the ability to use them. Third, teaching materials should include authentic or semi-authentic spoken input instead of exclusively slow, carefully articulated textbook audio. Finally, pronunciation assessment should recognize connected speech as part of communicative competence, since natural rhythm and reduction can improve both intelligibility and listening success.

Thus, teaching assimilation, elision, linking, and weak forms is not an optional supplement to pronunciation instruction but one of its most functional dimensions. A three-stage progression from noticing to controlled practice and free production provides teachers with a clear and adaptable framework for helping B1–B2 learners move from passive recognition of connected speech to its spontaneous use in real communication.

---

**Galyna TSAPRO**  
**Olena GRYSHCENKO**

*Borys Grinchenko Kyiv Metropolitan University*

## **WHEN AI GENERATES TASKS: CHALLENGES FOR LANGUAGE TEACHERS**

We have already passed the stage where AI tools are something new in teaching. They are here and in use. Not occasionally, not experimentally, but quite regularly, especially when it comes to preparing classroom tasks. Like many teachers, we started working with ChatGPT out of curiosity. Then it became convenient. And after that, it became routine [3].

At first, the experience was very positive. Tasks appeared instantly. If something did not work, another version followed within seconds. There was no need to spend time searching for examples or manually adapting materials. It really felt like a breakthrough. In a way, it was even tempting to rely on it more than expected.

But this stage did not last long before complications arose. Very soon after trying to use these tasks in real classroom situations, a different pattern began to emerge. The materials looked fine. Sometimes even good. But almost every time, they required correction. Not just small changes, sometimes quite substantial ones. This happened often enough to stop being accidental [1].

One thing became clear quite early. The tool does not always follow the instructions as you expect. Even when the task is written carefully, the result can shift. You ask for seven True or False statements based on a text and get more than seven, or something mixed, or statements that are only partly related to what was actually written.

It is not constant. Sometimes everything works. But then it happens again. And after a while you start noticing it.

In practice, this changes the whole workflow. Instead of using ready-made tasks, the teacher ends up editing them: removing extra items, checking each statement, making sure it actually

refers to the text. The task is no longer ready. It is only a draft. As a result, the time that was supposed to be saved is spent again, just in a different way.

Another issue becomes visible a bit later. Some tasks look correct, but do not really work in class. True/False statements are often too obvious. Students do not need to read carefully; they can guess. Vocabulary exercises sometimes include definitions that are too general or too detached from context. Everything is formally there, but the task does not lead students anywhere. There is no movement, no development from simple recognition to more active use.

The question of level is also less straightforward than it seems. Even when a specific level is given in the prompt, the result may not follow it consistently [2]. Some items are too easy, others unexpectedly complex. In simplified tasks, the language can sound unnatural as if it was reduced mechanically, not adapted. As a result, the teacher cannot take the material as a whole and use it without changes.

Work with texts brings its own difficulties. Tasks are supposed to stay close to the text, but this does not always happen. Some questions refer to details that are not really there. Others add information that was never mentioned.

At first, everything looks fine. It even feels convincing. But once you go back to the text and check, the differences become apparent. And for reading tasks, this is a serious problem.

There is also something less visible, but equally important. The language itself. It is correct, but often too neutral, too even. Dialogues do not really sound like real conversations. Examples repeat similar patterns. After some time, this becomes noticeable. Not immediately but gradually. And it affects how students perceive the material.

Some inaccuracies are even more subtle. Slightly unusual collocations. Definitions that are not fully precise. Statements that sound convincing, but are not entirely reliable. These are easy to miss if you read quickly. But they are there.

So, the main paradox becomes quite clear. The tool produces a lot and very quickly. But this does not mean the material is ready to use. It still needs to be checked, filtered, and sometimes rewritten. In this sense, the work is not reduced; it is redistributed.

And this leads to another important point. The role of the teacher changes. Less time is spent on creating tasks from scratch. More time on checking, selecting, and adjusting. In other words, the teacher becomes not only a creator, but also an editor and a filter. And this requires a different kind of attention.

At the same time, experience shows that the situation is manageable. Clearer prompts help. Working in several steps works better than expecting a perfect result immediately. And most importantly, the material always needs to be checked against the text, against the level, and against the purpose of the task.

Probably the most effective approach is not to rely on AI completely. It works better when combined with human decisions. The structure, the aim, and the logic still belong to the teacher. AI can help, but it cannot replace this part.

It is not about replacing the teacher. It is about changing the type of work. And maybe also about becoming more attentive to things we used to do automatically.

## REFERENCES

---

1. Hirsh-Pasek, K., & Blinkoff, E. (2023). *ChatGPT: Educational friend or foe?* Brookings Institution. <https://www.brookings.edu/articles/chatgpt-educational-friend-or-foe/>
  2. OpenAI. (2023). *Teaching with AI: Examples from educators*. <https://openai.com/index/teaching-with-ai/>
  3. Susnjak, T. (2024). ChatGPT: The end of online exam integrity? *Education Sciences*, 14(6), 656. <https://doi.org/10.3390/educsci14060656>
- 

**Julia TSURKAN**

*Izmail Lyceum № 1 with Gymnasium*

## STUDENT-CENTERED LEARNING IN THE NEW UKRAINIAN SCHOOL DURING WARTIME

In 2026, Ukrainian schools operate under the shadow of war, adapting to daily threats. Shelters, underground campuses, and hybrid learning formats have become the new normal. School is no longer just about knowledge – it’s about survival training, emotional support, and safety protocols. The educational process has transformed into a daily struggle to maintain stability and humanity.

Despite ongoing hostilities, the government has continued the New Ukrainian School (NUS) reform that started in 2017 to modernize education in grades 1-12 and align it with EU standards. The reform emphasizes a curriculum focused on the 21<sup>st</sup>-century skills, continuous professional development for teachers, and modernized education management.

Iryna Tkachenko, Deputy Director for Educational Work at the Lyceum, explains the reform’s philosophy, which is centered on helping students develop critical skills for today’s world: “NUS isn’t just about transferring knowledge. It focuses on practical application of knowledge. ... The child is at the center, with emphasis on ensuring mental, physical, and psychological well-being. ... Children are more active and communicate because they work in groups or pairs during lessons. Their critical thinking is more developed because they independently explore topics rather than just receiving explanations from teachers.”

Furthermore, this approach develops important life skills. Students learn how to think critically, solve problems, and express their opinions. These skills are necessary not only for school but also for the future life and careers.

In modern education system the approach of the student-centered learning lies in the idea of partnership and mutual assistance. The main task of the teacher is to maximise the student’s interest in appropriately selected tasks (discussion, participation in projects, business role-playing games, creative tasks, case studies, problem solving, role-plays, simulations, or real-life language tasks, which promote engagement and reduce anxiety.)

In the ESL classroom we can suggest that students engage in Choice-based assignments that offer students to choose topics for presentations, allowing them to select tasks that align with their interests and strengths. Students act as active participants and teachers act as facilitators, and support the process. This makes learning more interesting and effective.

According to our research, the pros of this way of learning are:

- stronger motivation
- students' independence
- individualization
- activity work.

These tasks help students to overcome the challenges of studying at war conditions and supports psychological healing .

Moreover, teachers in the New Ukrainian School act as guides rather than strict instructors. They support students and create a friendly and safe learning environment. This helps children to feel confident and motivated.

Creating a Supportive Environment in class may start with such thought-provoking task as Icebreaker Activity . It is a great way to help students mentally arrive in the lesson and get ready to learn. Examples of such activities are: “Two Truths and a Lie”, “Table Topics”, “Same and Different ”, “Team Building Game” and “Three Words’ Ice Breaker”.

Described below, is a good warm-up activity, and it can also be useful to discuss the importance of adapting to changing situations and thinking on one's feet.

Instructions:

- Ask participants to agree on a random topic. It can be anything from food to dogs to rugby.
- Explain that each person should contribute three words to the story (and three words only at a time), and they will take turns to contribute.
- Encourage the participants to say the first three words that come to their minds. It does not matter if they make sense or not.
- Try to move from one person to the other quickly.

Also this model of teaching offers great flexibility. It allows students to progress at their own pace, and provide flexibility in learning pathways, accommodating diverse learning styles and preferences. For instance, let's consider the field of journalism: introduce regular journaling activities where students can reflect on their language learning journey, express their thoughts, and identify areas of strength and areas for improvement. No doubt, in the context of military realities and digital transformations in education, flexibility in the educational process is becoming more important than ever.

In conclusion, student-centered learning is an important part of the New Ukrainian School. It makes education more modern, engaging, and useful for students' future, while the use of online platforms, e-courses and other digital resources provide students with the opportunity to learn at their own pace and in accordance with their abilities and needs.

---

**Natalia TSYNTAR**

Yuriy Fedkovych Chernivtsi National University

## THE APPLICATION OF AI IN EDUCATION

The application of AI in education has received considerable attention in recent years, with various studies analyzing its impact on learning processes, student engagement and educational outcomes. Research on AI-driven educational tools has been particularly extensive. The studies often focus on personalized learning systems, virtual tutors and tools designed to support study efficiency and academic performance.

Recent studies have highlighted the potential of AI to personalize educational experiences by adapting content to individual learning styles and paces. The World Economic Forum's report on Education 4.0 emphasizes AI's role in customizing learning pathways for students, helping them achieve more efficient outcomes through tailored instructional content and immediate feedback mechanisms [1, p. 124]. Similarly, adaptive AI tools, such as intelligent tutoring systems and personalized learning platforms, have been shown to improve engagement and motivation, particularly among students in STEM fields [4, p. 245].

AI has the potential to transform personalized learning and student engagement by customizing educational experiences to individual needs and learning styles. Through data-driven insights, AI can provide real-time feedback on student performance, emotions and engagement levels, enabling educators to adjust teaching methods and interventions. This personalized approach not only enhances student motivation but also supports more effective learning outcomes, addressing the unique challenges faced by each learner in a sustainable education system [2, p. 221].

Modern research also shows the versatility of AI in enhancing engagement and support in specialized educational domains. For instance, AI-driven tools have been developed to aid caregivers of individuals with Autism Spectrum Disorder, focusing on the creation of personalized social stories to support learning and communication and integration of multimodal methods. AI chatbot to provide adapted support [3, p. 257].

Techniques further emphasize their role in fostering personalized learning experiences while addressing key challenges such as building student and educator trust, ensuring accessibility and scaling solutions for diverse educational settings [1, p. 132]. .

Researches that compare AI-driven study aids with traditional educational methods show that AI tools, while enhancing academic performance, work best as *complementary* resources rather than *replacements*. AI systems assist students in organizing study routines, managing time and providing immediate feedback, that is, features that the traditional methods often lack. However, successful integration of AI tools requires significant support and structured training sessions to help students maximize the potential of these tools. AI tools, such as intelligent tutoring systems and personalized learning aids, can significantly enhance educational experiences when used alongside traditional teaching methods, rather than as a substitute [6, p. 160].

The integration of AI in education presents both significant opportunities and ethical challenges

[3, p. 162]. Bahroun Z. and Anane C. provide a comprehensive review of AI applications, highlighting the challenges and ethical concerns associated with its use in education, including issues of fairness, bias, and transparency. The scientists categorized AI applications into four distinct areas, showing that AI isn't just a "tutor," but an institutional tool:

*Profiling and Prediction:* using data to identify students at risk of dropping out or to predict academic success.

*Assessment and Evaluation:* automated grading (especially for essays) and providing instant feedback.

*Adaptive Systems and Personalization:* AI tutors that adjust the difficulty of content based on student performance.

*Intelligent Tutoring Systems (ITS):* simulated environments that guide students through complex problem-solving.

Baker R. discusses the promises of AI in enhancing personalized learning and improving educational outcomes while also addressing concerns about privacy, the potential for bias and the evolving role of educators. The scientist distinguishes between three levels of AI in education, emphasizing that AI is not a singular tool but a multi-layered intervention:

*System-facing:* tools that help administrators manage enrollment, monitor attendance, and optimize resources.

*Teacher-facing:* tools designed to reduce the "drudgery" of teaching, such as automated grading or plagiarism detection, theoretically freeing up teachers to focus on mentorship.

*Student-facing:* personalized learning platforms (Adaptive Learning) that provide immediate, 1:1 scaffolding [3, p. 261].

Thus, we can see that it is crucial to be able to balance use the innovation with ethical considerations as AI continues to shape the future of education. Achieving this balance requires a shift from considering AI as an efficiency tool to perceiving it as a complex pedagogical partner that demands constant human oversight. To sum up, the goal is to foster an environment where technological advancement empowers learners without compromising the fundamental values of privacy and intellectual integrity.

## REFERENCES

1. Alper, A., et al. (2024). Evaluating the evaluators: A comparative study of AI and teacher assessments in higher education. *Digital Education Review*, (45), pp.124-140.
2. Asarsh, I. (2023). *AI vs. traditional education: The battle for the classroom of the future*, pp. 201-234.
3. Baker, R. (2019). AI in education: Promises and implications for teaching and learning. In *Technology-Based Assessment for 21st Century Skills: Theoretical and Practical Implications from Modern Research*, pp. 253-268.
4. Bahroun, Z., Anane, C., Ahmed, V., & Zacca, A. (2023). Transforming education: A comprehensive review of generative artificial intelligence in educational settings through bibliometric and content analysis. *Sustainability*, 15(17), p. 12983. <https://doi.org/10.3390/su151712983>
5. Martin, F., Zhuang, M., & Schaefer, D. (2023). Systematic review of research on artificial intelligence in K–12 education (2017-2022). *Computers and Education: Artificial Intelligence*, p. 100195. <https://doi.org/10.1016/j.caeai.2023.100195>
6. Selwyn, N. (2019). *Should robots replace teachers?: AI and the future of education*. John Wiley & Sons, 145-211.

**Oleksandra TUHAI**

*Borys Grinchenko Kyiv Metropolitan University*

## **ADVANCING ESL LINGUISTIC THEORY: CURRENT TRENDS IN PHILOLOGICAL TRAINING**

The task of higher education in the 21st century is to train a specialist who is able to solve not only general scientific and methodological problems and tasks, but also to respond to the challenges that will arise before him in a few years or decades. A philologist must have the appropriate general professional, communicative and applied competencies that will allow him to work with linguistic and speech material that does not yet exist, but only appears in the depths of the modern multilingual and multicultural world, using general and special scientific methods or approaches that are emerging and being formed in the modern scientific space.

Knowledge and understanding of the leading theoretical foundations of modern English can help form the general and professional competencies necessary for a future high-level philologist in the field of humanities, in particular the ability to use in professional activities systemic knowledge about the structure of the theoretical foundations of the English language, the ability to freely operate with special terminology, the ability to introduce this knowledge into the scientific and teaching process in higher education.

At Borys Grinchenko Kyiv Metropolitan University, the discipline “Theoretical Course of English” is offered to the third-year students of the first (bachelor’s) level of higher education who are studying English as a second foreign language. It is studied for one semester and consists of four modules: historical-phonetic, morphological, syntactic and lexical-semiological.

We pursue such basic goals or objectives to acquire by the students:

1. The *general goal* of this discipline “Theoretical Course of English” is to provide students with knowledge and skills for professional analysis of the patterns of development of the English language, its vocabulary, grammatical structure and phonetic system, functional-communicative and expressive-semantic composition of modern English; ensuring understanding of the conscious study of theoretical foundations as a basis for mastering foreign language activities; developing the ability to analyze and interpret language phenomena and facts, which will contribute to the development of their scientific and professional training in accordance with state and European standards, and the needs of society.

2. The *practical goal* of the training involves the formation of students’ linguistic, communicative and sociocultural competence in theoretical phonetics of the English language, English morphology and syntax, lexicology and semantics of modern English, stylistics of modern English, pragmatics of modern English; the formation of the ability to lexical, phonetic and grammatical analysis of linguistic phenomena, summarizing linguistic sources, preparing oral detailed answers to theoretical questions of the discipline.

3. The *cognitive and educational goal* is to expand the philological worldview and educational experience of students, develop logical and analytical thinking, develop students’ skills and

abilities for independent activity in mastering the theoretical principles of the development of the English language, the ability to self-assessment and self-improvement.

4. The *professional goal* involves the formation and development of professional competence by students based on the process of acquiring knowledge and improving skills and abilities and the corresponding development of strategies for students to master terminology and theoretical foundations of the development of modern English, as well as involvement in the performance of professionally oriented tasks.

When studying a specific topic of each module, we consider certain principles and methods of teaching the theoretical foundations of the English language:

I. Historical aspect: the Diachronic Comparative Method (Phonological Drift and Morphological Attrition) – systematic examination of linguistic features through comparison with related varieties over time. Core objective – understanding language evolution [7].

II. Philological aspect: the Hermeneutic Circle Method (Cultural Etymology Mapping) – bridging the gap between philology, hermeneutics, and semiotics to study the “word” in its historical and human context. Core objective – linking text to cultural context [5].

III. Phonological/Phonetic aspect: the Multisensory Articulatory Method (Articulatory-Analytic & Laboratory Phonology) – explicit instruction on the International Phonetic Alphabet (IPA) and the physical production of sounds, integrated with acoustic research. Core objective – using physical production mechanics and phonemic contrast to master the English sound system [4].

IV. Morphological aspect: the Morphemic Discovery Procedure (Data Set Modelling) – explicit instruction in word-formation and morphemic structure to improve decoding and synthesis of complex vocabulary. Core objective – identifying rules of word creation [6].

V. Syntactical aspect: The X-Bar Theory Modelling (Constituency Tree Mapping) – using phrase-structure rules and diagramming (trees/brackets) to answer “why” grammar works the way it does. Core objective – visualizing structural hierarchy [3].

VI. Lexical aspect: Componential Analysis (or Seme Analysis) (Semantic Feature Matrixing) – decomposing literary and lexical meaning into discrete components to reveal deep-level semantic interrelations. Core objective – breaking definitions into discrete units [1; 2].

## REFERENCES

1. Belfarhi, K. (2014). The componential analysis of literary meaning. *Colombian Applied Linguistics Journal*, 15(2), 288. <https://doi.org/10.14483/udistrital.jour.calj.2013.2.a010>
2. Boran, G. (2018). Semantic fields and EFL/ESL teaching. *International Online Journal of Education and Teaching (IOJET)*, 5(2), 391-399. <https://files.eric.ed.gov/fulltext/EJ1259000.pdf>
3. Holland, C. (2013). Bridging the Gap: TESOL Training in a Linguistics Department. *The CATESOL Journal*, 24. <https://doi.org/10.5070/b5.36157>
4. Lysak, H. (2026). Development of phonetic competence in higher education: Theoretical and practical dimensions. *UDC 378.147:811.111'342*, 1288–1298. [https://doi.org/10.52058/2786-6165-2026-2\(44\)-1288-1298](https://doi.org/10.52058/2786-6165-2026-2(44)-1288-1298)
5. Peradotto, J. (1983). Texts and Unrefracted Facts: Philology, Hermeneutics and Semiotics. *Arethusa*, 16:1/2 (Spring/Fall), 15-33. <https://www.acsu.buffalo.edu/~peradott/TextsUnrefracted.pdf>
6. Sulistyawati, E., Nugroho, A., & Bram, B. (2021). Morphological Teaching Strategies to Enhance Students' Vocabulary Knowledge and Reading Comprehension. *JET (Journal of English Teaching)*, 7(2), 179-190. <https://doi.org/10.33541/jet.v7i2.2472>

7. Tagliamonte, S. A. (2013). Comparative Sociolinguistics. *The Handbook of Language Variation and Change*, 128-156. <https://doi.org/10.1002/9781118335598.ch6>
- 

**Iryna TYCHYNA**

*Grade Education Centre, Kyiv*

## **TEACHING LEXICALLY FOR EXAM SUCCESS: BEYOND GRAMMAR FOR CAMBRIDGE EXAMS**

In contemporary English language teaching, success in Cambridge examinations is often associated with grammatical accuracy and the ability to apply exam strategies effectively. However, both research and classroom practice increasingly suggest that high-level performance depends not only on grammar but also on learners' ability to produce natural, flexible, and contextually appropriate language. This shift highlights the importance of lexical competence as a core component of communicative ability and exam success.

This paper explores how principles of the Lexical Approach, as proposed by Michael Lewis [1], can be effectively integrated into Cambridge exam preparation classrooms. The Lexical Approach challenges the traditional view of language as primarily grammar-based, instead emphasising the role of collocations, chunks, and formulaic sequences as the building blocks of fluent and accurate communication. Despite its strong theoretical foundation, lexical teaching is often underrepresented or treated as supplementary in exam-focused contexts, where grammar and task strategies tend to dominate [2].

Drawing on practical classroom experience and observation of exam preparation courses, this study identifies a recurring gap in learners' performance: while students may demonstrate knowledge of grammatical structures and familiarity with exam formats, their language often lacks naturalness, cohesion, and flexibility. This is particularly evident in speaking and writing tasks, where lexical limitations directly affect scores in criteria such as Lexical Resource, Coherence and Cohesion, and overall communicative effectiveness.

The session will demonstrate how a lexical focus can address these issues through systematic and principled teaching practices. Participants will explore techniques for helping learners notice and record lexical patterns, including collocations, semi-fixed expressions, and discourse markers, as well as strategies for recycling and activating this language across different exam tasks. Practical classroom applications will include transforming traditional grammar-based activities into lexical tasks and integrating lexical work into exam-focused lessons without increasing cognitive overload [3].

Particular attention will be given to how lexical teaching can be embedded within exam preparation without sacrificing efficiency or focus. Rather than treating vocabulary as an additional component, the approach presented positions lexis as central to both language development

and exam performance. This perspective allows teachers to move beyond isolated vocabulary exercises and towards a more integrated model of instruction, where language is taught and practised in meaningful, exam-relevant contexts.

In the context of ongoing educational challenges, including those faced by teachers and learners in Ukraine, this approach also supports a more sustainable and motivating learning process. By equipping students with ready-to-use language and promoting greater confidence in communication, lexical teaching contributes not only to improved exam outcomes but also to learner autonomy and resilience.

The session aims to provide teachers with a clear and practical framework for incorporating lexical principles into their exam classes. By the end of the session, participants will have a set of adaptable techniques and a deeper understanding of how lexical competence can enhance performance in Cambridge exams, ultimately leading to more effective and engaging exam preparation.

---

## REFERENCES

1. Lewis, M. (1993). *The Lexical Approach: The State of ELT and a Way Forward*. Hove: Language Teaching Publications.
  2. Lewis, M. (1997). *Implementing the Lexical Approach: Putting Theory into Practice*. Hove: Language Teaching Publications.
  3. Dellar, H., & Walkley, A. (2016). *Teaching Lexically: Practical Ideas for Teaching Vocabulary and Lexis*. Pavilion Publishing.
- 

**Mariya TYKHONOVSKA**

AbcLand language school, Odesa  
Popasna Lyceum #25

## UNDERSTANDING INCLUSION: BEYOND LABELS, TOWARD LEARNING

Inclusion in English Language Teaching (ELT) is not an optional extra; it is a fundamental component of responsible, equitable, and effective education. Every learner has the right to participate, communicate, and succeed in the English classroom, regardless of ability, background, learning profile, or personal circumstances. Inclusive education is grounded in the belief that diversity enriches the learning experience and that all students can achieve meaningful progress when provided with appropriate support and opportunities.

In practical terms, inclusive ELT means recognising and responding to the diverse needs of learners. Students may have a wide range of special educational needs, including dyslexia, ADHD,

autism spectrum conditions, speech and language difficulties, hearing or visual impairments, physical disabilities, emotional and behavioural challenges, or general learning difficulties. At the same time, inclusion extends beyond formally identified needs. Learners may face barriers related to socio-economic circumstances, language background, displacement, trauma, or interrupted schooling. Therefore, effective inclusion requires teachers to look beyond labels and focus on understanding each learner as an individual.

For English language teachers, inclusion begins with awareness, empathy, and flexibility. Creating an inclusive classroom does not necessarily require expensive resources or highly specialised programmes. Rather, it involves adopting teaching practices that make learning accessible to all students. Clear instructions, visual support, multimodal input, predictable routines, differentiated tasks, collaborative learning opportunities, and accessible materials can significantly improve participation and learning outcomes. Teachers can also provide learners with multiple ways of demonstrating understanding, offer additional processing time when necessary, and use formative assessment techniques that focus on progress rather than limitations.

Equally important is the creation of a positive classroom climate where students feel safe, respected, and valued. Inclusive teachers foster a culture in which mistakes are viewed as a natural part of learning, diversity is celebrated, and every student feels a sense of belonging. Through carefully structured pair and group work, learners develop not only language skills but also empathy, cooperation, and mutual respect. Such experiences contribute to the development of inclusive attitudes that extend far beyond the classroom.

Inclusion is also a matter of social responsibility. English teachers do more than teach grammar, vocabulary, and communication skills; they help shape learners' perceptions of themselves and others. By maintaining high expectations for all students and providing the support necessary to achieve them, teachers promote confidence, resilience, and learner autonomy. Inclusive classrooms challenge stereotypes, reduce barriers, and encourage meaningful participation in both educational and social contexts.

This session explores practical approaches to creating inclusive English language classrooms and examines strategies that help teachers respond to learner diversity effectively. Participants will gain a deeper understanding of common special educational needs, explore inclusive teaching techniques, and reflect on ways to make their classrooms more accessible and welcoming. Ultimately, the session argues that inclusion is not simply about accommodating difference; it is about creating learning environments where every student has the opportunity to thrive.

An inclusive English classroom prepares learners not only to use a language successfully but also to live, work, and communicate in an increasingly diverse and interconnected world. By moving beyond labels and focusing on learning, teachers can empower all students to reach their potential and contribute meaningfully to society.

---

**Liliia VINNIKOVA**

*Borys Grinchenko Kyiv Metropolitan University*

## **SPEAKING-FOCUSED ACTIVITIES AS A MEANS OF INCREASING STUDENT TALKING TIME IN ELT METHODOLOGY CLASSES**

Speaking tasks are not absent from methodology classes. In fact, they are usually present in every lesson. The problem is different. They do not organise the lesson; they interrupt it. Most of the time is still structured around explanation, checking, and transition, and speaking appears as a separate moment that begins and ends quickly. Because of this, students do not accumulate enough time in actual interaction. What looks like regular speaking practice at the level of lesson planning turns out to be quite limited in terms of real use.

Speaking in this context is not reduced to the production of correct forms. It is considered as participation in interaction. The presence of a speaking task alone does not ensure such participation. What matters is whether a response is required and whether it affects the further development of activity.

If the learner's response does not influence how the activity proceeds, the exchange tends to remain limited and is often reduced to a single turn, as no further development is required. In such cases, language use does not extend beyond minimal production.

When the continuation of the task depends on what is said, the situation changes, since the response determines the further development of activity and becomes functionally relevant. Learners return to similar language, but its form is not reproduced identically and is modified in accordance with the communicative conditions and the interlocutor. Repetition in this case is associated with variation and adjustment rather than with mechanical reproduction.

Such use of language corresponds to approaches which associate development with the need to construct meaning rather than rely on pre-given forms [4].

Another aspect concerns the distribution of classroom talk. Even in lessons designed as communicative, teacher talk tends to increase. Instructions become more detailed, feedback is extended, and transitions are frequently explained instead of being realised through the activity itself. None of this is unnecessary, but the effect is cumulative. By the time students begin to speak, the space available to them is already reduced. At the same time, participation cannot be explained only by the amount of time allocated. Learners do not necessarily enter interaction even when an opportunity to speak is provided, as participation is determined not only by the task itself but also by how the situation is perceived. Conditions which involve a higher degree of exposure or require immediate performance tend to restrict participation, and in such cases learners often avoid extended contribution. Research on willingness to communicate indicates that anxiety, confidence and perceived safety have a direct effect on engagement in interaction [2], which makes it necessary to consider not only the task but also the conditions of its implementation.

In methodology sessions, a range of activity types is used on a regular basis, often with the same group of learners. These include rotating pairs, short exchanges, jigsaw tasks, information-gap activities, role plays and guessing tasks. Although they differ in format, they demonstrate similar patterns of language use. Learners return to the same material more than once, but the repetition is not identical. A change of partner, modification of the task or variation in communicative roles leads to adjustment of language. Utterances are reformulated, extended or clarified in accordance with the situation.

From a usage-based perspective, this type of repetition across varying contexts is of particular importance. It does not result in fixed reproduction of forms, but contributes to the gradual stabilisation of patterns through use. At the same time, variability prevents early fixation of language and allows for further development [3].

Activities that include a game element follow the same logic. Their effect is often described in terms of motivation, but this description is too general. What matters is not that the activity is enjoyable, but that it creates a situation in which speaking cannot be avoided. If no response is given, the activity does not progress. Under these conditions, participation tends to increase, not because students are more motivated in an abstract sense, but because the structure of the task requires involvement. There is evidence that such formats lead to higher engagement and involve a larger number of learners, especially when they are integrated into the lesson rather than used as a short break [1]. For students preparing to teach, this is not a theoretical point. It becomes visible in practice: some activities produce only brief answers, while others lead to sustained interaction without additional prompting.

The organisation of the lesson influences how speaking develops, although this influence is not realised through a fixed sequence of stages. At earlier points, shorter exchanges are more effective, as they are easier to enter and rely on more predictable language. Such formats reduce the need for planning and allow learners to begin speaking with minimal delay.

With the further development of the lesson, tasks tend to become less constrained. Role plays, small-group discussions and problem-solving activities create conditions for longer turns and greater variation in language use. Learners rely less on given patterns and increasingly draw on their own resources. This process is not uniform. In some groups, the transition occurs relatively quickly, while in others the dependence on support remains for a longer period. Nevertheless, a general movement from more controlled production to less restricted use of language can be observed.

These observations indicate that increasing Student Talking Time cannot be achieved through the simple inclusion of additional speaking tasks. The issue concerns the organisation of classroom interaction as a whole. Speaking needs to be embedded into the structure of the lesson rather than introduced as a separate component. This requires reconsideration of task sequencing, the role of instructions and the distribution of participation. For trainee teachers, this is significant, as it affects not only the selection of activities but the underlying logic of lesson design.

## REFERENCES

---

1. Anane, C. A. (2024). Impact of a game-based tool on student engagement in a foreign language course: A three-term analysis. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1430729>
2. MacIntyre, P. D., Gregersen, T., & Mercer, S. (2022). Language anxiety and willingness to communicate: The role of positive psychology in language learning. *Studies in Second Language Learning and Teaching*, 12(1), 1–15. <https://doi.org/10.14746/ssllt.2022.12.1.1>

3. Römer-Barron, U. (2024). Usage-based approaches to second language acquisition vis-à-vis data-driven learning. *TESOL Quarterly*, 58(2). <https://doi.org/10.1002/tesq.3278>
  4. Teng, M. F. (2023). Output-based instruction and its effects on EFL learners' speaking development. *System*, 113, 102973. <https://doi.org/10.1016/j.system.2022.102973>
- 

**Valentyna VLASENKO**

Kyiv School of Economics

## **BENEFITS OF AI USAGE IN TEACHING ENGLISH**

Artificial intelligence is no longer seen as an optional tool; it has increasingly become a necessary skill in today's labour market. Many employers now expect candidates to have at least a basic understanding of AI technologies. As a result, students are already experimenting with these tools in different areas of their lives, including language learning. In this context, the teacher's role is not to restrict AI use, but to guide students in using it in ways that support, rather than undermine, the learning process.

When considering AI as a support tool in teaching English as a Foreign Language (EFL), it can be broadly grouped into several categories, the most used of which are: grammar and writing assistants, chatbots and virtual assistants, and adaptive language learning platforms [1]. From practical classroom experience, some of these tools stand out as particularly useful in terms of both engagement and learning outcomes.

One of the main advantages of AI is that it allows students to work at their own pace while receiving immediate, personalised feedback. In large classes with mixed ability levels, it is often difficult for a teacher to identify and address every individual gap. As a result, much of the extra practice falls on the learner. AI tools can help fill this gap by generating tasks such as matching exercises, gap-fills, error correction, or sentence-building activities. These tasks can be adjusted automatically depending on the learner's performance, either becoming simpler or more challenging, which supports more individualised progress.

AI can also support the development of speaking skills. While not all learners are comfortable interacting with voice-based tools, they still offer a useful space to practise vocabulary, build fluency, and become less anxious about making mistakes. From observation, these tools seem to be especially effective for learners at intermediate and higher levels. That said, one important limitation should be kept in mind: AI systems can sometimes produce inaccurate or invented information ("hallucinations"), so they are better suited for practice rather than formal assessment.

Another area where AI proves useful is lesson preparation. Tools such as Twee make it possible to turn texts, videos, or vocabulary sets into ready-made lesson materials. Although these materials often require some adaptation to fully meet teaching goals, they can significantly reduce preparation time. This is particularly helpful when working with authentic resources, where designing tasks from scratch can be quite time-consuming.

AI is also valuable for creating revision materials. While coursebooks usually include revision sections, these are limited to specific units. AI-generated tasks, on the other hand, offer much more flexibility. Teachers can combine grammar and vocabulary from different topics and adapt activities to match students' academic or professional needs. This makes practice more relevant and practical.

Although AI is often associated with teaching younger learners, it can also be effectively used in adult and university contexts, especially when focusing on clearly measurable skills. For more complex or context-dependent tasks, however, AI tends to work better as a source of ideas or support material rather than as the main teaching tool [2].

At the same time, there are clear limitations. AI tools are not yet reliable when it comes to assessing written work. Even when given detailed criteria, they often overcorrect and suggest changes without clear justification. While they are quite effective at identifying grammar and spelling mistakes, they are less accurate when evaluating style, register, or overall coherence.

In addition, AI-generated explanations can sometimes be inconsistent or poorly adapted to the learner's level. They may be too basic or overly complex, and important nuances are occasionally missing. This can lead to misunderstandings rather than clarity.

In conclusion, AI can be a useful assistant in language teaching, particularly as a source of ideas and a tool for creating and practising tasks. However, it requires careful use and critical judgement. At this stage, both teachers and students need to engage with AI not only to stay competitive, but also to better understand how it can be used effectively in the learning process.

---

## REFERENCES

---

1. Daud, A., Aulia, A. F., Muryanti, Harfal, Z., Nabilla, O., & Ali, H. S. (2025). Integrating artificial intelligence into English language teaching: A systematic review. *European Journal of Educational Research*, 14(2), 677–691
  2. Torres P. J., Kahveci Y. (2025). Effectiveness of Artificial Intelligence (AI) in language teaching, 6-7.
- 

**OIha VOLCHENKO**

*Petro Mohyla Black Sea National University, Mykolaiv*

## TRANSLANGUAGING SPACE IN TRANSLATORS' TRAINING

For decades, translation has traditionally been conceptualized as the act of rendering a source language message into the target language while preserving its meaning, tone, and style. Rooted in ideas of linguistic equivalence, this perspective treats languages as separate, stable systems with clear boundaries. However, in modern globalized world, marked by increasing migration, multilingualism, and socio-linguistic inequality, this view is being redefined. Contemporary linguistic theories, especially within sociolinguistics and applied linguistics, have begun

to challenge this rigid, compartmentalized view of languages. One of the most influential contemporary frameworks challenging conventional translation theory is translanguaging that reframes the way of multilingual individuals and communities using language. In this context, translation is no longer a simple transfer between two bounded codes, but an active, dynamic process of meaning-making across flexible linguistic resources.

E. Sato and O. García's analysis of intersections between translanguaging and translation where they complement with or compete against each other lead to two conclusions. First of all, translation is only a subset of translanguaging, because multilinguals often have to interact with monolinguals and their translanguaging practices are often characterized by acts of what one might call translation. Secondly, translanguaging in translation simply reflects the deeper, ongoing process of translanguaging, breaking through imposed monolingual limits. Since bilinguals continually shift between their languages, this dynamic inevitably surfaces in translated texts. Even when professional translators – especially in English-speaking contexts – are pressured to conform to monolingual norms, traces of translanguaging still emerge, whether to enrich intercultural exchange or to challenge the dominant conventions of the target culture [1, p. 342].

In the context of translators' education, translanguaging can foster deeper linguistic understanding, critical thinking, and sociocultural competence. When students do translanguaging by comparing, blending, or analyzing texts across languages, they develop stronger metalinguistic awareness, a skill central to high-quality translation.

Translators frequently deal with texts ranging from technical and literary to informal and colloquial. Translanguaging prepares students to navigate multiple registers and understand how meaning shifts across context, genre, and audience. It allows learners to move across modes and registers more flexibly than traditional monolingual instruction, making it a valuable tool for translators who must adapt texts to various readerships.

One of conditions of translators' development is a translanguaging space at University, which W. Li defines as a space for the act of translanguaging as well as a space created through translanguaging [2]. The scholar considers that the translanguaging space is characterized by two key features: creativity, the ability to push and break symbolic boundaries between languages, and criticality, the capacity to use linguistic resources to question dominant ideologies and articulate new perspectives.

The teachers of the Department of English Philology and Translation at the Petro Mohyla Black Sea National University use several strategies for cultivating a rich translanguaging space within translators' training:

#### *Multilingual Curriculum Design*

- Integrate source-language and target-language materials side by side (e.g. parallel texts, subtitled videos, multilingual glossaries) for students routinely negotiate meaning across languages.
- Design modules that require students to produce bilingual or multilingual outputs (e.g. dual-language glossaries, “parallel” commentaries, transliterated subtitles).

#### *Usage of Collaborative, Peer-Mediated Tasks*

- Pair or group students with different linguistic backgrounds so they must draw on multiple language repertoires to negotiate a shared translation.
- Encourage “language brokering” roles, where one student mediates cultural or interlingual nuances for peers.

*Critical Discussion & Cultural Mediation Seminars*

- Facilitate seminars on language ideologies that challenge the myth of “pure” monolingual equivalence.
- Debate case studies where translanguaging in translation resisted cultural domination or enriched cross-cultural understanding.

Teaching experience at the university demonstrates that translanguaging spaces in educational settings facilitate learning by enabling students to utilise their complete linguistic repertoires.

---

**REFERENCES**

---

1. Sato, E. & García, O. (2023). Translanguaging, TIS, and Bilingualism. *The Routledge Handbook of Translation, Interpreting, and Bilingualism*. A. Ferreira and J. W. Schwieter (eds.) 328–345.
  2. Li, W. (2018). Translanguaging as a Practical Theory of Language. *Applied Linguistics* 39 (1): 9–30.
- 

**Anna VOLOBOIEVA**

*Alfred Nobel University, Dnipro*

## **HOW TO MAINTAIN STUDENTS’ MOTIVATION IN ESP CLASSES WHEN AIR ALERTS AND BLACKOUTS ARE PART OF DAILY LIFE**

In times of armed conflict, the educational process faces unprecedented challenges that disrupt traditional teaching and learning routines. Frequent air alerts, prolonged blackouts, and constant psychological pressure have become part of everyday reality for millions of Ukrainian students and teachers. Under such extreme conditions, maintaining students’ motivation in English for Specific Purposes (ESP) classes emerges as one of the most critical and complex tasks facing higher education institutions today.

Despite these difficulties, effective foreign language teaching cannot be postponed until peacetime. ESP classes play a crucial role in preparing future specialists — engineers, IT professionals, doctors, economists, and others — for international communication and professional activity [1]. Therefore, finding sustainable ways to maintain and enhance students’ motivation under wartime conditions is not only an educational necessity but also a matter of national importance for preserving the quality of higher education in Ukraine.

The issue of student motivation during crises and armed conflicts has attracted increasing attention from researchers in recent years. According to Self-Determination Theory [5], motivation is strongly influenced by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. In wartime conditions, these needs are often undermined by constant uncertainty, limited control over one’s schedule, and disrupted social connections.

Several studies conducted in Ukraine since 2022 confirm a significant decline in students’

academic motivation. Research shows that prolonged stress, frequent interruptions of classes, and emotional burnout negatively affect cognitive processes, attention span, and willingness to learn [4; 5]. In the context of ESP, this problem becomes even more acute, as mastering professional English requires high concentration, regular practice, and intrinsic motivation.

At the same time, some researchers emphasize the importance of Social-Emotional Learning (SEL) and resilience-building strategies in crisis education [2]. These approaches help students regulate emotions, maintain a sense of purpose, and stay engaged in learning despite external stressors.

Full-scale war has created several specific obstacles that negatively affect students' motivation in ESP classes [3,6]:

- **Frequent interruptions** due to air raid alerts, which break the flow of the lesson and cause loss of concentration.
- **Prolonged power blackouts**, which make it difficult to conduct synchronous online classes and limit access to educational materials.
- **Emotional exhaustion** and chronic stress, which reduce cognitive abilities and lower intrinsic motivation.
- **Technical problems and unstable internet connection**, especially during air alerts.
- **Decreased sense of progress** because of fragmented learning and irregular attendance.

At Alfred Nobel University (Dnipro), we have been implementing several practical approaches to maintain students' motivation in ESP classes under wartime conditions. The following strategies have proven to be the most effective:

- **Micro-learning modules** – dividing material into short, complete 15–20-minute blocks that can be easily resumed after an air alert or blackout.
- **Asynchronous learning tasks** – preparing offline or low-tech assignments that students can complete even without electricity or internet.
- **Integration of SEL elements** – starting each lesson with a short emotional check-in and using simple mindfulness techniques to help students regulate their emotional state.
- **Gamification and immediate feedback** – using quizzes, progress bars, and small rewards to maintain a sense of achievement even during short lessons.
- **Real-life professional tasks** – using authentic materials connected with students' future specialties (technical instructions, business correspondence, medical terminology, etc.).
- **Building a sense of community** – creating small stable groups and encouraging peer support, especially during periods of unstable internet connection.
- **Flexible lesson planning** – having ready “Plan B” activities that do not require electricity or stable internet.

These approaches allow us to continue effective ESP teaching even when traditional lesson formats are impossible [4].

Maintaining students' motivation in ESP classes during wartime is a complex but solvable task. Although air alerts and blackouts create serious obstacles, the combination of flexible methodology, emotional support, and professionally oriented content helps preserve students' engagement and academic progress. The experience of Alfred Nobel University shows that even under extreme conditions, it is possible to ensure quality foreign language training for future specialists. The key factors of success are the teacher's flexibility, the ability to quickly adapt materials, and constant

attention to the emotional state of students. In the future, it is necessary to continue researching and systematizing the most effective methods of teaching ESP in crisis conditions, as this experience will be valuable not only for Ukraine but also for other countries facing similar challenges.

## REFERENCES

---

1. Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. *Turkish Online Journal of Distance Education*, 16(4), 28–37. <https://doi.org/10.17718/tojde.72185>
  2. CASEL. (2020). *CASEL's SEL framework: What are the core competence areas and where are they promoted?* Collaborative for Academic, Social, and Emotional Learning. [https://www.akleg.gov/basis/get\\_documents.asp?session=32&docid=13249](https://www.akleg.gov/basis/get_documents.asp?session=32&docid=13249)
  3. Kryvoshei, K. Yu. (2025). *Development of stress resistance of higher education students in the context of war as a pedagogical necessity of the present day*. ResearchGate. <https://doi.org/10.5281/zenodo.13991498>
  4. Tavrovetska, N., & Veldbrekht, O. (2023). Psychological aspects of implementing online learning in Ukrainian universities. *Psychological Journal*, 9(2). [https://pp-msu.com.ua/en/journals/tom-9-2\\_2023/psikhologichni-aspekti-realizatsiyi-onlayn-navchannya-v-ukrayinskikh-universitetakh](https://pp-msu.com.ua/en/journals/tom-9-2_2023/psikhologichni-aspekti-realizatsiyi-onlayn-navchannya-v-ukrayinskikh-universitetakh)
  5. Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
  6. Ameridze, O., Svyrydova, L., & Yamshynska, N. (2022). Challenges of ESP classes in wartime conditions. *Advanced Linguistics*, 9, 52–60. <https://doi.org/10.20535/2617-5339.2022.9.258230>
- 

**Hanna VORONKINA**  
**Viktoria KUROCHKINA**  
**Kateryna STAROSTINA**

Dnipro Lyceum #22

## SOFT SKILLS AS A LIFELINE: NURTURING RESILIENCE AND OVERCOMING LEARNING LOSSES IN THE UKRAINIAN EFL CLASSROOM

### **The Dual Challenge of Modern Ukrainian Education**

In the current context of Ukraine, English lessons have evolved far beyond traditional language teaching. Educators today face a dual challenge: addressing significant educational loss caused by constant disruptions (air raids, power outages, and displacement) while simultaneously fostering the soft skills necessary for students to survive and thrive during the war. As highlighted in the World Economic Forum’s Future of Jobs Report 2025, qualities like resilience, adaptability, and flexibility are among the most in-demand globally. For Ukrainian students, these are not merely “career skills” – they are survival mechanisms that enable them to remain “life-long learners who can learn, un-learn, and relearn” despite the surrounding instability.

### **Resilience: The “Magic Glue” in Times of Crisis**

According to UNICEF, transferable skills act as a “magic glue” that links basic literacy with the ability to manage social and personal challenges.. In crisis settings, such as Ukraine, these skills play a crucial role in supporting students’ psychological well-being. Neuroscientific research shows that prolonged exposure can create a “toxic stress” response that negatively impacts brain development and the ability to learn.

Within this context, the English classroom can serve as a safe and supportive environment. By developing skills like emotional regulation and empathy, students gain the “intrapersonal and interpersonal skills necessary for building healthy relationships” and restoring a sense of purpose. Teaching English through the lens of the Cambridge learner attributes – specifically being confident and reflective – allows students to take “intellectual risks” in a safe environment, helping to reverse the feelings of “learned helplessness” that often accompany conflict.

### **Bridging the Gap: How Soft Skills Tackle Educational Loss**

Educational loss is often viewed through the lens of missing “cognitive skills” (grammar, vocabulary, syntax). However, the “science of learning” suggests that “skills beget skills”. Students with higher levels of socio-emotional skills, such as self-control and perseverance, are statistically more likely to benefit from new investments in their cognitive learning.

In Ukraine’s current context, addressing learning loss requires a stronger focus on metacognitive development – learning how to learn effectively.

**Metacognitive Awareness:** When students understand how they learn best, they can study more efficiently during the limited hours when electricity or internet is available.

**Self-Regulation:** Helping students “monitor and evaluate” their own learning behavior allows them to stay on track even when formal schooling is interrupted.

**Cross-Productivity:** Students who demonstrate persistence and discipline tend to progress faster in language acquisition than peers with similar starting levels but lower resilience.

### **Pedagogical Strategies for Recovery and Development**

Incorporating soft skills into teaching should not be viewed as an additional burden but rather as an integral part of the learning process.

#### **1. Applying the SAFE Principle in the English Lesson**

Effective interventions in crisis settings must follow the SAFE principle: Sequenced, Active, Focused, and Explicit. In an English lesson, this means:

**Active Engagement:** Replacing lectures with role-plays and debates that force students to communicate and collaborate.

**Explicit Goals:** Clearly stating that the goal of a group task is not just “learning the Past Simple,” but “practicing teamwork and negotiation”.

#### **2. Ensuring Relevance and Meaning**

To maintain motivation under stress, the material must be relevant. Projects should connect English to the “real world” – for example, writing letters to international peers about their experiences or using English to research global issues like “environmental stewardship” or “human rights”. This gives students a “voice in the community” and builds their confidence.

#### **3. Collaborative Learning as Social Support**

Group work serves both as a learning strategy and a form of social support. In times of instability, collaborative activities help rebuild trust, strengthen relationships, and foster social cohesion and mutual support.

### **The Role of the Teacher: From Transmitter to Activator**

In this challenging environment, the teacher's role must evolve from a "facilitator" to an "activator" of learning. Teachers must model the very attributes they wish to instill: resilience, empathy, and innovation. Furthermore, teacher well-being is essential for instructors to help students manage stress, they must also be supported in their own social-emotional management.

### **Rebuilding the Future**

Overcoming educational loss in Ukraine requires more than just "catching up" on missed textbook pages. It requires equipping a generation with the transferable skills – resilience, critical thinking, and self-regulation – that will allow them to rebuild their country. By transforming the English classroom into a hub for holistic development, educators empower that their students are not just proficient speakers of a foreign language, but confident, agile citizens ready to face the challenges of the future.

---

## **REFERENCES**

---

1. Rosefsky Saavedra A., Darleen Opfer V., RAND Corporation. (2012). Teaching And Learning 21st Century Skills: Lessons from the Learning Sciences. <https://www.aare.edu.au/data/publications/2012/Saavedra12.pdf>
  2. UCLES. (2021 February). Developing the Cambridge learner attributes. <https://www.cambridgeinternational.org/support-and-training-for-schools/leading-learning-and-teaching-with-cambridge/curriculum/cambridge-learner-attributes/>
  3. Global Framework on Transferable Skills. Published by UNICEF, Education Section, Programme Division. (2019). [www.unicef.org/education](http://www.unicef.org/education)
  4. OECD (2015). Skills for Social Progress: The Power of Social and Emotional Skills, OECD Skills Studies, OECD Publishing. <http://dx.doi.org/10.1787/9789264226159-en>
  5. World Economic Forum, Future of Jobs Report, (2025). <https://www.weforum.org/reports/the-future-of-jobs-report-2025/>
- 

**Zoya VORONOVA**

*Dniprovsky State Technical University, Kamianske*

## **BACKGROUND KNOWLEDGE AND ITS SIGNIFICANCE FOR TRANSLATION**

Background knowledge is one of the key concepts in cognitive linguistics used to describe extra-linguistic factors of communication. In scholarly research, this term is widely employed and is considered an essential component of the translation process. The English equivalent *background knowledge* is interpreted by researchers such as W. Gudykunst, Ron Scollon, and Wong Scollon as the totality of an individual's knowledge about the surrounding world [1; 2].

Many scholars emphasize that background knowledge has both cultural and linguistic dimensions. Some researchers also note that such knowledge is often encyclopedic in nature, insufficiently systematized, and may contain inconsistencies or stereotypes. Nevertheless, it ensures a deep understanding of the content and context of a text, which is a necessary condition for accurate and adequate translation. Background knowledge encompasses information about cultural, social, historical, linguistic, and other factors that influence the translator's interpretation of the text [3; 4].

### **1. Cultural Context**

The cultural context includes knowledge about traditions, customs, values, behavioral patterns, and social norms of a particular community. Understanding these elements enables the translator to correctly interpret idioms, images, symbols, and language clichés that have culture-specific meanings. For instance, the English idiom *break the ice* means “to initiate casual communication,” and its literal translation would fail to convey the intended meaning without awareness of its cultural background [3, p. 83]. In addition, culturally bound elements such as realia (e.g., names of institutions, food, traditions) often require adaptation or explanation. For example, references to British institutions like *A-levels* or *the House of Commons* demand contextualization for readers unfamiliar with the UK system.

### **2. Social Context**

The social context encompasses features of social structure, behavioral norms, and interpersonal relations within a given society. This aspect influences the choice of stylistic devices and forms of address. For example, the use of polite forms such as *Mr/Ms* in English or *пан/пані* in Ukrainian indicates a formal register, whereas in informal communication such forms may be simplified or omitted. Moreover, social variables such as age, status, and professional roles often determine speech patterns, which must be carefully reflected in translation to preserve pragmatic meaning.

### **3. Historical Context**

The historical context involves knowledge of events, historical periods, and socio-political processes that shape the meaning of a text. Accurate translation requires consideration of these factors. For example, texts related to World War II necessitate a clear understanding of chronology and geopolitical realities of the time. Historical allusions and references (e.g., *the Cold War*, *the Renaissance*) may carry implicit meanings that must be made explicit or adapted depending on the target audience's background knowledge.

### **4. Linguistic Context**

The linguistic context includes grammatical, syntactic, lexical, and stylistic features of the source language. It enables the translator to accurately convey the semantic structure of the original. For instance, the Italian concept *bella figura*, which refers to the desire to make a good impression, has no direct equivalent in Ukrainian or English and therefore requires descriptive translation. In addition, polysemy, idiomatic expressions, and wordplay present significant challenges that can only be resolved through a deep understanding of both source and target languages.

### **5. Terminology**

Terminological accuracy is essential for translating specialized texts such as legal, scientific, or technical documents. Even minor inaccuracies may lead to misinterpretation. For example,

the legal term *habeas corpus* has a complex historical background and requires substantial knowledge of the legal system for correct translation.

In modern translation practice, the use of terminological databases and corpus-based tools has become increasingly important for ensuring consistency and precision.

## 6. Stylistics

The stylistic dimension of a text is shaped by its genre, communicative purpose, and target audience. It influences both the perception of the text and the reader's emotional response. In literary translation, it is essential to reproduce not only the content but also rhythm, tone, imagery, and metaphorical richness. This often requires a creative approach rather than a literal rendering of the original [4, p. 89].

A notable example is the Japanese translation of the *Harry Potter* series. The Japanese language features a complex system of politeness known as *keigo*, which reflects social hierarchy. Therefore, forms of address are adapted to convey the social status of characters. For instance, Ron is sometimes referred to as ウィーズリー先輩 (*Weasley-senpai*), emphasizing respect toward a senior peer. This illustrates the importance of cultural background knowledge in shaping the emotional tone of the text.

In literary translation, translators also employ strategies for rendering neologisms and invented words. In the Japanese version, proper names and spells are adapted according to phonetic and cultural norms: *Harry Potter* becomes ハリー・ポッター, and *Expelliarmus* is rendered as ディスアーム, demonstrating the interplay between linguistic adaptation and cultural expectations [4, p. 92].

Thus, background knowledge plays a decisive role in translation activity, as it ensures a deep understanding of meaning, subtext, and cultural-historical elements of the original. Translation is not a mechanical substitution of words but a complex cognitive process in which the translator acts as a mediator between two cultures, two ways of thinking, and two value systems.

Cultural, social, and historical knowledge allows translators to avoid misinterpretations of idioms, realia, allusions, politeness strategies, and communicative behavior. Linguistic competence helps accurately reproduce the structure and stylistic features of the original, while terminological knowledge guarantees precision in specialized texts.

In practice, a translator must not only understand the meanings of words but also navigate cultural codes, symbols, and connotations that shape the emotional and semantic layers of a text. This is particularly evident in literary translation, where reproducing the author's style, atmosphere, and individual voice is often more important than literal accuracy.

In conclusion, background knowledge constitutes an indispensable foundation that determines the quality of translation. Without it, a full understanding of the original is impossible, and consequently, its adequate rendering into another language cannot be achieved. Only a comprehensive consideration of socio-cultural and linguistic factors ensures the creation of a translation that is accurate, natural, and comprehensible to the target audience.

---

## REFERENCES

1. Gudykunst, W. B. (2003). *Intercultural and Cross-Cultural Communication*. Thousand Oaks, CA: Sage Publications.

2. Scollon, R., Scollon, S. W., & Jones, R. H. (2012). *Intercultural Communication: A Discourse Approach*. Thousand Oaks, CA: Sage Publications.
  3. Baker, M. (2011). *In Other Words: A Coursebook on Translation*. London: Routledge.
  4. Munday, J. (2022). *Introducing Translation Studies: Theories and Applications*. London: Routledge.
  5. Rowling, J. K. (1998). *Harry Potter and the Chamber of Secrets*. London: Bloomsbury.
- 

**Kateryna VUKOLOVA**

*Research and Educational Center for Foreign Languages /  
National Academy of Sciences of Ukraine, Kyiv*

## **USE OF AI IN TEACHING ENGLISH: ETHICAL ASPECTS**

Artificial Intelligence (AI) is becoming an important tool in modern education, especially in teaching English. AI can help students improve grammar, vocabulary, pronunciation, and writing skills through chatbots, language apps, and automated feedback systems. It also allows teachers to personalize learning materials according to students' needs. The successful integration of AI in educational contexts is also determined by the exosystem, which encompasses the broader institutional context [1]. However, the use of AI in teaching English raises several ethical questions that should be carefully considered.

First, privacy and data protection are major concerns. Many AI platforms collect personal information, learning progress, and user behavior. Personal data security is significant in the context of AI systems. Generally, personal data must be processed in a way that ensures appropriate levels of security against its unauthorized or unlawful processing, accidental loss, destruction or damage. However, AI may worsen the security risks and make them more difficult to control. Thus, data privacy and security requirements must be carefully regulated [2, p. 47]. Schools and teachers must ensure that students' data is stored safely and used responsibly. Without proper protection, sensitive information may be misused or leaked.

Second, there is the issue of academic honesty. Students may use AI tools to write essays, complete homework, or translate texts without real learning. This can reduce critical thinking and language practice. Teachers should encourage students to use AI as a support tool rather than a replacement for their own effort. The unpredictable outcomes and ethical concerns category emphasizes the potential unpredictability of AI system behaviours and decisions. Additionally, there are concerns about AI's ethics, initiating discussions on its safe and responsible use [3, p. 104].

Another ethical aspect is fairness and accessibility. Not all students have equal access to technology, devices, or stable internet connections. If AI becomes essential in education, some learners may be disadvantaged. Educational institutions should work to provide equal opportunities for all students. Governments and educational institutions should invest in improving

technological infrastructure to ensure the effective implementation of AI in classrooms, including providing the necessary devices and ensuring fast internet connectivity [4].

Finally, AI cannot fully replace human teachers. Language learning includes communication, emotional support, cultural understanding, and motivation. These are areas where teachers remain essential. AI should assist educators, not replace them. The effect of teacher personality traits on student views is contingent upon certain demographic groupings and individual learning preferences [5, p. 431].

In the process of transforming the role of teachers, the first step is to redefine their competencies and build a dual-spiral literacy framework that integrates both digital and humanistic skills. It is essential to develop a critical digital literacy training module that extends beyond basic technical operations and addresses issues such as AI ethics, artistic integrity, and content copyright, thereby strengthening teachers' ability to apply technology thoughtfully and reflectively. The transformation of technological forms from digitization to intelligence, the transformation of technological functions from auxiliary teaching to supporting, leading, and reshaping education, and the transformation of the way technology is embedded in education from the "edge" to the "core" have brought about a profound change in education and teaching [6].

AI can make learning more interactive, personalized, and accessible for students with different needs and levels of knowledge. It helps teachers save time, provides instant feedback, and motivates learners through modern technologies. However, AI should not replace the teacher, because human communication, emotional support, and critical thinking remain essential in language learning. In our opinion, the best approach is to combine AI tools with traditional teaching methods in order to achieve more effective and balanced results.

In conclusion, AI offers many benefits for teaching English, but its use must be guided by ethical principles such as privacy, honesty, equality, and respect for the role of teachers. When used responsibly, AI can become a valuable partner in education. This is relevant to teaching not only English, but also other foreign languages.

## REFERENCES

---

1. Xiaofan, W., & Annamalai, N. (2025). Investigating the use of AI tools in English language learning: A phenomenological approach. *Contemporary Educational Technology*, 17(2), ep578. <https://doi.org/10.30935/cedtech/16188>
2. Artzt, M. & Tran Viet Dung (2022). Artificial intelligence and data protection: how to reconcile both areas from the European law perspective. *Vietnamese Journal of Legal Sciences*, 7(2), pp. 39-58 DOI: 10.2478/vjls-2022-0007
3. Benke, E., & Szöke, A. (2024) "Academic Integrity in the Time of Artificial Intelligence: Exploring Student Attitudes" *Italian Journal of Sociology of Education*, 16(2), 91-108. DOI: 10.14658/PUPJ-IJSE-2024-2-5
4. Al Nabhani, F., Hamzah, M. B., & Abuhassna, H. (2025). The role of artificial intelligence in personalizing educational content: Enhancing the learning experience and developing the teacher's role in an integrated educational environment. *Contemporary Educational Technology*, 17(2), ep573. <https://doi.org/10.30935/cedtech/16089>
5. Liaqat, M., Yasin, A., & Nadeem, M. (2023). The Effect of Teacher Personality on Student Performance and Engagement *Global Language Review*, VIII(II), 422-433. [https://doi.org/10.31703/glr.2023\(VIII-II\).34](https://doi.org/10.31703/glr.2023(VIII-II).34)
6. Tao, D.H., & Xi, W. (2025). Research on the role transformation of teachers in the AI era. *International Journal on Social and Education Sciences (IJonSES)*, 7(4), 346-359. <https://doi.org/10.46328/ijonSES.5774>

**Oleksandra YACHNA**  
**Maryna RADCHENKO**

*T.H. Shevchenko National University «Chernihiv Colehium»*

## **TEACHING ENGLISH WITH LIMITED RESOURCES: CREATIVITY OVER PERFECTION**

We live in a world where each day can be unpredictable, and teachers must constantly adapt to changing circumstances. It is not uncommon to spend hours preparing an engaging lesson presentation, only to face technical issues – such as a broken laptop - that render all preparations unusable. In such situations, an important question arises: how can a teacher deliver a meaningful, balanced, and engaging lesson with limited resources? This is where creativity, flexibility, and the ability to improvise become more valuable than perfect preparation.

Teaching English with limited resources does not simply mean the absence of materials; rather, it refers to a teaching context in which commonly used tools are unavailable, unreliable, or inappropriate. A wide range of resources can typically support instruction and enhance engagement, including Wi-Fi, projectors, copiers, textbooks, whiteboards, computers, audio devices, and visual aids such as posters or art materials [1]. However, teachers may find themselves working without these tools, with access to them only occasionally, or in situations where they do not function properly.

Moreover, even in well-equipped classrooms, challenges can arise. Materials may not always correspond to students' age, needs, or proficiency level. In addition, unexpected situations – such as technical failures during a lesson or the need to substitute for a class without prior preparation – can place any teacher in a position of limited resources. Teaching in such contexts is a common reality worldwide and requires flexible and practical approaches [2].

In response to these challenges, creativity becomes a key teaching tool. One effective approach is the use of oral activities that require no additional materials. For instance, when introducing new vocabulary, a teacher can use the “echo” game: the teacher says a word, and students repeat it one by one, gradually lowering their volume from loud to quiet, creating an echo effect.

Another practical strategy involves using real-life objects. When teaching topics such as food (e.g., fruits or vegetables), teachers can bring items from home to demonstrate vocabulary in a tangible and memorable way. This approach not only makes the lesson more interactive but also strengthens students' ability to retain new language.

In addition, a variety of low-resource techniques can be effectively integrated into the lesson, including role-plays, short dialogues, word association activities, memory-based games such as “word chains,” and imagination tasks where students describe objects or situations without visual support. These strategies demonstrate that even without materials, lessons can remain interactive, dynamic, and pedagogically effective.

An equally important dimension is the shift from teacher-centered instruction to activity-based learning. By incorporating personalisation, teachers can make learning more meaningful:

for example, students may describe familiar objects from their own lives or take part in role-plays based on daily routines and personal experiences. Such approaches show that effective learning can take place even with minimal resources when interaction is prioritised [1].

Importantly, these approaches do more than simply compensate for the lack of resources – they actively foster learner autonomy, creativity, and communicative competence. In low-resource classrooms, both teachers and learners themselves become key resources, emphasising the importance of collaboration and shared learning [2].

In conclusion, teaching with limited resources is not a limitation but an opportunity to rethink traditional approaches and prioritise creativity over perfection. By developing flexibility and improvisational skills, teachers can ensure meaningful learning experiences regardless of external constraints.

## REFERENCES

---

1. Bridge. (n.d.). *How to teach English with limited resources: Tips, strategies, and more*. <https://bridge.edu/tefl/blog/teach-english-with-limited-resources/>
  2. British Council. (2015). *Teaching in low-resource classrooms: Voices of experience*. [https://www.teachingenglish.org.uk/sites/teacheng/files/pub\\_30325\\_bc\\_teach\\_in\\_low\\_resource\\_report\\_a4\\_v4\\_online.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/pub_30325_bc_teach_in_low_resource_report_a4_v4_online.pdf)
- 

**Olena YANKOVETS**

*Bohdan Khmelnytskyi National Academy of State Border Guard Service  
of Ukraine, Khmelnytskyi*

## THE PECULIARITIES OF TEACHING ENGLISH TO MILITARY PERSONNEL IN THE AGE OF ARTIFICIAL INTELLIGENCE

We find ourselves in an era increasingly approaching a technological “singularity”, with AI developing rapidly. Large language models, represented by ChatGPT, Claude, and Gemini not only extend human intelligence as tools but also profoundly influence various fields of society as a new “Other”, and the field of education is no exception. In the era of AI, education is no longer confined to traditional classroom teaching and paper textbooks; instead, leveraging technologies like big data and AI, it has achieved digitalization, intellectualization, and personalization [2, p.43].

As artificial intelligence rapidly transforms society, this objective becomes increasingly significant. English language instruction now requires preparing students to thrive in a globalized, digital and automated environment [1].

In today's context of globalization and the growing importance of international military cooperation, proficiency in English has become an essential component of military personnel's professional training. At the same time, the rapid development of artificial intelligence (AI) technologies is significantly transforming teaching approaches, opening up new opportunities to enhance the effectiveness of language training.

The specific nature of English language instruction in a military environment is determined primarily by its professional focus. Language serves not only as a means of communication but also as a tool for performing official duties: participating in international operations, conducting joint exercises, working with technical documentation, and conducting negotiations. Standardized terminology and language proficiency requirements in accordance with international standards take on particular importance. Furthermore, training takes place under conditions of limited time and heightened psychological stress, which necessitates intensive and practice-oriented methods.

Integrating AI into the learning process enables the implementation of personalized learning. Intelligent systems analyse each learner's knowledge level, common mistakes, and pace of learning, creating personalized learning paths. This is particularly important for military personnel with varying levels of training and specializations, as their language skill requirements can differ significantly. Such personalization is implemented in platforms like Duolingo, Busuu, and Coursera, which use AI algorithms to adapt content to individual learners.

One of the most promising areas is the use of intelligent training simulators and simulations. For example, platforms such as VirtualSpeech and Immerse provide immersive environments for practicing communication in realistic scenarios. Thanks to virtual and augmented reality technologies, the models that closely resemble real-world service conditions of situations are created. Service members can practice language skills during briefings, coordination of actions, or interactions with foreign partners. AI in such systems acts as a conversation partner capable of adapting its behaviour to the user's actions.

An important aspect is automated feedback. Speech recognition and natural language processing systems provide instant assessment of pronunciation, grammar, and vocabulary. This allows for prompt correction of errors and enhances the autonomy of learning. Additionally, AI tools such as ChatGPT and Jasper are capable of generating training materials tailored to specific professional scenarios.

Changes are also occurring in the organizational forms of learning. Blended learning, which combines traditional classes with online platforms, is becoming increasingly widespread. The wide use of gadgets enables multifaceted learning process. Microlearning is also an effective learning technique, as it involves absorbing material in small, skill-specific chunks. Mobile technologies provide access to training at any time, which is critically important for service members in the field.

Along with the benefits of implementing AI come certain challenges. These include data protection issues, dependence on technological infrastructure, and the need to train instructors to work with new tools. In some cases, instructors prefer more conservative teaching methods, considering them more effective and comprehensive. It is also important to consider AI's limitations in understanding complex contexts and making decisions in critical situations.

In these conditions, the role of the instructor is transforming: they act not only as a source of knowledge but also as a facilitator of the learning process, a consultant, and a mentor. The

instructor plays a key role in fostering the development of critical thinking, communicative flexibility, and the ability to act in non-standard situations.

Thus, the use of artificial intelligence in teaching English to military personnel contributes to increasing the effectiveness, adaptability, and practical focus of training. The combination of innovative technologies with the teacher's pedagogical expertise is a key condition for developing the high level of language proficiency necessary to perform professional tasks in the modern security environment.

## REFERENCES

---

1. Elevating English Language teaching in the age of AI: Why the GSE matters more than ever. URL: <https://www.pearson.com/languages/en-eu/community/blogs/gse-and-ell-in-the-age-of-ai-2-26.html>
  2. LiangBo Li, Jing Lyu. Teaching English literature in the AI Era. World Journal of Educational Studies. Volume 3, Issue 7, 2025. Pp 43-47.
- 

**Valeriia YURCHENKO**

*National Technical University «Kharkiv Polytechnic Institute»  
V. N. Karazin Kharkiv National University*

## VIRTUAL EDUCATIONAL EXCHANGE AS AN INNOVATIVE APPROACH TO FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATION

Virtual teaching and learning tools, including the methods and approaches of virtual educational exchange, are becoming increasingly popular around the world. In Ukraine, the pertinence of these educational tools has increased significantly during the course of the COVID pandemic and the subsequent military conflict. At the same time, the scientific publications addressing particular forms of virtual exchange contain terminological inconsistencies and ambiguities, which consequently hinders their comparison and evaluate of their potential suitability for application in foreign language instruction at diverse educational levels

The aim of this study is to ascertain the most prevalent forms of virtual exchange and to provide a theoretical evaluation of their benefits and ways of potential applications in foreign language teaching at higher education institutions.

An analysis of the relevant sources has made it possible to identify and describe the following main forms of virtual educational exchange:

1. ***E-tandem method*** is a variation of the teaching technique known as the 'tandem method' (from the English '*tandem*' – a bicycle for two or three individuals). The later represents a form of reciprocal language learning in which two learners, each being a native speaker (or

proficient user) of the other's target language, collaborate in person, by correspondence or online to support each other's target language acquisition process [1], [2]. The objective of the E-tandem method is to facilitate the mastery of the partner's language in virtual communicative situations, to foster a deeper understanding of their personality and the culture of their country, and to obtain information in those fields and areas of knowledge that are of equal interest to both E-tandem partners [1, p. 133]. The fundamental principles of E-tandem learning can be outlined as follows: reciprocity (the partners take turns teaching and learning from the other); linguistic parity (which ensures equal attention and time allocation to each of the languages under study); learner autonomy (meaning that each of the partners assumes responsibility for the process and outcomes of their own learning).

Among the undoubted advantages of the E-tandem method one should mention its informal and motivating nature, and among the disadvantages – the difficulty of using it in higher education as a compulsory program element. Despite this, the E-tandem method in teaching foreign languages in higher education institutions can be used as a form of organizing students' self-study and individual work.

2. **Telecollaboration** can be defined as online collaboration of groups of students from different geographical regions aiming for a foreign language acquisition or solving other educational tasks [5], [6]. A survey of the scientific literature reveals the existence of a number of case studies based on telecollaborative practice. The latter often implies using various means of synchronous and asynchronous online communication (video conferences, video calls, voice calls, text messages, emails, etc.) and aims to improve linguistic, intercultural and communicative competence [6]. The advantages of telecollaboration include flexibility and significant potential for application as an element of the educational process within the programs of compulsory and optional extracurricular courses.

3. **Online distance learning** is an educational mode characterised by the physical separation of instructors and learners and the use of digital technologies to support interaction between students and teachers, as well as among students. The global COVID-19 pandemic in early 2020 led to the rapid and extensive adoption of distance learning across the globe, fundamentally transforming teaching practices and the student–teacher relationship. Online distance learning is distinguished by several defining characteristics. Firstly, it is *institutionally organised*, taking place within formal educational structures rather than as independent self-directed study or informal learning. Secondly, *spatial separation* between learners and instructors is a fundamental feature of distance learning, and in many cases this *separation is also temporal*, with teaching and learning occurring asynchronously. Thirdly, instruction is *facilitated by interactive telecommunications*, which enable communication among participants and between students and instructors. This communication is typically facilitated by digital technologies such as videoconferencing platforms, email, and social media.

International distance learning is widely adopted by both students and educational institutions due to its advantages. Thus, universities can expand enrolment without creating additional physical infrastructure, while students benefit from the flexibility to study at any times and locations that suit their needs. Accessibility and convenience therefore represent key strengths of this educational mode [3].

4. **COIL (Collaborative Online International Learning)** is an online-based educational technology that facilitates collaborative online learning between student groups from two or more

countries in a shared virtual space under the joint supervision of lecturers from their respective institutions. Originally developed in 2006 at the State University of New York (SUNY) in the USA this approach is now extensively utilised by universities across numerous countries worldwide, including the USA, Italy, Portugal, Brazil, Mexico, Japan and China. In practice, COIL typically manifests as a flexible, practically adapted teaching module with a duration of between four and twelve weeks, integrated into the structure of a particular course. The key characteristics of COIL are as follows: 1) the development of learning tasks is to be achieved through the joint efforts of lecturers from different countries; 2) collaborative work by groups of students is to take place as part of international online cooperation; 3) interaction in both synchronous and asynchronous formats is to be facilitated using appropriate digital technologies; 4) the organisation of activities aimed at enhancing the level of cross-cultural competence among COIL programme participants is to be undertaken.

The clear advantages of COIL are considered to be manifold. For students – the experience of applying modern principles of learning and working in an online environment is valuable. For lecturers and students – broadening the range of professional skills whilst simultaneously enhancing general intercultural competence is beneficial. For educational institutions and the national higher education system as a whole – the opportunity to update curricula by placing them within a global educational context is advantageous [4].

**5. *Online intercultural exchange.*** This category encompasses extracurricular activities taking place in a non-academic online environment, including international live broadcasts, forums, thematic videoconferences and conversation clubs in foreign languages. The primary benefit of online intercultural exchange is the enhancement of the overall intercultural competence of all participants.

Virtual exchange technologies offer a number of advantages in the field of foreign language teaching at higher education institutions, as they help to enhance the professional, linguistic, sociolinguistic, communicative and intercultural competence of students participating in exchange programmes.

---

## REFERENCES

---

1. Забіяка, І. М. (2022). Модель формування міжкультурної компетенції майбутніх фахівців технічного профілю на основі тандем-методу. *Наукові записки Національного університету «Острозька академія». Серія «Філологія», (13(81)), 131–135.*
  2. Cappellini, M. (2016). Roles and scaffolding in teletandem interactions: A study of the relations between the sociocultural and the language learning dimensions in a French–Chinese teletandem. *Innovation in Language Learning and Teaching, 10(1), 6–20.* <https://doi.org/10.1080/17501229.2016.1134859>
-

**Olga ZELINSKA**

Yaroslav Mudryi National Law University, Kharkiv

## **DESIGNING AUTHENTIC LEARNING TASKS FOR LAW STUDENTS IN THE ERA OF ARTIFICIAL INTELLIGENCE**

The growing use of artificial intelligence (AI) in English language learning poses particular challenges in the context of legal education, where precision, argumentation, and ethical responsibility are paramount. While AI tools facilitate drafting and translation, they may undermine the development of essential legal competencies such as critical reasoning, legal interpretation, and persuasive communication. While AI-powered tools enhance accessibility, feedback, and personalization, they also risk diminishing learners' cognitive engagement, critical thinking, and linguistic authenticity.

However, in legal education, reliance on AI presents a serious risk: students may produce linguistically correct texts that lack legal reasoning, doctrinal accuracy, and argumentative depth. Legal English teaching should therefore shift toward task design that reinforces professional legal thinking rather than automated text production.

Despite its advantages, AI presents several limitations in language education: students lack contextual awareness in culturally nuanced communication, outsource thinking process relying on AI, their critical engagement is limited, especially in argumentative speaking or writing. The students, mastering law, have to develop persuasive and argumentative skills while expressing their thoughts in English. Trusting the AI tools can lead to plagiarism and academic dishonesty. These shortcomings necessitate a shift toward task-based teaching and learning that prioritize human cognition and interaction.

To counterbalance AI influence, tasks offered to students should require personalization and experiential input, more attention should be paid to the process of language skills development. The tasks that encourage critical evaluation of AI output should provoke thinking. Collaboration, discussions, and communication in the real-world and professional contexts facilitate the learning.

Students can be offered the tasks to critically evaluate AI-produced legal documents. For example: in the provided AI-generated legal opinion or contract clause (from ChatGPT) students identify legal inaccuracies, vague terminology, missing precedents or proofs and rewrite the text to meet professional legal standards. The tasks are aimed at the development of legal accuracy and analytical thinking.

To strengthen authenticity and personal narrative skills students can produce texts based on personal experience that AI cannot replicate authentically, for example: describe a legal or cultural situation you personally encountered and reflect on its implications. Legal reasoning is to be developed while constructing arguments based on the real or hypothetical cases. Students analyze a case scenario and argue for the parties, generate their arguments and defend them.

Students draft legal documents and explain each clause for the development of professional drafting competence. Example task: draft a contract clause (e.g., liability clause), provide written justification for wording choices, identify where AI suggestions would be inappropriate.

When students participate in simulated court proceedings they enhance fluency, spontaneity, and legal argumentation. They can role-play a judge, prosecutor, defense attorney preparing their arguments without AI during in-class performance, after that reflect on AI vs human preparation.

Ethical awareness and critical thinking could be cultivated in discussions and debates on the topics, like “Should AI-generated legal advice be regulated?” with providing legal reasoning without AI-generated arguments on ethical implications of AI in legal practice.

Teachers must transition from knowledge transmitters to learning designers and facilitators. AI should be integrated not as a replacement for learning, but as an object of analysis and reflection. To reduce AI dependency, assessment should include: oral defense of written submissions, timed in-class legal writing tasks, case-based oral examinations, portfolio assessment with reflection, peer review and collaborative evaluation. These methods ensure that students demonstrate independent legal thinking.

AI technologies will continue to shape the landscape of English language education. Rather than resisting these tools, educators should adopt a balanced approach that leverages AI’s strengths while actively addressing its limitations. In legal education, the stakes of AI influence are particularly high. The ability to argue, interpret, and draft legal texts cannot be outsourced to machines. By designing carefully structured, cognitively demanding tasks, educators can ensure that law students develop into competent, ethical, and independent legal professionals capable of using English effectively in international legal contexts.

## REFERENCES

---

1. Godwin-Jones, R. (2023). Emerging technologies: Chatbots and language learning. *Language Learning & Technology*, 27(1), 1–14.
  2. Kasneci, E., et al. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, 102274.
  3. Hafner, C. A., & Pun, J. (2020). Digital literacies and language learning in legal contexts. *Language Learning & Technology*, 24(2), 1–15.
  4. Bhatia, V. K. (2014). *Analysing Genre: Language Use in Professional Settings*. Routledge.
- 

**Iryna ZUYENOK**

Dnipro University of Technology

## **BRIDGING ESP UNIVERSITY COURSES AND FUTURE CAREERS (NOTES ON THE WORKSHOP)**

This teacher training workshop focuses on the content of today’s English for Specific Purposes (ESP) university courses with the overall aim to develop students professionally oriented language competencies they will need in their future careers. It addresses the gap

between traditional focus on developing communicative language competencies: academic and professional language knowledge and skills, and labour market needs.

The term transversal skills often are referred to as 21<sup>st</sup>-century skills, soft skills or transferrable skills, though ESCO (European Skills, Competencies, Qualifications and Occupation) refers to them as “*core skills, basic skills or soft skills*, the cornerstone for the personal development of a person. Transversal knowledge, skills and competences are the building blocks for the development of the «hard» skills and competences required to succeed on the labour market” (2021). There are six main categories in the transversal skill model developed in 2020. They are core skills and competences; thinking skills and competences; self-management skills and competences; social and communication skills and competences; physical and manual skills and competences; life skills and competences, which cover six domains such as:

- 1) critical and innovative thinking,
- 2) interpersonal skills,
- 3) intrapersonal skills,
- 4) global citizenship,
- 5) media and Information literacy, and
- 6) others (UNESCO).

The model encompasses twenty-four groups with ninety-six single transversal skills, on whole.

Automation and digitalization of all specialism areas and wide use of AI are changing the skills and competencies needed at labour market from general to the *specific* purposes: *core* skills and competences, *generic job-related* skills, including *transversal* skills: According the Common European Framework of Reference for Languages and the European Life Skills for Europe framework:

“*Core* skills and competences refer to the ability to understand, speak, read and write language(s), to work with numbers and measures and use digital devices and applications. Core skills and competences represent the foundation for interacting with others and for developing and learning as an individual” [1; 4].

The mentioned transversal skills cover a list of subskills that can be integrated in ESP teaching:

*Cognitive skills*: critical and innovative thinking, problem solving, media and information literacy (analysing, processing and evaluating information).

*Social skills* and communication competences: communication, intercultural, networking, collaboration, leadership and conflict resolution skills, negotiation, etc., i.e., Global citizenship

*Emotional skills*: interpersonal and intrapersonal skills, understanding and regulating one’s own emotions, coping with stress etc.

The aim of this 60-minute session for college and university teachers is to raise awareness of transversal skills and their role in future careers of university graduates and to develop strategies for integrating them when developing ESP materials, scaffolding tasks, assessment procedures and tools at ESP university courses.

Learning objectives of the session:

By the end of this session participants will:

- identify the gaps of their ESP University courses and employability skills;

- discover for themselves transversal skills and identify their role for outputs of an ESP course;
- put hand on practice to integrate transversal skills in ESP teaching tasks and activities.

As the result, *by the end of this session participants will be able* to integrate transversal skills in a variety of tasks and activities for developing professionally oriented language competencies to meet the needs of future employers.

During the workshop participants will explore 21-st century skills and practical strategies for developing these skills in ESP classroom through task-based activities, case studies, and project-based learning. They will discover for themselves transversal skills and their role in future students' careers as well as a potential impact of integrating these skills into the content of ESP University courses by changing ESP teaching instructions.

The workshop also addresses assessment approaches that combine language proficiency with transversal skill development, offering ready-to-use tools such as team-presentations and project-based evaluation methods. At the end of the session, participants will be equipped with practical tools and techniques to enhance student engagement in learning English, improve employability outcomes, and modernize ESP curricula and syllabuses in line with global educational trends.

## REFERENCES

---

1. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2001)*. Cambridge University Press. Available online at: <https://rm.coe.int/1680459f97>
2. Transversal knowledge, skills and competences (2021) *ESCO* ((European Skills, Competences, Qualifications and Occupations) Available from: <https://esco.ec.europa.eu/en/about-esco/escopedia/escopedia/transversal-knowledge-skills-and-competences>.
3. TVETipedia Glossary. *UNESCO-UNEVOC International Centre* (2024) Available online at: <https://unevoc.unesco.org/home/TVETipedia+Glossary/show=term/term=Transversal+skills>.
4. *Life skills for Europe* (2018) Available online at: <https://eaea.org/wp-content/uploads/2018/01/LSE-leaflet-last-version.pdf>.
5. Noak, M. (2020) *A common framework for transversal skills – and how to assess them using Competence Cards. The future of VET in Europe*.
6. Ritvanen, M. (2023) Transversal skills – why and how to make them visible? *ELM. European Lifelong Learning Magazine*. Published online: 17.07.2023 at: <https://elmmagazine.eu/transversal-skills-why-and-how-to-make-them-visible>.

---



---

## TABLE OF CONTENTS

<i>Nataliia ABABILOVA</i> . TRAINING RESILIENT INTERPRETERS FOR UNCERTAIN REALITIES .....	3
<i>Lidiia AIZIKOVA</i> . INTEGRATING CLIL, EMI AND SIOP IN DIGITALLY SUPPORTED PROFESSIONAL DEVELOPMENT: EXPERIENCE FROM THE PROJECT “ENGLISH FOR IN-SERVICE SCIENCE SECONDARY SCHOOL TEACHERS IN UKRAINE 2.0” .....	5
<i>Larysa ALEKSIEIEVA</i> . DEVELOPMENT OF COMMUNICATIVE COMPETENCE THROUGH TASK-BASED LEARNING IN EFL CLASSROOMS.....	7
<i>Olena ANISENKO</i> . THE NATURE OF ERRORS AS A NATURAL COMPONENT OF LANGUAGE LEARNING: INSIGHTS FROM THE CELTA PROGRAM .....	9
<i>Nataliia ANTONENKO, Olena KASATKINA-KUBYSHKINA, Alla FRIDRIKH</i> . ART, ADVOCACY, AND GLOBAL EMPATHY IN THE UKRAINIAN ESP CONTEXT .....	11
<i>Anetta ARTSYSHEVSKA, Nataliya HRYNYA, Liliia KUZNETSOVA</i> . STRUCTURALISATION OF THE LEGAL SYSTEM AS AN EMPOWERING APPROACH TO TOLES EXAM PREPARATION .....	13
<i>Liudmyla BABII</i> . FROM THEORY TO PRACTICE: EXPERIENTIAL LEARNING IN PRE-SERVICE EFL TEACHER TRAINING .....	14
<i>Svitlana BALABAS</i> . THE ‘DUAL-FRONTIER’ APPROACH: INTEGRATING TRAUMA-INFORMED PEDAGOGY AND DIGITAL RESILIENCE IN POST-WAR UKRAINIAN EFL CLASSROOMS.....	16
<i>Olga BANIT</i> . COACHING AS A TOOL FOR ENHANCING UNIVERSITY TEACHERS’ ENGLISH PROFICIENCY .....	18
<i>Iryna BILIANSKA</i> .IMPLEMENTING THE POSITIVE APPROACH IN WARTIME EFL CLASSROOMS .....	22
<i>Olena BOCHKAROVA</i> .BECOMING THE TEACHER YOU IMAGINED.....	23
<i>Anzhelika BURAVENKO</i> .WHAT THE COURSEBOOK DOESN’T TEACH ABOUT PRONUNCIATION: FROM THE PHONETICS LAB TO THE CLASSROOM .....	24
<i>Daryna BUTS</i> .DEVELOPING ENGLISH COMMUNICATIVE COMPETENCE OF FUTURE BORDER GUARD OFFICERS .....	26
<i>Oksana BYKONIA</i> . RENEWAL BEHIND WALLS: TEACHING ENGLISH IN CHALLENGING CONTEXTS .....	28
<i>Mariia CHEPEL, Maryna RADCHENKO</i> .BUILDING TRUST, PARTICIPATION, AND RESILIENCE THROUGH COMMUNICATION ACTIVITIES IN EFL CLASSROOM .....	31

<i>OLHA CHEREDNICHENKO</i> . SCROLL, SAVE, TEACH: USING SOCIAL MEDIA CONTENT TO ENERGIZE ENGLISH LANGUAGE LESSONS.....	32
<i>Viktoria CHEREPUSHCHAK, Lilia KUZNETSOVA</i> . MAINTENANCE OBLIGATIONS OF SPOUSES UNDER FAMILY LAW IN UKRAINE.....	33
<i>Oksana CHUGAI, Olga YASHENKOVA</i> . INTEGRATING SOCIAL-EMOTIONAL LEARNING AND INTERCULTURAL PROJECTS IN ESP AND BUSINESS ENGLISH EDUCATION DURING WARTIME .....	34
<i>Oleh CHUKHNII, Ruslana LUTSIV</i> . ENGLISH-MEDIUM INSTRUCTION IN INTERNATIONAL BUSINESS AND MANAGEMENT EDUCATION: OPPORTUNITIES, CHALLENGES, PEDAGOGICAL IMPLICATIONS .....	37
<i>Alla DAVYDIUK</i> . METHODOLOGICAL FRAMEWORKS FOR ENHANCING STUDENT VOCABULARY THROUGH ENGLISH LISTENING TASKS.....	39
<i>Anna DENYSENKO</i> . RETHINKING IELTS READING PERFORMANCE: FROM PRACTICE TO STRATEGIC PERFORMANCE .....	41
<i>Nataliia DENYSOVA, Yelyzaveta KREMENYTSKA</i> . TEACHING ENGLISH IN THE SECOND YEAR: FROM CONTROLLED PRACTICE TO DISCOURSE-LEVEL PARTICIPATION.....	42
<i>Nadia DIACHOK</i> . LINGUO-CULTURAL ADAPTATION OF EDUCATIONAL MATERIALS IN CRISIS CONDITIONS: A TRANSLATION STUDIES PERSPECTIVE .....	44
<i>Natalia DMITRENKO</i> . PROBLEM-BASED ESP LEARNING .....	46
<i>Hanna DOVHOPOLOVA</i> . THE ROLE OF ASSESSMENT AND SELF-ASSESSMENT IN PROMOTING INDEPENDENT FOREIGN LANGUAGE LEARNING IN HIGHER EDUCATION.....	48
<i>Nataliya DYACHUK</i> . MODERN ADVERTISING AS A VALUABLE MULTIMODAL RESOURCE FOR MEDIA AND LANGUAGE STUDIES .....	49
<i>Diana DYMYTRYADI, Volodymyr HONCHAROV, Olena IVASYUTA</i> . THE LEGAL NATURE OF EUTHANASIA AND HUMAN RIGHTS: A LEGAL ANALYSIS .....	53
<i>Anna FEDIUNINA</i> . TEACHING YOUNG LEARNERS AS AN ACT OF HOPE: PRACTICAL STRATEGIES FOR RESILIENT ELT IN PRIMARY SCHOOL.....	55
<i>Anastasiia GALAI, Igor ZAYATS, Nataliya MYRONENKO</i> . THE INFLUENCE OF CIVIL SOCIETY INSTITUTIONS ON THE FORMATION AND FUNCTIONING OF PUBLIC AUTHORITIES: CONTEMPORARY PRACTICES.....	56
<i>Olena GALYTSKA, Yuliia LYTVYNA</i> . WHY STEM AND ENGLISH ARE A PERFECT MATCH .....	58

<i>Yuliya GORBENKO</i> . LISTENING MADE EASY: PRACTICAL STRATEGIES FOR DEVELOPING LEARNERS' LISTENING SKILLS .....	60
<i>Veronika HAIDAR</i> . THE 'OXYGEN MASK' PRINCIPLE: WHY EDUCATOR SELF-CARE IS THE FOUNDATION OF LEARNING .....	61
<i>Larysa HAPONENKO</i> . KEEPING CLASSES GOING: ELT DURING THE WAR TIME IN UKRAINE .....	63
<i>Olha HOLOFAIEVA</i> . SHADOWING METHOD: FOSTERING PROFESSIONAL CONFIDENCE OF FUTURE TEACHERS .....	65
<i>Olena IABUROVA</i> . ENGLISH AS AN ECOSYSTEM: TRANSFORMING LEARNING INTO A SPACE FOR PERSONAL DEVELOPMENT.....	67
<i>Raisa ISTOMINA</i> . LISTEN AND DRAW: MAKING LISTENING VISIBLE FOR YOUNG LEARNERS.....	69
<i>OLENA IVASYUTA</i> . OVERUSE AND UNDERUSE OF HEDGING DEVICES IN EFL ACADEMIC ESSAYS: A CORPUS-BASED STUDY OF ADVANCED LEARNERS .....	71
<i>Olha KACHANOVA</i> . ENERGY REBOOT: ART-BASED SELF-CARE STRATEGIES FOR ENGLISH LANGUAGE TEACHERS IN CRISIS CONTEXTS.....	73
<i>Iryna KALYNOVSKA</i> . LEXICAL AND SEMANTIC MEANS OF CREATING PRAGMATIC EFFECT IN ENVIRONMENTAL POSTERS ON THE CONSEQUENCES OF RUSSIA'S WAR AGAINST UKRAINE.....	75
<i>Alina KARPEKO, Maryna RADCHENKO</i> . ENHANCING LEXICAL COMPETENCE OF 5 <sup>th</sup> -GRADE LEARNERS THROUGH NARRATIVE TECHNIQUES .....	77
<i>Viktoriia KAVARA</i> . GREENING THE CURRICULUM: TEACHING <i>PROFESSIONAL ENGLISH FOR HOSPITALITY</i> THROUGH THE LENS OF SUSTAINABLE DEVELOPMENT.....	79
<i>Oleksandra KAZAROVYTSKA</i> . TEACHING ENGLISH TO SENIOR CITIZENS: CHALLENGES & OPPORTUNITIES .....	81
<i>Olha KHODAKEVYCH</i> . DIGITAL SCAFFOLDING IN UNCERTAIN TIMES: GRAMMARLY AS A TOOL FOR ACADEMIC RENEWAL AND STUDENT EMPOWERMENT .....	83
<i>Yuliia KHOLMAKOVA, Yevheniia ARTOMOVA</i> . THE BENEFITS OF USING AI IN TEACHING ENGLISH: A CREATIVE PHONETICS APPROACH .....	85
<i>Iryna KHOMYAKOVA</i> . DEVELOPING STUDENTS' CREATIVITY IN MODERN UKRAINIAN SCHOOL: A TEACHER'S EXPERIENCE.....	87
<i>Daria KIRIAKOVA</i> . MULTIMODAL DIGITAL STORYTELLING: CREATING PERSUASIVE NARRATIVES IN ESP .....	89

<i>Yuliia KLYMOVYCH. THE INTERPLAY OF MEDIA LITERACY AND INTERCULTURAL COMPETENCE IN EFL TEACHING</i> .....	90
<i>Hanna KNIAZ. BEYOND COMMENTS: BUILDING DIALOGUE THROUGH FEEDBACK</i> .....	92
<i>Elina KOLIADA. TEACHING PROVERBS AND SAYINGS</i> .....	94
<i>Myroslava KOLODII. OLD TOOLS, NEW CLASSROOMS: RETHINKING TRADITIONAL ELT METHODS</i> .....	96
<i>Lina KONDRAT. BOOSTING STUDENT MOTIVATION FOR ENGLISH LEARNING DURING THE WAR IN UKRAINE</i> .....	97
<i>Daryna KORKACH. USING AI TOOLS TO BOOST PROACTIVE LISTENING SKILLS AMONG UPPER-INTERMEDIATE AND ADVANCED LEVEL STUDENTS</i> .....	99
<i>Krystyna KORNIENKO, Maryna RADCHENKO. INTEGRATING SOCIAL-EMOTIONAL LEARNING INTO ESL LESSONS TO PREVENT BULLYING AMONG YOUNG ADOLESCENTS</i> .....	101
<i>Alina KOTKOVETS. BREAKING ICE IN ESP: ENGAGING FUTURE ENGINEERS FROM THE START</i> .....	102
<i>Alona KOVALENKO. RETHINKING WARM-UP ACTIVITIES IN THE EFL CLASSROOM WITHIN THE HIGHER EDUCATION CONTEXT</i> .....	104
<i>Iryna KOZUBSKA. INTEGRATING ARTIFICIAL INTELLIGENCE INTO ESP TEACHING IN TECHNICAL UNIVERSITIES</i> .....	106
<i>Olena KULCHYTSKA, Oksana ANDRUSCHAK. ‘BLACK SWAN’ AS A NARRATIVE TOOL IN ELT</i> .....	109
<i>Anna KULICH, Maryna RADCHENKO. PEDAGOGICAL STRATEGIES FOR ENHANCING MIDDLE SCHOOL LEARNERS’ MOTIVATION IN WARTIME EFL CLASSROOMS</i> .....	111
<i>Iryna KULISH. AUTHORIAL TERMINOLOGY IN BORYS JAKUBSKY’S TRANSLATION STUDIES WORK</i> .....	112
<i>Natalia KUZMENKO. HEAR, SEE, FEEL: HOW PERCEPTUAL STYLES INFLUENCE LANGUAGE LEARNING</i> .....	114
<i>Olena KUZMENKO. THE AI CO-TEACHER: STRATEGIC INTEGRATION FOR MODERN EDUCATOR WORKLOAD RELIEF</i> .....	116
<i>Olena KUZNETSOVA. FOSTERING PERSONALISATION IN TEACHING</i> .....	118
<i>Yevheniia KUZNIETSOVA. LEGAL ENGLISH AS A MEANS OF ACCESS TO INTERNATIONAL LAW AND JUSTICE IN WARTIME UKRAINE</i> .....	120
<i>Anastasiia KYRII. THE INTEGRATION OF GAMIFIED BUSINESS ENGLISH CASE STUDY IN UNIVERSITY ESL CLASSROOM</i> .....	121

<i>Victoria KYRPOTENKO</i> . HELPING YOUNG LEARNERS SPEAK: TOTAL PHYSICAL RESPONSE AND MULTISENSORY ACTIVITIES FOR THE SILENT PERIOD .....	123
<i>Helen LESCHENKO</i> . METHODOLOGICAL APPROACHES TO DEVELOPING STUDENTS' CRITICAL THINKING IN ENGLISH LANGUAGE INSTRUCTION.....	124
<i>Natalia LIASHKO</i> . BUILDING CREATIVE AND RESILIENT LEARNERS THROUGH INTERDISCIPLINARY APPROACHES .....	126
<i>Natalia LIUTIANSKA</i> . TRANSFORMING ENGLISH LANGUAGE TEACHING WITH AI.....	129
<i>Yuliia LYSETSKA</i> . TEACHING STUDENTS TO CREATE TRANSLATION MEMORIES IN SDL TRADOS STUDIO.....	131
<i>Rymma MAIBORODA</i> . TEACHING ENGLISH FOR MILITARY PURPOSES IN THE CONTEXT OF THE RUSSIA'S WAR AGAINST UKRAINE .....	132
<i>Inna MAKSAK, Maryna RADCHENKO</i> . WRITING FOR SELF-HEALING AND RESILIENCE.....	134
<i>Chris MEAD, Iryna PONOMARETS</i> . PEN PAL COMMUNICATION AS A WAY TO SUPPORT WRITING SKILLS AND STUDENT ENGAGEMENT .....	136
<i>Iuliia MENDRUKH</i> . APPLYING CLIL PRINCIPLES IN TEACHING ESL TO FINANCE STUDENTS .....	138
<i>Viktoriiia MENTEI, Maryna RADCHENKO</i> . AI-POWERED HANDWRITING INSTRUCTION FOR PRIMARY SCHOOL STUDENTS IN REMOTE LEARNING ENVIRONMENTS .....	139
<i>Daria MISHCHENKO, Svitlana SMOLINA</i> . DEVELOPING 10 <sup>th</sup> -GRADE STUDENTS' ENGLISH LISTENING COMPETENCE THROUGH THE USE OF AUTHENTIC FEATURE FILMS.....	141
<i>Olena MOSKALETS</i> . AUTONOMY IN THEORY, SILENCE IN PRACTICE: HELP-SEEKING AND POWER DISTANCE IN UKRAINIAN EFL CLASSROOMS ..	143
<i>Lidiia NARIZHNA</i> . THE USE OF MEDIATION IN FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATION .....	144
<i>Liubov NAVROTSKA</i> . ORACY MATTERS: HOW TALK SHAPES THINKING .....	147
<i>Nataliia NECHAI, Valentyna ZABOLOTNIKOVA</i> . FINDING THE BALANCE IN THE UNIVERSITY CLASSROOM.....	149
<i>Debbie NELSON, Vladyslava ANTYPOVA, Olena GALYTSKA, Nataliia HOLODNIUK, Inna KRYVOKHYZHA, Serhii PETRENKO, Anna RAIKHEL, Myroslava SKRYNYK, Olena YANKOVETS</i> . MENTORSHIP THAT MATTERS: SUPPORTING TEACHER WELL-BEING IN CHALLENGING TIMES.....	151
<i>Svitlana NIKIFOROVA, Diana BURIAK</i> . INTERCULTURAL COMMUNICATION AND TRANSLATION: OVERCOMING CULTURAL AND LINGUISTIC BARRIERS....	152

<i>Olga OLIINYK</i> . INTEGRATING ARTIFICIAL INTELLIGENCE INTO EFL TEACHING: PRACTICAL TOOLS FOR SCAFFOLDING AND FEEDBACK.....	155
<i>Lidiya ORYSHCHUK</i> . BEYOND THE ALGORITHM: DECONSTRUCTING AI ASSESSMENT AND REDESIGNING AUTHENTIC CLASSROOM TASKS.....	157
<i>Olena PARIYEVA, Olga PARIIEVA</i> . TEACHING EXAM WRITING WITH AI.....	158
<i>Serhii PETRENKO, Malgorzata DURYGIN</i> . HARBORING EMPATHY AND WELL-BEING THROUGHT CROSS-CULTURAL EXCHANGE ACROSS THE OCEAN.....	159
<i>Natalya PLOTNIKOVA</i> . SPEAKING LIKE A MARKETER: TRANSFORMING ENGLISH LANGUAGE TEACHING .....	161
<i>Olena PODDASHKINA</i> . AUDIOBOOKS AS A RESPONSE TO A RAPIDLY CHANGING ENVIRONMENT .....	163
<i>Hanna PODOSYNNIKOVA, Tetiana DOKASHENKO</i> . TEACHING PRACTICE REWRITTEN: CREATIVITY, REFLECTION, AND DIGITAL STORYTELLING IN PRE-SERVICE ENGLISH TEACHERS' WRITING .....	164
<i>Margarita POSTEVKA</i> . THE WAYS OF TRANSLATING TEXTS ON VIRTUAL REALITY ADVANCES .....	165
<i>Nataliya PROKOPCHUK</i> . EMBODIED LEARNING AS A CATALYST FOR DEVELOPING LEARNERS' COMMUNICATIVE COMPETENCE IN THE DIGITAL AGE .....	167
<i>Maria PROKOPCHUK, KRISTINA ANTSYBOR</i> . SPECIFICS OF IDEAL AND PRESEDURAL ASPECTS OF ENGLISH TEACHING MATERIALS IN 'EDUCATION. CHILDREN. FUTURE' PROJECT .....	169
<i>Valentina PRYANITSKA, Oleksandr SHEPEL</i> . DIFFERENTIATED APPROACH TO TEACHING FOREIGN LANGUAGES TO STUDENTS WITH DIFFERENT PROFICIENCY LEVEL.....	171
<i>Anna PRYHODA</i> . WHEN STUDENTS KNOW ENGLISH BUT STILL STRUGGLE TO SPEAK .....	172
<i>Iryna PRYSIAZHNIUK</i> . MOTIVATING TEENS THROUGH MEANINGFUL FORMATIVE ASSESSMENT .....	173
<i>Yuliia PUHACH</i> . PREPARING FUTURE EFL TEACHERS TO WORK IN CRISIS CONTEXTS.....	174
<i>Natalia RADKO</i> . UAR THAT SPEAKS: CLIL & STEAM THROUGH UKRAINIAN ART .....	176
<i>Olga RADZIIEVSKA</i> . ENHANCING FOREIGN LANGUAGE LEARNING IN HIGHER EDUCATION THROUGH THE MOODLE LMS.....	178
<i>Anna RAIKHEL, Inna FELTSAN</i> . VOCABULARY FOR WELL-BEING: A CORPUS-BASED FREQUENCY AND COLLOCATION APPROACH TO ENGLISH ACQUISITION IN THE EFL CLASSROOM.....	179

<i>Yuliia RAKITINA</i> . B2 FIRST WRITING UNLOCKED: STRATEGIES THAT LEAD TO COHERENT ESSAYS .....	183
<i>Marina ROMANIUKHA</i> . POPULAR SCIENCE COMMUNICATIVE STRATEGIES .....	185
<i>Adelina RUDAKEYCH, Nataliia MYRONENKO</i> . EMPOWERING PRE-SERVICE TEACHERS: LEVERAGING AI & METACOGNITIVE STRATEGIES FOR EDUCATIONAL CONTINUITY IN TIMES OF CRISIS .....	187
<i>Svitlana RYBACHOK</i> . STUDENT ACADEMIC CONFERENCES IN FOREIGN LANGUAGE EDUCATION: TRADITION, TRANSFORMATION, AND INNOVATION .....	189
<i>Olena RYBACHUK</i> . CHALLENGES OF THE SYNCHRONOUS HYBRID CLASSROOM DURING WARTIME: PRACTICAL SOLUTIONS AND LESSONS LEARNED.....	192
<i>Ilona RYNDA</i> . THE ROLE OF PRIVATE SCHOOLS IN SMALL TOWNS: CREATING AN INNOVATIVE EDUCATIONAL ENVIRONMENT .....	195
<i>Bohdana SALIUK</i> . USING BRITISH SPORTS CULTURE TO FOSTER INTRINSIC MOTIVATION AND CULTURAL ENGAGEMENT IN ELT .....	196
<i>Mariia SHANGINA</i> . BEHIND THE PAGE: DECODING MATERIALS FOR CLASSROOM SUCCESS AND DELTA PREPARATION .....	198
<i>Oleksandr SHEPEL</i> . TEACHING ENGLISH THROUGH MOVIES .....	199
<i>Halyna SHYKULSKA</i> . DEVELOPING STUDENTS' CRITICAL THINKING THROUGH EFL INSTRUCTION IN HIGHER EDUCATION.....	201
<i>Liudmyla SINNA</i> . TEACHING ON EMPTY: STILL SHOWING UP .....	202
<i>Olga SIVAIEVA</i> . CONCEPTUAL CHALLENGES OF TEACHING ENGLISH TO PHILOSOPHY STUDENTS AS A TOOL FOR PROFESSIONAL REFLECTION.....	204
<i>Iryna SKRIL</i> . TRANSLANGUAGING IN ESP FOR INFORMATION TECHNOLOGY: A MULTILINGUAL APPROACH TO DEVELOPING LINGUISTIC AND PROFESSIONAL COMPETENCE.....	206
<i>Yuliya SKRIL</i> . DEVELOPING SOFT SKILLS THROUGH CASE-STUDY-BASED TEAM PROJECTS: ENHANCING DISCUSSIONS, ANALYTICAL AND CRITICAL THINKING SKILLS .....	208
<i>Svitlana SMOLINA</i> . BRIDGING GAPS AND BUILDING PEACE: MEDIATION AS AN ACT OF HOPE IN PRE-SERVICE TEACHER EDUCATION.....	211
<i>Tetiana STAROSTENKO</i> . MENTAL PROGRAMMING IN ENGLISH-LEARNING MATERIALS AS A VEHICLE OF CONCEPTUAL INFLUENCE.....	212
<i>Daryna STOPNYK</i> . BEYOND LANGUAGE: SOFT SKILLS AS THE HIDDEN KEY TO INTERNATIONAL EXAM SUCCESS .....	214
<i>Andrii SVYRYDENKO, Maryna RADCHENKO</i> . THE ROLE OF PSYCHOLOGICAL SAFETY IN DEVELOPING COMMUNICATIVE COMPETENCE IN EFL CLASSROOM .....	216

<i>Oleksandra SYDORENKO, Tetiana MARIUK. WHEN MONEY TALKS: TRANSFORMING ELT THROUGH CLIL, STEAM, AND FORENSIC INQUIRY .....</i>	217
<i>Iryna SYLENKO, Maryna RADCHENKO. THE EFL TEACHER'S ROLE IN FOSTERING STUDENTS' PSYCHOLOGICAL WELL-BEING IN ONLINE LEARNING ENVIRONMENTS .....</i>	219
<i>Daryna TARAN, Maryna RADCHENKO. ENGLISH CLASSES AS A SAFE SPACE: SUPPORTING STUDENTS TODAY .....</i>	221
<i>Kseniia TKACHENKO. TEACHING CONNECTED SPEECH TO B1–B2 LEARNERS: FROM RECOGNITION TO SPONTANEOUS USE .....</i>	222
<i>Galyna TSAPRO, Olena GRYSHCHENKO. WHEN AI GENERATES TASKS: CHALLENGES FOR LANGUAGE TEACHERS .....</i>	224
<i>Julia TSURKAN. STUDENT-CENTERED LEARNING IN THE NEW UKRAINIAN SCHOOL DURIND WARTIME.....</i>	226
<i>Natalia TSYNTAR. THE APPLICATION OF AI IN EDUCATION .....</i>	228
<i>Oleksandra TUHAI. ADVANCING ESL LINGUISTIC THEORY: CURRENT TRENDS IN PHILOLOGICAL TRAINING .....</i>	230
<i>Iryna TYCHYNA. TEACHING LEXICALLY FOR EXAM SUCCESS: BEYOND GRAMMAR FOR CAMBRIDGE EXAMS.....</i>	232
<i>Mariya TYKHONOVSKA. UNDERSTANDING INCLUSION: BEYOND LABELS, TOWARD LEARNING.....</i>	233
<i>Liliia VINNIKOVA. SPEAKING-FOCUSED ACTIVITIES AS A MEANS OF INCREASING STUDENT TALKING TIME IN ELT METHODOLOGY CLASSES .....</i>	235
<i>Valentyna VLASENKO. BENEFITS OF AI USAGE IN TEACHING ENGLISH .....</i>	237
<i>Olha VOLCHENKO. TRANSLANGUAGING SPACE IN TRANSLATORS' TRAINING .....</i>	238
<i>Anna VOLOBOIEVA. HOW TO MAINTAIN STUDENTS' MOTIVATION IN ESP CLASSES WHEN AIR ALERTS AND BLACKOUTS ARE PART OF DAILY LIFE.....</i>	240
<i>Hanna VORONKINA, Viktoria KUROCHKINA, Kateryna STAROSTINA. SOFT SKILLS AS A LIFELINE: NURTURING RESILIENCE AND OVERCOMING LEARNING LOSSES IN THE UKRAINIAN EFL CLASSROOM .....</i>	242
<i>Zoya VORONOVA. BACKGROUND KNOWLEDGE AND ITS SIGNIFICANCE FOR TRANSLATION.....</i>	244
<i>Kateryna VUKOLOVA. USE OF AI IN TEACHING ENGLISH: ETHICAL ASPECTS.....</i>	247
<i>Oleksandra YACHNA, Maryna RADCHENKO. TEACHING ENGLISH WITH LIMITED RESOURCES: CREATIVITY OVER PERFECTION .....</i>	249

*Olena YANKOVETS*. THE PECULIARITIES OF TEACHING ENGLISH  
TO MILITARY PERSONNEL IN THE AGE OF ARTIFICIAL INTELLIGENCE..... 250

*Valeriia YURCHENKO*. VIRTUAL EDUCATIONAL EXCHANGE AS AN INNOVATIVE  
APPROACH TO FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATION .... 252

*Olga ZELINSKA*. DESIGNING AUTHENTIC LEARNING TASKS  
FOR LAW STUDENTS IN THE ERA OF ARTIFICIAL INTELLIGENCE ..... 255

*Iryna ZUYENOK*. BRIDGING ESP UNIVERSITY COURSES  
AND FUTURE CAREERS (NOTES ON THE WORKSHOP) ..... 256

Наукове видання

**2026 TESOL-Ukraine National Convention**

**ELT AS AN ACT OF HOPE  
IN CHALLENGING TIMES:  
ROOTED IN REALITY,  
REACHING FOR RENEWAL**

**THE CONVENTION IS SUPPORTED BY  
REGIONAL ENGLISH LANGUAGE OFFICE,  
U.S. EMBASSY, UKRAINE**

**Collection of Convention Proceedings**

**Kyiv, May 22–24, 2026**

Укладачі

*Л. Гнаповська, О. Ільєнко, М. Цегельська, Л. Кузнецова*

Формат 64x84/8. Ум. друк. арк. .... Тираж 200 пр. Зам.

Видавничий центр: ПП "Марусич", Львів