



**2023 TESOL-Ukraine National Convention**

**TEACHING ENGLISH IN WARTIME:  
CHALLENGES AND OPPORTUNITIES FOR  
COMMUNITY BUILDING AND SOCIAL  
CHANGE**

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The collection includes convention papers of the reports made at The Annual National TESOL-Ukraine Convention “Teaching English in Wartime: Challenges and Opportunities for Community Building and Social Change”, that took place in Lviv on May 26-28, 2023. More than 200 teachers from the higher and secondary educational establishments of Ukraine participated in the work of the Convention. The reports presented at the Convention deal with a wide range of research problems in the spheres of linguistics, ELT methodology, CALL, literature studies, etc.

The publication is aimed at EFL professionals, researchers, students, post-graduate students, and at all those interested in the theoretical and practical aspects of teaching and learning English.

**ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ В ВІЙСЬКОВИЙ ЧАС: ПРОБЛЕМИ ТА МОЖЛИВОСТІ ДЛЯ РОЗБУДОВИ ГРОМАДИ ТА СОЦІАЛЬНИХ ЗМІН: тези доповідей (англ. мовою) /** Укл. О. Ільєнко, М. Цегельська, Л. Кузнецова. – Львів : ПП „Марусич”, 2023. – 193 с.

Збірник тез доповідей Всеукраїнській конвенції TESOL-Україна “Викладання англійської мови в військовий час: проблеми та можливості для розбудови громади та соціальних змін», яка відбулася у Львові 26-28 травня 2023р. У конвенції взяли участь понад 200 викладачів вищих і середніх навчальних закладів України. Доповіді відображають широкий спектр досліджень, які здійснюються науковцями та викладачами вищих і середніх навчальних закладів у галузі лінгвістики, лінгвометодики, комп’ютерної лінгвістики, лінгвометодики з впровадження новітніх інформаційних технологій, літературознавства тощо.

Видання розраховано на науковців, викладачів, студентів, магістрантів та аспірантів, які вивчають англійську мову та на широке коло зацікавлених осіб.

## **IUNIVERSAL STRATEGIES FOR TEACHING FOREIGN LANGUAGES: TESOL INTERNATIONAL ASSOCIATION APPROACH**

**Lidiia Aizikova (*Mykolaiv, Ukraine*)**

In the context of the active integration of Ukraine into the world economic, political, informational, and educational space, the foreign language proficiency of the citizens becomes extremely important. This fact places great responsibility on the national foreign language training system and encourages the English language teaching community to learn from the successful experiences of their foreign colleagues. The achievements of the English language training system in the USA as a multicultural state, which has a long-standing practice of integrating representatives of many cultures and native speakers of different languages into the English-speaking community of the country, are undoubted. An extensive national English language training system has been successful thanks to the joint efforts of professionals who constantly work on theoretical and practical aspects of language education and teaching methods and actively disseminate their findings. The International Association of Teachers of English to Speakers of Other Languages (TESOL) plays a leading role in this activity.

Theoretical and practical aspects of language education and methods of teaching English have been the subject of investigation by a wide circle of researchers (J. Abedi, S. An, K. Ballantyne, J. Batalova, P. Bode, H. Burr, N. Cloud, M. Dove, S. Echevarria, K. Ferriere, S. Fitzsimmons, F. Genesee, C. Goldenberg, E. Haas, E. Hamayan, S. Hayakawa, A. Honigsfeld, B. Keysar, J. Kim, J. Levy, R. Linqanti, V. Marian, D. Murphy, S. Nieto, G. Orfield, R. Rumberger, A. Sanderman, W. Saunders, G. Sunderman, T. Smyth, D. Schon, A. Shook, D. Short, M. Vogt, J. Zong та ін.), whose achievements make the basis for the modern teaching practice.

However, in the conditions of information overload in today's society as well as high workload, practitioners need specific guidance on improving the teaching of English [1]. Setting the goal to solve this problem, TESOL believes that an active interest in English language learning around the world generates the need for a common understanding of the second language learning theory and effective organization of the learning and assessment process, which are keys to the conscious decision making when teachers take into account all the significant factors in their practical activity [2]. International Association TESOL announced the basic set of universal key principles for English language teaching – “The 6 Principles for Exemplary Teaching of English Learners”, based on decades of research in language education and the theory of language acquisition.

Thus, exemplary teaching of English, according to the concept of the International Association TESOL, is based on the following six principles:

1. Know your learners.
2. Create conditions for language learning.
3. Design high-quality lessons for language development.
4. Adapt lesson delivery as needed.

5. Monitor and assess student language development.
6. Engage and collaborate within a community of practice [3].

Systematic and consistent adherence to these principles of exemplary English language learning will effectively adapt the learning process to the personal characteristics and experiences of students, will demonstrate teachers' confidence in their students' success, which will enhance their motivation and increase their productivity. An important element of the Principles is the promotion of continuous professional development of teachers, collaboration within professional associations, exchange of best practices, and mutual support in solving current problems. The usefulness of the International Association TESOL recommendations in the context of the English language teaching system in Ukraine is undisputed, since the problems, the recommendations tend to solve (improving the effectiveness of learning, integration of relevant content, preparing students for cross-cultural communication, etc.) are extremely relevant to the national context.

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## **PSYCHOLOGICAL AND PEDAGOGICAL CHALLENGES OF EFL TEACHING ENGLISH IN WARTIME**

**Olena Anisenko (*Kharkiv, Ukraine*)**

Teaching English as a Foreign Language (EFL) in wartime can pose significant psychological and pedagogical challenges for both teachers and students. The impact of war can be seen on individuals' mental health, behavior, and overall well-being. Similarly, the educational system of the country can also be affected by war, leading to the disruption of learning and teaching processes. In this essay, we will discuss the psychological and pedagogical challenges faced by EFL teachers in wartime and suggest some strategies to overcome these challenges.

One of the most significant psychological challenges of EFL teaching in wartime is dealing with students' trauma and stress. The effects of war on individuals can manifest



in several ways, such as anxiety, depression, post-traumatic stress disorder (PTSD), and even physical symptoms such as headaches and stomach pains. These conditions can affect students' ability to learn and concentrate, making it difficult for teachers to deliver effective lessons.

In addition, the psychological impact of war can also affect teachers themselves. Teachers may also suffer from PTSD, anxiety, and depression due to the stress of teaching in a war zone. Teachers may also face the challenge of balancing their role as educators and counselors, as students may require emotional support in addition to academic assistance.

Another significant challenge of EFL teaching in wartime is maintaining the quality of education. In some cases, schools and universities may be destroyed or damaged, forcing teachers to find alternative ways to deliver lessons. Teachers may also face a shortage of resources, such as textbooks, computers, and other educational materials, making it difficult to provide quality education.

Another challenge is adapting the curriculum to the wartime environment. The curriculum may need to be adjusted to include topics related to the conflict, such as the history of the conflict, human rights, and conflict resolution. Teachers may also need to incorporate strategies to address trauma and stress into their teaching methods.

Despite the challenges, there are strategies that EFL teachers can use to overcome these difficulties. One strategy is to provide a safe and supportive learning environment. Teachers can create a safe space where students can express their thoughts and feelings without fear of judgment. Teachers can also provide emotional support to students by listening to their concerns and offering guidance and resources.

Another strategy is to use technology and alternative methods of instruction. Technology can be used to provide virtual lessons and online resources, reducing the impact of damaged or destroyed schools. Teachers can also use creative teaching methods, such as drama, art, and music, to engage students and promote learning.

In conclusion, teaching EFL in wartime can pose significant psychological and pedagogical challenges for both teachers and students. Teachers must be prepared to address trauma and stress, adapt the curriculum to the wartime environment, and find alternative ways to provide quality education. Despite these challenges, teachers can use strategies such as creating a safe and supportive learning environment, using technology and alternative methods of instruction to overcome these difficulties. By doing so, teachers can provide a valuable service to their students and help them to develop the skills and knowledge they need to succeed in their future endeavors.

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## INTEGRATING SEL INTO ENGLISH LANGUAGE LEARNING CLASSROOMS

**Natalia Antonenko**

The ongoing conflict in Ukraine has significantly impacted the country's education system. Ukrainian teachers have had to navigate an incredibly challenging teaching environment, with many students experiencing trauma and distress due to the ongoing war.

In this period, Social and emotional learning (SEL) has become increasingly important in the education system, and its practices should become more integrated into English language learning classrooms. SEL is an educational approach that focuses on developing students' social and emotional skills. These skills include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Research has shown that SEL can improve academic achievement, reduce problem behaviors, and improve overall well-being.

The first step for Ukrainian ESL teachers looking to incorporate SEL into their classroom practice is to establish a safe and supportive classroom environment. This can be achieved by creating clear classroom rules and expectations, promoting positive relationships between students, and providing opportunities for students to express their emotions in a safe and supportive manner.

Nowadays, the need for SEL practices is vital. English language learning classrooms can be a safe and supportive space for students to develop the social and emotional skills necessary to cope with the trauma and stress of living in a conflict zone. Here are some ideas for incorporating SEL practices in English language learning classrooms in Ukraine during the war:

*Incorporate mindfulness and relaxation techniques.* Teachers can integrate mindfulness and relaxation techniques into the English language learning classroom to help students manage their emotions and reduce anxiety. For example, teachers can lead students through guided meditation exercises, deep breathing techniques, or relaxation exercises to help them calm their minds and bodies.

*Encourage empathy and understanding.* In order to foster empathy among students, teachers can establish chances for them to exchange their own experiences and viewpoints within the classroom. Teachers can encourage students to listen actively to their classmates and provide supportive and respectful feedback.

*Promote positive communication and conflict resolution skills.* Teachers can encourage favorable methods of effective communication strategies and problem-solving techniques in their students. For example, they can lead role-playing exercises that simulate real-world conflict situations and help students practice communicating assertively and respectfully.

*Foster a supportive classroom environment.* Teachers can establish a classroom setting that is encouraging and nurturing by establishing clear expectations for behavior and providing students with opportunities to build positive relationships with their classmates. Teachers can encourage peer support by facilitating group activities that require students to work together and provide feedback to each other.



*Provide opportunities for creative expression.* Educators can offer pupils chances to express themselves creatively through activities involving writing, art, or music. These activities can help students process their emotions and experiences in a safe and supportive environment.

By incorporating SEL practices in English language learning classrooms in Ukraine during the war, teachers can help students develop the social and emotional skills necessary to cope with the stress and trauma of living in a conflict zone. SEL practices can also help students build resilience and develop a positive outlook on the future, despite the challenges they may face.

## CLIL IMPLEMENTATION AT A UNIVERSITY LEVEL

**Anetta Artsyshevskaya,**  
**Nataliya Hrynya (Lviv, Ukraine)**

The foundation of the EU set forward a number of issues necessary to be solved in order to create a community of citizens with equal opportunities. The present days are highly dynamic and rapidly changing, so teaching and learning of foreign languages will necessarily adapt to these changes. The aim of education should not only broaden a cultural horizon of a man, but also provide an opportunity to acquire knowledge and skills required by an international labour market. A newly implemented method of teaching a foreign language is Content and Language Integrated Learning (CLIL) which is considered to be a suitable and effective method because the content of non-language subject is presented by the target foreign language.

Content and language integrated learning has become the trendy approach of bilingual education. In recent years, CLIL is gaining more importance across Europe and Ukraine as well in terms of the number of educational establishments implementing and in numbers of related studies done in this field. CLIL as well as any other approach is specific for educational and specific methodological principles. It is obvious that CLIL gives teachers an opportunity to develop all language skills and allows students to acquire both language and communicative competences. Studying in a foreign language is a demanding task even more challenging and time-consuming though is creative and critical. CLIL methodology enhances systematic building on a learners' previous knowledge that is possible when scaffolding is applied. The term *scaffolding* was originally used to refer to teacher talk that supports students in carrying out activities and helps them to solve problems. Examples include simplifying tasks by breaking them down into smaller steps, keeping pupils focused on completing the task by reminding them of what the goal is, showing other ways of doing tasks. Scaffolding also

includes support strategies for writing. Scaffolding is a temporary support which is gradually taken away so that learners can eventually work without it. It provides the support learners need “to take another step forward and not just coast in comfort” [3, p.29].

Realising difficulties of CLIL implementation at a university level, there are factors in Ukrainian education system still encouraging pedagogical experiments in creating such courses. One of them is a vital necessity to find ways to accomplish state educational standards in foreign language (FL) acquisition within the deficiency of academic hours assigned for studying this subject. The goal of such disciplines is to develop a FL competence so that on the completion of the course students should be able to read and understand professional texts and to communicate on professional topics. Such a goal seems to be very difficult to achieve within the time allocated for the course and poor professional competence of students at the beginning of their studies. However, the current state educational standard goals are directed towards the formation of general cultural, general professional and professional competences. So developing and introducing CLIL courses into the educational process will intensify and improve the process. Syllabi analysis conducted from a CLIL point of view will provide a list of topics which can be taught in a FL. CLIL can help to achieve not only the goal of speaking one or more foreign languages, but also to develop general and professional communicative competences.

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## **THE ROLE OF PHYSICAL ACTIVITY IN KEEPING STUDENTS' ATTENTION AND GAINING BETTER RESULTS AT ESL LESSONS DURING DISTANCE LEARNING**

**Nataliia Astrashkova (*Kharkiv, Ukraine*)**

It is common knowledge that last few years have witnessed quite many changes and challenges in the area of education. COVID with its lockdowns brought the subject of online learning to the next level. Here in Ukraine because of war many teachers and students have been having online lessons for more than a year now, which stimulates us, teachers, to look for ways to increase learners' interest and to maintain descent level of education for our students. Definitely, the most sensitive age group in this situation is young learners.

Obviously, children's attention does not work at full capacity as their nervous system is still in the process of maturation. Focusing on something for quite a long time, memorizing big batches of information are challenging for primary and middleclass students. Virtually, the younger the children the shorter the periods of their attention and the smaller the amount of material they are able to memorize. Besides, while teaching distantly, teachers encounter the problem of limited choice of ways and methods of evoking students' motivation and interest via physical activities. Thus, teachers' task to attract and keep young learners' attention becomes even harder.

Therefore, having studied alternatives to support our pupils' learning and motivation, we collected some tips to help teachers out and to make lessons more effective.

Firstly, when teaching primary and middleclass students a teacher can use learning situation to make students move. For instance, while learning topic "Fashion" or "Shopping" the teacher can ask students to go and fetch something that they think is their best buy. Likewise, topics "Food" or "Cooking" offer an opportunity to run and study the content of the fridge and then list it.

Secondly, nowadays the Internet gives us a wide variety of sites and platforms where to find numerous resources with fun physical activities for children. Some of them are suitable for studying particular topics, while the others can serve as warmers at any part of the lesson, just to switch attention and relax. One of the most popular platforms is [gonoodle.com](https://www.gonoodle.com) where one can find plenty of ideas how to vary the routine of the lesson.

Eventually, there is one more opportunity to enhance students' interest: to use given samples of activities and remake them either with new movements or - which is more valuable - with new lyrics.

To conclude, the importance and educational value of physical activities at ESL lessons with young learners cannot be overestimated. Together with other tools offered by contemporary educational resources this way to improve children's attention and motivation makes ESL lessons much more enjoyable and effective.

## SOCIAL-EMOTIONAL LEARNING OF ACADEMIC SUBJECTS AT TERTIARY LEVEL

**Liudmyla Babii,**  
**Olha Datskiv (*Ternopil, Ukraine*)**

The integration of social-emotional learning (SEL) into academic subjects has become increasingly popular in recent years, as educators recognize the importance of supporting students' emotional and social development alongside their academic progress. While SEL has traditionally been associated with secondary education, there is growing interest in applying SEL principles and practices to tertiary-level education. In this paper, we will explore the potential benefits of incorporating SEL into academic subjects at the tertiary level, drawing on empirical research and practical examples to support our arguments.

Research has shown that SEL can have a significant impact on students' academic achievement, as well as their social and emotional well-being (Millett, 2020). SEL is based on the key components of emotional intelligence and encompasses a range of skills, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills are critical for success in both personal and professional contexts, and can help students to develop resilience, empathy, and positive interpersonal relationships (Jones & Kahn, 2017).

In higher education, the integration of SEL into academic subjects can help to create a more supportive and engaging learning environment. By fostering a sense of belonging and connection, SEL can promote student retention and academic success. It can also help to prepare students for the demands of the workforce, where social and emotional skills are increasingly valued alongside technical expertise (Millett, 2020).

There are a variety of ways in which SEL can be integrated into academic subjects at the tertiary level. One of the simplest activities which became particularly important is a daily check-in which might help teachers realize the learners' needs and the general emotional state of the group. For deeper analysis teachers can incorporate activities that promote self-reflection and self-awareness, such as journaling, mindfulness exercises, or reflective writing assignments. These activities can help students to better understand their own thoughts, feelings, and motivations, which can in turn help them to regulate their emotions and make more responsible decisions.

Another way to implement SEL is collaborative learning activities that encourage students to work together and build positive relationships. Group projects, peer feedback sessions, and small-group discussions are all examples of activities that can promote social awareness and relationship skills. Collaborative learning activities develop active listening skills and help to create a sense of community and belonging among students, which can be particularly important in online or hybrid learning environments.

Finally, teachers can use real-world examples and case studies in their lessons, which can help students to apply SEL skills in practical contexts. For example, instructors in a



business class might use case studies to explore ethical decision-making, while instructors in a psychology class might use role-playing exercises to practice empathy and active listening skills.

While the integration of SEL into academic subjects at the tertiary level can have numerous benefits, there are also some challenges and considerations to keep in mind. For example, teachers may need to devote additional time and resources to developing and implementing SEL activities and assignments. They may also need to provide additional support and guidance to students who are struggling with social-emotional issues. In addition, there may be cultural or disciplinary differences in how SEL is understood and valued. In such cases, teachers may need to advocate the value of SEL in their specific field, and provide specific examples of how SEL can support academic success and workforce readiness.

To sum up, the integration of SEL into academic subjects at the tertiary level can have numerous benefits for students' social, emotional, and academic development. By fostering self-awareness, social awareness, and responsible decision-making, SEL can promote resilience, empathy, and positive interpersonal relationships. Teachers can incorporate a variety of activities and assignments that support SEL, including self-reflection exercises, collaborative learning activities, and real-world case studies. While there are some challenges and considerations to keep in mind, SEL integration can help to create a more supportive and engaging learning environment for all.

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## **WHY COOPERATIVE LEARNING FOSTERS LANGUAGE ACQUISITION IN WARTIME CLASSES?**

**Iryna Bielievykh (*Kamianets-Podilskiy, Ukraine*)**

What if we took the time to review and list every activity capable of keeping the students focused even in the shelter while air raid? Many of these would be cooperative activities. Carefully structured activities have potential to equally engage both willing and reluctant language learners into exciting process of pair/group work.



Taking care of children down in the shelter instead of teaching a lesson in a classroom is stressful work. No matter how well planned and organized this “safe environment” is, teachers deal with invariably heterogeneous and multilevel group of kids. Our key factor here is to use some “routines” of our regular interactions during the English lessons. They vary in level and content for different classes, but are actually the same activities so that any students from any classes feel they are on the familiar ground. If students, especially the young ones do not have to figure out what they have to do, they just plunge right in.

Cooperative learning activities not only discard sequential lesson structures but also maximize simultaneous interaction all over the class/group. Rather than calling on the students to participate one at a time (when playing teacher led game, for example), teachers can instruct learners to talk to each other in pairs (thus all the students are interacting simultaneously). To reduce kids’ anxiety over being in the shelter we try to make activities more attractive by creating the environment in which it is emotionally safer to participate.

Kagan Cooperative Learning offers a vast scope of structures to be used by teachers. Structures are the resources that allow teachers to adapt any curriculum cooperatively. Class activities are built by placing content into a structure. Each time a new content is placed into a structure, a new activity is created. The basic formula in this approach is the following.

$$\text{Structure} + \text{Content} = \text{Activity}$$

In her book “Second Language Learning through Cooperative Learning” Julie High describes some of the structures that can be implemented for foreign language acquisition. Here we mention those, which we find the best to be used with mixed ability mixed age group of kids in the shelter (and we keep in mind that the space and resources there are limited):

- Flashcard Game
- Guess-The-Fib
- Guess Who
- Inside-Outside Circle
- Match Mine
- Numbered Heads Together
- Q-Matrix
- Same-Different
- Simultaneous Sharing

The transition from strictly controlling style of managing students during the air raid to creating a cooperative environment for them was enhanced by students’ enthusiastic response to increasingly better ways of learning together how to communicate and interact.

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## LAUGHTER IS THE BEST MEDICINE

**Vitalina Biletska**

I am in love with English and with what I am doing – teaching. In this day and age, with war, devastation, despair and scarce income in Ukraine, life seems unbearably unfair and painful. So painful, that at times I question whether the professional path I have chosen is still the one I should walk. Such thoughts give me a heavy heart and sometimes even cold feet, but I try not to succumb to these emotions, especially before entering my classroom. My fear is that my eyes and my body language will somehow give away my emotional turmoil and will inadvertently contaminate the atmosphere in the classroom, one filled with inquisitive minds of hard-working students who need my support and guidance.

Though we are all now in the same boat, propelled by the atrocities of war, I am the captain and need to guide my kids through this storm. At the same time, the students give balance to this boat through their trust and smiles. They inspire me with their work and feedback, thus helping me to keep my faith and energy.

And I joke. I joke a lot in the class and encourage them to do the same. I show them how rich in humor this language is, and if my students are hesitant whether they need to know a dozen synonyms or 10 meanings of the same word, I read them jokes and puns, which almost always leads to a good laugh at the wonderful polysemy. They start seeing the language from a different, fun side and enjoy it. They feel proud of themselves if they are the first to get a joke and can explain it to others. That is just one of the ways I get my students to love the English language and enjoy its versatility and multifaceted nature.

I have been collecting wonderful jokes and puns for years and the following are only few of those, but they are some of my favorites. You, of course, can find many more if you want, but I hope these will bring a smile on your face.

One of the ways to bring levity to my classroom is through reading graffiti to my students. Have you ever heard about verbal graffiti? If not, here it is:

***Keep the bus tidy!*** – ***Throw your tickets out the window.***  
***Drive carefully! Don't kill a child*** – ***Then wait for a teacher.***

*Make love, not war.* – *I do both. I'm married.*  
*Avoid the end-of-the-year-rush!* – *Fail your exams now.*  
*Smile! Life could be worse...* – *So I did and it was.*

If you visit Britain, one thing you may notice is the graffiti that appears on walls, notices, signs, posters, and ads in public places. Graffiti often contains messages which are, as a rule, funny, sometimes rude, and even vulgar. For example, an ad for British Airways read: **Breakfast in London, lunch in New York.** Someone added underneath: **Luggage in Nairobi.**

Graffiti often uses jokes, slogans, quotations, and political messages which make them difficult to understand, if you come from another country. But graffiti itself is an international phenomenon. A lot of graffiti is dirty and offensive, but there is also graffiti which is political, humorous, witty and sometimes philosophical. Here are a few examples that you have to match by yourself:

- |   |  |
|---|--|
| 1) <i>I'd enjoy the day more,</i>                 | a) <i>Why? Do you want us to type?</i> |
| 2) <i>Please don't write on these walls</i>       | b) <i>Eat a pigeon!</i>                |
| 3) <i>Save water!</i>                             | c) <i>No - they're much worse!</i>     |
| 4) <i>Women like the simple things in life.</i>   | d) <i>if it started later!</i>         |
| 5) <i>If at first you don't succeed...</i>        | e) <i>even if you don't mean it!</i>   |
| 6) <i>Always be sincere</i>                       | f) <i>Bath with a friend!</i>          |
| 7) <i>Things are not as bad as they may seem.</i> | g) <i>Like men!</i>                    |
| 8) <i>Keep Britain tidy!</i>                      | h) <i>give up!</i>                     |

Puns are another form of humor that can be of great use in the classroom. Regular puns are based on polysemy, so before I read them to my students, I pre-teach a few meanings of the same word and then read puns based on this hilarious word play:

*"My ex-wife still misses me. But her aim is starting to improve!"*

*\*Miss – 1) miss a person, 2) miss the target (when shooting)*

*A panda walks into a bar eats shoots and leaves.*

*\*Shoots – refer to the sprouts of plants growing in soil.*

*A termite walks into a bar and asks, "Is the bartender here?"*

*\*A bartender – a barman, \*Is bar tender here – is the wooden table soft here?*

*Two antennas met on a roof, fell in love, and got married. The ceremony wasn't much, but the reception was incredible.*

*\*Reception – 1) a wedding celebration, 2) the picture you get on the screen*

I love English "knock-knock jokes" and I have a whole book of them, entitled, *Knock-Knock and Other Silly Jokes*, Paragon, 1999. They are fun, but need both good knowledge of vocabulary and listening skills, as many of the jokes are based on similarity sounding phrases, such as:

*Knock Knock. – Who's there?*

*Cattle. – Cattle who? – Cattle purr if you stroke it. (\*cat'll purr)*



*Knock Knock. – Who’s there?  
Aitch. – Aitch who? – Bless you.  
(\*sounds as if someone sneezes)*

Question jokes are also worthy of consideration, as you plan a lesson. As with other forms of teaching with humor, some vocabulary should be pre-taught:

*Why are snakes hard to fool? – They have no leg to pull. (\*pull one’s leg – to tease or joke with someone).*

*Igor: Only this morning Dr. Frankenstein completed another amazing operation. He crossed an **ostrich** with a **centipede**. Dracula: And what did he get? Igor: We don’t know – we haven’t managed to catch it yet. (\*Igor – Dracula’s helper).*

Here is a joke our professor read us when we were freshmen 25 years ago, which she took from some book, if I am not mistaken. I still remember and love it:

*A student wrote a short letter to his father: “Dear Dad: no mon, no fun, your son. The reply came shortly: Dear Son, how sad, too bad, your dad.”*

So, no matter “how sad or bad” you feel, smile, laugh, and encourage others to follow suit. They say laughter prolongs life. In our case laughter brightens up our teaching routines, helps improve our students’ language and inspires them to fall in love with the English language again and again.

## PROFESSIONAL LANGUAGE TRAINING AT DLI

**Ihor Bloschynskyi,  
Bohdan Khmelnytskyi National Academy  
of the State Border Guard Service of Ukraine**

The Defense Language Institute (DLI) is a United States Department of Defense educational and research institution located in Monterey, California. The mission of the DLI is to provide language training and cultural education to military personnel, government employees, and selected international students, with the goal of enhancing national security and supporting international cooperation.

The primary task of the DLI is to teach foreign languages to military personnel and other government employees. The Institute offers courses in over 25 languages, ranging from Arabic to Vietnamese. The training is designed to develop language proficiency in listening,

speaking, reading, and writing, as well as to provide cultural education. All in all, training is tailored to meet the specific needs of the military and government agencies.

The outcomes of DLI training are varied and depend on the specific language and course of study. However, the primary goal of the training is to equip students with the language skills necessary to perform their duties effectively in their respective military or government roles. This may include intelligence gathering, diplomatic negotiations, or military operations.

DLI graduates are expected to achieve a level of proficiency in their target language that allows them to function effectively in a variety of real-world situations. The training is designed to be intensive and immersive, with students typically spending several months in language immersion programs. Thus, it develops the ability to interact with foreign counterparts, negotiate agreements, and build relationships with foreign partners.

The DLI instructors use a variety of training methods to teach foreign languages to military personnel and other government employees. Here are some of the methods that may be used:

**Immersion:** The DLI emphasizes immersion as a way to learn a language. Students are immersed in the language and culture of the target country and are encouraged to speak, read, write, and listen to the language as much as possible.

**Communicative approach:** Instructors at the DLI use a communicative approach, which means that they focus on teaching language in context and in real-life situations. This approach emphasizes the development of communication skills and the ability to use the language to express oneself effectively.

**Technology-based learning:** The DLI uses technology to enhance language learning. This includes computer-assisted language learning (CALL) programs, online resources, and interactive multimedia tools.

**Classroom instruction:** Instructors at the DLI use a variety of classroom techniques such as lectures, discussions, role-playing, and group activities to facilitate language learning.

**Individualized instruction:** The DLI recognizes that each student has unique language learning needs and may require individualized instruction. Instructors may work with students one-on-one to provide additional support and guidance.

**Authentic materials:** The DLI uses authentic materials such as newspapers, television programs, and books to expose students to the language in context and to promote cultural understanding.

Overall, the goal of the Defense Language Institute is to provide high-quality language training to military and government personnel to enhance their effectiveness in their roles and promote cross-cultural understanding.

All in all, the training methods used by the DLI are designed to provide a comprehensive and effective language learning experience for military personnel and other government employees.





## **ELECTRONIC PLATFORMS DURING EMERGENCY DISTANCE LEARNING**

**Iryna Blynova,**

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**Mykhailo Drahomanov State University of Ukraine (*Kyiv, Ukraine*)**

The issue of distance education has gained importance and relevance for the last few years. The education process in Ukraine was especially affected by such factors as the coronavirus pandemic and the war. The hostilities had a cardinal effect on the educational process and led to certain changes in the organization of education. As a result, the educational process has acquired a completely new format of learning, providing a wide choice of perspectives and opportunities for acquiring knowledge both at home and outside the home.

Distance learning is a set of information technologies and teaching methods that are provided for education without any physical presence of learners in an educational institution [1]. The main characteristics of distance education are openness, activity, flexibility, parallelism, and reflexivity. The use of interactive space and computer technologies in foreign language classes increases the intensity of the educational process, implements pedagogical, methodical, didactic principles, involves students to get interested in the content of the lesson.

Electronic technologies have been used in many areas of our daily life for a long time. Computer skills have been formed, so their introduction in the educational process is not a stumbling block. Internet technologies help to expand borders, thus, to diversify the teaching of an educational subject and to create a system of open education as well.

The main types of distance technologies are a case technology (which involves the use of texts, multimedia materials for individual study), an information-satellite technology (which provides viewing of video broadcasts, participating in conferences and webinars in real time) and a network technology (which represents the interaction of a student and a teacher at work with educational and methodical materials) respectively.

There are different types of platforms. Some of them are hosted on public sites, where you only need to go through the registration procedure for the further work. The platform itself is in “cyberspace”. Other platforms are located on their own server, where data are downloaded and stored. Such platforms are available for limited use, for example by a certain university. It should be noted that the teaching of the disciplines like “A Foreign Language” and “The English Language” by the scientific and pedagogical staff of the Foreign Languages for Specific Purposes Department in Mykhailo Drahomanov State University of Ukraine takes place by using of the following electronic platforms.

The *Moodle* system (Modular Object-Oriented Dynamic Learning Environment), which has recently become quite popular, is one of such tools. Its advantage is the fact that each participant in the educational process can choose a convenient time, place, and duration of the lesson. The e-learning format is appropriate well for learning various aspects of a foreign language. Each unit is divided into certain stages, namely: working with the text (reading);



learning of new words (vocabulary); practising grammatical material (grammar); listening or DVD watching (listening); making up dialogues on the studied topic, preparing speeches and presentations (speaking); demonstrating a final result (test). Students perceive this way of study positively because there is an opportunity for quick revision, and the tests are checked almost instantly. The teacher's task is to prepare material that will be relevant, to meet modern requirements, and to reflect the specifics of studying a certain topic.

The electronic format allows you to use not only files uploaded by the teacher, but also videos from various interactive resources, such as: *YouTube*, *Facebook*, *Wikipedia*; and moreover, to carry out telecommunication between the teacher and the student at a distance.

*Chat* is a platform tool used for synchronous communication. It helps to avoid misunderstandings, permits you to ask questions and get answers in real time. This aspect proves the quick reaction of students to the information received. A positive factor of the Moodle platform is its use in both synchronous and asynchronous modes. Asynchronous learning is carried out through various electronic resources, for example: e-mails, forums, bulletin boards, chats. It connects all participants of the educational process under the condition that it is impossible for students and the teacher to be in online classes at the same time.

Computer control is carried out, as a rule, with the help of closed and open-type test tasks, such as: determining whether the following statement is true or false, finding lexical correspondences, choosing one correct option out of two / three / four options, choosing several correct answers, matching of the word with its definition, filling in the gaps in sentences (of the appropriate tense form of the verb, etc.), word forming of lexical units, and writing an essay on the suggested situation.

The use of the Moodle educational platform contributes to systematic professionally oriented learning, which takes into account the individual pace of the student and his / her capabilities. This service is constantly modified and supplemented, offering new solutions to the educational process. Digital resources can also include *Google Class*. This is a service that is developed by a teacher and closes the student audience in itself. It includes a free set of tools for working with e-mails, documents, storage. This platform has properties similar to the Moodle electronic environment: the teacher creates a course, selects tasks / exercises, publishes announcements and questions.

*MyEnglishLab*, among other things, is a unique simulator for learning a foreign language, English in particular. The modern electronic resource, based on the *Speakout* textbook of the Pearson publishing house, combines work with a traditional textbook and interactive tasks online. Students practise the material in an interactive environment with instant feedback and tips that help improve learning. Each language or speaking activity is included in the lesson plan to help learners practise speaking, listening, reading, and writing skills.

Therefore, the use of electronic platforms in distance education allows students to develop the skills of independent search for information and acquisition of additional knowledge, use information resources, be able to communicate at a distance, identify problems and find ways to solve them, work autonomously in a mode convenient for them.



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## **INTERNATIONAL WEB-EXCHANGE PROJECT FOR UNIVERSITY TEACHERS AND STUDENTS DURING WARTIME IN UKRAINE**

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**Keywords:** web-exchange project, technical university students, wartime.

Wartime is associated with chaos, where there is no place for peace and order. Education during emergency remains to be the basic human right, in addition, it equips all the participants with the ability to survive, resolve conflicts and become resilient (Cahill, 2010, p.12). This unprovoked Russian invasion on 24 February, 2022, threatened the very existence of Ukraine as an independent country and resulted in destroyed, damaged or occupied educational institutions, hundreds of displaced students and teachers. The war drastically changed educational environment limiting access not only to the internet and other resources, but to the commodities like electricity, water, central heating (Lavrysh et al., 2022, p.4).

In response to threats caused by the war in Ukraine, UNESCO developed various programs to support digital platforms and electronic assessment systems, as well as psychosocial support to teachers and students (UNESCO, 2022). However, it is not enough. The results of the surveys showed determination and resilience of technical university students who not only believed in victory of Ukraine, but suggested the ways of re-building their country after the war, indicating the importance of international cooperation, translation, popularization of university mobility programs, and intercultural events (Kukharuk & Kharchenko, 2022). Therefore, taking part in an international project met the needs of Igor Sikorsky Kyiv Polytechnic Institute students, who lacked real life communication with English-speaking peers from other countries and wanted to share the experience of studying during wartime.



A cross-cultural web-exchange project “Ibunka”, which means “different cultures” in Japanese, was launched by Prof. Masahito Watanabe from Yokohama National University in 2000, involving more than 20 countries including Japan, Brazil, Indonesia, Taiwan, Colombia and Ukraine (Watanabe, 2020). Teachers and students from different countries take part in a web-based bulleting board discussion during twelve weeks. Covering the topics related to school life, cultures, social issues and world peace, they also focus on current international conflicts. There are some requirements that regulate discussion: frequency and size of postings and comments, quality of photos and videos, etc. Teachers register their students and moderate their postings, but students are free to choose any topic from the suggested list and any post of other participants to comment on. Professor Watanabe compiled a weekly Newsletter, which featured the most active participants and their postings, comments of others, ranking, tips for students to improve their writing skills. It was important for students to know that they would get the certificates if they meet the requirements of the project. Anyway, the participants posted more often because they were interested in the topic or provided comments because they wanted to learn more. Therefore, the participants were motivated extrinsically, as well as intrinsically.

Some researchers are skeptical about academic benefits for teachers and students who are engaged in projects, claiming that “traditional” practices are more effective (Aristidou, 2020, p.469). However, the experience of technical university teachers and students involved in “Ibunka” project, proves the opposite. The participants got interested in sharing their national identity, history, politics, they wrote about genocide of Ukrainians and atrocities of wartime, which “cannot be forgiven and cannot be ignored”. It was important for other participants to learn from their peers who witness war crimes and share posts “packed with the authenticity” (Project Ibunka 2022, Social Issues, 2022). There are some other benefits of “Ibunka” project, such as freedom to choose any topic, working in a collaborative environment, developing multidisciplinary and real-life skills, reflecting on your own experience and learn from others.

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## **APPROACHES TO TEACHING WRITING AS THE 21ST CENTURY SKILL**

**Olena Chevychelova (*Kharkiv, Ukraine*)**

In today's multilingual, multicultural and computerised world, written communication is becoming increasingly important. Therefore, the ability to correctly and clearly express the thoughts in English, both orally and in writing is a key to successful business and personal growth of any specialist.

Nowadays, foreign language written competence has begun to be perceived as an independent and valuable means and goal of learning. Both domestic English language tests, such as external independent testing, and international tests, such as Cambridge First Certificate, Cambridge Advanced English, Cambridge Proficiency English, TOEFL, IELTS and many others, include a written part as a mandatory element, the size and format of which differ depending on the type of discourse.

Writing is one of the productive skills integrating several skills. It is a very important skill for success in mastering English, since it is a good means of building fluency, as well as the way of developing accuracy, students' creativity and uniqueness. Teaching writing is challenging due to high lexical density of writing, its solitary activity and difficult spelling. Thus, a teacher needs to set the ground for it, organise the process of production and assess the product.

To create correct and logically coherent texts, the product approach is now widely used, which focuses on obtaining a specific result in a written format reproduced from exemplar texts. The product approach involves directing the work of students to study certain model texts, their lexical and grammatical structures, peculiarities of text organisation and practical application of this knowledge in accordance with the task.

This approach focuses on mastering general strategies and tactics of organising thoughts, their language and logic of presentation, rather than on content.

However, producing the text from the exemplar does not foster students' creativity, consequently, their motivation may fall. In order to form creative writing skills and develop students' creative abilities and imagination, it is advisable to use the process approach, which involves several stages, namely generating thoughts on the chosen topic (brainstorming); selecting the best ideas (evaluating); logical organisation of the selected ideas, forming



relationships between them (mind-mapping); writing a rough draft of the text (1st draft writing); reviewing and editing the written text (peer reviewing, editing); writing the final draft of the text (final draft writing); teacher's evaluation and comments (final evaluation). This approach enables students to feel like real writers, express an individual vision of the proposed problem, organise and structure the text according to their own logic without copying a sample.

Nevertheless, this approach is criticised for its excessive focus on creative and content components. Not all students can improve their skills by writing creative tasks using the methodology of procedural writing, because the language presentation of ideas is overlooked, which significantly affects the quality of such texts. In addition, the absence of a goal and a specific addressee subsequently reduces motivation to complete such tasks.

The solution to this problem can be the use of the genre-based approach, which involves writing texts of different genres (formal/informal letters, messages, orders, essays, etc.). The central idea in this approach is to understand the situational nature of writing skills. In real life, students will encounter communication situations that require the ability to respond in accordance with social norms and rules by reproducing relevant texts in writing. Creating a real-life communication situation where a written response is a means of communication and a solution to a particular problem motivates students to perform these types of tasks at the highest quality level, as it clearly visualises a real-life situation they may encounter.

Thus, in order to ensure high efficiency in the process of developing foreign language writing competence, a compromise solution is the combined use of several approaches, depending on the learning objective. It is the skilful combination of various tasks and methods, taking into account the goal, individual characteristics of students and factors that contribute to its successful implementation and assimilation of knowledge that makes the learning process engaging and effective.

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## EMPOWERING SELF-REGULATION AND SELF-ASSESSMENT IN THE EFL CLASSROOM

**Svitlana Chugu (*Vinnitsia, Ukraine*)**

The paper focuses on the use of digital tools of self-regulation and self-assessment as effective ways to develop learning strategies with the ultimate goal of enhancing language performance and empowering students in the academic context. It is claimed that the potential of digital tools in the EFL classroom is to be developed to the full so that language learners could gain deep knowledge and to form operative skills in all language areas, listening, reading, writing and speaking, as well as to facilitate acquisition of social and functional language. Obviously, systematic use of self-study and self-regulatory learning tools is a way to improve students' academic results while EFL teachers are expected to observe and guide the process.

Metacognition or “thinking about thinking” has gained a significant role in the learning process, being described as a key guiding factor of successful learning due to its efficacy, so it is to help students realize how to study successfully (Iwamoto, Hargis, Bordner & Chandler, 2017). One of the powerful tools to foster language learners' performance in the EFL classroom is raising their awareness of metacognitive strategies, considered to be one of the key factors to shape students' positive attitudes, beliefs, motivation, this way boosting their confidence in the classroom (Zenotz, 2012). Taking into account core elements of metacognition in terms of language learning and teaching necessitates developing language learners' self-regulatory skills inside and outside the classroom. Self-regulation, being an essential component of the learning process, aims at enhancing students' self-reflection on their studies to reinforce individual meaningful conscientious cooperation in the learning process and beyond.

Metacognitive processes have been studied in cognitive psychology that mostly dealt with the determinants and consequences of monitoring knowledge. The obvious benefits of applying the notion of metacognition in pedagogical sciences in general and in language teaching in particular have become indisputable in recent decades. At present, metacognition is primarily believed to refer to higher-order thinking which implies executing active control over students' cognitive activities in the learning process.

Numerous research on metacognition has provided evidence that metacognitive knowledge results in successful language learning due to the conscientious use of metacognitive strategies that support acquiring skills and employing the most relevant learning strategies to accomplish tasks effectively as students get to know and eventually to control planning their studies, monitoring them during task performance, and evaluating the results after the task accomplishment (Millis, 2016; Nilson, 2013). Students, who are aware and thus have formed metacognitive skills, appear to be more autonomous, motivated and self-regulated learners.

All in all, accurate choice and effective use of digital instructional and assessment tools reinforce students' metacognitive strategies and self-regulatory skills, as they shape



appropriate learning attitudes, increase motivation and lead to improved language performance as students gain independent, reflective experiences on their studies on a regular basis while they are actively involved in managing their learning experiences through engagement in cooperative tasks in the EFL classroom.

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## **CHALLENGES OF ACADEMIC WRITING IN UNIVERSITY ESP COURSE**

**Svetlana Danilina**

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While mastering writing is traditionally considered among the toughest challenges in the realm of foreign language learning, writing academic texts poses even more difficulties. Scientific texts should balance content and structure, generally accepted facts and the author's stance, demonstrate appropriate lexical and grammar constructions, adhere to the accepted stylistic norms and citation requirements, be clear and concise (Chauban, 2022). Academic writing is a crucial skill for students who would like to have their papers published in international scientific journals and thus to make their research accessible to a wider audience. Therefore, "improving the quality of scientific writing is one of the main goals of the educational system and the main concerns of university faculty members, students and scientists" (Shirdel et al., 2023).

As a rule, the students of the faculty of philosophy of Taras Shevchenko University have a course of academic writing in the first year of their master's programme, however, last semester my group voiced their wish to do a basic course of academic writing in the second year of bachelor's, their message being that academic writing skills is a must for any university student. I had little understanding of how masterful the students were in writing academic texts and decided to approach the course in the test-teach-test paradigm to identify the problems the students may have in this sphere.





We started the course by reading an interview with the eminent Indian philosopher Kanchana Mahadevan, where she talks about her current research. In the lesson we identified the examples of hedging language and phrases to refer to investigation going on in the area, and revised general conventions of writing (no contractions used, common usage of the passive voice, avoiding informal words). The home assignment offered to the group was to imagine they wanted to take part in a scientific conference and had to write a short (up to 200 words) summary of their topic of interest in philosophy, based on which they will be selected to present at the conference.

The samples of their writing revealed a number of challenges the students seemed to struggle with, which could be split into two categories - content-related and language-related:

1) Content-related issues:

Failure to identify the breadth of one's research: e.g. *"I plan to concentrate on the controversial period of medieval and Renaissance philosophy"*;

Failure to signpost the difference between commonly accepted facts/ previous research/ the students' own interest: e.g. retelling a famous philosophical treatise and stating the student's own opinion on the concepts explored by the text in the last sentence;

Failure to ground their own interest in the topic: referring to well-known facts or philosophers' opinions without commenting on or analyzing them;

Structuring summary as an essay;

Plagiarism: copy-pasting from the internet without referring to the source nor paraphrasing.

2) Language-related issues:

Using informal and emotionally coloured lexis: *"I got extremely interested in"*;

Using unconventional modality: e.g. *"I managed to describe"*;

Wrong grammar constructions: e.g. *"researchers were focused on"*;

Failure to use appropriate discourse markers.

The overall impression at the start of the course was that second year students needed a significant further training both in adhering to the general conventions of formal writing and targeted instruction of how to word their opinion in an academic context. Looking ahead, the module test the students took at the end of the semester revealed that, although the quality of some learners' texts appeared to have improved, they still were a long way from becoming instrumental in academic writing and the five classes we had during the semester were obviously not sufficient.

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## ONLINE DISCUSSIONS

**Yuliya Datsko**

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The world we live in has been evolving continuously. In this era of modernization along with the textual lessons and content, there is a dire need to cultivate some values and skills among our learners which we call “the 21<sup>st</sup> century skills”. And teachers need to adapt the roles and techniques for that.

Discussion is a well-known instructional strategy which has a number of benefits. It develops students’ higher-order thinking and reasoning skills; helps students recognize and investigate their assumptions; encourages attentive, respectful listening; promotes the development of collaborative learning habits.

Skills in online classroom discussions are extremely important nowadays. Teachers of English can use a range of strategies, both synchronous and asynchronous.

**Synchronous strategies**

*A spider web discussion:* conducting discussions over messengers like Google Meet. Before the live class students answer the questions independently, then share their responses at the start of the class as a jumping-off point for a broader class discussion.

*Using chat to check for understanding:* using applications like Google Chat to ask and answer questions to show whether students understood the concept.

*Flipping the classroom to stimulate deeper discussion:* blending of asynchronous and synchronous instruction to stimulate students’ discussion during online learning. First, new content is taught asynchronously through recorded videos and online activities. At the start of the off-line class students briefly summarize the concepts they have learned together and then are divided into breakout rooms to solve related problems in small groups.

*Adapting think-pair-share to Zoom.* Students are given a prompt, broken into groups and then placed into breakout rooms to discuss and record answers on a shared Google doc, which allows students to share their thinking in writing or reading aloud.

**Asynchronous strategies**

Although some teachers and students say that synchronous discussions are more engaging because they resemble a traditional classroom, a number of educators find that asynchronous discussions are more equitable because they open up participation to students who are uncomfortable engaging with the whole class.

*Online forums* create back-and-forth dialogue. The use of virtual collaboration programs gets students to share images or write a response to show what they have learned about the topic.

*Virtual gallery walks* give students an opportunity to view their classmates’ projects with the purpose of learning from each other.

*Moving station brainstorming.* When station brainstorming activities are conducted off-line, small groups of students rotate around the room to different stations to answer the



prompts. They view and have a chance to add to each group's responses. In on-line classes students work in breakout rooms and create shared Google docs – or a series of Google slides – for the prompts or questions. Each group leaves their comments by the assigned date and then follows up by commenting on the other groups' responses the next day.

There are certain rules for conducting on-line discussions:

- *Participating*: students should contribute to conversations.
- *Helping others*: it is good to ask for recommendations in a discussion so students can share what works best for them. Students who get some help will appreciate it and help the other online students in the future.
- *Using a proper writing style*: a virtual classroom is a professional environment where correct spelling, grammar and style should be used.
- *Respecting diversity*: a virtual classroom should be a safe space for the learners where sarcastic comments are not acceptable.
- *No flaming*: criticism must be constructive and well-articulated. Rants directed at any contributor are highly unacceptable.

## THE GIFT OF ART TO HEAL TRAUMA

**Antonina Devitska (*Uzhhorod, Ukraine*)**

Incorporating art for healing trauma in a language class can be a powerful tool for assisting students in processing their emotions, expressing themselves, and developing a sense of community. In my ESP and TEFL Methods classrooms, art takes many forms and integrated into various aspects of teaching and learning.

To encourage students to write about their feelings and experiences related to the language class and provide prompts to guide their writing, I set aside a few minutes each class for students to write in a journal in the target language. I use *mixed media learning journals* as a tool for planning, capturing, and reflecting on life experiences. Using journals of different formats and sizes, lot of paint and pastels, pens engages in the art process and brainstorms ideas. The research has documented that just like with the mindfulness practices, journaling actually supports mindfulness, releases tension and repressed anger, aids in more rational decision-making, boosts self-confidence, reduces anxiety and depression, improves immunity, and makes you sleep better [1].

*Nature journaling* or *Nature Meditation* is another mindfulness practice that can be done in nature with breathing exercises, visualization, and activating all of the senses so that students can ground themselves in the present moment. After Nature Meditation the students are asked to share how they feel after the meditation in a written or oral form.

Harvard University professor Ellen Langer defines mindfulness as “A flexible state of mind in which we are actively engaged in the present”. Mindfulness is really about being aware of your surroundings so that you can tap into how you’re feeling right now. *Mindfulness* and *relaxation techniques* assist my students in managing stress and anxiety, which is frequently caused by constant air raid alarms and blackouts. To help students focus and be more present, I usually incorporate brief mindfulness practices and relaxation exercises at the beginning or end of a language class or during transitions, by using guided meditations from the *Mindful Life Project*.

*Zentangling* is about being present in the moment and is simple to implement in a language class. It is soothing and requires your students to slow down and spend some time solely. Self-soothing repetitive creative work; a step-by-step method for generating strokes makes it an imaginative art form. Tangling frees students from worrying about what they are drawing, allowing them to be more open to wandering and staying in the moment.

In *Group art projects* I assign the projects that relate to the language lesson of the day. Creating collages on smart devices, drawing or painting, or other art projects that require collaboration and communication in the target language can also help to reduce stress, aggressive behavior, emotional distress, depression, and anxiety.

*Mindful listening* is also an effective classroom routine. We usually take a few minutes each class for a mindful listening exercise. Playing calming music or ambient sounds while students close their eyes and focus on their breath, encourages them to let go of any distractions and to focus on the present moment.

By incorporating art for healing in your language class, you can create a safe and supportive environment for your students to express themselves and process their emotions. This can help build a sense of community and promote overall well-being in a language class.

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## APPROACHES IN THE FORMATION OF FOREIGN LANGUAGE TEACHERS' INCLUSIVE COMPETENCY

**Natalia Dmitrenko (*Vinnytsia, Ukraine*)**

Due to analyses of theoretical studies and practical self-experience, the high level of foreign language teachers' inclusive competency is defined by a high degree of 1) awareness of the educational activities importance and needs of their implementation in conditions of inclusive educational environment; 2) knowledge, highly developed abilities and skills that are indices of the cognitive and operational criteria of professional competency of foreign language teachers; 3) the ability to monitor and evaluate their activities with further correction, and to provide creativity and initiative in different learning environments. A foreign language teacher with the high level of inclusive competency demonstrates confidence and ability 1) to combine exactingness with democracy, which is manifested in providing initiative and autonomy of learners with special needs; 2) to establish emotional contact, in order to form relationship of mutual sympathy and trust, and to show goodwill and tact in dealing with students with special educational needs, for whom it is important for their motives formation in the process of foreign language learning.

The theoretical and methodological basis for the foreign language teachers training to work in conditions of inclusive education are grounded on axiological, anthropological, holistic, student-centered, activity-based, differentiated, and competency-based approaches.

The axiological approach defines the system of pedagogical views, which are based on understanding and strengthening of the value of human life, its preservation, and prevention of negative attitudes towards students with special needs. The axiological approach allows determining the position of values of the foreign language teacher and opportunities of its impact on the position of student's values.

The anthropological approach allows introducing systematically the data of human sciences as the subject of inclusive education and considering them in the process of organization and implementation of inclusive activities.

The holistic approach focuses on integrative backbone connections of the educational system and on the formation of sustainable and variable, principal and less important aspects of education. It clarifies the contribution of individual components to the personality development processes. In this aspect, it is closely connected with the student-centered approach.

The student-centered approach takes into account the age and individual characteristics of students, conditions for their personal formation, upbringing of volitional qualities, etc.

The activity-based approach serves as the theoretical-methodological strategy and allows to explore the content of the readiness of foreign language teachers to work with students in conditions of inclusive education, optimize the methods of its formation and development, and identify ways of practical improvement.

The differentiated approach is one of the ways of solving pedagogical problems taking into account the social and psychological features of students with special educational needs.

The differentiated approach optimizes educational activities of the teacher, allows determining the content and forms of education for certain categories of students.

The competency-based approach is represented by a system of academic, professional, social and personal competencies, which determine the ability and readiness for the successful implementation of the professional and pedagogical activities and achieving educational results, taking into account the needs of all participants of inclusive educational environment.

The complex of approaches that makes up a functional model of the foreign language teacher training in inclusive education is a guideline in determining the content of education and the selection of appropriate methods and techniques.

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## **TESOL-UKRAINE CONVENTION 2023 “TESOL UKRAINE IN WARTIME: BUILDING COMMUNITY, CREATING CHANGE”**

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**English department 29 years of teaching Experience**

**Valid membership Certificate No 1020**

- Title of the presentation  
Taboo Issues in Class: War Zone or Combat Area?
- abstract

The aim of the workshop is in attracting attention to taboo and closed topics, the issues much ignored in class but heavily discussed outside its boundaries. Huge amount of societal factors could easily break the harmony of a smooth educational process and reveal all the adversities of life. The war in Ukraine brought out all the possible banned topics into media and personal life of our citizens. What strikes more



is the urgent necessity to name the atrocities by their real names, which in its due turn leads to disclosure of these sealed topics in the class. Learners being constantly exposed to taboo language and topics are in need of proper guidance.

We view the resources with controversial subjects as an exquisite authentic material for the creation of assignments to activate mastery of receptive and productive skills, to provide grounds for motivation, culture studies and visual literacy. During the workshop we shall explore their topicality, examine their variety and outline the areas of classroom application as well as present-day vitality.

- Bio

Nataliya Dyachuk has been involved in teacher-training since 1993. Being an active conference-goer, materials-writer and workshops-conductor, she is a devoted member of different professional organizations TESOL-Ukraine, TESOL, IATEFL-Ukraine, “SUTO” Professional Council of Educators, Tutor’s Club. Back in 2000 she founded the Agency of Foreign Languages ‘RUNA’® with a multi-dimensional activity profile. The agency later became an Authorised Cambridge Exams Centre UA 011. N. Dyachuk holds Cambridge CPE, CELTA and Teacher Trainer certificates. She successfully completed International IELTS Instructor Course as well as sat exams in TKT Modules including TKT CLIL. Her scientific attention ranges from EFL methodology, media methodology, media pedagogy, study of aphoristic utterances to materials development on the basis of authentic resources. The newest realm of her interests rests now in the spheres of linguo- and neuro-language coaching.

- Type of presentation

Workshop

- Equipment

Laptop

Projector

Screen

## **SIN, GUILT AND FAULT IN HISTORICAL LINGUISTICS**

**Anastasiia Fedorova**

In the traditional picture of the world, sin is a religious concept which is highlighted in numerous religious-philosophical, historical-philosophical, ethical-philosophical studies along with linguistic, in which this concept is subjected to deep analysis in aspects of conceptology and cognitive linguistics.

**EMS ‘to be’ → ‘that which is (true)’ → ‘sin’, ‘misdemeanor, offence’.**



Old English. *synn*, *syn* ‘wrongdoing’, ‘bodily damage, damage’, ‘injustice’, ‘hostility, enmity’, ‘sin’, ‘causing harm, loss’, ‘offence’, ‘commitment of an offence’, ‘illegal behavior’, ‘misdemeanor, delict’, ‘injustice, unfair act’, ‘oppression of rights’, ‘hostility’, Middle English. *sinne* ‘the same’ ~ Old Scand. *sundia* ‘the same’, Middle Danish *sonde* ‘the same’, Old High German *sand* ‘true’, ‘one whose guilt is unquestionably established’, Old High German *sunt(e)a*, German *Sünde* ‘sin’, ‘misdemeanor’, Goth. *Sunja* ‘truth’, English *sooth* ‘truth’ > Proto-Germanic \**sundjō* ‘sin’ (Klein, 1966: 1447; From early history of the Swedish people: 185).

**EMS ‘to cover’ → ‘guilt’.**

Old English lexeme *scamu*, *sceomu* ‘painful feeling of guilt or shame; confusion caused by shame; a state of shame; dishonor, insult, loss of respect or reputation; a shameful circumstance that brings shame; modesty’ from Proto-Germanic \**skamo* (source also of Old Saxon *skama*, Old Norse *skömm*, Swedish *skam*, Old Frisian *scome*, Dutch *schaamte*, Old High German *scama*, German *Scham*). It is best assumed that it is from PIE \**skem-*, from \**kem-* ‘to cover’ (covering oneself with something is a common expression of shame).

**EMS ‘falling’ → ‘fault’.**

Old French *faute*, earlier *falte*, ‘opening, gap; failure, flaw, blemish; lack, deficiency’ (12c.), from Vulgar Latin \**fallita* ‘a shortcoming, falling’.

**EMS ‘make a sacrifice’, ‘sacrifice’ → ‘pay’ → ‘be guilty’; ‘payment for a fault’ → ‘guilt, fault’, ‘sin’.**

This EMS belongs to English *guilt* ‘guilt’, ‘feeling of guilt’, ‘guilt, culpability’, ‘sin’, jur. ‘punishment’. Old English *gylt*(*gilt*, *gelt*, *gielt*) ‘guilt, fault’, ‘culpability’, ‘crime’, ‘sin’, ‘infraction, guilt, offense’, ‘insult’ ‘error, mistake’, ‘illegality’, ‘debt, indebtedness’, ‘fine, fine’, ‘loss (of rights, property, position), deprivation ( rights, property, position), confiscation’, from which the noun is derived. English *guilt*, cf. other derivatives of *gyltan* ‘to commit a crime (guilt) or sin’, ‘to be guilty of something’, *gyltend* ‘debtor, debtor’, ‘criminal, delinquent’, *gyltig* ‘guilty, guilty, obliged, bound by obligation, forced; essential’, *gylting* ‘that sins; sin, guilt, error, gyltic ‘sinful, sinful, impious, criminal, abominable’ (Bosworth: 494; Mätzner, II, Abteilung II: 330–331).

Generally speaking, all these lexemes have negative connotation. They are all interconnected, they are all synonyms for the wrongdoings that people have done previously or may do in the future. These all lexemes may be analyzed from different angles, from different points of view – historical linguistics, cognitive linguistics, semantics, sociolinguistics and others. But here we have given a short linguistic glimpse on some lexemes that can be used to describe some negative deeds of people from the point of view of cosmology. Surely, a lot should be investigated from different points of view about these lexemes. And this will be our further insight into the sphere of usage of these lexemes in historical linguistics, psychology, sociology and legal studies.





## DRILL AND STYLISTICS

**Lyudmyla Ganetska**

*Mikhailo Dragomanov State University of Ukraine (Kyiv, Ukraine)*

**Tatyana Makukhina**

*Mikhailo Dragomanov State University of Ukraine (Kyiv, Ukraine)*

Teaching foreign languages is not an easy task and when on March 12, 2020 the Director General of the World Health Organization Dr. Tedros Adhanom declared about new dangerous pandemic – Covid 19 the world of trainers and trainees turned upside down. Since that time, the education system has been significantly shifted in search for new effective methods and sources for teaching. Both students and professors had to adapt to online communication.

Despite countless challenges, online learning offers numerous advantages. As an effort to accomplish and to meet objectives of training future English teachers at University “Stylistics in Drill Mode” appeared.

Why Drill? Because it has at least two meanings here. Students are quite aware of a modern trend in music, which is called Drill and we, teachers, use Drills as repetitious exercises to perfect the skills of those whom we teach.

The textbook was compiled with an intention to develop a new look at the process of teaching a theoretical subject at the university such as Stylistics. The content of the manual reflects the changes taking place in this field today, namely, stylistic phenomena are brought to the fore from the point of view of their current use in modern society, which is instantly developing and globalizing.

The main basic theoretical and practical aspects of Stylistics of the English language are introduced in the manual in the form of numerous tables, interactive game tasks (crosswords, puzzles, quizzes, jokes). This form of presentation helps students analyze various materials and individual styles of classical English prose and poetry authors. Humor and game elements together with relevant cute illustrations, done by a promising young graphic designer, Vlada Yurina, are displayed on almost every page of the textbook. All this creates an atmosphere of interest and motivation for students to complete the tasks, and it also contributes to the understanding, self-involvement, dare to say, captivation and eventually learning the necessary material, which is very important nowadays for future professionals.

The manual is specially designed for students of the departments where Stylistics of the English language is studied as a part of their obligatory Curricular. Chapter 1 covers the material on Stylistic lexicology, chapters 2 and 3 are dedicated to Stylistic syntax, chapters 4 and 5 deals with Stylistic semasiology, chapter 6 – with Phonostylistics and chapter 7 – with Functional styles. Each section has both traditional exercises, quotations from classical and modern English and American literature for stylistic analysis and different game exercises such as quizzes, crosswords, puzzles, jokes.

The main purpose of the exercises is to develop practical skills of stylistic text analysis of future English language teachers and philologists, which is quite important for their further



professional activity in different spheres. The main didactic principles were also observed while compiling the manual. They are:

- 1) Availability. The book is printed and in online format, which was urgent necessity in the period of Covid-19. Now, in Ukraine, in the days of war, when the safety is crucial this format additionally gives students a sense of control and creates a threat free environment. It again has proved being quite efficient.
- 2) Visibility. The undoubted benefits of on line learning during wartime are supported by visual graphical means in the book. It changes the habitual theoretical scenery, making it fun at some points.
- 3) Activity. To support the students to participate actively in learning Stylistics the textbook has mainly interactive tasks, which also encourages self-reflection while turning to text analysis.
- 4) Consistency. Repeated (in format) standard snowball exercises and tasks ensure regular work on the tasks and at the same time give students responsibility.

In conclusion, it is necessary to mention that face-to-face and virtual learning are very different. Internet provides great convenience due to its multifunctional possibilities. However, genuine interaction with group-mates and university professors could hardly be fully substituted. Here we should mention that lately we might observe drop of interest and motivation, which in Ukraine is a consequence of large-scale military events all over the country. Despite everything, our education system successfully survived and we are completely sure that all difficulties of wartime teaching and learning educators will also overcome.

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## HELPING B1+ LEARNERS TO USE PASSIVE VOICE IN THE CONTEXT OF NEWSPAPER ARTICLES

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### 1. Introduction

The focus of this publication is to *help B1+ learners to use* passive voice in the context of news stories.

My current learners express a desire to improve English skills for work, presentations, public speaking, advertising. Understanding my learners needs the selected grammar structure is specific as it does a better job of presenting an idea in professional settings Thornbury (1999: 90) emphasizes the fact, that language is context-sensitive and becomes fully intelligible only when it is placed in its context.

Furthermore, passive voice is less common grammar structure than active voice. Learners often avoid it or struggle to use it or unable to fully grasp the differences between active and passive. As Lewis puts it, in most teaching, they are presented as different ways of saying the same thing (Lewis 1986:132). It happens because in many FL classrooms passive voice is taught on rule-based way, clarification of the form and meaning of it based on the prescriptive grammar rules.

Based on what has already been mentioned, the main reasons are the following:

- to emphasize on when and where to use passive. As Parrot (2007:287) says we need to encourage learners both to notice and understand when and why we choose them.

- to emphasize the importance of the doer of the action and fulfils other discourse functions across registers such as news. (Biber1999:166) .

### 2. Analysis

#### 2.1 Meaning & Use

##### 2.1.1 Active Voice Use vs Passive Voice Use

‘Voice’ – a grammatical feature of who or what serves as the subject in the clause. In other words, it answers the question whether the subject does the action or receives the action (Carter, R. & McCarthy).

In active voice, the subject of the sentence does the action in the verb.	In passive voice, the subject is acted upon by the verb.
The boy hit the ball. The ball was hit. (“truncated” passive voice, which leaves it to the reader to figure out who hit the ball)	The ball was hit by the batter. (the real subject of the verb, the batter, comes after the verb)



Passive voice belongs to the category of special focus constructions (Larsen-Freeman & Celce-Murcia 2015:660). They are used to ‘emphasize a particular piece of information’ (Richards & Schmidt 2002:75).

**2.2.2 Reasons for using passive voice**

The passive and active give two different windows onto the same event but they are not simply identically-meaning alternatives. When we choose to use the passive it is because we have a specific reasons(Scrivener 2010: 246):

- ✓ to put emphasis on the action rather than the agent, often for dramatic effect ;
- ✓ when the agent is obvious, unknown or unimportant;
- ✓ to eliminate redundancy .

Swan (1993:457) explains that, the choice between active and passive construction often depends on what has been said. We normally prefer to begin a sentence with information that is already known. We tend to put new information later in the sentence. (I saw a great movie last night. It was directed by ....)

I completely agree with M. Parrot (Parrot 2001: 333), who recommends *to focus on context* use passive structures in order help learners to develop a feeling for when using them. (to describe processes; in various formal (often academic) styles of discourse; to introduce evidence, argument, or opinion; to describe procedure in formally reporting scientific experiments; to avoid the implication of personal involvement or responsibility; with certain verbs when the person who did the action is generally unimportant).

**2.2 Form**

**2.2.1. Tense formation**

The passive voice in English is formed in the following way: **the appropriate form of the verb ‘to be’ + past participle**. In passive form, the object of an active sentence becomes the subject of a passive sentence. The main verb needs to be changed to its past participle form, and the auxiliary verb “be” needs to be changed to its appropriate form (Cowan, 2008).

**2.2.2 Most common passive structures**

Passive	structures	Example
Present Simple Passive	Subject + am/is/are + past participle	Rock is generally underrepresented at Eurovision
Present Perfect Passive	Subject +have/has+ past participle	The full result has just been revealed
Past Simple Passive	Subject +was/were + past participle	Malta was overtaken by Ukraine

Passive voice can be presented in affirmative or positive sentence, negative sentence and interrogative sentences.

**2.2.3 Other ways to express passive**

1) the passive voice with modal auxiliaries

To make a passive voice with modal auxiliaries (can, may, might, should, ought) the following formula is used :

Subject + modal auxiliary + be + past participle

The article must be written in time



2) using by + the agent

To include the doer in a passive sentence we use by. The doer of the action is known as the agent.

Subject + be + past participle + by + agent

A peace accord was signed by both leaders.

3) passive forms with reporting verbs

To make a passive voice with reporting verbs (say ,expect ,know, believe, claim, consider ,think) the following structure is used

Subject + passive reporting verb + to-infinitive

It is thought (that)... / It is said (that)...

It is said here that tea is better for health than coffee

**2. Phonology**

**2.3.1 Weak form of auxiliary verbs in passive**

Weak and strong pronunciation of some auxiliary verbs in passive. Auxiliary verbs are pronounced with weak forms so they are difficult to hear.

Examples:	Weak form used in passive voice	Strong form
Malta was overtaken by Ukraine	/wəz/	/wɒz/
The full result has just been revealed	/həz/	/hʌkz/
Rock is generally underrepresented at Eurovision	/z/ or /s/	/ɪz/

**2.3.2. Sentence stress**

Sentence stress is one of the important aspects of pronunciation of passive voice.

To stress the thing done more than the doer of it.

Sentence stress

Malta was overtaken by Ukraine

The full result has just been revealed

Rock is generally underrepresented at Eurovision

**3. Issues**

**3.1 Meaning and use**

**3.1.1. Clarification difficulties**

overpassivisation                      avoidance

As passive is usually considered a variant of active voice, students have the fallacy that all active sentences may be used in passive. Therefore, they apply passive construction to all active sentences without considering whether the verb is transitive or intransitive and end up with awkward sentences (Parrot 2001:295)

transformation                      usage

Even if learners with a good command of English (Parrot 2001:295) they may confuse when and how to use passive. The reason is that even if they have a perfect knowledge of the passive form as a result of transformation exercises; they have lack knowledge of contexts where to use it.

Based on mentioned above issues the clarification of the meaning may not make any sense as if it is more rule-based and due to the absence of context. In other words, learners cannot clarify the meaning and see connections between the doer/agent and the receiver/patient. As in , Rock is generally underrepresented at Eurovision.”, they may think that ,Rock’ is ,the doer/agent’.

### 3.2 Form

Learners often **omit using auxiliary verbs**, as in their L1( eg. Turkish) they do not have auxiliaries (Swan & Smith, 2001). This causes particular confusion when the structure involved the use of a regular verb, as the meaning changed completely: “Rock generally underrepresented at Eurovision.” refers to the past, not the present.

### 3.3 Pronunciation

#### 3.3.1 Weak form of auxiliary verbs in passive

Learners may fail to hear auxiliary in a passive sentence due to weak pronunciation, hence lack of comprehension. They tend to separate words and pronounce each syllable individually, and have difficulty noticing the weak forms of auxiliary verbs’. Without constant practice and consciousness raising, students fail to **noticing weak forms of auxiliary verbs** and use them. For example, , Rock generally is underrepresented at Eurovision” they may not distinguish passive voice due to weak pronunciation of ,is’ and may think that ,Rock’ is the doer/agent. Also, past participle form of the verb underrepresented with past –ed ending may be pronounced inaccurately (e.g. / /ʌndərəpreɪ'zɛntəd/ plɛɪəd/ instead of / ʌndərəpreɪ'zɛntɪd/), affecting negatively on understanding meaning .

## 4. Suggestions for teaching

### 4.1 Meaning and use

#### News Guided Discovery (APPENDIX 2)

Aim: To help learners understand the reasons for using passive in context

Procedure:

Students read a story for contextualisation. Teacher concept-checks ... (APPENDIX 1).

Teacher introduces a Guided Discovery activity, which students complete in pairs (APPENDIX 2).

Guided Discovery activity is followed by controlled practice and free practice, where students work in groups writing news story, where they have to produce usage passive voice structures and share their stories in pairs.

Comentary: Meaning and contextualisation are essential, and the communicative approach proposes a procedure that goes from guided to freer activities (Richards & Rodgers, 2001). It also helps achieve better coherence. This exercise is necessary for students to see that we in fact use passive in the context of newspaper article. Then a guided discovery activity and concept checking questions designed to guide learners into understanding and checking (Thornbury, 2017) the concept of passive, the counterfactual present, past, the perfect aspects. This works well for such complex concepts because it engages students’ critical thinking skills, allowing them to make inferences and reach understanding more



deeply. In this case, I would rather focus on the number of elements and their implications for meaning. If done right, this provides a solid framework for output, aimed at providing scaffolding opportunities to use the language communicatively. The potential problem for learners may be if they preferred more teacher-centred style.

#### **4.2 Form**

##### **Complete the sentences** (Intermediate and above) (APPENDIX 4)

**Aim:** To raise awareness of passive structure and help students recognise auxiliary verbs' function and position

**Procedure:** Each student is given to complete the sentences with the correct grammar structure (passive or active). Then they listen to the speaker and check their answers. Students focus on the form and structure and the auxiliaries and try to identify and discuss how they differ from active structures. Covering auxiliaries and asking CCQs helps learners see that even when a sentence is correct, meaning can vary.

**Commentary:** Doing awareness raising activities helps students reconsider their choices when writing or speaking in English. Also, it may aid their comprehension because raising their awareness of agentless passive sentences and clarify auxiliary verbs' function and position may help them realize, recognize and comprehend the information given in written and spoken texts. By doing this exercise, students will identify auxiliaries the learners will see that even when a sentence is correct, meaning can vary. (Thornbury, 1999). This causes particular confusion when the structure is involved using regular verb, as the meaning can be changed completely. The potential problem for learners to be not aware with the irregular verbs and that affecting grammatical accuracy. their L1 interference.

#### **4.3 Pronunciation**

##### **Can you hear?** (Intermediate and above) (APPENDIX 3)

**Aim:** To help learners recognise the weak form of notice the weak forms of auxiliary Hewings (2004:96).

**Procedure:**

**Worksheet:** pairs of sentences (a) in passive form (He is observed every month) and (b) one in active (He observes every month). Each pair features whether the sentences are active or passive and clarify the weak and a strong form (both underlined)

**Feedback:** learners read out (a) sentences (all strong forms) and the teachers reads out (b) sentences, ensuring weak forms are unstressed. Learners repeat chorally and individually.

**Feedback:** board answers with words omitted (auxiliary), have learners call out missing words.

**Commentary:** By doing this exercise, students will identify differences, so they can analyse them and ultimately produce them. This drilling “combines receptive awareness and productive skill” (Kelly, 2000; 75) so it helps learners notice and produce the weak forms. It is based on the assumption that learners benefit from doing things for themselves rather than being told (Scrivener 1994:4). One disadvantage might be that learners struggle linguistically to formulate rules, so having them boarded with some words omitted will provide scaffolding.



## 5. Conclusion

My research indicates that in order to overcome the complexity of the target structure to be able to use it, learners need firstly to be confident of its meaning and use, form and pronunciation, secondly, not to be overwhelmed by using passive structures outside the class. Implementing personalised, relevant and meaningful tasks to engage learners' desire for self-expression and provides authentic and stimulating contexts for employing the structures, giving them a reason to implement into free practice. Directing learners to pay attention to form and grammatical features increases the likelihood of them being able to employ passive outside the classroom. (Thornbury 1999:24).

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## 7. Appendices

### APPENDIX 1

<https://eurovisionary.com/full-eurovision-2021-result-semi-finals-won-by-malta-and-switzerland-croatia-and-denmark-almost-reached-the-final/>

#### Full Eurovision 2021 result: Semi-finals won by Malta and Switzerland – Croatia and Denmark almost reached the final

Like 78 | Tweet

Charlotte Jensen and Wouter van Vliet / 23rd May 2021 at 01:23 / Eurovision Song Contest



It's time to crunch the numbers and dig further down into the result of the 2021 Eurovision Song Contest. The full result has just been revealed, and it shows quite some interesting details about the two semi-finals.

At the two semi-finals taking place earlier this week, the qualifiers were announced in random order. The interesting details such as who had won them, who had been close to making it, and the difference between jury and televoting, that wasn't revealed until the end of the 2021 Eurovision Song Contest final.

##### First semi-final

- Malta won the first semi-final, but was overtaken by Ukraine – who came in second place – in the final
- A margin of only 5 points caused Norway (115 points) to qualify for the final over Croatia (110 points)
- Ireland landed a bottom placement, still with 16 points more than the United Kingdom received in the final

##### Second semi-final

- Switzerland won the second semi-final, and was only beaten by two Big 5 countries in the final
- Iceland came in second, the same number of places behind Switzerland as in the final (1)
- Albania on 10th position beat Denmark on 11th by 23 points
- Latvia came in last with 14 points



##### See also

Insieme: 1992 – 30 years ago today Toto Cutugno and Italy won Eurovision

##### Grand Final

- The top 10 contains the same number of acts from semi-final 1 as from semi-final 2 (both 4)
- A whopping four countries received 0 points from the televotes: Spain, Germany, host country The Netherlands and the United Kingdom
- Rock is generally underrepresented at Eurovision – this year we have two rock songs in the top 10!

## What? Who? Where? When? Why? How?

<https://eurovisionary.com/full-eurovision-2021-result-semi-finals-won-by-malta-and-switzerland-croatia-and-denmark-almost-reached-the-final/>

### APPENDIX 2

<https://docs.google.com/forms/d/1JYNBqXOHbE-tp0LbngSJPbyoaZF4EW26UBTzBbUM5vQ/edit>

#### Guided Discovery

Read the following statements, discuss with your groupmates and complete it.

Name \_\_\_\_\_ \*

Краткий ответ \_\_\_\_\_

1. The agent(doer) of an action is known in :

- Rock is generally underrepresented at Eurovision.
- The full result has just been revealed.
- Malta was overtaken by Ukraine.



2. The agent(doer) of an action is unknown in:

- Rock is generally underrepresented at Eurovision.
- The full result has just been revealed.
- Malta was overtaken by Ukraine.

3. The importance of done action is shown in :

- Rock is generally underrepresented at Eurovision.
- The full result has just been revealed.
- Malta was overtaken by Ukraine.

4. The unimportant , obvious result of an action is shown in :

- Malta was overtaken by Ukraine.
- The full result has just been revealed.
- Rock is generally underrepresented at Eurovision.

5. The past action is described in :

- Malta was overtaken by Ukraine.
- The full result has just been revealed.
- Rock is generally underrepresented at Eurovision.

6. The important , surprising, unexpected info is addeed as charecteristic feature of done action in :

- Malta was overtaken by Ukraine.
- The full result has just been revealed.
- Rock is generally underrepresented at Eurovision.

## APPENDIX 3

### Pairs of sentences

A	B
<ol style="list-style-type: none"> <li>1. <i>I <u>am loved</u> by people.</i></li> <li>2. <i>This room <u>is used</u> by anybody.</i></li> <li>3. <i>Computer game <u>was played</u> by somebody yesterday</i></li> <li>4. <i><u>Air is polluted</u></i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>I <u>loved</u> by people.</i></li> <li>2. <i>This room <u>used</u> by anybody.</i></li> <li>3. <i>Computer game <u>played</u> by somebody yesterday</i></li> <li>4. <i><u>Air polluted</u></i></li> </ol>



## APPENDIX 4

Material taken from Navigate B1+ Coursebook, Oxford Publishing, 2017,

**8a** Complete the sentences with the correct form (passive or active) of the verbs in brackets.

- 1 Ali Ganjavian noticed that people who \_\_\_\_\_ (travel) a lot often get very tired.
- 2 The Ostrich Pillow \_\_\_\_\_ (invent) to help long-distance travellers.
- 3 It's a kind of hat that \_\_\_\_\_ (pull) over the head in order to take a nap.
- 4 So far, over \$195,000 \_\_\_\_\_ (pledge) by its backers.
- 5 In the first three months of production, Ganjavian's company \_\_\_\_\_ (ship) five thousand pillows to fifty-two countries.

**b 10.1** ))) Listen and check your answers.

**PRONUNCIATION** passives

**9a 10.2** ))) Listen to sentences 1–5 in exercise 8a again. Mark the main stress. Which is stronger, the main verb or the auxiliary verb?

**b 10.2** ))) Listen again and repeat.

## DIFFERENTIATING THE LEARNING PROCESS IN THE INCLUSIVE ENGLISH CLASSROOM

**Olena Halapchuk-Tarnavska, Lutsk**

The presentation gives the understanding of inclusion. We define inclusive classroom environment as one where students with diverse learning needs can succeed.

Basic strategies for inclusion are discussed and illustrated with practical examples.

Differentiation is a crucial strategy for creating an inclusive classroom environment. Numerous studies highlight its effectiveness in improving student learning outcomes (Tomlinson & Imbeau, 2014; Hattie, 2012; Wormeli, 2017).

Research suggests that differentiation can be particularly beneficial for students with special educational needs (SENs) who require more individualized support to access the curriculum (Pijl, Frostad, & Flem, 2012; Scruggs, Mastropieri, & McDuffie, 2007).



Differentiation can enable students with SENs to engage in meaningful learning experiences that are tailored to their unique learning needs and preferences (Pijl et al., 2012).

To effectively differentiate instruction for students with SENs, teachers need to consider a range of factors, such as the student's learning style, interests, and readiness level.

Ellis (2000) defines three zones of instruction, that implement differentiation in the inclusive classroom:

- Zone that target Proximal Development of Students,
- Zone that capitalize on students' intellectual skills and talents,
- Zone fostering authentic motivation.

Targeting the zones the teacher closely observes the student progress and provide support as needed without making the task too easy. To capitalize on students skills, the teacher plans instruction that support those areas of strength while developing areas of need. The way to foster authentic motivation is to create assignments that have a true audience, rather than developing projects that only the teacher will read.

Teachers can use a variety of strategies to differentiate instruction, including modifying the content of the lesson, adjusting the process of learning, and providing alternative products for students to demonstrate their understanding (Tomlinson & Imbeau, 2014). Tomlinson suggests three types of differentiation: content, process and product. Content refers to the information that students will learn. Process deals with the activities that will bring students to the desired learning outcomes. Students learn through different products. In inclusive classroom students are grouped based on interest, readiness, and learning profiles.

Moreover, grouping students based on their interests, readiness, and learning profiles can be an effective way to differentiate instruction and create an inclusive classroom environment (Tomlinson, 2017; Wormeli, 2017). This approach can enable teachers to provide targeted instruction to individual students or groups of students, based on their specific needs and strengths (Tomlinson, 2017).

In summary, differentiation is a crucial strategy for promoting inclusion in the English classroom, particularly for students with SENs. By tailoring instruction to meet the unique needs of individual students, teachers can create a supportive and inclusive learning environment that enables all students to succeed.

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## MOTIVATION AND ITS ROLE IN LEARNING ENGLISH

**Haponenko Larisa**

*Kryvyi Rih, Ukraine*

Motivation has always been considered as a power of any human activity. It may be seen as a complete package of needs, motives and stimulus for sustainable development of a person. A motivated person has perfect abilities to learn and become more skillful and successful.

The purpose of our research is to investigate the role of motivation during learning a foreign language and strategies for motivating students.

It's generally accepted that communication is considered as a specific form of activity. It is known that activity doesn't exist without motivation. Therefore, preparing students for foreign communication activities involves the motivation mechanism of speech activity of the students.

The basis of our study is the motive as a mover or "engine" of any activity. Motives are those psychological mechanisms and the driving factors that push us, activate and encourage us to certain actions. Cambridge online dictionary defines *Motivation as an enthusiasm for doing something; the need or the reason for doing something; willingness to do something or something that causes such willingness* [2].

For second language learners, motivation plays an important role to stimulate them to acquire more knowledge about language. Under the stimulation of various types of motivations, students can embrace the linguistic patterns, which are reading, speaking, listening, and writing [1].

One of the features of motivation is its distinction on the internal (which is characterized as subjective personal beliefs), and external (which affects from the outside). The internal motive of activity is a part of its structure, its component and in a certain way affects its regulation and development vector. At the same time, we must be aware of the fact that activity can be influenced by completely different motives such as prestige, debt to parents, the need to get high marks, etc. These are the examples of external motivation, which in a certain way may also influence the results of the activity. However, the motives derived from the internal needs of a person are truly significant and valuable. If a person has a strong internal desire to do something, he/she will definitely do it.

We will adhere to the point that the leading place is still given to internal motives that find themselves in the activity itself. Internal activity may even take place when the student is silent but he is forming his own attitude to what is said and what is going on around during the class. Thus, we see, that motives for students while studying a foreign language, play one of the leading roles.

Positive motivation contributes to the effectiveness of the educational process and aimed at obtaining good results. Recognizing the importance of motivation, we tried to outline some strategies for motivating students:

- 1) Spark their interests. It means that we make the learning process more personal by connecting to every student's background and interests, touching student's



- personality and live. By using examples and situations that are meaningful to them, personalized tasks, topics that are aligned with students' interests we may tap them into something emotional. Thus, students will be motivated by the fact that learning process in class focus on their personal lives.
- 2) Consider your students. It means that we take into account the needs and abilities of students when selecting materials. We may adopt them by adding new vocabulary, simplify complex grammatical structures or providing more examples of their usage. It may be a great idea to conduct needs analysis: it may be just like informal discussion or you make up a survey or questionnaire to find out students' preferences.
  - 3) Let your students enjoy the learning process. Make them feel even a little success or slight progress. Give your students full support and encouragement to help them open up and overcome language barriers. Reward even small achievements of students rather than point out the errors. Your beginner students won't obviously understand an advanced level movie, so assignments should correspond to students' language level. Students always tend to participate in communication and learning a foreign language when they feel free and relaxed. If they feel that learning is too difficult and insurmountable, they may be uninspired and demoralized.

To summarize, motivation is an important element in language learning process. Highly motivated students are the key to their successful learning. Ability us as teachers to motivate students to learn is a must have skill for every teacher and the basic step in your way to effective language teaching.

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## **PSYCHOLOGICAL FACTORS OF IMPROVING INTERCULTURAL COMPETENCE WHILE LEARNING ENGLISH IN HIGHER EDUCATION INSTITUTION**

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Modern English language training is linked with the dissemination of ideas of global culture. For the specialist of any profile, it is necessary to develop interaction skills, regardless of race, nationality, ethnicity. The purpose of intercultural competence formation of a student-



philologist is to achieve such a quality of a linguistic personality that allows him to go beyond personal culture and acquire the quality of a culture mediator.

Culture mediates the development of certain mental functions and determines the features of the behavior of the individual. In this case, the development of intercultural competence as a specific personal property is related to the presence in the culture of impulses that assist it. The psychological conditions of forming of intercultural competence, in particular in the process of learning foreign languages, were considered in the works by A. Shamne, E. Ivashkevich, I. Drozdova, Z. Bakum, I. Dyrda, S. Chigarkova, K. Liung, K. Kushner, T. Harley and others.

In psycholinguistics, several dozen models of intercultural competence and their classifications are distinguished, including nomenclature, structural, causal, adaptation, co-orientation, dynamic, etc. However, one of the most modern and most popular is the «Model of development of intercultural sensitivity» by M. Bennett [2]. This model includes six stages that illustrate the process of development of intercultural sensitivity.

Based on the model of M. Bennett, foreign and domestic scientists distinguish three groups of factors of intercultural competence: sociocultural, group and personal (I. Poklad, V. Bakirov, N. Chernukha, M. Hammer, E. Reid). Sociocultural factors include the type of urban environment (the more culturally diverse the social environment, the higher the intercultural sensitivity); orientation and level of education (humanitarian direction of education is more conducive to increasing intercultural sensitivity in comparing to mathematical); ethnicity; experience of intercultural interaction and work after school hours (working students have a higher level of intercultural sensitivity) [3].

The influence of group factors is also important in the formation of intercultural competence. In monocultural groups, participants have a more intensive growth of intercultural competence, a pronounced sense of security, and a decrease in opposition reactions. In a multicultural group, the growth of intercultural competence occurs smoother and many factors increase: the desire to improve relationships between representatives of different cultures, the motivation for intercultural communication, self-confidence, the emotional component of intercultural competence, pride in belonging to one's culture [5].

However, the greatest attention of researchers is paid to personal factors associated with the manifestation, formation and development of intercultural competence. In foreign studies (M. Craig, R. Bagby, P. Costa), among the personal predicates of intercultural competence, the factors of the «Big Five» are usually considered: neuroticism, extraversion, openness to experience, consent and good faith. If considering such personality traits as neuroticism and extraversion, it can be affirmed that emotional stability, orientation to the outside world, curiosity about other cultures provide more adaptive behavior in an intercultural context. Such traits as conscientiousness and openness of experience are linked with cultural intelligence, with the ability to notice cultural differences, to accept and take them into account in the process of interaction [1, p. 4].

Significant psychological factors influencing the formation of intercultural competence are also considered to be the interests and motives of the activities of the subjects of study. A high level of cognitive interest is expressed through the willingness to delve into the essence

of phenomena, understanding of cause-effect relationships, independence in learning and the ability to overcome difficulties.

As for motivation in learning foreign language, researchers distinguish the following components that influence its formation: 1) attitude (attitude to the learning community); 2) belief in oneself (expectations to achieve one's success, self-efficacy and anxiety); 3) goals (conscious clarity and relevance of goals as reasons for learning); 4) involvement (the level that the student actively reaches in the process of learning a language); 5) support from others (degree of support from the teacher and peers, as well as integration of cultural and extracurricular support into the learning experience); 6) personal qualities (abilities, age, gender, previous experience in language learning) [4].

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## **APPLICATION OF CASE STUDY METHOD IN DEVELOPING FOREIGN LANGUAGE STUDENTS' CRITICAL THINKING SKILLS**

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Modern realia put forward increasingly challenging demands to University graduates; thus accelerating educators' urge to look for new means and methods of qualitative and innovative format for their classes and the content of the curriculum.

Indeed, in contrast to a few decades ago when the lecturer's main aim in the EFL-classroom was to think over a logical frame of the sequences of steps to develop students' certain skills, modern-day educational requirements go far beyond foreign language acquisition. There is a range of interrelated competences the complex formation of which will





lead to successful professional realization of future specialists. Regarding the most essential skills all the educators unanimously highlight the importance of developing students' critical thinking for many reasons: it promotes creativity, improves language and presentation skills, is important for self-reflection, is the basis of science and democracy, etc. Overall, it is the key to career success.

There are numerous ways to reach the above-mentioned goal. At different times methodologists all over the world have offered their strategies and techniques. However, the case study method as a form of Task-based learning proved its efficiency as "by presenting content in the format of a narrative accompanied by questions and activities that promote group discussion and solving of complex problems, case studies facilitate the development of the higher levels of Bloom's taxonomy of cognitive learning; moving beyond recall of knowledge to analysis, evaluation, and application" (Bonney 2015, 21) simultaneously forming basic language and linguistic competences.

Having originated in the first half of the 19<sup>th</sup> century to better examine statistical data and its relationship to family budgeting, the case study method has grown to be one of the most effective means to teach virtually any subject presenting particular interest for EFL-teachers in their new roles of facilitators and advisors who realize its potential for completing the tasks in the English classroom.

The case study method is a learning technique in which the student is faced with a particular problem, the case. The case study facilitates the exploration of a real issue within a defined context, using a variety of data sources (Baxter et al., 2008).

Case studies are useful for training learners of English as a foreign language (EFL) because to find a solution to a case study, the learners need to apply linguistic skills in combination with analytical and or interpersonal skills - the kind of situation that can occur in "real life", outside the classroom (Roell 2019, 24). A case study also supports interactions through "goal-oriented cooperation" that leads to "collaborative, task-focused work," such as "discussing a document" (Council of Europe 2018, 88).

According to the definition, cases in the EFL classroom never provide simplified solutions. While doing research, actively participating in the process of analyzing and synthesizing data students are involved in the step-by-step procedure of getting deeper into the subject itself as well as into critical perception of reality.

Based on the principles of Bloom's taxonomy and due to an active learning model a case study method has a huge potential for promoting students' higher-order thinking as it provides an opportunity to identify and narrow an issue, develop and evaluate alternatives, and offer a solution. Thus, following the procedure of the method implementation, one may observe students' progress in developing higher-order thinking skills in their transition from one level of the taxonomy to another: "knowledge application positively increases skills in case analysis, case analysis positively increases skills in evaluative judgement, evaluative judgement in its turn positively increases skills in creative solution" (Nkhoma 2016, 89).

Taking all the above-mentioned into consideration, it must be highlighted that the case study method is a powerful tool for educators in the EFL classroom as it allows them to actively engage students in the process of finding a solution to a range of topic areas while



combining linguistic and interpersonal skills. Simultaneously, it provides a unique opportunity to enhance higher-order thinking skills while analyzing and evaluating cases in collaboration.

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## **THE USE OF FIGURATIVE LANGUAGE IN MEDIA HEADLINE**

**Alla Ishchuk**

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The media plays a pivotal role in contemporary society, and, in the twenty-first century, it has become the most intensely developed branch of society’s linguistic activity. The main characteristics of media language include information saturation, genre diversity, socio-political vocabulary, a large number of clichés, and political correctness of language. The latter is defined as a powerful cultural, behavioral, and linguistic trend that seeks new ways of linguistic expression instead of those that can negatively impact a person’s emotions and violate their rights regarding age, race, gender, appearance, and other such factors (Orlova, 2012; Gómez, 2009).

Headlines of articles and videos frequently employ idiomatic expressions, allusions, proverbs, and sound similarities (e.g., “*The very long arm of its law*”, “*The importance of being Bill*”, “*Corruption, Construction, Conservation*”, “*More metal for Mittal*” – The Economist; “*Minor majors*” – The Independent; “*Success doesn’t come for free*” – The BBC). This technique is used because even the most mundane subject matter can be presented as



something compelling. However, an idiomatic unit in its pure form may seem simplistic and uninteresting. Thus, the media frequently employs transformations of this lexical unit to add novelty to the headline. Additionally, the slightest deviation from the standard form of an idiomatic expression captures the public's attention and renders the article more relevant.

Euphemisms occupy a significant position in the language of the English press, with examples such as “*to lose one's marbles*”, “*golden years*”, “*passed away*”, “*powder one's nose*”, and many more. Nowadays, much emphasis is placed on political correctness, and euphemisms are used to “smoothen out the rough edges” and soften potentially offensive or inappropriate words and phrases. Euphemisms are used to neutralize any negative connotations in speech (Hojati, 2012). In contemporary British media, euphemisms are divided into different categories, depending on the scope of application, such as illness, death, age, gender, race, ethnicity, intimate relationships, physical and mental disabilities, physiological processes, conditions of the human body, armed conflict, economic instability, professions, financial situation, crimes, and punishment for them (Gómez, 2009).

The English-language media, including newspapers, magazines, television, and radio channels, regularly use a plethora of euphemisms. The scope of euphemisms is quite broad, and the classification and patterns of use may differ from language to language. Scholars have different opinions regarding the classification of euphemisms, but they all share one thing in common: the reason for using euphemisms in speech is the desire to avoid conflict in communication. In the English-language media, euphemisms are most commonly found in political articles and articles about the social position of people in society (Hojati, 2012).

In conclusion, the language of the media is characterized by information saturation, genre diversity, socio-political vocabulary, a large number of clichés, and political correctness. Idiomatic expressions, allusions, proverbs, and euphemisms are frequently used to make articles more interesting and relevant. However, the classification and patterns of use of these linguistic units may differ from language to language. Further research is necessary to understand the linguistic component of media language and its impact on society.

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## DISTANCE EDUCATION OF BORDER GUARDS IN THE EUROPEAN UNION COUNTRIES

**Oleksandra Islamova**

Modern education implies openness to the future, and its further development should be aimed at overcoming isolation and making the educational process creative, which requires a new educational model that would meet the realities of a post-industrial society, the global changes in all spheres of life caused by modern information and communication technologies, rapid integration processes in the world.

Today, new approaches to education and training based on the requirements of the Bologna and Copenhagen processes define the main task of higher education, which is to provide a high-quality, dynamic level of education, to teach future specialists to acquire and constantly deepen their personal knowledge, to develop their cognitive motivation and the ability to quickly navigate the rapid flow of scientific information.

That is why various security sector organizations distance learning (DL) courses are being introduced. Modern professional training of border guards requires the creation of specialized educational resources and training platforms to improve the skills of personnel. The EU proposes a project developed by the FRONTEX Agency's Training Department - the Virtual Aula virtual information and training platform.

This platform serves as a training system for EU border guards and aims to enable personnel from various EU and third country agencies to participate in trainings, distance learning courses, and webinars developed by leading experts from EU border guard agencies.

Each Virtual Aula user can switch to the Moodle distance learning platform, which includes the following distance learning course categories: English Communication for Border Guards, Anti-trafficking in human beings, Automated Border Control, Basic Border Guard Training (CCC), Canine teams training, Detection of false documents, Educational technology, EUROSUR training, Fundamental rights, Integrated Border Management training, Interagency cooperation, Mid-level Management Course (MLC), Other courses etc.

The course was developed for border guards from both the EU and Ukraine in English, as English is the language of the European agency FRONTEX. It aims to introduce self-study. It is divided into three stages: self-study, practical training, and experiential learning

Studying the EU experience is extremely important for Ukraine, since the lack of a clear national strategy for the internationalization of education leads to low exports of educational services, unsatisfactory rates of development of international educational programs and, accordingly, complicates the effective integration of domestic education into the European and and global educational space.

The professional training of European border guards in a distance format is a pedagogical system containing interrelated and interdependent components that ensure the integrity and continuity of the process of professional training of border guard personnel in the EU countries. Thus, the training of SBGS personnel in the context of European integration



requires the study of the best European and world practices of organizing distance learning for border guards, which requires further research on this topic.

## **ENHANCING LANGUAGE LEARNING IN ESP CLASSROOMS WITH PODCASTS**

**Olena Ivasyuta**

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Using podcasts to teach English for specific purposes (ESP) has become an increasingly popular and effective approach in language teaching. As English is used as a lingua franca in many areas of professional and academic contexts, there is a growing demand for language learners to develop specific language skills that are relevant to their areas of study or work. Podcasts provide a flexible and engaging way to deliver learning materials that can be tailored to the specific needs and interests of learners.

One advantage of using podcasts in English language teaching is that they can provide learners with exposure to authentic language use in a variety of contexts. Podcasts can cover a wide range of topics and themes, including current events, industry-specific news, and academic research. By listening to authentic language use in these contexts, learners can improve their listening comprehension skills, vocabulary, and understanding of how language is used in real-world situations.

Another advantage of using podcasts is that they can be easily integrated into a variety of teaching contexts, including both face-to-face and online learning environments. Podcasts can be used as a stand-alone resource, or they can be integrated into a larger lesson or unit of study. Studies have shown, that the distinct pedagogical advantages of audio are supported by the fact that «compared with a written text, the spoken word can influence both cognition (adding clarity and meaning) and motivation (by conveying directly a sense of the person creating those words)» [4]. Especially, the distance/online students report that being able to hear what instructors or peers were discussing after listening to the podcast was highly motivating [3].

There are a variety of strategies and techniques that can be used to incorporate podcasts into teaching. For instance, listening comprehension activities can be designed to focus on key vocabulary, idiomatic expressions, or grammatical structures. The focus could also be on interactive exercises that require learners to respond to questions or prompts related to the podcast content, such as discussion questions or writing prompts. Additionally, teachers can encourage learners to create their own podcasts, which can provide opportunities for learners to practice their speaking and pronunciation skills, as well as to develop their research and critical thinking skills, as well as motivation.



However, there are also certain challenges that need to be considered when using podcasts in English language teaching. One challenge is ensuring that the podcast content is appropriate and relevant for the learners' language proficiency levels and their specific learning goals. Teachers should carefully select podcast materials for their specific areas of study. Furthermore, the length and complexity of the podcast should be carefully considered, and how it can be used effectively in the classroom.

Another challenge is ensuring that learners are engaged and motivated to listen to and learn from podcasts. This challenge can be easily resolved by creating activities and exercises that are interactive and engaging, and that require learners to actively engage with the podcast content.

In conclusion, using podcasts to teach ESP is a highly effective and flexible approach in language teaching. By exposing students to authentic language use in a variety of contexts, podcasts certainly help learners to develop their listening comprehension, vocabulary, and understanding of how language is used in real-world/professional situations. Moreover, podcasts can be easily integrated into a variety of teaching contexts, as well as be used to support independent or self-directed learning. While there are some challenges to using podcasts in English language teaching, we can address these challenges by carefully selecting appropriate podcast materials, creating engaging activities and exercises, and encouraging learners to create their own podcasts.

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## **CLIL METHODOLOGY: THE FUTURE OF LANGUAGE LEARNING**

**Olga Kachanova (*Kharkiv, Ukraine*)**

Content and Language Integrated Learning (CLIL) is a teaching approach that has gained prominence in recent years as a way to develop learners' content knowledge and language proficiency simultaneously. CLIL aims to improve both language and content learning by integrating subject-specific content with the teaching of a foreign language. In



this method, students learn subject-specific content through a foreign language, which is a means of instruction, rather than just a subject in itself.

CLIL methodology is of high importance in today's globalized world, where the use of a second language is crucial for professional and personal growth. By teaching content in a foreign language, students not only learn the content, but they also develop their language proficiency in the language they are learning. This approach enables learners to acquire subject-specific knowledge, as well as linguistic skills that can help them to become more proficient and confident speakers of the language. Moreover, CLIL helps learners to develop intercultural competence, as they learn about other cultures, perspectives, and ways of thinking.

CLIL has become increasingly popular in recent years due to the demand for a more practical and engaging approach to language learning. This method encourages learners to develop their skills and knowledge through engaging with real-world contexts, which is a more relevant and motivating approach than traditional classroom learning. It also provides teachers with the opportunity to collaborate across disciplines and integrate language teaching with other subjects.

There are many examples of how CLIL can be implemented in the classroom. For example, in a history lesson, students could learn about the American Revolution in English, as a means of instruction, which would help them to develop their language skills while learning about the topic. In a science lesson, students could learn about the human body in French, which would help them to develop their language skills while learning about biology. In a geography lesson, students could learn about the Amazon rainforest in Spanish, which would help them to develop their language skills while learning about geography.

CLIL methodology is gaining popularity not only worldwide but also in Ukrainian schools, as integrated lessons become one of the priority areas of the new Ukrainian education system. These types of lessons represent the future of Ukrainian education, as they are interesting, informative, and unite several subjects to provide knowledge in different areas. They also promote the development of critical thinking skills, life skills, and the ability to analyze, among others.

In conclusion, CLIL methodology is an innovative approach that has become increasingly popular in recent years, due to its ability to integrate content and language learning. This approach is of high importance in today's globalized world, where language proficiency is essential. It provides learners with the opportunity to acquire content knowledge, linguistic skills, and intercultural competence, making them more proficient and confident speakers of the language they are learning. Teachers can implement this approach in various subjects, providing engaging and motivating learning experiences for their students.

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CLIL methodology is of high importance in today's globalized world, where the use of a second language is crucial for professional and personal growth. By teaching content in a foreign language, students not only learn the content, but they also develop their language proficiency in the language they are learning. This approach enables learners to acquire subject-specific knowledge, as well as linguistic skills that can help them to become more proficient and confident speakers of the language. Moreover, CLIL helps learners to develop intercultural competence, as they learn about other cultures, perspectives, and ways of thinking.

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**MORAL DEGRADATION  
OF A MAN IN MCCARTHY'S *CHILD OF GOD***

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Literature has always served as a mirror in which social norms and values are depicted alongside with its flaws and horrors. Its main role is not only to entertain but also to nurture. American writer Cormac McCarthy belongs to those modern artists who believe in educational role of literature. That is why, his novels are thought-provoking and controversial. Being dark and violent, they can evoke mixed feelings but never leave readers indifferent. The style of the author is quite unique and not easy to understand, as his narrative techniques, being original in nature, involve frames, inversions, dream sequences, and extended interior or exterior monologues (Frey, 2009, p 4). In his works McCarthy reinterprets classical literature, namely the novels of Hemingway, Faulkner, Melville, Dostoyevsky, and Shakespeare's tragedies (Frey, 2009, p 1) giving the themes raised by the writers' new life.

McCarthy's third novel *Child of God* (1973) is the revitalization of the "underground man" of Dostoyevsky, Ellison, and Wright (Jarrett, 1997, p 35). It depicts a gradual moral degradation of a man which is caused by isolation and alienation. The main character, Lester Ballard, has always been an outcast in his community, since his childhood he has been bullied because of his father's suicide. Then, being evicted from his house, Ballard lives in different places starting from rented shacks to jail cells, caves and finally an asylum for insane criminals. As he changes his place of dwelling, he starts to commit more horrible crimes. At first it is just voyeurism and petty theft, then it is arson, attempted rape, and at

last murder, mutilation, and necrophilia (Bloom, 2009, p 66). As the protagonist falls into the depth of alienation, he becomes more capable of evil and loses his humanity: “*You ain’t even a man. You’re just a crazy thing*” (McCarthy, 1993, p 117). However, darkness has always been present in his soul: “*people are the same from the day God first made one*” (McCarthy, 1993, p 168); it only needs a trigger to become apparent and his isolation in wilderness becomes such a trigger.

The novel, belonging to postmodern gothic, is characterized by excessive deaths which evoke unconscious feelings of fear, terror, and anxiety (Beville, 2009, p. 11). The protagonist is a dreadful precursor of death, who undergoes an extremely awful transformation into a corps-hoarding and posthuman monster (Jafari, 2023, p 6) and whose obsession with corpses and collecting trophies from the dead go beyond the deeds of an ordinary criminal (Bloom, 2009, p 67). The darkness of his soul reinforced by alienation and an isolated way of living prevails over his humanity: “*Ballard turned his light on ledges or pallets of stone where dead people lay like saints*” (McCarthy, 1993, p 135). The necrophile is ruled by his own desires as he is no longer a member of the society but a beast that hides in the darkness of the caves.

Thus, living on the margins of the society Ballard loses the sense of law and taboo. Murder for him is not a crime but a way to solve his problems, and human life is worth nothing. This moral degradation is the result of his alienation and rejection by society. Being released from the conventions of the community Ballard becomes a heartless murderer who languishes in the tight grip of his own sins and lives solely to satisfy his most horrid desires. Hence, the novel challenges the notion of the inherent goodness of humanity and explores the consequences of social isolation and rejection.

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## REMOTE TEACHING: IS IT A CHALLENGE OR A MUST?

**Kalinina Larysa, Grygorieva Tetiana, Klymovych Yuliia**  
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Modern technologies have produced a great impact on our lives in general, and foreign language teaching and professional training of future teachers in particular especially during the coronavirus pandemic and in the war time in Ukraine.

The research on incorporating digital literacies into English language classroom with the 1<sup>st</sup> year students has been carried out by a group of teachers in Zhytomyr Ivan Franko State University at the Institute of Foreign Philology.

The lesson conducted on the topic “Travelling” was aimed at developing learners’ speaking production and interaction skills on the basis of cooperative approach; developing learners’ ability to find and analyze information on the Internet and to advance online communication; encouraging learners’ autonomy in their before lesson activities working with the text and new vocabulary in the learning platform (LMS) and participation in the project work on the basis of cooperative approach in breakout rooms. By the end of the lesson students were supposed to be able: to plan and discuss possible traveling itineraries for their foreign peers; to improve their digital culture, the ability to work with interactive online tools (Learning Apps, Wordwall, whiteboard Milanote), learning gaming platform Kahoot, media creation platform Genially; to perform review quiz and participate in warming up activities independently. Before the lesson learners were supposed to read the text given, work with elicited vocabulary and do the text-based tasks to check the understanding and practice vocabulary in the flipped format on the learning platform (LMS). During the lesson we expected learners to take part in the warming up activities on the basis of a video, to revise the vocabulary by means of a game-based learning platform Kahoot, to develop the production and interaction speaking skills during the video conference in the main and breakout rooms and to do the project-based task. After the lesson the students were supposed to make up a list of tourist attractions in their city/town and prepare a video-review for their foreign peers about highlights of their city.

The lesson started with warming up activity: watching the video “If I have unlimited time and money” and matching the speakers to their preferences using online learning tool Learning Apps. Then learners commented on the trip they would make if they had unlimited time and money. After warming up students performed the review quiz using game-based learning platform Kahoot on the vocabulary they learned independently. Then learners grouped up with their peers in accordance with hidden pictures of three countries (Ukraine, the USA, the UK) and commented on the sights in them using interactive online tool Wordwall. The students worked in breakout rooms on a project of a possible itinerary in the country of their choice (Ukraine/The USA/The UK) using the digital whiteboard Milanote and the Resource Bank (created with Genially). Then learners presented the projects to the class. While watching the peers’ projects students expressed their feelings using Zoom reactions.

It is worth noting that the students learned a great deal from the lesson. For example, their skills of autonomous learning working in a flipped format on the platform (LMS) were improved; the lexis which they learned independently was recycled; their speaking production & interaction skills in different modes of teaching and learning was practiced; their creative skills & the skills of critical thinking were demonstrated; their abilities of remote learning were upgraded.

In conclusion, the knowledge and skills of remote teaching in the English classroom is a must for an English teacher of a new generation and we should do our best to encourage learners' autonomous use of various digital tools and learning apps both in face-to-face and remote teaching.

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## PHRASAL VERBS IN BORDER GUARDS' DISCOURSE

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Phrasal verbs are an important part of the English language and are commonly used in everyday speech. A phrasal verb is a combination of a verb and one or more particles that form a single semantic unit. The particles in a phrasal verb can change the meaning of the verb entirely. The particle(s) can be either an adverb or a preposition. They are added to the main verb to create a new meaning. For example, the verb «get» can be combined with the preposition «off» to create the phrasal verb «get off», which means to exit or leave a vehicle or platform. The post-verb elements in phrasal verbs often indicate the direction or intensity of the action. For example, the particle «up» is often used to indicate an increase in the intensity of the action, as in the phrasal verb «speed up», which means to increase the speed of something. The particle «down» is often used to indicate a decrease in the intensity of the action, as in the phrasal verb «turn down», which means to refuse something. There are two types of phrasal verbs: separable and inseparable. Separable phrasal verbs can be separated by the object of the sentence, while inseparable phrasal verbs cannot. For example, «turn off» is separable, as in «turn off the lights», but «look after» is inseparable, as in «I will look after the luggage».



Border guard discourse is a specialized field of language use that involves communication between border guards and individuals crossing borders. Phrasal verbs are commonly used in border guard discourse and can be essential for effective communication. Border guards use phrasal verbs to convey instructions or commands to individuals crossing borders as well as to describe actions and procedures. For example, a border guard may say «take off your hat» or «put down your bag» to instruct an individual to remove their hat or place their bag on the ground. The phrasal verb «turn back» hands over information about the action of denying entry or returning someone to their place of origin, as in the sentence «The border guard turned back the group of refugees». The phrasal verb «hand over» is used to describe the action of surrendering or delivering something, as in the sentence «The smuggler was arrested and ordered to hand over the contraband». The phrasal verb «check in» describes the process of registering or reporting to an authority, as in the sentence «All passengers must check in at the border control desk». The phrasal verb «take down» gives a description about the process of recording information, as in «The border guard took down my name and passport number». In addition, phrasal verbs can be used in border guard discourse to convey a sense of urgency or importance. For example, they may say «step aside» or «move along» to instruct an individual to move quickly and efficiently through a BCP.

Having a good command of the English language is crucial for a future border guard. One of the most challenging aspects of learning English for non-native speakers is mastering phrasal verbs. They can be challenging to understand and use correctly, but they are essential for effective communication in English.

When teaching phrasal verbs, it's essential *to use real-life examples* that border guards may encounter in their work. For example, «check in», «check out», «turn in», «take off», «put on», «look up», and «search for» are all phrasal verbs that border guards may encounter while processing travelers. By using relevant examples, cadets can see the practical applications of these phrasal verbs in their future work.

Phrasal verbs can be intimidating, but *breaking them down into their component parts* can help cadets understand them better. By understanding the meaning of each part, cadets can better understand the meaning of the phrasal verb as a whole. In addition to using *real-life examples*, it's essential to provide cadets with opportunities to practice using phrasal verbs in real-world scenarios. Creating a role-play exercise, where cadets act out a scenario and have to ask travelers to «take off» their shoes or «look up» their travel documents, can help them feel more confident in using phrasal verbs in their work. Finally, *using multimedia resources* such as videos, podcasts, and online quizzes helps cadets learn phrasal verbs in an engaging way.

Phrasal verbs are an essential part of the English language and can be used in various fields, including border guard discourse. In border guard discourse, phrasal verbs are used to convey instructions or commands and to communicate a sense of urgency or importance. It is essential to understand the composition and usage of phrasal verbs to effectively communicate in English, especially in specialized fields such as border guard discourse.



## CONTENT-BASED APPROACH IN TEACHING ENGLISH FOR SPECIFIC PURPOSES IN APPLIED COLLEGES

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In teaching English as a second language, content-based teaching, or CBT, has grown in popularity recently. This method involves teaching both language skills and a subject topic at the same time. It emphasizes the simultaneous acquisition of language and subject-matter knowledge and places language instruction within the context of a specific subject rather than being taught in a vacuum. Students can develop their language skills meaningfully and their critical thinking and problem-solving abilities by concentrating on the language used in specific disciplines.

CBT is a successful method of language training for a number of reasons. It is a learner-centered approach that enables students to participate in their learning. Learners are actively involved as they interact with authentic materials relevant to their interests and objectives. Second, CBT offers an integrated method for teaching language and content, which makes it simpler for students to apply their language abilities in authentic settings. Moreover, CBT proves to be a more effective language teaching method since it enables learners to acquire both language and subject simultaneously.

The CBT approach is crucial when teaching English for particular objectives to future tourism specialists. Tourism is a diverse and dynamic industry that needs employees with excellent communication skills. The capacity for successful interaction in English is essential for tourism students wishing to work in the business since it is the preferred language. Applied and professional institutions should implement content-based teaching (CBT) in their English language courses to satisfy this demand and provide their students with the skills and information needed for a future in tourism.

CBT is used in the tourist sector by integrating actual tourism-related materials into the English language curriculum. For instance, lecturers might encourage students to look up language aspects like vocabulary, grammar structures, and rhetorical strategies in hotel brochures, travel brochures, or commercials. In order to practice their language abilities in a real-world setting, they may also be asked to role-play various tourism-related events, such as making hotel reservations or conducting tours of historical sites.

Students can also gain from guest lectures from professionals in the industry or field trips to popular destinations where they can interact with visitors and improve their language abilities in authentic situations. These activities help students become more competent in their target language while enhancing their knowledge of the tourism sector, its customs, and its difficulties.

CBT has several advantages for both learners as well as educators. Giving students meaningful and meaningful scenarios in which to exercise their language skills first improves



their language abilities. Second, using actual materials and real-world situations helps students hone their critical thinking and problem-solving abilities. Third, it makes it easier for students to use their language skills in real-world settings by facilitating the integration of language and content learning. Additionally, CBT allows educators to create engaging, learner-centered classes that reflect the interests and objectives of their learners. Also, it helps us gain the chance to evaluate their students' language skills in real-world situations and provide them with feedback that is pertinent and helpful.

In conclusion, CBT is a successful method of teaching language for applied/professional colleges in the tourism industry. Incorporating existing tourism-related resources into the English language curriculum allows students to practice their language abilities in meaningful and applicable circumstances. As a result, it is a crucial tool for assisting students in getting ready for careers in the exciting and diverse tourist sector.

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## **CREATING A TAMPLATE FOR A SCIENTIFIC REPORT WITH GRADUATE STUDENTS**

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High educational establishments strive for providing scientific and academic community, and society in general, with skillful specialists, who will represent their country on an international level. That is why the ability to make a substantial presentation is so critical. The more experience and practice has a future scientist in presenting their ideas to the audience, the more respect they will gain. Thus, the task of any ESL teacher, who works with graduate and post-graduate students, is to develop the ability to communicate essential information to their audience.

There is no doubt that the first step is the acquisition of basic skills and acquiring the level necessary to deliver scientific ideas and properly respond to the questions. However, the elaboration of methods of teaching graduate and post-graduate students how to present their scientific findings under the condition of professional communication is still a relevant problem.



According to Yu.B. Melnyk, scientific report can be defined as “information about scientific research, which has a public nature, was spoken among specialists of a certain branch of knowledge, and which corresponds to the requirements of content, structure etc.” [1, p. 30]. The latter testifies to the fact, that a scientific report has a strict model due to its common functions in the scientific community. Nowadays, the model of a report corresponds to that accepted for publications, and is described as IMRAD (introduction, methods, results and discussion), where a researcher is obliged to answer such questions as “What is the context and what exactly does the researcher want to present?”, “What methods were used for reaching their objectives?”, “What does the research show?” and “What do the findings mean?”.

Language aspect of scientific report has a binary nature: on the one hand, each branch of knowledge preconditions the choice of vocabulary, that describes the peculiarities of the science; on the other hand, IMRAD principles create the template of the report, which is universal. If specific vocabulary is taught during ESL classes in a joint work with specialists [2], a universal template and the list of vocabulary, which every field of knowledge can use, should be elaborated.

When preparing students for scientific report, the teacher employs assignments designed to form the students’ awareness of the structure (find the elements in the text of an article that answer the IMRAD questions, compare them, determine the kernel elements of each part, note the way of their verbalization). E.g., one of the most important elements of introduction is the formulation of the relevance of the research. The task of the students is to find an appropriate paragraph, by recognizing pattern constructions such as: *Thus, researchers set out to develop ... / We are not only interested in ... / due to the limitations of ... / However, many of them fail to... etc.* The next step presupposes the usage of gathered material for reconstructing clauses with the help of patterns, variable introductory phrases are also welcomed. E.g., *Our research aims at making a comprehensive review of existing methods ... + The aim of this study is to provide a new method of characterizing scintillators in two domains simultaneously. → We are not only interested in a comprehensive analysis of existing approaches to characterize scintillators, but also in the development of a new method for two domains.* Scientific speech implies the usage of compound sentences, so, revising grammar and conjunctions is also advisable. Modern report is often accompanied with PowerPoint Presentation, which implies the ability to refer to the visuals. Depending on their students’ major, the teacher train students how to describe graphs (*bar chart, pie chart, histogram, line graph, axis*), tables (*line, row*), mathematical equations, equations of chemical reactions, etc., as well as introduces phrases that attract the audience’s attention to the visuals, for instance, *now let’s look at .../ you can see the results in this table ... etc.*

Thus, such method of teaching students to present scientific reports takes into account both structural, functional and communicative features of it. By making students elaborate and construct their own template rather than just give it to them, we ensure deeper understanding and the awareness of the variety of linguistic means.





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## **SYNCHRONOUS ONLINE FLIPPED LEARNING APPROACH (SOFLA) IN REMOTE PROFESSIONAL TRAINING OF FUTURE PHILOLOGISTS**

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In the past several years, online technologies have played an important role in education all over the world. Ukraine is not the exception, as due to pandemic and war we have made a shift from traditional teaching approach to distance (or remote) one. Nowadays almost every teacher in our country is familiar with key principles of hybrid, blended and flipped learning.

Notwithstanding that the concept of flipped learning is steadily gaining popularity in Ukraine, some teachers and scientists use terms *flipped classroom* and *flipped learning* interchangeably. Although, as scientists from Flipped Learning Network (FLN) state, flipped learning approach is wider and requires incorporating “The Four Pillars of F-L-I-P” into practice. The FLN leaders also came up with formal definition of flipped learning – “a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter”. [1]

The Synchronous Online Flipped Learning Approach (SOFLA) was firstly introduced by Helaine W. Marshall in 2017 in her article on Flipped Learning Global Initiative website. [3] Unlike traditional flipping, which effectively combines independent online learning and face to-face-classroom interaction, SOFLA involves asynchronous and synchronous online components, which, in our opinion, is a powerful tool for remote future philologists’ professional training. We made an experiment with the aim to compare traditional flipped learning approach (*FLIP algorithm*) [2] and *the 8-step SOFLA learning cycle* suggested by H. W. Marshall.

According to 8-step cycle, Pre-Work Activities took place asynchronously on the learning platform (LMS) Canvas by Instructure. Students worked autonomously on the practical tasks, read authentic texts and watched videos, talked over various issues on the discussion forums.



Alike the following steps, Sign-In Activity took place synchronously on the basis of video conferencing platform Zoom. During the activity the teacher checked students' understanding of pre-work content by means of Q&A (open-ended questions).

Whole Group Application involved a teacher-guided (not teacher-centered) activity to clarify the possible misconceptions in the pre-work task. This activity is intended to be collaborative for the whole class to contribute.

After that learners were grouped into Breakouts (or breakout rooms) where they worked on projects and questions for further whole-class presentation and discussion. Share-Out Activity was a logical conclusion of the previous step when students shared their findings and highlights with peers who provided peer feedback.

Then the teacher showed sections of the video for independent work and explained potential problematic concepts which can mislead students. Such Preview & Discovery of the upcoming assignment significantly encourages students' interest. As a conclusion, Assignment Instructions were given by the teacher (location of the task, due date, additional resources, etc.).

In the last phase of Reflection we asked future philologists to evaluate traditional flipped learning approach with face-to-face component and SOFLA with its remote synchronous sessions. As a consequence, about 80% of future philologists agreed that traditional flipped learning is more effective and beneficial as it provides students with the opportunity to communicate and collaborate in person. Moreover, it stimulates their active social networking and soft skills' development.

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**BRINGING YOUTH FROM ALL OVER THE WORLD CLOSER –  
A GLOBAL LANGUAGE & CULTURAL VIRTUAL EXCHANGE  
STUDENT PROJECT “FILM PALS”**

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“How could we help our students in such a rough time become more culturally aware, enhance their foreign language competence and develop a sense of global connectedness?” – was the question we asked ourselves in the tumult of the recent events, and we found an answer that worked for us well – through meaningful interactions between international students in the framework of Online Language & Cultural Exchange Project “Film Pals”.

About 50 cadets and students of the National Academy of the State Border Guard Service of Ukraine, studying in the specialty “Philology”, participated in the international project on world culture and intercultural communication “Film Pals”. The participants of the project, who are students from different parts of the world, including the USA, Thailand, Morocco, Japan, Algeria, Uruguay, Tajikistan, Turkey, and Ukraine, shared information about the cultural and linguistic features of their countries in the format of exchanging videos. The project lasted more than 8 weeks in November, December 2022 and January 2023, the results of participation were recognized as informal education on relevant topics during the students’ mastery of the specific topics of the educational programs.

In the course of the project implementation, 275 students from 9 countries partnered with each other to create original films about their cultures. As cultural ambassadors, they introduced their Film Pals to topics such as slang, gestures, ethnic heritage, art (traditional/contemporary), music, dance, markets, cultural festivals, pop/ subcultures, ethnic culture, traditional clothing and cooking, sports, holiday celebrations, famous local sites, school tour, town tour, history, religion, and current events etc. For eight weeks, students experienced authentic cultural tours, which broadened their worldviews, created global friendships, improved their English and filmmaking skills, and sharpened their intercultural competence and soft skills.

The project was inspired, organized and managed by Robbieana Leung, U.S. State Department English Language Fellow. 7 groups of 5-8 Ukrainian students were matched with the groups of students from different countries and cooperated following the instructions: first of all they watch the international students’ 1st video, then create their own 1st video introducing their group briefly and teaching their film pals something about their culture (according to the suggested cultural themes chart), then they watch their international Film Pals’ second video and respond with their own second video and so on. On completion of the project students were awarded with the certificates of participation.

The project was very motivating, meaningful and life changing for the Ukrainian cadets and students, who were really happy and eager to create, share the national culture around the world and in response they received a huge support from their international film pals in these difficult times of the atrocious russian aggression. All the videos created by the participants of the project were very informative, fascinating, enlightening, bright, vivid, emotional and definitely raised the intercultural awareness and communication skills of the students.



## UP-TO-DATE CHALLENGES OF ACADEMIC MOBILITY

**Yuliia Koliadych,**

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Currently the ways of academic mobility improvement are in the process of exploration.

English language training enhancement in the context of academic mobility shall be based on a new concept that combines three principles: improvement and maintaining the quality of education; English language skills advancement by the students and scholars; informational, social and cultural preadaptation of students and teaching staff involved in academic mobility.



Globalization has affected almost all the spheres of human activity.

No exception about education. One of the priorities of higher education institutions is to set the training of internationally active specialists.

Taking this tendency into consideration, it is quite obvious that it is not enough to use English only as the means of international education. To understand global culture in general and the culture of the country where the students are planning to study or work, it is necessary to use English as a tool.

The desire to adhere to the international educational standards and opportunities for the development of academic mobility require the development of innovative training courses, programs and teaching materials that contribute to the improvement of higher education.

Academic mobility promoting has always been a challenge for the countries and universities which are the EHEA (European Higher Education Area) members and participate in the Bologna Process.

As it is well-known, new information and communication technologies radically changed our lives at the end of the last century. They can transfer knowledge and access to them in huge quantities through communications networks. Students' academic mobility is important for the process of personal and professional development, as each participant faces life situations and makes decisions simultaneously with the analysis of his own position and "foreign" culture. This unquestionably and subconsciously develops certain qualities: ability to choose how to interact with the outside world; the ability to think in a comparative perspective; ability for intercultural communication; ability to recognize the lack of knowledge, i.e. knowledge of the lack of knowledge which determines the motivation to learn; the ability to change the self-perception; the ability to consider the country in a cross-cultural aspect; knowledge about other cultures that have been explored from the inside and others.

For the time being academic mobility is considered as an educational exchange, as a necessary condition for sharing knowledge, building the intellectual capital and the ability to remain competitive in a world of globalization. It's quite evident that students and academics have been eager to get education in the best institutions in the world. Only the number of people involved in the process and the ways to transfer knowledge in the age of new communications have changed. There is a lot of alternative approaches to the "international education" in response to demand for affordable education which allows many students to stay at home while receiving foreign education: distance learning, e-learning courses and the so-called "sandwich" courses, which are taught in the distance.

Nowadays students and researchers are so free and mobile that they are not limited to one country. For instance, they choose their own country for a bachelor's degree, another country for a master's degree and receive a doctorate degree in a third in order to return home and work for a multinational European company. Some time ago it was considered as "brain drain", now the mobility is interpreted as "brain gain", "brain circulation", and "brain exchange", stressing that both sending and receiving countries mutually benefit in the process.

Academic mobility has become an integral feature of modern education and will continue to grow. According to the present-day needs, most countries are flexible and ready to adapt to the new realities of the complicated world of higher education.



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## **SELECTION OF WEB APPLICATIONS FOR EFFECTIVE STUDY OF LEXICAL MATERIAL**

**Diana Koval**

Nowadays, the issue of diversifying the educational process, activating students' cognitive activity and expanding their sphere of interests does not lose its topicality. In particular, it is important to take into account the recommendations of international and non-governmental organizations regarding the educational process and the conditions of military conflicts. In the modern world, it is quite easy for students to find and use the necessary information, which causes the development of passivity. Students lose their desire for knowledge, as well as creative activity. That is why the teacher is faced with the task of getting them interested by using web applications, IT means, films for specific purposes and didactic games in their activities [2].

Foreign language lexical competence is an important component of the formation of students' communicative competence, including the program vocabulary and skills of its use in the necessary communication areas and situations.

The advantages of web applications as an effective tool for studying lexical material include:

- the possibility of using it at any stage of work during a practical lesson, in particular, both for training and for consolidating the material passed;
- application variability;
- rational use of school time;
- visual and dynamic presentation of the material;
- individualization of training, the sequence of assimilation of the material;
- educational material is better perceived and remembered [1].

Using web applications in the classroom should be appropriate and convenient. Therefore, we should consider the following criteria choosing web applications:



- functionality – availability of additional tools that allow us to monitor the learning process, manage it and analyze the student’s academic performance;
- stability as reliable and stable operation of the system with a large number of loads;
- availability of content development tools – the built-in educational content editor not only facilitates the development of courses, but also allows us to integrate educational materials for various purposes in a single view;
- ease of use – the training technology should be clear and convenient;
- the ability to work online;
- the ability to use vocabulary at a certain stage of learning.

First of all, it is necessary to clearly define the tasks of training, development and upbringing. At the same time, specify the level at which the target settings will be implemented: general familiarization with the new topic, assimilation of the theoretical aspect of the material being studied, formation of practical skills, testing of knowledge [2].

Therefore, in the context of mass computerization and informatization of all spheres, the effective use of information and communication technologies in the field of education becomes important. A significant role is played by web technologies that penetrate extremely quickly into all spheres of society. Given this, teachers are increasingly using various web technologies learning English, including lexical material.

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## **ARTIFICIAL INTELLIGENCE AND AI-BASED APPS AS A POWERFUL TEACHING TOOL**

**Valeriia Kovtun**

Artificial intelligence (AI) strongly affects our everyday routine. Its constant development makes it expand the boundaries of the influence to other areas of lives. With the introduction of GPT chat in Ukraine, the tendency to use it for teaching purposes continues to boom and the issue of applying AI-based apps arose as it had never before.

AI has enormous potential to revolutionize language learning and teaching. AI technologies can provide students with personalized learning experiences, adapt to their learning pace and give immediate feedback.

AI can be particularly useful in teaching ESL in pronunciation. For example, it can listen to a student's pronunciation of a certain word and compare it to a native speaker's, then create personalized tips for the student to sound better.

There are a variety of language learning apps available that use AI technology to provide interactive learning experiences. Some of the most popular are Duolingo, Babbel, and Rosetta Stone. These can be very effective in helping students improve their language skills more efficiently.

In addition to language learning apps, there are also AI-powered chatbots that can help language learners practice their conversational skills. For example, the app Tandem connects language learners with native speakers for one-on-one conversations. The app uses AI technology to match users with compatible language partners.

AI can also help language teachers to observe the progress of their students, identify issues that need improvement, reduce the amount of time spent on preparation of variety of tasks, complement exercises and lesson plans. By analyzing a student's performance and learning patterns, AI can generate a special learning plan that is adapted to their individual needs. For example, GPT chat can be used to generate personalized learning materials and recommendations for individual learners based on their previous experience, preferences, and information about their performance. With the ability to process and analyze large amounts of data, AI chat can provide insights into how each student is learning, what areas they are struggling with, and what teaching methods and resources are most effective for them. This can help language teachers to tailor their instruction to the specific needs of each student, providing a more personalized and effective learning experience. Additionally, GPT can be used to generate adaptive learning materials that adjust to each student's level and pace, allowing learners to progress at their own speed and with materials that are appropriate for their individual needs.

While learning apps and chatbots can be useful tools for language learners, it's important to note that they should not be relied on completely. Learning a language requires more than just attending lessons and completing exercises; it also involves immersing oneself in the language, practicing with native speakers, and engaging in real-life conversations. While AI has great potential in language teaching, it cannot replace human teachers. So, these apps should be seen only as a teaching tool, rather than a replacement for traditional language learning methods. Language learning is not just about acquiring knowledge and skills but also about ability to use them practically in communication, building cultural relationships and understanding, all areas where human teachers play a significant role.





## M-LEARNING AS A PSYCHOLOGICAL AND PEDAGOGICAL CHALLENGE OF EFL TEACHING IN WARTIME

**Kulchytska and Andruschak**

Introduction. Much has been said about the digital transformation of learning and dual delivery of education, i.e. off and online e-learning. It has become an increasingly-popular model of instruction in all educational institutions around the world, especially during the COVID-19 pandemic, resulting in new and productive methods of teaching (e.g. VR learning, M-learning, gamification, design thinking, etc.). Needless to say that along with the positive effects of such a new way of teaching, there are some negative ones (e.g. distraction, lack of Internet connection, inability to keep students attention, lack personalization, lack of self-discipline, etc.). But if the world starts to recover from its negative impacts, the situation in Ukraine remains dramatic because of wartime.

These circumstances lead to some new challenges in teaching process in Ukraine. One of the greatest problems is that using mobile devices for e-learning could be an issue if students do not have an Internet connection or electricity readily available. Anyway, even in these cases teachers should be inventive and ask their students to submit their home assignments (e.g., recording a video, sending the photos of their hand written homeworks, etc.) once the problem of a poor connection quality or restricted access to electricity is resolved. Another challenge is to know how to work with their students properly, as old methods can be not relevant and outdated, taking into account the psychological characteristics of a completely digitalized young population and tough situation in Ukraine.

In various articles, researches have stated that new generations (generation Y, a.k.a. the Millennials, generation Z and generation Alfa) are or will grow up to be the best-educated generation ever, the most technologically immersed. Indeed, they have grown up with digital devices. It is M-learning that is tailored to the way representatives of new generations learn, work and think. The aim of a given paper is to present an overview of a shared experience regarding M-learning.

Main material. M-learning refers to the use of mobile devices such as smartphones, tablets, and laptops to access educational content and learning resources. In language learning, M-learning can be used in a variety of ways. In combination with traditional methods of teaching it can benefit greatly to the learner's success. For example, language learning apps can provide students with access to interactive language exercises, vocabulary drills, and grammar lessons, that can be practised during offline classes. Many of these apps also offer features such as pronunciation practice, speech recognition, and conversation simulations. Additionally, mobile devices can be used to access podcasts, videos, and other multimedia resources that can support language learning, that also can be practised in person in a classroom.

The benefits of M-learning in language learning are numerous. M-learning allows students to learn anytime and anywhere, as long as they have a mobile device and an internet



connection. This means that students can fit language learning into their busy schedules and learn at their own pace, as they are very multitasking. M-learning can be personalized to meet the individual needs and preferences of learners, e.g. students can choose the language learning apps and resources that are most relevant to their goals and interests, if we talk about some individual projects or self reference assignments. M-learning can increase motivation and engagement in language learning, as students can access interactive and engaging resources that make learning more fun and enjoyable, as new generations are hyperactive and enjoy gamification.

However, there are also some challenges associated with M-learning. One challenge is the need to ensure that the mobile learning resources are of high quality and relevant to the students' learning goals. Another challenge is to find a way how to work with the students if they do not have access to reliable internet connectivity and suitable devices, as Ukraine faces numerous cut-offs. Apart from that, it is also important to consider the potential distractions that mobile devices can create, and to ensure that students are using them in a focused and productive way.

Summary. M-learning is an innovative and effective approach to language learning that offers a range of benefits to students. By providing access to high-quality language learning resources, encouraging continuous learning, increasing knowledge retention, receiving instant feedback, M-learning can also help students to achieve their language learning goals in a flexible and convenient psychological way, as new generation looks for a work-life balance that M-learning can provide them with. In combination with traditional methods of teaching.

## **TEACHING GENDER IN THE MILITARY: BUILDING A CULTURE OF RESPECT**

**Kusiak Liudmyla**

Today, Ukraine is an example of resilience and indomitability; a driving force that continues to establish and implement its democratic views, steadfastly adhering to its pro-European line of social and state development. The war did not break us, but rather made us stronger, helped to reevaluate life, and in some cases accelerated certain transformative processes in the country. Education has always been and remains an instrument for shaping civic consciousness, democratic values, and equality between men and women. Therefore, in the context of war, gender education becomes particularly important as one of the means of ensuring sustainable development of the society.

Currently, the education system of Ukraine is on the verge of major transformations. New requirements and approaches to higher education and especially to military education



are aimed at ensuring continuous professional development of military personnel throughout their military careers, and acquiring new competencies that enable them to properly perform their assigned tasks. Of all these competencies, gender competence deserves special attention.

The relevance and necessity of forming such gender competence are primarily determined by the peculiarities of the border guard service itself. Border guards have to interact with other people while performing their official duties. Personnel of the border guard or any other law-enforcement agency, border crossers, violators, and criminals all have the same rights and freedoms that must be respected and equally protected. The same is true for those who need protection, especially illegal migrants, refugees, victims of human trafficking, and other vulnerable persons. Integrating gender mainstreaming policy into the activities of the border guard agency will, in the long run, improve the quality of service at the border, increase the level of trust among the population, enhance the ability to properly counteract human rights violations, promote the safety and well-being of people crossing the border, etc.

These are the competences that should be acquired by the future border officers at the National Academy of the State Border Guard Service of Ukraine. They must be taught to recognize, resist, and not to create cases of gender inequality, sexism or any other discriminatory actions and influences. Despite the fact that such competences are only partially included into the educational programs, the administration and faculty of the Academy have considerably contributed in ensuring equal rights and opportunities for representatives of both sexes in terms of service, training, professional and career development, etc. Since 2020, the educational process at the Academy has been supplemented with two gender-oriented disciplines: “Basics of Gender Equality” and “Gender Psychology”. In addition, more than 40 educational programs for various disciplines as well as distance learning refresher courses were supplemented with gender-oriented content.

With the beginning of full-scale armed aggression, gender equality issue was not postponed. The Academy organizes informational and educational events involving all categories of military personnel and employees aimed at increasing awareness of equal rights and opportunities for men and women. For example, future border guard officers attend lectures and seminars on gender equality; they are taught to maintain and understand the significance of family values, prevent gender-based violence and abuse, as well as participate in international events (scientific conferences, round tables, webinars, etc.). They also participate in extracurricular activities where they engage in discussions about what gender equality is, how it relates to their lives, learn to differentiate gender roles and images, analyze the different needs of both genders, and have the opportunity to improve their language communication skills (participating in the gender-focused discussion club “Gelance”) and directly promote the ideology of gender parity among their peers and colleagues in service.

Despite the fact that gender education and upbringing are extremely important in conditions of war, their importance and necessity are somewhat underestimated today. These issues contribute to increasing understanding and respect for different genders and reducing stereotypes about gender roles in society, they also help to recognize the distinct needs and safety concerns of men and women who have suffered from physical trauma and violence, etc.

## ABOUT THE IMPORTANCE OF ENCOURAGING STUDENTS DURING WARTIME CLASSES

**Natalia Kuzmenko**

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The war that began in 2023 changed a lot. It affected changes in all areas of our lives. Of course, this directly affected the field of education.

Studying at a higher school is not an easy process. Under the current circumstances, it has become even more complicated. Physiological feelings of fear and anxiety often accompany us. All this gets in the way during training. How should teachers act in such cases in order to reassure students and motivate them for the further educational process in foreign language classes as well? Encouragement can help solve this problem.

Factors of positive influence on student learning are the following: an equal style in relations between all participants of the educational process, encouraging students (when faced with difficulties and not only), the presence of positive feedback, selection of various forms and methods of learning.

Their further attitude to learning depends to a large extent on the assessment of students. They should feel the fairness of the assessment of their educational success (knowledge, abilities and skills), at the same time they should cultivate self-criticism and the ability to calmly and at the same time actively take measures to correct errors and shortcomings in their work, eliminate gaps in knowledge, learn better when getting low grades. Thus, a correctly performed assessment of a student's educational activity encourages and stimulates students to further study or, on the contrary, makes them think and be wary of a certain failure.

In addition, encouraging phrases have a great impact during classes. Recently, we don't have enough positive words, so the following phrases will have a psychologically positive effect on students and also motivate them.

Well done! You figured it out, keep going!

One more time and you'll have it!

You should be very proud of yourself!

I'm impressed!

You are a fabulous example!

Don't be afraid, you've already done it, it's just peanuts for you!

That's much better!

You are doing well!

You've improved a lot!

Nothing can stop you now!

You're getting better every day!

You're a star student!

I believe in you!

You're coming along well!

That's a real improvement!



Even criticism can be another means of encouragement. An example of criticism-encouragement can be the phrases: “Nothing. Do better next time. And now it didn’t work out.” Even criticism-praise sometimes takes place: “The work is well done. But not for this case.”

However, we note that non-verbal means not only “warn”, but also replace, emphasize, contradict, fill, strengthen, encourage, soothe, approve, etc. A special role belongs to gestures, thanks to which the informational potential becomes visible, more accessible and significant. According to a number of scientists, teachers should give up a gloomy, sad and dissatisfied look in classes, and replace it with a kind, friendly, interested, joyful, with a hidden sense of humor, understanding and encouraging look. There is a view that in certain cases, gestures and facial expressions can be more eloquent than words. Experienced teachers know how to use their face, voice and posture to express approval or disagreement.

Applying the listed methods of encouragement, it is possible to achieve a positive effect not only in psychological comfort of students, but also in student’s motivation for educational activities.

## THE IMPORTANCE OF PLANNING A CLIL LESSON

**Liliya Kuznetsova, Nataliya Hrynya (*Lviv, Ukraine*)**

The newly introduced and implemented method of teaching a foreign language – Content and Language Integrated Learning (CLIL) – has become the modern approach of bilingual education. In fact, it is more correct to call CLIL not a teaching method but a general approach to instruction which provides effective foreign language learning. The lesson planning process is of vital importance for the successful development of the class. To be prepared to implement CLIL into the teaching, the theoretical background has to be transformed into practice. CLIL has profound methodological implications in terms of planning, teaching strategies and particularly on the teacher’s role. Indeed these factors may decide upon the successful or unsuccessful final result of a CLIL lesson. CLIL lesson requires a precise and extensive preparation. First, the teacher has to decide in great detail which content is going to be taught and also has to define the English parts of the lessons [4]. Coyle, Hood and Marsh divide a process-oriented method required for effective CLIL planning into six stages:

1. Concept of CLIL. When the idea of CLIL implementation to a school occurs it is necessary to set up a team of language teachers, subject teachers and school management to conduct ideas and visions and jointly agree on overall goals. By drawing on the concept of planning, Coyle shows that priority is to reach

- goals through discussion and brainstorming; these goals might “increase learner engagement” [2, p.50] or “develop confident learners who use the CLIL language spontaneously in a range of settings” (ibid).
2. CLIL in context. Once the vision has been completed focus should switch to practice implication. The author recommends consideration of special needs a particular institution has, either it is a location of school, its specialization regional and national policies, and type of institution. Above-mentioned issues play an important role in determining the type of CLIL appropriate for different context.
  3. Planning a unit. This stage describes the 4C’s conception for planning a lesson, which should be a core of every CLIL lesson. 4C’s stands for: Content, Communication, Cognition, and Culture. The 4Cs framework developed by Coyle is the key principle for lesson planning as well as material planning. The model consists of four main components and its integrative nature “offers a sound theoretical and methodological foundation for planning CLIL lesson” [3, p. 3]. For a lesson to be successful all four components should be combined.
  4. Preparing a unit. Once the teaching objectives and outcomes have been decided upon all the experience acquired in traditional teaching has to be combined with the methodology of CLIL approach in order to achieve these aims.
  5. Evaluation and monitoring. The importance of this stage lies in understanding the process of teaching in the classroom and the ability of the teacher to use observed acumens for future lesson planning.
  6. CLIL community. Discussion of ideas and experience provides support while dealing with new challenges and difficulties [2, p.49-70].

Planning a CLIL lesson might be a challenge for a teacher in early stages and so it is recommended to prepare for a lesson intensively and not to overload one in order to achieve perfection. “As confidence grows and as issues from specific contexts are addressed, then those involved become better prepared to explore tensions between visions or ideals and the realities of classroom contexts” [2, p.48].

Even though a wide choice of prepared plans and activities are available online, teachers who are unfamiliar with CLIL methodology have problems using the activities and tasks correctly. The main difficulty could be summarized as a not effective use of methods and organizational forms. Teachers also need to use more activating methods aimed at students’ autonomy and natural desire to explore through language.

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## **INNOVATIVE APPROACHES AND METHODS IN FLT: IS THERE A PERFECT APPROACH?**

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It is quite common to come across the word combinations “innovative approaches” or “innovative methods” in the research and teaching literature on FLT. Their use is directly connected with striving of those engaged in FLT for new and better ways to facilitate and accelerate foreign language learning [1; 2]. Their task is to find out and suggest new ideas, insights, new emphases, new aims and techniques that could promote efficient learning and raise the quality of teaching. The emerging body of scientific knowledge and data of Educational Psychology, Psychology, Pedagogy, Sociolinguistics also stimulate these efforts.

Quite often we see the claims in favor of this or that new FLT method or approach. However, an unbiased observation suggests there is no a single, comprehensive formula which can satisfy differing educational priorities, differing learners’ needs and differing learning styles. Getting acquainted with a variety of teaching approaches and methods we can see that each of them has its rationale and supporters. Yet not all methods work equally efficiently for all learners and for all teaching purposes and situations.

Foreign language teaching innovations emerge as a reaction to conventional assumptions about how language is processed in the brain, how language is used in communication, about the nature of learning in general and the nature of language learning and acquisition, about motivation, perception, memory and other aspects. Different of them are considered unconventional and innovative in different historic periods as those of them that are considered conventional nowadays used to be thought of as innovative at some point of time and emerged as a reaction to the previously supported methods of teaching.

Speaking about conventional approaches or methods of FLT in institutionalized teaching, first of all we think of Grammar-Translation and Direct ones. Technologically every next or every other FLT method prioritizes some set of ideas or principles that make a basis of a given method and make it innovative or unconventional at the time of its development. As such developed during the 20<sup>th</sup> century, we can mention the following: Reading, Audiolingual (U.S.), Situational (Gr.Br.), Cognitive Approach, Affective-Humanistic, Comprehension-Based and Communicative approaches [3]. In scholarly literature on FLT, we come across a great many of titles for FLT methods that are claimed by their developers as innovative and are directed at overcoming perceived inadequacies or impracticalities in an earlier approach or approaches. They are based on different theories or view of how people learn a foreign language, or how people use languages. For example, Cognitive approach considers language as a rule-governed cognitive behavior. Affective-Humanistic approach sees learning a foreign language as a process of self-realization and of relating to other people. Comprehension-based approach assumes that language acquisition occurs only if the learner comprehends



meaningful input. The prominent idea of the Communicative approach is that the purpose of language teaching is communication thus concentrating on the social interaction functions.

In fact, most of the recent approaches of FLT are not necessarily in conflict or totally incompatible. Most of them share a number of assumptions and presuppose similar procedures and techniques for achieving the FLT targets.

So, the matter perhaps is in choosing the most appropriate FLT method in a specific didactic teaching situation. The teachers need to be well aware of existing approaches/methods and their specific principles, to clearly understand the educational goals, the needs of their students, to consider organizational constraints (time allocated, class size, available technical means). In any given classroom the teacher should have a clear idea of what he wants to accomplish and choose the teaching approach accordingly. However, innovative ideas on FLT represent a challenge to conventional thinking about language teaching and provoke further developments.

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## **FORMATION OF INFOMEDIA IMMUNITY IN ENGLISH CLASSES AS A WAY OF THE INFORMATION WAR RESISTANCE**

***Anna Kynal, Anastasiia Krykun (Vinnytsia, Ukraine)***

In the frameworks of the information war, the methods and means of which are being improved every day, it is especially relevant to develop modern students' critical information consumption skills, infomedia immunity as the ability to resist manipulation, misinformation and propaganda.

Media literacy is a term that encompasses a variety of approaches that develop critical thinking skills around all types of media; build an understanding of how media messages shape our culture and society; give people tools to advocate for a changed media system [2].

In the modern digitalized world it is really essential to form and develop the following digital literacy skills: medialiteracy (ability to understand the psychological means of





different types of contents (commercial, social, advertisements, propaganda, PR) and the way they influence one's decisions and opinion); information literacy (ability to look for, analyze, classify, generalize the information; to find the original sources and to compare the information with them; to differentiate facts, opinions, fakes and manipulations); digital safety or cybersafety (ability to protect personal data, control digital footprint, to resist online-fraud, phishing, vishing, cyberbullying, grooming etc); visual digital literacy (ability to analyse pictures, logo, symbols, posters, infographics etc and hidden symbolism in them); fact-checking skills (ability to define propaganda, bots, trolls, clickbaits, fake pictures, false statistics); basic skills of emotional intelligence (ability to identify the influence of media on one's emotions as well as the intentions of the author); social tolerance (ability to identify and to resist hate speech, stereotypes, discrimination) [1].

Considering the fact that infomedia literacy is not yet studied as a separate discipline, it seems to be appropriate to form separate aspects of this important competence in an integrated way, in particular in the process of learning English.

One of the greatest modern tools is the "VeryVerified" online media literacy course developed by the Learn to Discern program which is implemented by the International Research & Exchanges Board (IREX) with the support of the British Embassy and the United States Embassy in partnership with the Ministry of Education and Science of Ukraine and Academy of Ukrainian Press. This course is designed in English in a cafe format: participants can independently choose the amount of information to be processed: espresso (concentrated concise presentation of materials), cappuccino (authentic video material, thematic longreads), latte with some dessert (interactive exercises, online tests, questionnaires and discussion tasks). The materials are united in four large thematic blocks: "Media Landscape", "Traditional Media", "Social Media", "Disinformation and Manipulation", that can be used while studying the topic "Modern Technologies and Media" according to the school curriculum or as separate tasks for discussions, leisure reading etc [4].

Another great resource is "The curriculum for teaching English through Media Literacy" created by a team of Ukrainian university teachers in the framework of the Learn to Discern program (IREX). The manual has 5 chapters: "Facts and Opinions in Traditional and New Media", "Media Consumption", "Manipulations and Advertising", "Stereotypes", and "Digital Safety", which are focused on major aspects of information and media literacy. The exercises presented in the manual are designed to engage students with thought-provoking questions aimed to develop and enhance their critical thinking skills [3].

These exercises provide for various forms of interaction, encourage the students to argumentatively express one's point of view that corresponds to the principles of practice-oriented and student-centered approaches. The activities presented are aimed at teaching participants to distinguish facts from fakes, to analyze manipulative content and its psychological components, to be aware of the influence of stereotypes on public opinion, to form the foundations of digital security, which is especially essential in the context of manipulations, propaganda and disinformation shared by the enemy in the social and traditional media.



So, students attending such interactive media literacy integrated lessons will experience interactive exercises, interesting tasks, ideas for project activities, which are both effective for forming the ability to resist misinformation, manipulation and fakes, as well as foreign language communicative competence.

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## **THE IMPACT OF CULTURE IN LANGUAGE LEARNING: UNDERSTANDING THE INTERCONNECTION BETWEEN LANGUAGE AND CULTURE**

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Language and culture are closely intertwined, and understanding of this connection is essential for effective language teaching and learning. Language is not just a tool for communication; it is also a reflection of the cultural values and beliefs of the people who use it. As language learners, we should try to understand the cultural context in which the language is used in order to truly master it and as teachers, we are to assist students develop their intercultural skills.

It should be noted that without knowledge of the culture of the target language, any person may unintentionally offend the conversation partner having quite different cultural patterns of behavior. Generally speaking, culture is a shared set of beliefs, values, and practices of a particular group or society. Every culture has its own unique way of expressing itself through language, from the words and grammar structures to the tone and body language employed in communication. These cultural nuances are often invisible to those who are not closely familiar with the specific features of the culture, but they can have a profound impact on the way the language is used and understood.



One of the challenges of learning a new language is understanding the cultural context in which it is used. This includes not only the language itself, but also the customs, traditions, and social norms of the people who use it. For example, in some cultures, it is considered impolite to speak too directly or insistently, while in others, this is seen as a sign of confidence and strength.

In Asian cultures, such as Japan and China, indirect communication is valued over directness. It is often considered impolite to directly contradict or criticize someone, so people will use euphemisms, nonverbal cues, and other indirect methods to convey their message. For example, instead of saying “no,” someone might say “maybe” or “I’ll think about it.” This allows the other person to save face and avoid losing social harmony.

On the other hand, in Latin American cultures, such as Mexican and Colombian, direct communication is valued over indirectness. People often speak loudly, interrupt each other, and use strong body language to convey their message. This is seen as a sign of passion and confidence, and people may view indirect communication as weak or passive.

Middle Eastern cultures, such as Saudi Arabia and Egypt, value indirect communication in some contexts, but direct communication is often used in business settings. In negotiations, for example, to demonstrate their confidence and strength, people may use harsh language and make bold demands.

As it is known, in western cultures, such as the cultures of the United States and Northern Europe, direct communication is also considered preferable. People are encouraged to express their point of view and be assertive, even if it leads to arguing or criticizing others. This is seen as a sign of confidence and honesty, and people may view indirect communication as deceptive or manipulative. The nuances mentioned can significantly impact the way language is used and the communicative situation is understood.

We set the goal to determine what characteristics of languages, shaped by the context of the culture, may present difficulties for the students, whose major is English, in learning and teaching a second foreign language, such as Spanish, Chinese and Arabic. Our work is based on the researches of well-known scholars focused on studying Spanish, Chinese and Arabic languages and cultures, namely, Lourdes Ortega, Professor at Georgetown University; Zhao Hong Han, Professor at Columbia University and Mahmoud Al-Batal, at the University of Texas at Austin. [1,2,3].

It can be mentioned, for example, that Spanish language learners who are not familiar with the cultural context of the language, may struggle to understand its regional differences and nuances as Spanish has a rich and diverse cultural heritage, with the influences from Latin America, Europe, and Africa. For example, the use of the formal “usted” versus the informal “tú” can vary significantly depending on the region, and a lack of knowledge of these cultural nuances can lead to confusion and misunderstanding.

Besides, Spanish grammar is different from English grammar in several ways. For example, Spanish has gendered nouns, while English does not. This means that the learner needs to pay attention to the nouns gender when interpreting between the two languages. Spanish and English come from different cultural backgrounds, which can lead to differences in how languages are used. The learner needs to be aware of these cultural differences and

how they affect language functioning. In Spanish culture, formality is important, particularly, when addressing people who are older or in the positions of authority. This means that different verb conjugations and honorifics are used to show respect.

Learning Chinese, on the other hand, also requires a deep understanding of the Chinese culture and customs. In Chinese culture, showing respect is very important. This means that people may use honorifics to address others, depending on their age and social status. For example, younger people might address older people as “aunt” or “uncle,” and employees might address their boss as “Manager” or “Director.”

Chinese culture places a lot of emphasis on social hierarchy, and this is reflected in the language. For example, the way people address someone changes depending on their own social status. This can be challenging for Europeans to learn, as their own cultures may not place as much importance on social hierarchy. Chinese culture places a lot of importance on family and the extended family network. This means that family relationships are often reflected in the language, and people may use different terms of address depending on their relationship to the other person. Besides, it is also worth mentioning that Chinese doesn't have articles, such as “the”, “a” or “an”.

Another good example for a comparative research is Arabic language. As Islam is the predominant religion in the Arab world, the Arabic culture is heavily influenced by Islamic traditions and beliefs. In the Arabic language, this is reflected in the fact that a large number of words are related to religion and Islamic practices.

Arabic culture places a great deal of emphasis on politeness and respect. The use of honorifics and formal language is prevalent in Arabic culture, and this is reflected in the Arabic language. Arabic differentiates between females and males in the sentence structure, words, verbs and pronouns. Unlike European languages, Arabic language even has specifications for “you” and “they” in singular, plural, male and female forms. As it is known, sound omission is very common in English. You can often hear dunno (I don't know), wanna (I want to) or cap'n (captain). However, sound omission does not occur in Arabic because the spelling of the words is very closely related to the sound the letters create, therefore, as a rule, any letter sound is not omitted. The spelling in the Arabian language should be strong and clear.

Various verb tenses as well as irregularities in English are not present in Arabic. It does not have a present tense conjugation of the verb “to be”.

- E.g.     *English:* He is tall.  
           *Arabic:* ليوط وه (Howa taweel)  
           *Literal translation:* He tall.  
           *English:* I am student.  
           *Arabic:* بل اط انا (Ana Talib)  
           *Literal translation:* I student.

In general, we can state that the role of culture in language learning and teaching is really essential. Understanding the cultural context is critical for an effective communication and language acquisition. By immersing themselves in the culture of the language, students can gain a deeper understanding of its nuances and become more proficient in using languages for a successful communication across cultures.



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**INTERMEDIALITY MECHANISM IN STRATEGIC TEACHING  
AND ANALYSING HOLOCAUST-MARKED POETRY IN A  
UNIVERSITY CLASSROOM (BASED ON THE BOOK  
OF YOLEK BY ANTHONY HECHT, IN THE BIRCH GROVE  
BY ALAN MARCUS, KORCZAK BY ANDRZEJ WAJDA)**

**Alina Legeyda,**

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What is the place of poetry of Holocaust-marked trauma in TESOL classroom and is there a lacune for it? What are the mechanisms of reaching out with an emotional post-traumatic poetic message and its subsequent analysis to the millennials distanced from the events of Holocaust by multiple temporal and socio-cultural layers? This proposal pioneers intermediality strategy for presenting and analysing the Holocaust-marked poetry (The Book of Yolek by Anthony Hecht, etc) that proved efficient at VN Karazin Kharkiv National University School of Modern Languages classroom in terms of their efficiency in producing reflexion, emotional appeal and their simplicity in practical application. The Holocaust -marked poetic pieces are presented in combination with echoing Holocaust-marked films (both fictional - and observational documentary - In The Birchgrove by Alan Marcus) sharing a common purpose of reconnecting the present with the Holocaust-marked past by triggering cultural memory of genocide of the XX century. We adhere here to a post-modern mode of thinking agree with Rosenberg ( Visions of the Past) who advises to focuses in teaching on “how the past means rather than caring about the things which happened in the past that gave rise to the meaning”.

The more chronologically distanced we are from the date of tge trauma, the less traumatised and open to analysis and reflection of the respectively marked poetry we feel and the lesser degree of negative empathy towards the sntagonist we experience. The combination of poetry analysis with cinematographic one, comparing stanzas to shots and other mechanisms of asaptation and transmediality help in formation of solid cultural memory of Holocaust tragedy with students.



Intermediality approach (combining poetry and film) in presenting Holocaust-marked poetry to students is full of linguistic and psychological enigma. It serves a very special mission in making students not only gaining poetic literacy, but also making them not forget Holocaust-related genocide. A synthesis of poetic text and visualisation ( both fictional and documentary) form a concept of culturological construct that is pioneered in this proposal.

## **PEDAGOGICAL CHALLENGES OF TEACHING EFL IN WARTIME**

**Helen Leschenko (*Kamianske, Ukraine*)**

The war fundamentally affects the quality of education. Some children started studying online, but due to the lack of electricity, they lost the opportunity to study systematically. Some were forced to leave the country for safety and faced a language barrier. There are many such problems.

Importantly, to reduce the harmful effects of war on children's education, efforts are needed to ensure safety and stability in the education system and access to resources and support for children and their families.

Forced distance learning has become a challenge for all participants in the educational process: teachers, students, and parents. It turned out to be challenging to organize high-quality education using digital technologies, inspire and motivate students, and solve technical problems. However, Ukraine is not an exception - no state, no educational system in the world was ready for this.

Distance learning is an individualized process of acquiring knowledge, abilities, skills, and ways of cognitive activity in a person, which takes place mainly through the mediated interaction of distant participants of the educational process in a specialized environment that functions based on modern psychological and pedagogical and information and communication technologies.

The distance form of education requires access to the Internet, technical support (computer, tablet, smartphone) for all participants in the educational process, and teachers' access to distance learning technologies.

The interaction of all participants in the educational process is one of the essential factors in the successful functioning of any educational community. In the conditions of distance learning, when teachers and students cannot be close to each other, the interaction between all participants of the educational process: the administration of the university, teachers, students, and parents - acquires particular importance.



To ensure distance learning for students, the teacher can create his web resources or use other web resources of his choice. At the same time, it is necessary to provide students with recommendations on using resources, the sequence of tasks, and control features. In order to teach students about academic integrity, it is essential to always give correct references to the sources of the information used. The most crucial criterion for selecting tools for the organization of distance learning should be compliance with the set methodical goals, that is, the extent to which a specific service or resource makes it possible to achieve the expected results of learning in a distance format. At the same time, it is also desirable to consider the versatility of these tools to reduce the number of different platforms used for training. In conditions where learning takes place with the help of personal devices, it is necessary to take into account the variety of these devices and choose resources that are most suitable for different platforms (personal computers, tablets, mobile devices, Apple, Android).

The main task of distance learning is the development of the student's creative and intellectual abilities with the help of open and accessible use of all educational resources and programs, including those available on the Internet. Communication with the student is vital for distance work organization, as modern education tends towards individualization. During classes in the classroom, everyone can ask a question and immediately get an answer to it. Therefore, there are specific requirements for a teacher who works in the distance learning system: to answer letters very quickly; to praise the efficiency of listeners; establish a clear schedule of online communication and strictly adhere to it; create an atmosphere of psychological comfort.

It is essential to create a good mood and emotional elevation constantly. The student should feel that his mentor is not a strict controller but a kind teacher who will always come to the rescue. It is necessary to create conditions for full-fledged self-realization of students, demonstration of success, self-affirmation, and improvement of their self-esteem. The creation of such conditions consists of selecting the appropriate content of the subject, expanding its information field through cross-subject integration, and taking into account the individual characteristics, interests, and inclinations of the participants of the educational process, the zone of their rapid development. At the same time, the subject content acquires a practically oriented character. It provides not only the ability to solve interdisciplinary tasks but also contributes to the formation of informational and communicative competence of students, for example, through the solution of situational tasks and participation in project activities and discussions. In addition, teachers should be familiar with the technical aspects of distance learning organization, including various methods of work in the forum, chat, video conferences, e-mail, and other means of communication.



## THE SIOP MODEL TECHNIQUES FOR THE SUBJECT - SPECIFIC ENGLISH LESSONS

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***Abstract.** The article deals with the problem of the SIOP Model context and its usage in the subject-specific English lessons. The aim of the article is to analyze the SIOP model context, to study its effectiveness in the subject-specific English lessons and to find out its benefits or drawbacks in teaching academic content to English language learners.*

***Key words:** SIOP Model, English level proficiency, hidden language tips, professional development, interaction*

The Sheltered Instruction Observation Protocol was developed as the means to measure the effectiveness of the lesson from the teachers' point of view (Short, 2011:364) which consists of thirty points, combined into eight components, among which are preparation for the lesson, already existing knowledge, new material presented to students, strategies for interacting with them, and so on (Echevarria, Vogt and Short, 2012). As a rule, teachers who use the protocol in their practice are very attentive to the needs and learning style of their students, to their cultural and national traditions and behavioral characteristics. Such teachers try to create a comfortable, cozy environment in the classroom, with special attention to those students who require additional adjustment in order to speak a foreign language. The teacher using the protocol should be non-biased, take into account the cultural and psychological characteristics of students and have experience in scaffolding (Echevarria, Vogt and Short, 2012:19).

ESL strategies identified by the research studies, include questioning strategies, building background, opportunities for collaborative group work, use of manipulatives and realia, advanced organizers, and scaffolding. The SIOP model includes features which specifically address each of the following strategies: a variety of questions or tasks that promote higher-order thinking skills, building background, grouping configurations, interaction, hands-on materials and/or manipulatives provided for students to practice using new content knowledge, and scaffolding techniques.

Speaking about the efficiency in teaching English as a second language, the studied important strategies should be mentioned: content vocabulary, explicit comprehension strategy instruction, connecting academic language to content, opportunities for speaking and writing, and technology as a support (Calderón et al., 2011). The SIOP model includes the following features which reflect the above mentioned strategies: key vocabulary emphasized, activities provided for students to apply content and language knowledge in the classroom, activities integrated all language skills, and supplementary materials used to a high degree,





making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals). Explicit comprehension strategies are not a feature included in the SIOP model.

At the same time, the methodology of “hidden language tips” suggests that the above-mentioned psychological features of the classroom environment are a mandatory requirement of the students’ involvement in class work and leads to the subsequent successful mastering of the material. Some interviewees have also highlighted the following techniques used by them to motivate and stimulate their students:

Thus, the use of this technique provides a special emotional atmosphere of cooperation in the classroom, which helps non-native students to improve their level of English language proficiency and at the same time assimilate the subject material in accordance with their age requirements.

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## ALTSPACEVR IMPLEMENTATION FOR UNIVERSITY-LEVEL STUDENT INSTRUCTION

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As the field of online learning continues to evolve, those who work in this educational environment often encounter difficulties in finding ways to make it as convenient as possible for both teachers and learners. AltspaceVR provides an excellent example of how to increase the engagement of students who may struggle to maintain interest in the learning process.

If we condense the latest research on the utilization of VR in education, the following key points can be identified. Virtual reality (VR) has the potential to provide a greater level of immersion, presence, and interactivity than other information systems [1]. These unique characteristics make VR a promising tool for improving higher education, especially for experiential learning [2]. VR can be a useful tool for providing engaging and effective educational experiences [3]. One more significant benefit of implementing AltspaceVR into the educational process is related to students’ participation in classes. It can help shy students



who are not very active in real-life classes or Zoom classes by providing them with a safe and supportive environment to express themselves. In virtual reality, students can create an avatar and participate in discussions and activities without the fear of being judged or feeling self-conscious. This can give shy students the opportunity to engage more fully in classroom activities and develop their social and communication skills.

Additionally, AltspaceVR offers features that can help facilitate communication and collaboration among students. For example, students can use voice chat, text chat, or emojis to communicate with each other, and they can work together on virtual projects and activities. This can help students build relationships and develop teamwork skills, which can translate to real-life interactions. Despite the potential benefits of using VR in higher education there are also some limitations which cannot be ignored. Educators often lack clear guidelines and face significant challenges when attempting to integrate virtual content into their courses. They may need to start from the very beginning navigating complex technological hurdles, and master the technical background on their own [4]. As a result, incorporating VR into higher education can be a challenging and time-consuming process for educators.

Considering both the advantages and disadvantages of using VR in higher education, organizing mentoring programs can be extremely helpful. For instance, the pilot mentoring program for teachers in higher education institutions, «A New Tool – New Opportunities: Meet Altspace VR» [5] was developed as part of the «Learn to Discern» project carried out by IREX [6] with support from the US and UK Embassies, in partnership with the Ministry of Education and Science of Ukraine and the Academy of Ukrainian Press.



Figure 1. Discussion class

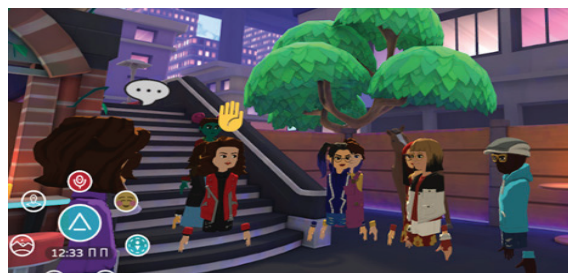


Figure 2. Team work

In general, AltspaceVR has the capability to become a useful resource for teaching students through providing immersive experiences, encouraging conversations, and facilitating interactions (See figures 1 and 2). By developing captivating and interactive learning opportunities, AltspaceVR has the potential to inspire a passion for learning among students while also improving their analytical abilities and understanding of the subjects.

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## BUILDING TRUST IN EFL TEACHING IN WARTIME

**Svitlana Medynska**

Trust has always been an important part of diverse types of relationship, either personal or professional ones. However, since the beginning of the full-scale invasion of Ukraine, it has become even more crucial as it is one of the building blocks of unification, support, and cooperation.

Teaching as a profession can be characterized as “having high levels of stress and record rates of burnout and attrition” (Mercer, 2020). Apparently, teaching in the wartime has appeared to be even more challenging due to a number of additional factors including insecurity, panic, threat to life, a high level of uncertainty, technical shortcomings, and regular disruptions because of air raid sirens to name just a few. Teaching EFL is considered to be quite a tough task due to the existence of a plethora of psycho-emotional variables influencing the success and direction of the teaching-learning cycle, as well as “additional specific stressors such as high intercultural and linguistic demands as well as the frequent use of energy-intense methodologies” (Mercer, 2020). It includes multiple challenges, adversities, and complications which constantly hinder the educational process (Ghadyani et al., 2020), so, to withstand that, teachers of English as a foreign language (EFL) must be hopeful, positive, and tough (Xu, 2022).

Establishing an environment based on hope and trust can generate success in foreign language education and influence academic grit (Xu, 2022). According to the research, trust has three core components: authenticity, logic, and empathy. People are prone to trust you “when they believe they are interacting with the real you (authenticity), when they have faith in your judgment and competence (logic), and when they feel that you care about them (empathy)” (Frei, 2020). Another theory states that trust includes five dimensions such as benevolence, reliability, competency, honesty, and openness (Hoy, Tschannen-Moran, 2003).

Taking everything into account, English teachers from Ukraine had to go the extra mile in delivering classes since March 2022. The need for support, understanding and explicit confidence which could lead to enhanced resilience has been the crucial one in the educational process in Ukraine since the beginning of the full-scale war. At the initial stage, it was vital to rebuild trust within the educational community to enable all the participants of the educational process to continue working in such challenging conditions. It seemed to be unacceptable to go ahead without bridging the gap in emotional connections, that is why the topic of trust



was selected as the one which could help to achieve this goal due to its ubiquitous nature. The findings of research (Frei F., Morriss A., 2020) shared in a TED video “How to build (and rebuild) trust” (<https://ed.ted.com/lessons/how-to-build-and-rebuild-trust-frances-frei>) were taken as a topic for discussion in classes and doing the tasks with the follow-up activity of designing their own trust triangle as a group task for students.

This approach actually helped the participants to get distracted from reading newsfeeds as well as focus on the studying process and communication with peers, which appeared to be an effective tool in such a crisis situation. The practice was enhanced by the regular use of TED videos like “Are you a giver or a taker?”, “Why we ignore obvious problems – and how to act on them” etc. with further discussion to find the ways to comprehend the emotional state and cope with stress.

Taking everything into consideration, it might be concluded that the conducive environment filled with trust creates additional connections between colleagues, teachers and students, as well as among students enhancing collaboration, communication, creativity and learning agility if implemented properly and consistently.

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## **FEATURES OF APPLICATION OF PROJECT METHODS IN THE EDUCATIONAL PROCESS OF HIGH SCHOOLS**

**Liudmyla Melnyk**

A pressing issue of professional education in recent decades is the technology of implementation of teaching activities, which requires new methods of the educational process and selecting its components (objectives, content, forms, methods and means), as well as the teacher’s contribution to this activity. The implementation of modern educational models in college practice is closely related to the development and application of modern educational technologies.



The study of advanced teaching experience in our country and abroad, the demand for education in modern society, proves the importance and great opportunity of caring out the specified ways through the introduction of design technology into the educational process. The focus on the project approach can be explained by the fact that project activities are considered as a means of implementing individual-directed learning.

The essence of project technology is defined in the functioning of a complete system of didactic tools (content, methods, methods, etc.), which adapts the educational process to the structural and organizational requirements of educational design. The latter, in turn, involves a systematic and consistent modelling of the training solution of problem situations, which require the participants of the educational process to search efforts aimed at researching and developing optimal ways of solving projects, their mandatory public protection and analysis of the results of implementation. Project technology is responsible for establishing a strong feedback link between theory and practice in the student's learning process.

In the process of applying project technology didactic, educational and developmental tasks of different levels are solved: students' cognitive skills are developed, the ability to independently construct their knowledge is formed, the ability to navigate in the information space, critical thinking, the sphere of communication is actively developed.

Despite the fact that the project methodology assumes independent problem solving by students, methodological recommendations or instructions are quite effective, which indicate the necessary and additional literature for self-education, the teacher's requirements for the quality of the project, forms and methods of quantitative and qualitative assessment of the design results. Sometimes a design algorithm or other phased division of activities can be identified. Thus, an informational and methodological package of the project is created.

Project-based learning significantly transforms the teacher's role in leading in the education process. With this approach, the teacher is a consultant, adviser, coordinator, who helps students to choose sources of information (but does not offer a ready-made solution to the problem). At such consultations, the teacher only answers the questions. Consultation seminars can be held in order to collectively consider problems that arise for many students during project-based learning. A teacher must not only know his subject well, but also be competent in other fields of science, see their points of contact.

Project-based learning encourages and reinforces a sincere desire to learn, because it is: personally oriented; uses a variety of didactic approaches: learning by doing, independent classes, joint learning, brainstorming, role-playing, heuristic and problem-based learning, discussion, team learning; has high motivation, which means increasing interest and inclusion in the work as it is carried out; supports pedagogical tasks in the cognitive, affective and psychomotor spheres at all levels: knowledge, understanding, application, analysis, synthesis; allows you to learn from your own experience and the experience of others in a specific matter.

Therefore, the preparation and protection of projects is a practical way of acquiring educational experience, active inclusion and implementation of personal life plans.



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## **PECULIARITIES OF TEACHING PROFESSIONAL LEGAL TERMINOLOGY IN THE ESP COURSE**

**Iryna Mishchynska (*Khmelnitsky, Ukraine*)**

Mastering the professional terminology system as an integral part of lawyer functional competence is the key to successful professionally oriented foreign language teaching as a means of communication with foreign partners in professional activities. The speed and quality of communication will depend on the level of students' terminological competence as the basis of their professional competence.

Learning terminological vocabulary in the ESP course is more successful and effective in case the choice of foreign language professional vocabulary used in the educational process is thoroughly made. The volume of professional vocabulary should be sufficient to ensure communicative activity within the topic of communication. It is impossible to teach students professional vocabulary in general, it can only be taught within a certain selected topic that is close to the main issues of the specialized discipline.

For example, the study of legal vocabulary should begin with the identification of the methods (usually three to five) that will be used in the learning process and the activities corresponding to them (exercises, video courses, discussions, etc.).

Working on projects in groups of three to four people activates students in decision-making, idea exchange, suggestions, and creative thinking in English. These proposals are usually put forward for a general discussion in the student group, and the means for implementing the tasks are determined, as well as topics for preparing projects in each of the identified areas. Priority areas of work on projects are: *Intercultural Communication, the European Union, Judicial proceedings in English-speaking countries*, etc. The deadline for submitting projects is determined.

Preparation for project work includes watching videos and role-playing games on legal topics, which requires careful selection of teaching materials by the teacher. Watching thematic films is accompanied by studying vocabulary material for the film and discussing the video material after watching it according to the prepared tasks.

Another productive form of learning professional legal terminology is working on the current events articles. Such work helps to build the vocabulary necessary to discuss current



issues. For this purpose, students find articles in the English-language press and then work on them in class, including analysis of the features and translation of the headline. They analyze and summarize the content of the article, and discuss the article. The discussion of the article is led by one of the students of the group, who prepares questions/tasks for the discussion in advance using the active vocabulary of the article. The role of a teacher is to instruct the student in advance, suggest the appropriate topic of an article and a questionnaire for the discussion. In course of the discussion the teacher helps the students organize the discussion and instructs them on further activities with the professional vocabulary such as pair work, making up sentences and writing paragraphs with new vocabulary.

An effective way to teach vocabulary material in the specialty is through vocabulary games that deal with legal issues from ancient to modern times.

Role-playing games can take place in the form of court hearings: in groups, roles are assigned to participants in a court hearing, and each participant acts in accordance with the role assigned to him or her, using the terminology. Such a role-playing game is usually preceded by watching thematic videos «*The American Judicial System*» or «*The Magistrates' Court*» with preliminary study of the vocabulary used in them. The videos created on the basis of such work help to achieve a positive result, as watching them helps to improve the learning of vocabulary and develops motivation to learn terminology.

Thus, productive forms of work on legal terminology in ESP classes are project work, video based tasks and role-playing games on legal topics. Working on current events based on analysis of English-language newspaper articles also contributes to learning professional legal terminology.

## **VOCABULARY FOR RECEPTIVE SKILLS: TO PRE-TEACH OR NOT TO PRE-TEACH?**

**Olena Moskalets, Liliia Vinnikova (*Kyiv, Ukraine*)**

Texts in a foreign language have always been a valuable source of contextualized vocabulary (Thornbury, 2007, p.53). At the same time, the success in deciphering a text depends essentially upon the ability to recognize vocabulary in it. One of the ways to help learners to understand the text is to pre-teach vocabulary before the first exposure (see, for example, Reading and Listening sections LearnEnglish Teens by the British Council (4). Nevertheless, if we want our learners to have authentic experience, we need to be very selective when we choose the vocabulary items to be introduced before the first listening or reading (Harmer, 2007, p.272). Thus, the question arises what unfamiliar vocabulary should be viewed as specialized and be introduced before the first listening or reading, and which items can be introduced after the learners have familiarized themselves with the general



message of the text. In this publication we are going to share our tips for selecting and presenting vocabulary items at the first pre-listening or pre-reading stage.

Present-day approach to teaching receptive skills holds that first of all we need to get students into the context of communication and provide the motivation for the first listening/reading. First exposure does not need to yield 100% understanding. So, if a few words are new or unclear, it might not hinder gist listening or reading. The exception is the key-words. To make sure that the word we have selected to be pre-taught before the first exposure is really necessary at this stage, we need to check if it is essential at the lead-in stage and if we need it for formulating the task for the first listening/reading.

We can find plenty of useful vocabulary when working with authentic texts from online materials. For example, when we work with a TED presentation by Graham Hill *Why I'm a weekday vegetarian* (5), the chunk *to go vegetarian* can be crucial for getting the message of the talk. To make sure our learners are familiar with it, the lead-in question can be *Why do people go vegetarian?* In case the learners are not sure, we can use CCQs to clarify the meaning: Somebody has gone vegetarian. Did they use to eat meat? (Yes) Do they eat meat now? (No) Have they changed their eating habits? (Yes, they have gone vegetarian). Thus, we will make sure that the learners are tuned into the topic and are familiar with the phrase.

In the text *How to do less ... but get more done* (3) we can find the idiom *to keep at bay*. Useful as it may be, it is rather connected with one detail in the text and cannot be used in a question that covers the whole text. Therefore, it is not essential to pre-teach it before the first exposure. The idiom can be introduced before the second listening. For example, we can prepare True/False statements and use it there. While students discuss if they remember these details before the second exposure, we will see if they can recognize the idiom or if we need to clarify it.

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## THE PECULIARITIES OF EFL DISTANCE LEARNING

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The emergency situation in Ukraine, caused by the military aggression, forced the higher school to switch from face-to-face to distance learning. The peculiarity of teaching EFL is that to obtain the maximum level of conversational practice during study the required element is live communication with the teacher and other students. One of the disadvantages of distance learning is the lack of personal interaction, so students and teachers must find a balance between sharing ideas and opinions and ensuring a successful open learning process.

To enhance interaction and achieve the desired goals, the process of learning EFL should include both verbal and non-verbal communication, so during communication online in English language classes, activities should be combined in such a way that students can cooperate with each other. Many platforms allow students to work together in pairs or groups in separate chat rooms, and the teacher can join these rooms to monitor the exercise and communication and give feedback just like in a regular classroom. during the traditional form of education.

For better adaptation of students to a synchronous online foreign language class, the teacher must provide a sense of the learning environment. It's a good idea to use an interactive whiteboard or chat room to share what will be discussed in class and explain what is expected from students. This will help them to focus on the learning material and get ready for active work.

It is better to start online classes of EFL from activities that least require the involvement of additional electronic resources, because students, working at different speeds and having different speed and quality of Internet connection, cannot complete tasks at the same time.

Online learning requires the instructor to provide verbal and written instructions to students on how to complete assignments. It is also a good idea to ask them to confirm their understanding in chats and to clarify to individual applicants what they did not understand.

The electronic learning environment must be based on a distance course in the academic discipline. During creating the distance course of EFL, the teacher must take into account the following parameters:

- determine the level and correlation of native language and English;
- focus on all four language skills (listening, speaking, reading, writing) and their integration;
- include additional elements specific to academic levels of study, such as the basics of academic reading, writing and speaking;
- select and/or create appropriate educational materials.

A distance course of EFL should also include the following components: scanned textbook pages for students to download; audio files with an authentic foreign language for downloading and listening; electronic or online tests to examine students' knowledge at the end of each topic; links to modern electronic dictionaries; links to materials for additional home reading, etc.

Therefore, in order to effectively maximize educational opportunities during distance learning of EFL in higher educational institutions, it is necessary to go beyond classes in the traditional sense and turn communication with students into a mixed form of synchronous and asynchronous interaction, which will allow to work much more efficiently. Planning online classes using a variety of online tools should lead to an overall improvement in the learning experience.

## **PSYCHOLOGICAL FACTOR IN TEACHING AND LEARNING PROCESS IN EMERGENCY CONDITIONS**

**Ksenia Nesterenko**

**Yaroslav Mudryi National Law University Kharkiv**

War actions unleashed by Russian Federation against sovereign Ukraine caused numerous problems to the state as a whole, the society and individuals. Most of the problems are of tragic nature: tens of thousands people became homeless as they had to leave their homes due to destructions or constant threats to life; many people lost their family members or close people, millions became refugees or internally relocated people within the country. The war now lasts for about 450 days, but even in these conditions life is on for resilient and resistant Ukrainians.

The system of education had to adapt to the circumstances: many educational establishments use online system of teaching and learning; some use blended system. Every day dozens of thousand teachers meet their students at different educational levels and they very often observe psychological problems in the learners. We should say that psychological factor, emotional learning concept became one of priority factors in educational process nowadays.

The importance of it has been proved in numerous scientific studies which were, for example, about development of motivation in the learning process [2], including intrinsic motivation and self-determination [1], psychological support and enhancement of autonomy in learners [3], and others. But these and other studies mostly concern normal teaching and



learning conditions and take into account individuals more than the whole society in the conditions of war. We should note that even if a Ukrainian student is far away from the territory of active warfare or from occupied / deoccupied territory, the war has influenced him /her in this or that way as well as the teachers who can experience the same psychological problems as their students.

As the experience shows the main psychological problems the students have studying in such conditions are:

- lack of concentration, distracted attention;
- frequent depression;
- in more serious cases - post traumatic stress disorder (PTSD).

What should be done to improve the situation, to get such students back to learning life, to support them and to revive motivation?

These are some tips how to do it based on the scientific literary studies and the own experience of teaching.

First of all, teachers should try to create the feeling of unity, community for the students. The students should feel the safe environment while studying. The working in groups should be organized in the classrooms and as a collaborative home assignment; creative tasks should be given as they allow them to be concentrated on the process and output. Now technology provides many tools, programs and resources for organizing real life communication and collaboration. And the new generation students are keen on technological possibilities development. Social media can be very helpful for organizing students' collaborative work. Through social media they share and discuss ideas. Sometimes they reach their peers from foreign countries, and the English language there is the tool, thus, this is the additional motivational factor for learning.

It goes without saying that while the educational process a teacher should be very empathetic, avoid touching topics and be very sensitive to the students' reaction to any kind of them. We also note, that the educational process itself is a good distractive tool and method to people with psychological problems and for emergency conditions.

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## INTERACTIVE TEACHING METHODS TO ENHANCE STUDENTS' LEARNING

**Dariia Nykl**

In the 21st century, where technology is rapidly evolving and knowledge and skills are becoming increasingly important, education plays a crucial role in every person's life. The educational process is a significant stage, but for students to receive quality education, they need to have an interest in learning. Lack of interest can lead to poor grades, indiscipline, and refusal to learn. Therefore, it is crucial to use interactive teaching methods to enhance students' interest in learning.

Interactive learning methods are methods that allow students to actively participate in the learning process. These methods create favorable learning conditions, involve students in the learning process, and make learning more interesting and comprehensible. They involve interesting games, discussions, presentations, group work, and other methods to ensure active student participation and focus their attention.

Working in groups is one of the most effective interactive learning methods. Group work enables students to work together on specific tasks, interact with each other, and share knowledge and experiences, thereby developing their social skills such as communication, cooperation, and leadership.

The use of technology is another method of interactive pedagogy. Technology can create exciting lessons that allow students to participate in a variety of interactive activities using tools such as interactive whiteboards, video lessons, and computer programs. These technologies make learning more visual and comprehensible and enable students to participate more actively in the educational process.

Interactive teaching methods help students learn in an interesting and enjoyable way and develop various skills such as communication, critical thinking, and creativity. They are effective for teaching any subject, including natural sciences, languages, social studies, and mathematics. For instance, interactive teaching methods in natural sciences can help students understand the material better and become more interested in the subject.

It is important to note that interactive learning methods should not replace traditional learning methods but only complement them. Combining both methods can ensure better interaction with the material and with other students. It helps students learn the material better, develop teamwork skills, and make their studies more interesting and effective.

Using interactive learning methods is an important step in increasing students' interest in learning. They create a favorable learning environment, involve students in the process, and make the learning process more interesting and easy to understand. They also help increase the level of assimilation of material by students and develop various competencies.

Moreover, interactive learning methods can help students develop their social skills and promote communication between students. Group work, discussions, and debates encourage students to communicate and discuss different points of view, thereby developing their self-



esteem and teaching them how to work in a team, which are crucial skills for their future and independent lives.

In conclusion, the use of interactive teaching methods has great potential for increasing students' interest in learning and strengthening their knowledge and skills. These methods create a favorable learning environment, involve students in the process, and provide a more effective learning experience. Teachers should actively use a variety of teaching methods to engage their students in learning and development, taking into account their level of knowledge and individual needs.

## **BENEFITS OF EXTENSIVE READING**

**Olga Obzhylan, Cherkasy, Ukraine**

The English teacher has lots of aspects of the language to cover at the lesson. So, is there really time for Extensive Reading? The answer is yes! Extensive reading is an indispensable part of learning a language. It offers repeated exposure to large amounts of English in a way that no other aspect of the timetable can.

“Extensive Reading” or “ER” for short, is an approach to language learning that encourages students to read a large amount of books, or other reading material, that is relatively easy for them to understand. Ideally, the books should be easier than their current reading level so that they can read quickly, without having to look up words in a dictionary. Another way to say this is students learn to read by actually reading and not by studying the vocabulary, grammar and phrases in texts. When they read this way, they read fast and they read a lot. They read for pleasure, to gain understanding and information.

Six reasons why ER is good for language learning

1. ER improves general language competence

ER affects writing, speaking and grammar. It seems to benefit all language skills, not just reading.

2. ER creates the motivation to read more

Success leads to success. As students read successfully in the foreign language, so they are encouraged to read more.

3. ER offers comprehensible input

Reading is the most available form of comprehensible input. If carefully chosen to suit learners' level, it offers them repeated encounters with language items they have already met. This helps them to consolidate what they already know and to extend it. Experts in language learning agree that the best way to learn a language is by repeated exposure to comprehensible input. (Comprehensible input is language



- input that can be understood by listeners despite them not understanding all the words and grammatical structures in it.)
4. ER helps improve writing  
There is a clear link between reading and writing. The more we read, the better we write.
  5. ER helps vocabulary growth  
Vocabulary is not learned immediately. ER gives students exposure to words many, many times, and helps them to acquire them .
  6. ER helps learners to become independent  
ER is a very effective way to develop learner independence. Reading is a private, individual activity. It can be done anywhere, at any time of day. Readers can start and stop whenever they like, and read at the speed they are comfortable with. They can take notice of the language that interests them.

How to incorporate extensive reading in the classroom?

If you have a school or class library of graded readers, you can ask students to choose a reader that they would like to read.

Give your student 15 to 20 minutes to start reading their book, silently.

They can then turn to their partner and talk about their first impressions of the book.

Then you can turn it into a class discussion by asking for some feedback from a few students.

Students can read the rest of the book bit by bit for homework or in class.

It's nice to timetable slots for follow up activities -they don't have to be long- where students can:

talk to others in pairs or groups about their reading,

give short presentations about their reading,

have group discussions, or

'sell' their books to the class.

You could use a class reader. As long as you choose carefully, and make sure that students will like the topic, this can be nice too. Having a class reader makes it a bit easier for you to ask the students to read certain chapters by a particular deadline for work in class.

You can do speaking work on characters and plot.

You could read a chapter in class together.

Students could group write short character descriptions.

There are a number of activities you can do during pre-reading, while-reading and post reading stages.

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## THE DEVELOPMENT OF ENGLISH LANGUAGE COMMUNICATIVE SKILLS IN THE PROCESS OF JOURNALIST PROFESSIONAL TRAINING

D. Olshanskyi

An integral part of training of specialists of all trades and professions is the development of their English language communicative competence in terms of the specifics of their future professional activity and educational curricula. Some specialities require higher intensity communicative training than others, simply because of the nature of their industries, e.g. the job of a specialist in media communication by definition requires a great deal of oral and written communication especially if compared to engineers, technicians or specialists in agriculture etc.

Thus, the efficient professional activity of a modern journalist involves a high level of linguistic, communicative and socio-cultural competence and, correspondingly, abilities to do the number of typical oral and written tasks such as taking interviews, giving presentations and press conferences, making reports etc., on the one hand, and reading for gathering information, processing information and its compilation from different sources, writing articles and their further publication etc. – on the other.

The problem of developing communicative skills by journalists, organizing an appropriate syllabus and selection of teaching tools suitable for these purposes is not particularly new. It has sufficient reflection in research literature and has always been the focus of attention for teachers and academics. Yet, reviewing and updating existing methods, techniques and other ideas that once proved productive never ceases to be important, especially in the context of new challenges met by the society and education environment.

Thus, the *objectives* we set for our research will be the defining of efficient approaches to the development of English language communicative skills by future journalists with regard to the specifics of their professional training and the nature of their future activity in the sphere of media communication.

Traditionally, the process of English language teaching in professional training is predominantly viewed from a perspective of ESP concept i.e. English for special purposes and sometimes EAP i.e. English for academic purposes. Such a concept raises few doubts because we come from an understanding that topics of general character are allocated for the school programme, and by the time the students accomplish it they have mastered **B1** level in accordance with *Common European Framework of Reference for Languages* and have covered most general topics and issues.

While analysing the problem of content of teaching *English for special purposes*, we cannot avoid considering an issue about approaches and methods of teaching within this general concept. The closest integration of teaching English and professional subjects students major in could be achieved through the application of an approach *CLIL (Content and language integrated Learning)*, the very name of which reflects its meaning – integrated



teaching of a foreign language and the subject. This approach (according to terms used by American scholars it is referred to as *Content-based instruction*) for the past years have gained a lot of popularity. Unlike a more traditional approach when the teaching content employs professional themes, in this approach the syllabus is literally based on the subject topics whereas the sequence of topics is similar or has the same chronological pattern. In this way, the students learn the knowledge from their professional domain while language and communicative skills are mastered alongside, being secondary to their basic professional competence.

In spite of obvious advantages, this approach has not become the mainstream one because, for all its pluses, there are also some drawbacks that narrow the range of its efficient use in higher education establishments e.g. the shortage of teachers who could be experts at both areas. For one thing, most departments are naturally staffed with teachers having expertise and experience only in one direction. And also the shift towards studying the main subject at the expense of a greater focus on the language and communication may eventually lead to some deficiencies in student knowledge and skills and, as a result, insufficient linguistic and communicative competence on the whole.

Nevertheless, these conclusions should not be regarded as the only correct and final ones and the issue itself is in need of further research, namely, through modelling favorable conditions in professional training and approbation of its key principles. In a situation when there are some favorable preconditions of making efficient use of *CLIL* we suggest using it partly, for instance, by offering separate clusters of topics or for learning single topics.

Among all communicative skills making up the overall goal of teaching, reading should be singled out in the first place because of the fact that this communicative skill turns out to be the easiest of all. Most school graduates and first year students are no exception: they feel more confident when they read than while doing other communicative tasks. However, under new university conditions they find themselves confronted with some specific tasks, and the process of reading is no longer so easy and predictable as it used to be at school. Professional literature is something that the students find absolutely different from those pieces of reading they are used to dealing with both in terms of stylistics and lexis. Therefore, they have to undergo the period of adaptation to new conditions during which they learn how to make use of various approaches to reading, mastering new techniques and learning its different types.

It would be convenient to subdivide all types of reading into two large groups according to communicative strategies i.e. intensive and extensive reading. The former is best suitable for classroom activities which will involve the focus on the both form and meaning, whereas the latter fits the purposes of getting general information rather than focus on the language used.

In our opinion, types of reading which are not associated with learning language and testing but rather with building up communicative strategies remain somewhat underrated in ELT methodology. It is the extensive reading that could serve the purpose of the development communicative competence of journalists; it can present a wide range of topics for consideration and discussion, helping the students form their personal attitude to various issues and their public position in general.





Various productive ideas of how to organize a teaching process in the way that it would be most favorable and efficient for forming communicative skills by future journalists fall well outside this article, and those will be the subject of our further study and publications.

## **BRAVING THE ODDS: HOW TEACHERS IN KHARKIV (UKRAINE) CONTINUE TO TEACH ENGLISH ONLINE DESPITE WAR**

**Olga Oliinyk (*Kharkiv, Ukraine*)**

As wars and instability continue to affect various parts of the world, including Ukraine, education provision can become increasingly challenging. In particular, teaching English, a crucial skill for accessing many opportunities, can be difficult in areas affected by conflicts. However, with the rise of online learning, educators can now offer high-quality English instruction remotely, even in the most challenging circumstances.

The ongoing war between Ukraine and Russia has had a significant impact on the education system across the country, including Kharkiv. With all schools and universities closed due to the war, educators in Kharkiv have had to adapt quickly to ensure that their students can continue their education. This includes English language instruction. In order to make up for the loss of in-person instruction, all schools and universities have adopted innovative methods of teaching English remotely, such as online video conferencing and virtual classrooms. This has allowed students to continue their studies and learn English, despite the challenges posed by the conflict.

In my personal capacity as a member of three institutions of varying educational levels (Kharkiv Lyceum Professional, a secondary school; Kharkiv State Academy of Culture, a tertiary educational institution; Language School Professional, an adult education center), I am able to attest to the effectiveness and potential of online learning in war-affected communities. Throughout the past several years, first due to the outbreak of the covid pandemic and then due to the war, I have witnessed firsthand how online instruction has enabled our students to access high-quality English language instruction and acquire the skills necessary for academic and professional success.

Kharkiv Lyceum Professional is one of the leading schools in Kharkiv. Like many other schools and universities in the country, the lyceum has had to adapt quickly to the challenges posed by the war. However, the institution has continued to provide high-quality education to its students through a range of measures, including online teaching. Kharkiv Lyceum Professional has also taken steps to ensure that the quality of education is not compromised by the shift to online teaching, providing support and resources to both teachers and students to ensure that everyone can participate in online learning.



Kharkiv State Academy of Culture has also been affected, with many students and faculty members being forced to leave the city or even the country. Despite these challenges, the academy has continued to offer its educational programs, adapting to the new reality of remote learning. The academy has taken steps to ensure that its students receive high-quality education by providing access to digital resources, holding online classes, and engaging students in discussions and activities that foster a sense of community.

Language School Professional is another institution in Kharkiv that has been affected. The school offers English language programs to its students. Despite the challenges, the school has resumed its work since April 1, 2022, adapting to the new reality of online teaching during the war.

Through the use of online platforms such as Zoom, Skype, Google Meet, and Google Classroom, educators at these institutions have been able to provide students with a range of English language instruction services, including reading, writing, listening, and speaking practice. They have also been able to create interactive and engaging online learning environments by incorporating videos, podcasts, and other multimedia resources into their lessons.

One of the key advantages of online learning is the flexibility it provides. Students can access course materials and participate in classes from virtually anywhere, regardless of their geographic location. This is particularly important in war-affected areas, where access to educational opportunities can be limited or even non-existent. By offering online instruction, educators can ensure that students have access to high-quality education, regardless of the circumstances.

However, it is important to recognize that teaching English online in war-affected areas is not without its challenges. For example, internet connectivity can be unreliable, making it difficult to maintain consistent online communication with students. Additionally, online learning may not be suitable for all students, particularly those who require more personalized attention or who lack access to the necessary technology.

Despite these challenges, educators in Ukraine have continued to embrace online learning as a way to provide English instruction to students in war-affected areas. By leveraging the latest technologies, educational resources, and best practices for online teaching, they are helping to ensure that students have access to the same opportunities for learning and growth as their peers in more stable areas.

In conclusion, the use of online learning to teach English in war-affected areas such as Kharkiv, Ukraine, is a promising development in the provision of education. By offering flexible and cost-effective instruction, educators are helping to make education more accessible and inclusive. However, it is important to recognize that online learning is not a panacea for the challenges of war and instability, and that a range of interventions and initiatives will be necessary to address all the possible challenges.



## **THE POSSIBILITIES OF USING INTERNET RESOURCES AND EDUCATIONAL PLATFORMS DURING THE FOREIGN LANGUAGE CLASSES**

**Iлона Ordynska**

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Only few years ago, a student, striving to gain knowledge, had to regularly visit the chosen higher educational institution. Rather rapid development of Internet capabilities and emergence of new educational programs on its basis, give students the opportunity to obtain a desired education without leaving home. It is also necessary to take into account the fact that mass transition to distance learning in higher education institutions in most countries of the world was decisively due to the Covid-19 virus spread, and now also the war in Ukraine.

Institutions of higher education were forced to urgently respond to new realities of today and significantly accelerate the development of all necessary distance learning opportunities and improve the operation of existing educational distance platforms.

There are many approaches and interpretations of the term “distance learning”, but it is generally accepted that distance learning is a form of learning using computer and telecommunication technologies that provide interactive interaction between lecturers and students at various stages of learning and independent work with information network materials. Distance learning is focused on the introduction of fundamentally new learning models into the educational process, which include conferences, project work, trainings, and other types of activities using computer technologies.

The role of lecturer also changes significantly in this educational process. He/She is entrusted with such functions as coordinating the cognitive process, adjusting the course being studied, advising students during the arrangement of an individual study plan, managing their educational projects, etc. If we consider the features of distance education from the point of view of communication between a lecturer and a student, then it is possible to determine the following characteristic features:

- self-education as the basis of distance learning;
- communication between a lecturer and a student based on the “face-to-face” principle, which corresponds in form and content to an individual consultation;
- «face-to-face” communication and interaction does not exclude “one-to-many” interaction, since a lecturer works with many students at once. This form of interaction resembles traditional classroom learning;
- «many-to-many» interaction means that it is possible for many students to communicate simultaneously and share their experiences and impressions.

Based on this, distance education has a number of advantages compared to traditional education: advanced educational technologies, availability of information sources,



individualization of education, convenient counseling system, democratic relationship between student and lecturer, convenient schedule and place of work.

Means that make it possible to use all forms of interaction in distance education are modern information and telecommunication technologies, with the help of which students independently access a wide variety of information sources.

Using a computer in the process of learning and teaching a foreign language contributes to the following tasks:

- Interest in a foreign language. When working with the curriculum, the methodological technique of «transferring» students to a foreign language situation close to real life is in effect.
- Visualization of educational material. With the help of educational programs, it is possible to combine the sensory, auditory and visual components of the influence on the perception of the text by students.
- Expanding students' knowledge of a certain educational topic. Thus, corresponding electronic boards (whiteboards) for textbooks provide a lot of interesting and useful illustrated information on topics that, as a rule, are not sufficiently interestingly presented in ordinary books.
- Checking and self-checking of acquired knowledge and skills. Working with educational programs, students have the opportunity to check themselves by looking at the «class results».

By using a computer and the Internet in classes, students can very quickly pass tests and perform control exercises. For the purpose of learning foreign languages, both free communication on the Internet and specially organized communication in the mode of e-mail or conference can be used.

## **SYSTEM OF WORK ON THE FORMATION OF CROSS-CULTURAL COMPETENCE OF PROSPECTIVE ENGLISH TEACHERS**

**Oleksandra Palchykova (*Kryvyi Rih, Ukraine*)**

The National Strategy of the Development of Education in Ukraine (2020) states that modern education aims at shaping a competent personality who is tolerant of other cultures' values, rules, and laws. It can resist stereotypes during cooperation with representatives of different cultures and appreciate the opinion of the "Other" despite the contradiction to its viewpoint. The aforesaid confirms that teaching foreign languages within the framework of a competence-based paradigm aims to form a cross-cultural competence – the indicator



of understanding and reproduction of linguistic and cultural information. It determines a person's achievement level in the discipline.

The lingua didactic scholars define cross-cultural competence as a “method of responding to the situations of intercultural cooperation; cross-cultural literacy; types of ethnic affiliation; space of values; verbal and non-verbal communication; religion, customs and traditions” (Rezunova, 2012, p. 35); “a particular level of development of native and foreign culture knowledge, as well as motivation to acquire and summarize understanding with the representatives of a new cultural group for building the dialogue based on specific skills” (Semenov, Semenova & Rostova, 2015, p. 86), etc.

Consequently, we define the *cross-cultural competence of a prospective English teacher* as a person's ability to use verbal/non-verbal language, country-specific knowledge of native and other cultures according to a particular communicative situation, and tolerance of cultural discrepancies.

The methodology of teaching English on a cross-cultural basis involves the gradual formation of cross-cultural competence of prospective English teachers, which implies a selection of subject and text material, and determination of specific abilities and skills.

When teaching English undergraduate students at Kryvyi Rih State Pedagogical university the authors developed didactic materials, focused on revealing discrepancies in the systems of the English and Ukrainian languages, contrasting linguistic and cultural units. We used texts with linguistic and cultural studies comments, dialogues, polylogues, and a system of exercises designed to provide information on values, traditions, customs, holidays, and verbal/non-verbal behavior features. It enabled forming abilities and skills of identifying culture-specific units with their further usage according to the context, and aptitudes of hurdling communication barriers (knowledge of gestures, mimics, postures, handshaking, the body contacting, ways of using time and space).

The teaching process arrangement involved a sure consistency: the text work began with the pretext exercises, oriented towards the student's comprehension of the text's subject area, and the activities on the content prediction. The work next continued with the English linguistic units and their Ukrainian equivalents. Having become familiar with the text's information, the students embarked on the text exercises, focused on directing the reading process and partially eliciting comprehension of the material read. We further employed after-text activities which helped to check the students' abilities to use the information correctly, generate their ideas, and argue their viewpoints.

At the end of each text, we placed a linguistic and cultural studies comment. It allowed clarifying the words, word combinations, and phrases complicated for perception and understanding or those without relevant equivalents in the Ukrainian language. Thus, the Ukrainian students got an explanation of the national characteristics of the British and Ukrainians, and extended their knowledge in allied sciences (history, geography, literature, cultural studies, and country study).

Summing up, the necessity to form prospective English teachers' cross-cultural competence is due to the need to ascertain linguistic and cultural discrepancies which appear during cross-cultural communication. Their identification enables the students-philologists to overcome linguistic and cultural barriers to cooperate successfully with native speakers.



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## THE CONCEPTION OF NEUTRAL DIALOGUE IN CONTEMPORARY EDUCATION

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A conception of contemporary education is open to improvements and innovations. One advantage of using it is not only a process of mastering a new foreign language, but its instrumental character, that enhances intercultural competences and contributes to the general level of knowledge. A foreign language is a goal and means of education at the same time. One of the crucial issues in this context is a determination of place and role of the language.

In this context, language is a fundamental aspect of the conception of neutral dialogue introduced by B. Ackerman<sup>1</sup>. According to this conception, justification of social justice principles can be realized by means of neutral dialogue. Focus on the language proves an idea, that in modern society such an element as communication plays a major role in finding solutions to political, economic and social issues. Triad of liberal principles, upheld by Ackerman, such as communicative equality, neutrality and rationality are main grounds of the development of democratic society. Obviously, language is a key element of communicative equality realized at various levels of information perception.

Breaking any of these principles calls into question an existence of liberal state. This neutral dialogue begins with rights confirmation of equal resources and neutral dialogue is defined by the following principles: 1) **principle of neutrality** that consists of refusal of individual priority position and individual conception of the good; 2) **principle of rationality** that refers to keep consistency and impartiality within the system of individual social, political, cultural and educational ideals of each participant of the dialogue; 3) **principle of equality without domination** which presupposes existence of such a society where power is distributed equally and no one is privileged to acquire extra resources in major life areas.

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<sup>1</sup> Ackerman B. *Social Justice in the Liberal State*. New Haven and London, 1980. 392 p.



Principles of neutrality, rationality and equality are realized in the system of bilingual and multilingual conceptions of education in Europe. In this situation a foreign language is expected to be a tool for learning new material and a strategy choice of mastering a foreign language refers to methods of teaching and training courses. A linguistic aspect is not excluded. It can be connected with semantics of new lexical units, definitions of unknown terms and notions, learning grammar and stylistics peculiarities of the language.

Different approaches can be applied to the issue of the conception of neutral dialogue in a multilingual society. They are as follows: a social approach, a law approach, multicultural and political. Each of them is reflected in bilingual education. In some countries bilingual education is a crucial component of education of ethnic minorities. In others bilingual education is established by two or three official languages. For instance, in Canada French and English are considered state languages. Therefore, at Canadian schools curriculum can focus either on English-French education (with English as prevailing language) or French-English (with French as predominant language).

A similar situation can be observed in Switzerland where bilingual education is realized by means of two or three languages. Children begin to deal with a few languages in the kindergarten and at the end of studying at secondary school are expected to speak two official languages that they can choose and English as compulsory.

Proponents of a social approach to education claim, that national minorities are marginal groups. Getting education for them is a condition of successful life. Such marginal groups were Spanish in the USA at the beginning of the XX century.

Those who are in favour of a law approach believe, that human rights are fundamental for the development of democratic society, that is why overcoming inequality and discrimination is a priority task. It provides national minorities with a right to get education in their mother tongue.

According to a political approach, national minorities function as political communities and concentrate on their autonomy and independence in education. National minorities have free access to education at all levels of intercultural interaction.

Involving key principles of neutral dialogue with the combination of fundamental approaches can provide philology with modern patterns of education. As a result, students of different age, social and cultural background will get equal rights and opportunities.

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## ESP TEACHING AND LEARNING: WARTIME CHALLENGES

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ESP courses are obligatory ones in the majority of higher educational institutions in Ukraine. They are based on students' needs analysis, and focused on the learning outcomes designed to meet the requirements of EQS (Educational Qualification Standard – ОПП in Ukr.) for the specialism areas students are trained in. The Russian invasion which started on February 24<sup>th</sup>, 2022 has intervened in the teaching/learning process of university students who studied mostly online due to COVID-19. To stay safe, nearly 50% of students have fled to other parts of the country (36.6%) and abroad (10%), some stayed in occupied territories and/or so called 'grey' zones close to the frontline (2%), which is rather challenging from the perspective of organizing teaching/learning process, and implying the main approaches to teaching and learning ESP. Some of good practices of overcoming the wartime challenges which proved their effectiveness are in the focus of this paper.

In addition to three main groups of wartime challenges: psychological (stress, lack of communication with peers and a teacher), technical (power outages, no access to the Internet, low speed Internet, absence of gadgets and necessary software) and air raid alerts, identified by students, ESP teachers have faced additional challenges such as classroom management and lesson planning.

Approaches to teaching/learning ESP presuppose active participation of a student in the process of learning. 'Learning by doing,' task-based and co-operative approaches have been considered effective for experiential learning of a student, and developing learner autonomy. Unfortunately, during wartime it is difficult to organize effective learning using them as students are located all over the world in different time zones and countries, and who are not always available during classes. One of the ways out in this situation is to imply both synchronous and asynchronous learning, and not to limit to one learning platform.

*Open Digital Space* created in Dnipro University of Technology has proved its efficiency since quarantine caused by pandemics. It encompasses two learning platforms: MOODLE used mostly for asynchronous teaching and learning and Office 365 with all the tools produced by Microsoft: MS Teams with its Chats, Files, Assignment, Reflections, OneNote, etc. The latter can be used both for synchronous and asynchronous teaching and learning. Such system of organizing teaching/learning process is open both for new applications to be attached, as well as students and teachers who want to use this adaptive evolving model. All you need is write an Application Letter to the Admin of Dnipro University of Technology. Nowadays Mariupol Technical University hosted by this University joined this *Space*, and continues providing training for their students no matter where they are.





Having access to this or that learning platform, a teacher can plan a lesson, using Backward planning. It means that a teacher starts from the end of the lesson, and identifies learning result(s) [Wiggins & McTighe, 2005; Richards, 2013]. Having predicted outcomes for an ESP course and its modules, the teacher formulates learning outcome(s) in terms of *awareness, knowledge and skills*, no matter of the mode of learning to be applied: synchronous or asynchronous. When the outcomes and aim(s) are ready, the teacher puts clear learning objectives. The next stage of planning is concerned with evidence and assessment: How will you know that the learning outcomes are achieved? How will they be assessed? Select the materials to be used on MOODLE and/or in the virtual classroom in MS Teams. Get ready your MOODLE unit/lesson ready for the class by sharing the materials there. The last stage is planning the learning process itself by scaffolding the task(s) in such a way that by doing them students will gain the experience of the English language in situations close to real life. It would be appropriate to draft the instructions just in case to be shared in Chat or in the Line in emergency situations.

Approaches that can solve technical challenges, i.e. power outages are Project-based learning (PBL) and Dogme. It is based on the idea that students work on some project for an extended period of time engaging them to solve real problems or find an answer to some specific question. As a result, they develop 21<sup>st</sup> century skills, e.g. communication, collaboration, critical thinking, communication, problem-solving, etc. [Bytyqi, 2021, p. 776].

The scholars have suggested four stages of implementing PBL: starting the project, developing the project, reporting to the class, and assessing the project [Simpson, 2011]. The teacher identifies a real task that is relevant to their students' ESP objectives. For instance, political science, public administration and history students can create a political party or a grassroots lobbying campaign to win the war, save people's lives, rebuild Ukraine, and/or return professionals to Ukraine who left the country at the beginning of the war. This task can include creating a report, presentation, video or other product that addresses the problem. It is necessary to encourage communication and collaboration among students, and provide opportunities for reflection and self-reflection throughout the process.

The Dogme approach, on the other hand, emphasizes communication with minimal use of materials. The students are engaged in role plays, discussions and debates and using lexis they would actually use in their future jobs. The teacher acts as a facilitator, who provides support and guidance as needed, but not rely on textbooks or other materials [Meddings & Thornbury, 2009]. The ESP lesson can start with discussing the current events or breaking news (because of war in Ukraine, something happens every hour, the real challenge is to have enough time to follow news channels). Based on students' responses, the teacher focuses on problem areas of systems (phonology, lexis, grammar and/or discourse) and/or skills (reading, listening, speaking and/or writing).

In conclusion, ESP courses have been essential for students' professional development, and the ongoing war on the territory of Ukraine has presented significant challenges to the ESP teaching/learning process. To overcome these challenges, the authors have suggested various approaches, such as Backward planning, Project-based learning, and Dogme approach. Asynchronous and synchronous learning platforms have also proven to be efficient in



providing students with a flexible learning experience. In addition, it is vital to continue exploring new ways to adapt to the current situation, and provide quality ESP teaching.

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## **STUDYING PHRASEOLOGICAL UNITS DENOTING HUMAN FEATURES OF CHARACTER AS A TECNHIQUE OF LINGUOSOCIOCULTURAL COMPETENCE DEVELOPMENT**

**Valeriia Poliarenko (*Kryvyi Rih, Ukraine*)**

Linguosociocultural competence is an ability and person's being ready to foreign intercultural communication. This competence is formed with dynamic interaction between formed sociolinguistic, sociocultural and social competences [1, 92]. Intercultural communication is dedicated not only to information exchange between interlocutors. Such kind of communication suggests both speakers' active participation verbally as well as non-verbally.

Each of the competences that is incorporated into the linguosociocultural communication is based on a complicated and dynamic interaction of peculiar skills, knowledge, consciousness and personal qualities, and, firstly, it is a feeling of being ready and having a desire to interact with others. The formation, further development and implementation of this competence is based on the chosen linguosociocultural material and social situations [1, 94].

National culture and language are the main treasures of every nation. Language is a genetic code of the nation, it combines the past and the future, programmes the future and as well as it provides infinite nation existence. A language is not just a system of signs but also it becomes a basis of life of ethnos, nation and mankind. Any presenter of any culture can create cultural values, new lexical units which are incorporated into the national culture and language system. It can be stated that not only culture creates people but also people



create national culture which can change the features and peculiarities, qualities that make this culture to be unique.

Language study cannot exist without understanding and perception of the culture of the country language of which is studied. Every language can reflect the reality in such a way that is peculiar only to it.

S. Ter-Minasova supposes keeping of the culture to be the most significant language function, i.e. to keep the culture which has been created by a human and to carry it from parents to children, from one generation to another. A language has an important role both in person formation and the formation of national character of ethnicity. Because of language a person gets necessary information about environment as “a language is a strict and honest teacher, it reflects fixed ideas, representation, modules of cultural perception and behaviour” [2].

The brightest material for the development and improving of linguosociocultural competence is the study and research of different phraseological units. These issues help to understand national soul deeper through their use in literature, via social chatting. In most cases a variety of phraseological units present national mentality at their best and, therefore, it becomes easier to interact with a new nation and to understand cultural phenomena better if you know human features of character of this very nation.

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## **TEACHING ENGLISH IN ROUGH TIMES**

### **Iryna Ponomarets**

Nowadays both Ukrainian teachers and students face big challenges, especially those who had to flee the occupied territories. They are living in different parts of the country and the whole world or even move from one place to another. Moreover, the situation varies from one region to another and educators should adapt to any situation and very often find solutions to complex problems in spite of the fact they have not been prepared.

Obviously, Ukrainian system of education is on the way of its great transformation because it should serve for the needs of the country. But it is impossible to modify it right now because we cannot predict the future and just try to make it easier to work in the particular



period. Students are divided into three main categories: internally or externally displaced persons and those who are still staying in the occupied territories. Of course, they are in different conditions and have various possibilities to study. The only thing that is common for all of them is studying in rough times.

Social values have changed a lot. Students well-being has become a top priority in teaching. We realize that online classes during war period do not look like ordinary ones and very often there are a lot of threats we cannot avoid. Moreover, many students and teachers are trauma-affected. Trauma is “an emotional response to a terrible event” [1]. War is exactly that event that is happening all over the country. Sometimes students seem to be sadder or more upset. They may be less concentrated after missile attacks and a little dispersed. It is also hard for teachers to concentrate after that.

As experience shows, students from the occupied territories prefer to continue studies in their schools as this environment seems to be safe for them. It is extremely difficult to adapt in other educational establishments. The main reason is because their classmates and teachers have experienced the same. These are the people whom they can trust and rely on. Understanding and support play the most important roles. Of course, it depends on the students’ age and their background, but anyway, they feel much better when they are in that surrounding.

How can teachers help the students from the occupied territories? First of all, class teachers can create chat groups where they will be able to discuss different problems, socialize or just support each other. Teachers should be an example and active participants of the community. Next, it is important to remember that some topics such as “Relatives”, “Friends”, “Native Place”, “Pets” or even “Family” may hurt students’ feelings and it would be better to avoid or adapt them. Young learners are the most vulnerable category in this case.

As for teenagers, it would be useful to let them share their emotions in a creative way. Writing and speaking activities may be helpful. Teamwork is also important because very often students feel a lack of peer communication and this gives them an amazing opportunity to socialize with one another. Moreover, it is meaningful to inspire them to participate in different projects and develop themselves. They should realize that they have future and no right to give up, must set goals and achieve them. Hobby, drawing or music are also good recommendations.

One of the categories is the students who attend classes in the western part of the country. Sometimes it is very difficult for them to adapt and they create so called “bulb” around themselves and do not want to come out of it. In this case, teachers should learn the background, work with the other students and create a strong class environment of support and understanding. It is also crucial to prevent bullying [2] and safety must be number one in the list.

To sum up, Ukrainian students have experienced a lot of difficulties but they have become kinder, more respectful and helpful to others. They have been scared a lot of times and hear awful news every single day. Anyway, the most unique thing is that students are as motivated as they have never been before and want to study. Students’ dream is attending THEIR schools again. They are much stronger than we, teachers or any adults, are and show the example of resilience, having become little heroes of the time.



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**LMS IN THE TEACHING THEATRE****Maria Prokopchuk****Kyiv Borys Grinchenko University**

Learning management system (LMS) is getting more and more popularity among educator and learners. LMS is software designed to manage and support efficient leaning. The system can be used as for face-to-face classes as online education and even in the mixed format and, as a rule, it has got a range of activities to engage and accommodate different learning styles.

The research conducted at Kyiv Borys Grinchenko University lets us conclude that 67 % of the first year students have got a lack of knowledge and self-aware of their own learning style advantages and efficient methods of time management.

On the one hand, today students are good at multitasking and information searching, non-linear thinking. On the other hand, they suffer from underdeveloped self-organizational skills and the vision of future prospects and challenges ahead.

Under a teacher supervision, LMS can provide students with a set of directives according to which they will get not only new knowledge, drill and make perfect language skills in listening, reading, writing and even speaking but also put students in a good frame of mind for developing their own learning curve as well as learning strategies.

Moreover, LMS digitizes our curriculum and refocuses the role of an educator in the teaching theatre. This flexibility makes the learning process more attractive to a student and lets him see his progress by means of assessment system that doesn't require much time to evaluate and show a result.

Since there is a great variety of roles the educator is to perform, the teaching cycle includes planning instructions, delivering them, assessing outcomes and then evaluating students' needs. This is a repeated process that occurs throughout teaching.

The roles of a mentor, a monitor, a planner and an informer can be delegated to LMS and the educator is obliged to perform the role of a facilitator, an involver and a manager.

What is more, LMS allows to create a course content in multiple formats. We can combine the curriculum content with visual and audio support that corresponds to specifics of generation Z and Alpha learners.



Soon, we predict Alpha learners will dominate in all domains of human activities and an education domain is the first to face with specifics of glass generation.

Now, teachers of elementary and secondary schools are struggling to reconsider their teaching approaches, curriculum, methods, and techniques to satisfy demanding needs of educational theatre newcomers.

University teachers are doing their best to use e-courses in various formats creating a premise for every student a quick start to go as the first-year students level of language, social and learning skills is dropping drastically as well.

Using LMS in class lets educators avoid boredoms and mundane routine we must stick to in case our teaching hour schedule is overloaded. Moreover, LMS gives access to e-learning content anytime students are available, at their own pace and watching the video presentations as many times as they need to get knowledge on a certain segment of the content.

This flexibility makes the learning process more attractive to students and lets them see their progress by means of assessment system that doesn't require much time to evaluate and show a result.

Taking everything into consideration, we can arrive at the conclusion that LMS has already become part and parcel of education theatre as it has to be under further research to reveal efficient ways to use it on regular basis.

## **THE IMPORTANCE OF HARD SKILLS FOR TEACHING FOREIGN LANGUAGES**

**Valentina Pryanickaya**

Once a person has decided to become a teacher he/she must spend time noting the skills required for a job. Soft skills are considered to be the most important for a teacher as the latter must communicate successfully with learners. So what are soft skills? Soft skills are considered to be interpersonal people skills which enable people to communicate or work effectively creating good psychological atmosphere. As we live in the world full of stresses and negative situations we must pay special attention to the way we behave. Stress compromises your ability to communicate effectively. If you feel disappointed or irritated the tone of your voice, intonation and movements of your body will clearly signal that something unpleasant has happened. We must be aware of fact that we can confuse or even turn off our listeners. If a person is feeling overwhelmed by stress, it's best to take a time out. It is better to calm down before continuing the conversation. Once you've regained your emotional stability, you'll be better "equipped" to deal with the situation in a positive way.



So soft skills are especially vital for teachers' professional development as this profession requires much interaction with pupils, students or people on the whole.

Though it seems that only soft skills are important for teachers research has shown that soft skills have as much impact on this job as hard ones. To some extent it happens because we live in a technocratic era and we are inclined to work with numerous devices which have recently been invented. Our society is constantly changing. Since last century the technological advancement has become the focus of our society. You can hardly find a family that doesn't have a computer or other devices which are really useful. So, it is always a good idea to remain up with current standards of technology and techniques. It is essential for almost all professions. And teaching is no exception. Therefore to succeed in their careers teachers of foreign languages must take into account the fact that they shouldn't focus only on building their soft skills but they must also master the hard ones.

What are hard skills? Hard skills are defined as the skills required for a role that are not interpersonal. Hard skills include the knowledge and abilities required for success in a job. They are specific, teachable and quantifiable abilities. For a teacher, hard skills might include:

- A certificate of qualification
- Knowledge of the content taught
- Sound language and literacy
- Basic computer and word processing skills
- Skills acquired through professional development etc.

Hard skills are acquired through formal education and training programs, including college, apprenticeships, short-term training classes, online courses, certification programs, as well as by on-the-job training.

Teachers of the foreign languages need both hard and soft skills as they should have at least basic computer skills. And dealing well with learners requires excellent soft skills. Moreover we must keep in mind that key to success in our career is finding balance between both soft skills and hard skills. Therefore, a teacher must improve communication skills as well as his/her psychological well-being. If we think that students or learners attend our classes only for the reason that they want to speak foreign language well we are mistaken. The most important thing for every person is to be needed, loved and respected as well as to become competent in the sphere of studied subject. Clarity of speech, friendly disposition, smiling face, smooth movements as well as hard skills of a teacher help to develop successful interaction. Realizing this fact will definitely lead to teachers' professional development.

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## USING OF VIDEOS ON ENGLISH LESSONS DURING THE DISTANCE LEARNING IN THE PERIOD OF THE MILITARY STATE

**Nataliia Pryschenko**

The distance learning in educational establishments became a challenge during the pandemic of Covid 19 for teachers, especially those which use more traditional methods of studies usually, such as lessons in a class. From the beginning of a war the situation became worse yet. However, the using of videos can help to improve the quality of the distance learning English. The distance learning with the using of video on the English lessons in the war-time can be an important instrument for providing of access to education for those, who is in the area of a conflict. Videos can help students to avoid an instant danger safety which can exist in schools or other establishments of education in the area of conflict. One of advantages of the using of educational videos in the war-time there is the possibility of study from any place, where access is to the Internet, that allows students to continue it.

For providing of the effective distance learning with the using of videos in the war-time it is needed to take into account some factors:

- 1) Reliable access to the Internet connection. It is needed to have a reliable access for students to the Internet for watching videos and carry out other actions, which connect with the distance learning.
- 2) Prepared educational material. Materials must be geared-up taking into account the specific of war, which students are in. For example, can profit material about safety in an area to the conflict which will help students to avoid dangers or videos of the psychological unloading and relaxation.
- 3) Availability. Materials must be accessible for all students, including those which can have a limited access to the Internet or cannot use technologies.
- 4) Suitability for the age-dependent group. Materials must be suitable for the age-dependent group of students and to provide the exactly that level of complication, which need to this age-dependent group.

Certainly, videos can be used on all lessons, but exactly for studying English it is irreplaceable. Videos can be a very useful instrument for teaching of English, as they allow students to see and listen English in different contexts and situations, it is better to memorize and to be oriented in a linguistic context. Here a few methods which can be used for the using videos on the lessons of English:

1. Watching the video with the purpose of understanding of general maintenance: before starting the study of a specific topic, it is possible to show a short video which related to this topic. Students can revise video and try to understand general maintenance, not focusing on every word separately.
2. The next watching of the video is with the purpose of study of new lexical material: since students saw video and understood its general maintenance, it is possible to repeat the revision of the video, stopping it on moments, when meets new lexical material. A teacher can explain the value of new words and help students to master them.





3. Working with the active listening: video can be used for training of the active listening. For this purpose students can watch the short video and then answer the questions of the teacher that they exactly saw and heard.
4. The using of the videos as bases is for colloquial practice: after the revision of the video, students can discuss it and express the opinions in relation to a topic which it related. A teacher can give a question and do comments in relation to that, how correctly to express the opinions in English language.

The using of the videos on the lessons of English can be very useful for students, as it can help to improve the level of their auditory perception, understanding of language and vocabulary, and also develop skills of pronunciation and grammar.

In addition, the using of videos can be useful for the studying of language in different formats: individually, in pair or in groups. Also video can be used on the different levels of studying of language, from beginner level to high level, to take a break and distracted, it is possible to use the video for relaxation or for the rest.

In conclusion, videos can be useful instruments on any stage of lesson of English, if to use them correctly and clearly for students.

## **INNOVATIVE METHODS OF FOREIGN LANGUAGE TEACHING**

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An innovative learning method is an unconventional approach to learning using new technologies, ideas and techniques to ensure the effectiveness of the learning process. This approach may include the use of interactive technologies, group projects, and the use of various tools and techniques to help students better understand and store the information. This method is applicable at different levels of education, from primary to tertiary education, and can help students develop skills essential for success in the modern world, such as critical thinking and collaboration.

There exist various innovative methods of foreign language teaching that enable students to learn a language more effectively and increase their level of language competence, including the communicative approach, which is based on making language learning more natural and lively. A teacher stimulates students to communicate in the language by teaching them to use language tools in certain situations; a project-based method that involves implementing projects on various topics related to the language (writing an essay or making a presentation in a foreign language); a game-based method involves game activities to help students learn a language (either computer or board games); a multimedia technology method that involves the integration of various technologies, such as video, audio, images, and interactive programs,



to make the learning process more interesting and effective; an interactive learning method based on using a various forms of interaction between students and the teacher (discussions, group projects, joint presentations etc).

These methods can be used individually or in combination with one another. It is important to remember that the choice of method depends on students' learning objectives and their needs.

There is no single best innovative method of teaching a foreign language to students, as each student has their own individual needs and learning style. Some students may learn better through a communicative approach, while others may benefit from the use of games and multimedia technologies. Therefore, it is important that teachers use different methods and combine them to provide students with diversity and to meet their individual needs. The most effective method is the one that meets students' specific needs and characteristics and ensures their success in language learning.

Innovative foreign language teaching methods may face some challenges, in particular: insufficient teachers training, as innovative foreign language teaching methods may require additional knowledge and technical skills from teachers. Insufficient teachers training may result in ineffective use of methods and unsuccessful learning outcomes; lack of access to the necessary technical means including computers, multimedia devices and other equipment. If these facilities are not available, it may make it difficult to use such methods; mismatch of methods with students' needs, as different students have different learning styles and individual needs. Innovative teaching methods may not meet the needs of a certain group of students, which may lead to poor learning outcomes; high costs of using innovative methods, in such cases the use of innovative methods may require high costs for the purchase of necessary equipment and software. The aforementioned may pose a problem for educational institutions with limited budgets.

To summarize, it is important to remember that the use of innovative language teaching methods may be highly beneficial for students, but they must be properly implemented and meet students' individual needs and characteristics.

## **TEACHING VOCABULARY AND GRAMMAR IN CONTEXT THROUGH INTERNET LANGUAGE LEARNING APPLICATIONS**

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The Internet and its associated applications, commonly known as apps, have had a significant impact on education. With the proliferation of smartphones, tablets, and laptops,



students can access a vast amount of information and knowledge at their fingertips. In the field of language learning, the Internet apps have played a vital role in assisting students to master vocabulary and grammar. In this article the benefits and drawbacks of using Internet apps to teach vocabulary and grammar in context are analysed.

One of the primary benefits of Internet apps in teaching vocabulary and grammar is the convenience they offer. Students can access these apps from anywhere, at any time, making it easier for them to practice and learn at their own pace. For instance, popular language-learning apps such as *Duolingo* and *Rosetta Stone* provide interactive lessons that students can complete at their own pace, allowing them to review and repeat lessons until they have mastered the concepts. This flexibility is particularly beneficial for students who have busy schedules or are unable to attend traditional classroom lessons due to time or distance constraints [1].

Another significant advantage of Internet apps in teaching vocabulary and grammar in context is the ability to provide immediate feedback. Many apps use advanced algorithms that assess students' responses and provide instant feedback on their performance. This real-time feedback allows students to identify their mistakes and correct them quickly, improving their learning efficiency. Additionally, Internet apps can offer personalized learning experiences that are tailored to the individual needs of each student, ensuring that they receive instruction that is appropriate to their skill level.

Internet apps also offer a wide range of resources to enhance vocabulary and grammar learning. Many apps provide visual aids, such as pictures, videos, and graphics, to reinforce the meaning of new vocabulary words and grammar rules. Moreover, some apps offer language immersion experiences that provide opportunities for students to learn in real-life situations. For instance, language learning apps like *Babbel* and *Memrise* offer short video clips that show native speakers using vocabulary and grammar in context, helping students to better understand how to use the language in real-world scenarios.

Despite the many benefits of using internet apps to teach vocabulary and grammar in context, there are also some drawbacks. One major issue is that some apps rely too heavily on gamification, using game-like elements to make the learning experience more engaging. While gamification can be an effective motivator, it can also lead to a superficial understanding of vocabulary and grammar, with students focusing more on accumulating points and rewards rather than mastering the concepts [2; 3; 4].

Another potential drawback of Internet apps is the lack of human interaction. While apps can provide instant feedback and personalized instruction, they cannot replace the valuable interaction and feedback provided by human teachers. In some cases, students may struggle to apply the concepts they have learned in real-life situations, as they have not had the opportunity to practice with a native speaker or receive feedback from a human teacher.

In conclusion, Internet apps have revolutionized the way students learn vocabulary and grammar in context. They offer convenience, flexibility, and personalized learning experiences, and provide students with immediate feedback and a wealth of resources to enhance their learning. However, it is important to recognize the potential drawbacks of Internet apps, such as the over-reliance on gamification and the lack of human interaction.



To fully benefit from the use of Internet apps in language learning, it is essential to balance their use with traditional classroom instruction and real-life language practice.

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## **PROGRESSING IN ENGLISH THROUGH ATTRIBUTES IN POPULAR SCIENCE**

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Popular science texts convey ideas with a rich palette of semantic, stylistic and syntactic means, which shows the affinity of popular science and mass information texts. On the other hand, a popular science text carries complex scientific knowledge, but is addressed to a non-specialist who is, however, sufficiently erudite and motivated to understand scientific topics. However, this reader needs support while reading, in other words, a popular science text is organised in such a way as to be able to explain complex scientific topics in a comprehensive way as well as to entertain the reader.

In terms of grammar complex English attribute reveals the typological differences between the Ukrainian and English languages. Present research gives an overview of attribute groups typical for popular science texts and their rich language learning prospects.

Attributive constructions are practically the most common type of free word combinations in modern English, they can be found in every functional style, however, the structural-semantic type of a given attribute will be influenced by the genre features of particular text. In this research we rely on texts from such well-known popular science journals as *Scientific American*, *National Geographic* and *Euroscientist* due to their linguistic authenticity, accessibility and modernity of rubrics.



The majority of structural-semantic types of attributes, typical for general science texts, can be found in popular science as well, particularly N+N (*tennis elbow, sea legs*), N+PII+N (*the mineral-infused waters*), N+PI+N (*sea-dwelling populations*), ADJ+PI+N (*innocent-looking fish*), many of which can be enriched with numerals, anthroponyms which turn them into multi-component word-combinations (*four-foot-wide rotors, poppy-seed-sized collection*).

Although, attributes used in popular science can present a much wider diversity of types. Popular science type of text displays linguistic features common both for science genres as well as informative ones which are known to rely on the trend of economy of linguistic means in terms of meaning representation. This feature of popular science presents a promising challenge for an inquisitive reader by offering them to restore the semantic links:

*The dolphin-safe court battle could drag on for years but it raises important questions for consumers aiming to buy products that are environmentally friendly and socially responsible. Scientists say there's one inescapable certainty in any type of commercial fishing: incidental bycatch, the lackluster term for marine life—from whales and dolphins to sharks, seabirds, and endangered sea turtles—unintentionally hooked or ensnared in nets.*

The trend of semantic shortening might present an even bigger challenge if applied in headlines where it becomes a metonymy. The students can be offered to identify the missing semantic unit after reading the introduction to the story:

#### ***Brazil Pepper-Spray Photo Highlights Exposure Risks***

*After a woman is subdued during protests, the use of force raises questions*

Attributive word combinations can present a challenge to the students in terms of stylistic coloring. The last word – is the focus of the attribute – is typically a noun. However, below is an instance of a nonce-word presented as a noun with an informal mood in it. It is made even more salient when put next to a complex adjective belonging to a highly sophisticated area of knowledge, i.e. astrophysics. Keeping their students aware of popular science meaning representation strategies professors might offer them to describe in detail how exactly this contrast is created and why the readers' attention is supposed to linger here: *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.*

Rather popular are verbal groups as noun modifiers, especially the ones with an imperative message in them (*pick-your-own farms, stay-at-home partners, grab-and-go meals*).

The specificity of sender-addressee relations in this communicative environment seems to dictate the choice of structural models of the attribute – here one can observe both widespread structural models of terminological vocabulary and models with internal predication typical of informational genres. Such a variety of syntactic structures confirms the syncretism of the popular science text genre and offers considerable potential for language learning.



## THE SPECIFICS OF TEACHING FOREIGN LANGUAGE SKILLS IN WARTIME CONDITIONS

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Teaching foreign language skills in wartime conditions presents a unique set of challenges for both teachers and students. War disrupts the stability and safety of the educational environment, creating additional emotional and cognitive demands that can negatively impact the learning process. In this essay, we will explore the specifics of teaching foreign language skills in wartime conditions and examine strategies that can help teachers mitigate these challenges.

Language learning in wartime conditions is a complex and dynamic process that is shaped by a variety of factors. These factors include the physical environment, the availability of resources and materials, the psychological state of learners, and the cultural context of the conflict. In wartime conditions, teachers must be able to adapt their teaching strategies to meet the unique needs and challenges of their students.

One of the primary challenges of teaching foreign language skills in wartime conditions is the availability of resources and materials. War can disrupt the supply chain, making it difficult for teachers to access textbooks, audiovisual materials, and other resources needed to effectively teach foreign language skills. Furthermore, teachers may not have access to technology or the internet, which limits their ability to provide online instruction or access online resources.

Another challenge is the psychological impact of war on learners. Students who have experienced or witnessed violence, displacement, or loss may struggle with anxiety, depression, and post-traumatic stress disorder (PTSD), making it difficult for them to focus on learning. Trauma can affect students' cognitive processing, attention, and memory, impairing their ability to comprehend and retain information.

To teach foreign language skills effectively in wartime conditions, teachers can employ several strategies. One strategy is to focus on the communication skills that are most relevant to the context of the conflict. For example, if the conflict involves humanitarian aid, teachers can focus on teaching language related to medical emergencies, relief efforts, and disaster response.

Another strategy is to use authentic materials and resources that are locally available. Teachers can use newspapers, magazines, and other media sources to create authentic and relevant language learning experiences. Additionally, teachers can work with local organizations and community members to gather resources and materials that are relevant to the cultural context of the conflict.

Finally, teachers can create a safe and supportive learning environment that prioritizes the emotional wellbeing of students. This can involve acknowledging and validating students' emotions and experiences, providing opportunities for self-expression, and incorporating mindfulness and stress-reduction techniques into their lessons. Additionally, teachers can



work with school counselors or mental health professionals to provide students with additional support.

Teaching foreign language skills in wartime conditions presents unique challenges for both teachers and students. However, by focusing on communication skills that are relevant to the context of the conflict, using authentic materials and resources, and prioritizing the emotional wellbeing of students, teachers can promote effective language learning in even the most challenging conditions.

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## **THE USE OF AUTHENTIC FILMS IN DEVELOPING COMMUNICATIVE SKILLS**

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Today, learning foreign languages, is becoming a necessary component of the intellectual and practical activities of most people, as well as the training the professionals in various fields. The main purpose of training is the formation of communicative competence which includes not only the ability to communicate in English orally or in the written forms but also the ability to conduct a dialogue between cultures (knowledge of their own culture and the culture of the language that is studied). There are also strategic, educational, upbringing and development goals.

Success in learning of the English language largely depends on the teacher's method of work, his ability to use various modern technologies in the context of solving educational problems.



The most important goal of learning English is to achieve communicative competence for further communication with native speakers of this language. In this regard, it is also important to give students a clear idea of life, culture, language realities of English-speaking countries. To form communicative competence outside the language environment is a rather difficult task. For this purpose, the use of authentic materials, in particular fiction films, has great importance.

Videos and movies create learning conditions as close as possible to the language environment, and reproduce the language situation by sound and visual means. These features of films allow to use them for the purpose of intensification of educational process and giving it the maximum communicative orientation. Unlike sounds or printed texts, which can have a high informative, educational, educational and developmental value, videos also contain visual information about the scene, appearance in nonverbal communication (body language, facial expressions, gestures, intonation) of interlocutors in a particular situation, which depends on the age, gender, individual characteristics of the speakers. Visual clarity helps to better understand and remember both factual information and purely linguistic features of language in a particular context.

Authentic is understood to be material created by native speakers for their fellow citizens without any processing and adaptation used in the educational process, which focuses on a communicative approach for learning a foreign language outside the language environment.

According to the scientists, authentic films used in the educational process have a significant potential for the implementation of the basic principles of learning:

- principle of communicative and intercultural orientation;
- principles of clarity and accessibility;
- principle of taking into account the age characteristics of students;
- principle of stimulating and developing students' thinking;
- principle of conscious activity of students;
- principles of combination of different methods and forms of training depending on the tasks and content of training and compliance of methods and techniques of the purpose of training;
- principle of connection of theory with practice.

The use of authentic films in teaching a foreign language is based on the main methodological principle – the principle of clarity. Perception and processing of information when watching movies are carried out in the form of auditory-visual synthesis. Videos and movies create learning conditions as close as possible to the language environment, and reproduce the language situation by sound and visual means. These features of films allow to use them for the purpose of intensification of educational process and giving it the maximum communicative orientation.





## USEFUL TIPS FOR ON-LINE TEACHING ENGLISH

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Nowadays, when Ukrainian pupils and students have been studying on-line for three years, it is very important for Ukrainian teachers to get aware of all Internet resources to make learning successful, interesting and productive. Thanks to the effective combination of theory and interactive exercises, high-quality assimilation of educational material takes place. In the context of using such an interactive form as problem-based learning, in distance learning of the English language, not only the educational problem or problematic task is important, but also the skillful formulation of questions for consideration. Well thought out tasks in the process of organizing students' activities will help teach them to reproduce the received information from memory and perform reproductive actions. As a result, it will stimulate the creative thinking of students, will allow them to discover and acquire new knowledge, skills and abilities.

To reach these goals teachers should use a great variety of online educational resources according to the methodical purposes. UNESCO offers the following classification of Internet resources: 1) educational – help to acquire knowledge and develop skills (iSLCollective, British Council: Learn English, Coursera, BBC Learning English); 2) simulators – are responsible for practicing skills and consolidating acquired knowledge (Quizlet, LearningApps, Quizizz); 3) controlling – responsible for checking acquired knowledge and formed skills (Duolingo, Skyeng); 4) information-search and information-reference – issue information upon request (Google Scholar, YouTube, Wikipedia); 5) demonstrative – used for visual display of information, phenomena and processes to achieve the greatest visibility (MS PowerPoint, Canva, Mentimeter, Coggle); 6) simulation and modeling – simulate reality to study its aspects (AnyLogic); 7) laboratory resources for remote experiments (PhET, MERLOT); 8) educational and game – special programs for learning in a game form (Wordwall, Wordart); 9) games – organization of free time for the development of logical thinking, memory and other abilities (Kahoot!, Flippity, Lingualeo) [1]. Online learning resources include the following: 1) Electronic courses for self-learning (Self-paced eLearning Courseware) are products for self-paced learning designed to support the learning process, including ready-made content; educational platforms (Learning Management Systems - LMS), as well as educational content management systems (Learning Content Management Systems - LCMS) installed on computers (Blackboard Learn, TalentLMS, Moodle, Looop); 2) Digital Referenceware containing digital video, text or audio reference content. This type of online resources includes academic content, tutorials, digital audiobooks, e-books and study materials, dictionaries, video courses, maps, charts, and online technical guides. The vast majority of the world's digital educational content is still in text format, but there is a growing demand for other types of electronic reference media and, accordingly, new content in various forms is created by users (podcasts, videos on YouTube, TED Education); 3) Collaborative learning is a



mentoring process between people using digital technologies. As a method of knowledge transfer, collaboration requires interaction between two or more people, therefore, the use of synchronous platforms for collaboration is a defining pedagogical characteristic of this type of distance education resources (Microsoft Skype, Microsoft Teams, Google Classroom, Zoom, Google Meet, Edmodo) [2, p. 32–33].

The implementation of the competence approach will allow: to teach a foreign language taking into account the real needs of a society and social intercultural interaction; to ensure a higher level of knowledge, abilities and skills of students in the English language; to satisfy their individual educational interests, needs and inclinations; will contribute to the active self-determination of high school students for further educational or professional activities. To a large extent, the development of all key competencies in the process of learning English will contribute to solving these problems. It is worth noting the importance of requirements for Internet resources. Online educational resources must meet not only all requirements for traditional educational materials, but also requirements for electronic resources in general, i.e. distance educational resources must be adaptive, interactive, universal, meet methodological goals, be understandable and accessible. When creating and using network resources in the educational process, it is important to pay attention not only to their content, but also to the compliance of resources with psychological and pedagogical, didactic, methodical, technical, ergonomic, aesthetic and other requirements.

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## **DIGITAL STORYTELLING IN THE ESL CLASS**

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The events of 2020-2023 in Ukraine and the world actualized the implementation of distance and blended learning more than ever before. Accordingly, the pace of digitization of education at various levels has increased. This process also applies to the implementation of innovative teaching methods, one of which is digital storytelling.

In general, storytelling, which was started as a tool of corporate communication in management (David Armstrong “Managing by Storying Around: A New Method of Leadership”, 1992), over time took a prominent place in other areas of professional activity



such as journalism, PR, social media, marketing, public speaking, coaching, etc. Nowadays, it has become the rethinking of the archaic tradition of re(telling) stories to pass on experience and knowledge to the next generations, therefore has returned to the realm of education as a teaching method. This innovative method is gaining popularity in proportion to the awareness of teachers and methodologists of its effectiveness and relevance to the reception of information of different volumes and content by modern children and youth.

The three-component structure of storytelling, which enables the creation of actual stories, is determined by the presence of a character(s), intrigue/conflict, and plot. This is completely correlated and even based on the standards of archaic storytelling (myths and fairy tales), the primary purpose of which was educational and didactic which is the transfer of experience and a list of social rules of behavior, corresponding prohibitions, and incentives.

Pedagogical storytelling can be used in the teaching of disciplines of the natural, humanitarian, and social sciences. N.Saienko and H.Sozykina emphasize its potential in the development of foreign language skills, which involves the following stages of work:

- preparatory: choosing a story, planning the lesson/part of it, preparing for the lesson (selection of presentation or handout material);
- main: listening (reading) the story, pre- and post-activities (presentation of new words, performing tasks to understand the content of the story);
- reflective: discussion of topics raised in the story.

The difference between digital storytelling and ‘ordinary’ storytelling is the digitization of stories, and the use of computer programs and Internet platforms to create visual content. This facilitates the process of information perception by young people with clip thinking because the visualization of information attracts their attention and forms interest in the topic or discipline, which teachers should use both when working in the classroom and during distance or blended learning.

The implementation of digital storytelling should be consistent and cover all levels of education and is possible when teaching many disciplines, including foreign languages, which will contribute to the achievement of many educational goals.

To implement it is worth using a variety of tools for digital storytelling, such as infographics, scribing, mind maps, comics and various types of videos (explainers, animations), interactive presentations, etc. The choice of the tool depends on the topic and goals of the lesson, the content, and most importantly, the creativity and technical skills of a teacher or a student during active learning.

For example, on the British Council website, in the grammar section, students are invited to watch an animated story, the text of which is based on the use of the Third Conditional. By the way, the characters of all the stories are teenagers, and the plots are based on situations from their lives, so students see the practical application of grammar in real-life situations and speech. After watching, they do some tasks to consolidate the rules presented.

So, we see a better awareness of the Third Conditional grammatical phenomenon by students and an overall increase in interest in learning English after using the digital storytelling method, which proves its effectiveness.



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## **GIFS AS A MODERN VISUALISATION TOOL IN ESL CLASS**

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In today's world, people face a large amount of diverse information every day that needs to be organised in a certain way for understanding, comprehension and memorisation. Every foreign language lesson is also a source of information, so foreign language teachers are constantly in search of new tools and technologies for presenting learning material so that students can better understand and master it. Traditionally, teachers' attention has been drawn to various forms of illustrating foreign language educational material (cards, pictures, tables, photos, videos, etc.), as the use of various visualisation technologies and structuring of educational material contributes to more effective perception and memorisation of information. Visualisation makes the learning process more interesting, which increases the level of student activity in the classroom, provides a basis for discussing certain topics, and encourages self-reflection, awareness and cooperation among students.

The search for new forms and methods of work during classes in a blended or distance learning environment is now very important for teachers. These forms, methods and tools should help the teacher to keep students' attention, maintain their motivation to learn a foreign language, liven up the class, establish interaction between participants, avoid monotony, involve all those present, and evoke students' reaction to the material being taught on an emotional level. In this context, the interactive technologies, elements and tools that ensure the actualisation of the emotional component of learning in the educational process in general and in the process of learning foreign languages in particular become relevant.

Today, foreign language teachers are constantly looking for ways to improve the effectiveness of teaching in the face of instability in the format of the educational process (full-time, distance, blended) and the number of hours allocated for learning a foreign language. The involvement of the emotional component in the educational process and the use of modern visualisation tools are crucial in such circumstances. Therefore, the use of GIF animation is seen as one of the ways to actualise the emotional component and simultaneously introduce modern visualisation and gamification elements. In our opinion,



one of the successful examples of gamification in the modern context of English language teaching is the use of GIF animation or GIFs. GIF animations have become popular all over the world with the popularity of smartphones and the widespread use of mobile technologies for instant messaging (so-called instant messengers). The most common animated GIFs are images of strongly expressed emotions or vivid emotional reactions, often with one- or two-word captions. Many mobile users use GIFs in their everyday online communication, so they are an example of modern, «live» language. In addition, many GIFs have captions in a foreign language, most often in English.

Using GIF animations is a great way to add emotional colour, modernity and humour to your classes, either planned or spontaneously. There is a huge amount of such images on any topic, word or situation, so it will be more difficult to choose the one you like the most than to find it. A teacher can create his or her own set of images in advance in accordance with the lesson plan, using an Internet search engine or simply in the messenger that he or she uses. Alternatively, they can find the appropriate one right during the lesson to illustrate a phrase or construction to students or give such a task to students.

Such images can be used during an online class in a presentation or video meeting service, or sent to a chat with students in a messenger. In this way, you can introduce new or revise already learnt vocabulary and grammatical structures, activate students' speech, and create a visual reminder of the material learnt that will remain in the chat and will be associated with the lesson on a particular topic on a particular date.

However, teachers should remember that a GIF is used for teaching purpose, not just for fun, and, as any tool, it should not be overused.

Thus, we consider the use of GIF-animation as one of the modern, powerful ways to actualise the emotional component of learning and introduce modern elements of gamification in the current conditions of blended foreign language teaching in higher education. This will make it possible to take advantage of such a tool and make the process of learning a foreign language more modern, diverse and emotionally engaging.

## **MAKING THE MOST OF FLIP TO ASSESS STUDENTS ONLINE IN HIGHER EDUCATION**

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The pandemic and the war in Ukraine have changed the way to teach EFL (English as a foreign language) in higher education essentially. Those that want to continue teaching students are to learn how to do it effectively meeting their needs, taking care of their wellbeing



under the circumstances, whether in an online/ distance, blended or face-to-face environments. However, now teachers are better prepared to change modes using a variety of technology (Zoom, e-tivities on LMS, Flip, etc.), Social Emotional Learning tools, strategies, and activities, etc. Some of them have become an integral part of students' learning process, particularly online assessment, regardless of the teaching environment.

According to An A to Z of Second Language Assessment in language education (Coombe, 2018), assessment refers to the systematic process of evaluating and measuring collected data and information on students' language knowledge, understanding, and ability in order to improve their language learning and development. Moreover, assessment is the process of measuring an individual's performance on a given task in order to make inferences about their abilities. It can take different forms including tests, quizzes, interviews, written samples, observations, and so on.

Based on the award-winning faculty online teaching practices in higher education from across the United States (Martin et al., 2019), online course assessment should have the following components: 1) *variety of course assessments*: formative and summative assessments (quizzes, discussion forums, exams, final papers, position papers, final projects (text-based or multimedia), peer assessments, self-assessments, and reflection); 2) *using traditional and authentic assessments* (in addition to final papers and position papers, have students create digital content to demonstrate their learning); 3) *using self-assessments and rubrics* to grade the discussion forum activities.

Flip (<https://info.flip.com/>) is a video discussion app that can be used for rehearsed speaking, thus it might be used to assess students' speaking skills and provide the above mentioned course elements too. As a rule, students showcase their prepared oral production (retell texts, share online news, prepare mini-presentations on the suggested topics between 1-5 minutes, reflect on their learning) on Flip. Besides, these activities can be used for different assessments (formative, summative, authentic, peer-assessment, etc.). For example, to make formative assessment tasks more engaging and interactive, students are to watch their peers and reply to one of them by commenting, asking/ answering questions, liking the best video, assessing their peers according to the given criteria in the rubrics, etc. It creates the shared learning environment and happens asynchronously.

**PPPR (Purpose, Product, Process, Resources)**, an acronym to remind educators about assessment, was introduced in the online British Council's Methodology Course "Teaching English in the new context" (2023). It's essential to go a little deeper into each element while assessing speaking. **Purpose**: What is the purpose of speaking and which type of speaking skill are you assessing? **Product**: What product do you want? How does the student show you that they've achieved the speaking learning outcome? **Process**: What speaking assessment activity do you need to use to show evidence of achievement? **Resources**: What resources do you need for the speaking assessment task?

Following the suggested approach some assessment tasks were designed in the second year of studying General English on Flip for pre-service EFL teachers.

*Sample assessment task: Freewriting and rehearsed speaking*

Purpose: oral production skills



Product: a mini-presentation

Process: After reading a thought-provoking text from the course book ask students to write down a sentence from it and use it as a starting point for their freewrite. Then they are to make a one-minute video using their freewriting as a script, watch their peers and reply to the one they see eye to eye with or they completely disagree with. To assess their peers according to the given criteria in the rubric they are to like the best presentation.

Resources: PC or smart phone, Flip

To conclude, it must be stated that online tools are sure to grow in higher education. Flip is a specific app that EFL instructors might use for different speaking assessment tasks, integrating the other language skills and creating the shared learning environment.

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## **STRATEGIES FOR THE DEVELOPMENT OF EDUCATIONALISTS' PROFESSIONAL AGENCY**

**SVITLANA V. SMOLINA, PhD in Education, Associate Professor  
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Our study is devoted to analyzing personal experience for strategies used in the development of educationalists' professional agency. Professional agency is known as the ability to act autonomously and make decisions based on a person's professional knowledge, values, judgment, beliefs. We tried to explore the strategies that can be used to enhance the level of professional agencies of educationalists.

Professional agency is an important component of effective teaching, as it enables teachers to respond to individual needs of their students and create meaningful learning experiences. When teachers have a strong sense of professional agency, they are able to make decisions that are in the best interest of their students, even in situations where there may be competing priorities or pressures. Professional agency also enables teachers to be reflective educationalists, constantly seeking to improve their practice and adapt to the changing needs of their students.



Professional agency is particularly important in the current educational landscape in Ukraine, where teachers are working under the circumstances of war. They are expected to meet a range of standards and expectations, while also responding to the individual needs of their students.

Among strategies that could be used to develop educationalists' professional agency we can name life-long professional development, cooperation, autonomy, reflection, feedback.

Life-long professional development gives the opportunity to enrich their competences, build confidence in their professional judgment. This involves continuously updating their knowledge and skills through a variety of sources, such as professional development courses, conferences, workshops. Educationalists can also obtain higher educational degrees, doing their Master's or Doctorate research, which can help to deepen their understanding of fundamental Pedagogy.

Cooperation is another important strategy for professional agency development. It provides the experience of collaboration with colleagues, parents, students. Cooperation can help to gain new perspectives, identify areas for improvement, develop new skills. Cooperation with colleagues can be organized in the form of STEAM education. However, we need to educate teachers who will be competent to use such the technology.

The next strategy is autonomy. To our belief, autonomy is strongly connected with the level of teachers' competencies and trust to the teacher from the side of authorities. It is self-motivation that breeds autonomy. So, cultivate self-motivation and you will grow autonomy, which, in turn, will develop professional agency.

Autonomy is strongly connected with reflection. Reflection teaches us to analyze our deeds and improve the process of education. One of the convenient tools for reflection is video recording. You may record your lecture, class, and workshop, analyze it afterwards and improve it, improving your professional agency at the same time.

Last but not least, the strategy of professional agency enhancing is feedback. It provides teachers with information that can help them identify strengths and weaknesses, find new ways to improve their teaching. Students feedback, peer observation, coaching are effective methods of providing feedback.

In conclusion, professional agency development is essential for educationalists to ensure that they provide high-quality teaching to their students. Life-long professional development, cooperation, autonomy, reflection, feedback are the top five strategies that can help educationalists to develop their professional agency, which, in turn, will enhance their students' learning outcomes.





## VIRTUAL MIRO BOARD FOR TEACHING ENGLISH

**Iryna Shkola (Berdiask, Ukraine)**

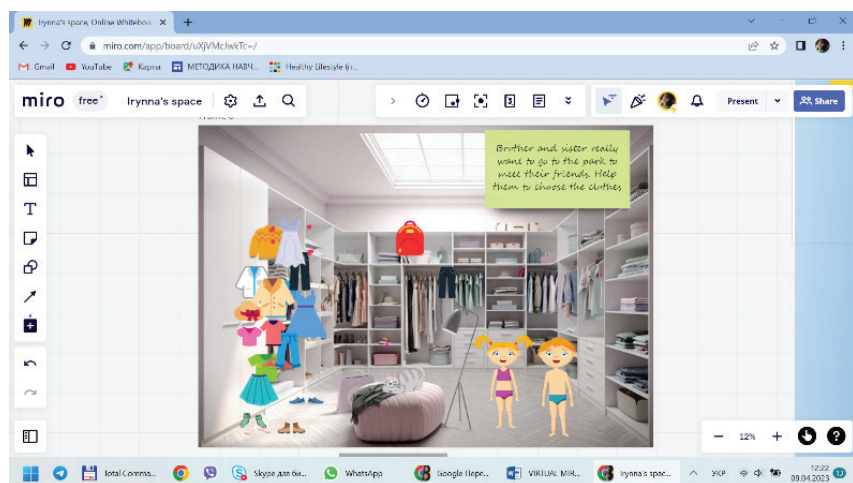
With the worldwide pandemic of COVID-19 and the beginning of Russia-Ukraine war the role of technical facilities for distance education has increased dramatically. There were some challenges that EFL teachers faced with. The most widespread were numerous distracting agents (incoming messages in Telegram, Viber, pop-up windows etc.) and a lack of attention that could only be neutralized with technical means. In this context, using virtual Miro whiteboard can be considered as the most successful way to overcome mentioned problems because it helps to create a virtual learning space that provides students with interaction and collaboration.

The analysis of the main publications indicates the development of the attention of both Ukrainian and foreign scientists to the problem of the creation of an educational environment for learning English and the use of cloud technologies in it (A. Thompson, D. Bodnenko, T. Gurova, V. Kuzmenko, B. Saliuk, I. Shkola, I. Myskiv, N. Morse, S. Nikolayeva, K. Novik). However, we observe a lack of attention to the potential of the Miro virtual whiteboard in English language learning.

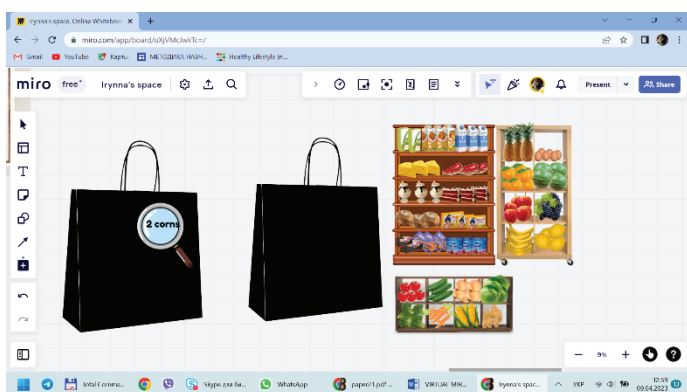
Virtual Miro Board is one of the most modern tools for distance learning. Among the main advantages of Miro is that the program does not must be downloaded and installed. Participants need to log in to the site (for both the teacher and the students), and then the teacher should share a link with students. School students can work on Miro synchronously and asynchronously. They do not lose precious time in their educational journey. They have access to video content, interactive games, activities, tests and quizzes.

Teachers can use Miro in content learning and in language learning to stimulate conversations and to learn new vocabulary while being engaged.

In the picture, there is an example of a speaking activity for young learners. Students have to move the objects and help a boy and a girl get dressed to go out. They have to name the items and explain their choice.



There is another game for younger students. They have to use a magnifying glass to find words from the list of products they have to buy in the store. They name items, put them into a bag, and express their likes and dislikes. They can discuss what dishes they can cook using the ingredients they have.



Miro is a great way to engage students emotionally. Interactive tasks provide motor activity. Speaking, writing, and listening activities, supported by a visual series, provide the work of verbal memory. Teachers can provide students with individual or team-based templates to galvanize their speaking or to organize their discussions in breakout rooms.

Structured discussions with guided prompts (via Miro), which students value as an important engagement strategy, can lead to more in-depth comprehension [3]).

Miro can visualize many ideas and facilitate the teacher's process of a comprehensive presentation of the material. Teachers can develop their lesson plans via Miro by adding links to different resources. They can create and classify various materials for lessons, explain and practice different lexical and grammatical topics, and organize brainstorming sessions and project work. The use of a virtual whiteboard makes individual and group lessons bright and effective.

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## **THE IMPORTANCE OF USING ONLINE RESOURCES IN TEACHING ENGLISH IN UKRAINE DURING THE WAR**

**Daryna Stopnyk (Kharkiv, Ukraine)**

Russia's attack on Ukraine not only started a world-shocking war, but also affected all the areas of our life. Ukrainian education has received significant damage because of the missile strikes that destroyed many educational institutions and as a result a large number of teachers started to teach online because it was their duty to distract students from the events taking place in their motherland and not let Ukrainian education fall under Russian pressure.



Ukrainian schools, colleges and higher educational institutions have already had an experience in teaching online. During the COVID-19 pandemic we didn't have an opportunity to leave our flats and houses, but it was impossible to stop the educational process. Therefore we all mastered such applications as Zoom, Skype, Google Classroom, which, I think, saved education in Ukraine. With the outbreak of the war between Russia and Ukraine in February 2022, all teachers returned to the software that was mentioned above to enable students to receive a proper education.

A great amount of websites for teachers and self-study help to diversify English lessons online. Educational literature publishers create a web version of textbooks, which greatly simplifies the work of the teacher and makes classes more exciting for children. Which is extremely important nowadays. Proprietary videotelephony software programs help to teach from anywhere in the world, and programs for storing tasks or online resources, where a huge number of developments are collected, enable the student to complete the task anytime and anywhere. This is extremely important for students who have been internally and externally displaced and had to leave their textbooks in their abandoned homes.

In spite of the fact that Kharkiv region is under the threat of missile attacks and offline learning is impossible, teachers are simply obliged to use a variety of online resources to provide English lessons.

The best programs for online lectures, with the ability to broadcast your screen and computer sound, are:

- 1) Zoom. The program allows you to organize and schedule an online meeting for free with the ability to broadcast the screen and sound, the division into private rooms for group work and the use of an interactive whiteboard inside the meeting.
- 2) Google Meet has the same features as Zoom, but has the big advantage of being able to easily link to a Google Classroom meeting if the class is in it.
- 3) Skype has a standard set of utilities for online lectures.

In addition here are some utilities for online meetings, websites with interactive tasks of various forms that are necessary for a teacher to work in an online format:

1. kahoot.com a game-based platform that is used as educational technology. It has learning quizzes which have multiple choice answers. There is a web version and a Kahoot! app, so both students and teachers can use them easily. This educational platform is similar to other technological learning tools such as Quizzizz or Quizlet.
2. wordwall.net is an online platform with a great amount of crosswords, word search, unjumble, matching pairs activities etc. which is perfect for learning vocabulary, studying grammar, speaking activities. You can create your own quizzes on the site.
3. smrtenglish.com is a platform with a variety of lessons for different levels and different ages. It is perfect for schools because students can work on the site and do homework from a link on their profile. By the way, this platform nowadays has free access for students from Ukraine.

To conclude we need to admit that online resources for English teachers are a huge help in making the lesson productive without an offline presence. However, the role of the teacher is not diminished, because the teacher guides the students and helps them master the material even when they are on another continent.



## LEVELS OF READINESS FOR PROFESSIONAL COMMUNICATIVE INTERACTION

Olesia Svintsitska

Communicative interaction is an integral part of many jobs that requires definite skills to be performed appropriately. Under the influence of modern ideas, social development, and requirements, professional workers must adapt to the circumstances and improve their skills and knowledge to correspond to the current job demands. Therefore, it is essential to determine the levels of readiness for professional communicative interaction to observe the student's progress and achievements in the process of preparation for the professional activity.

It is worth saying that the process of development and improvement of professional communicative interaction is accompanied by three general functions of the participant's self-realization, namely communicative, perceptive, and interactive functions. In addition, there are some components such as communication and speech ability, social and perceptive ability, and interactive ability. These components are combined to help perform professional communicative interaction at a proper level.

Communication and speech ability refer to the ability to receive and understand information and to express personal thoughts and ideas in a written and oral way. Social and perceptive ability require understanding the opponent's psychological and emotional nature, moral issues, and reflection, or the ability to understand individual conditions, feelings, and emotions, in other words. Interactive ability means understanding and knowledge of social-communicative norms and behavior patterns and the ability to adjust to the situation and resolve conflicts. All these components are independent but hierarchically organized. The improvement of each element is a continuous process.

Speaking about the readiness for professional communicative interaction, there are four levels. The first one is professional adaptation, which aims to open new goals and horizons for a young professional during the process of becoming an experienced worker. This period is characterized by personal and professional self-knowledge, which is performed through professional reflection. In this case, reflection provides the ability to overcome certain conflicts and disputable situations at work and during communicative interaction. At this level, a young professional improves his skills and develops as a subject of communication, improving personal communicative skills. The experience obtained at this level forms communicative competence, which provides a young specialist with successful professional and communicative development during this period.

The next level deals with primary professionalization, which makes young specialists face new professional tasks. The background for this is implementing the experience, skills, and knowledge gained from the previous level. Before this period, the specialist gained basic communicative skills and knowledge; he mastered specific psychological communication techniques and got some experience in professional activity and communicative interaction.

The period of secondary professionalization is a high level of personal development of communicative competence and interaction. This level is characterized by professional skills



and the ability to adapt to rapidly changing situations. In addition, a professional mentality is formed during this period; a specialist starts realizing new programs for his activity and forms of professional communication. The interest in the profession has increased due to personal improvement and development.

The fourth level is a level of proficiency at which the specialist reaches the highest degree of personal and professional development. It is a level of creative professional activity that allows the specialist to control his activity and career. Nevertheless, this period may be dangerous because of professional burnout or crisis and termination of professional activity. As a result, some destructive tendencies may appear in the process of professional development of the specialist.

## **THE IMPACT OF EMERGENCY REMOTE TEACHING ON LANGUAGE TEACHING AND LEARNING IN UKRAINE: THE UDL PERSPECTIVE**

**Anastasiia Syzenko,**

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**Taras Shevchenko National University of Kyiv**

Since February 2022, when full-fledged war broke out in Ukraine, most if all not Ukrainian HEIs (Higher Education Institutions) faced the need to once again to convert to online teaching in response to persistent threat to its faculty and students. After the initial shock of paralyzed teaching and learning, most universities resumed teaching within 4 to 6 weeks after the start of the war but in doing so were forced once again since the Covid-19 pandemic to conduct its classes remotely, either synchronously or asynchronously.

Emergency remote teaching refers to the temporary shift of teaching and learning from traditional face-to-face settings to fully online or remote instruction in response to a crisis or emergency situation. This type of teaching is characterized by the urgency and immediacy of the situation, as well as the need for educators to rapidly adapt their teaching strategies and materials to an online or remote environment. During emergency remote teaching, educators often rely on digital technologies such as video conferencing, learning management systems, and other online tools to deliver instruction and support student learning.

In this paper, I would like to address the issue of using Universal Design for Learning (UDL) in emergency teaching context as it provides a framework for creating inclusive and accessible learning environments that support the needs of all learners, regardless of their individual backgrounds or technical possibilities, thus ensuring higher quality of teaching and learning and fostering attainment of learning outcomes among all learners.



In ELT classrooms, this implies an extra challenge of ensuring communication skills continue to be developed and practiced regardless of their whereabouts and current circumstances.

As mentioned by Capp (2020), Universal Design for Learning (UDL) is an inclusive psycho-pedagogical approach that aims to break down barriers in learning processes. The aim of the UDL is to help address and provide solutions to three essential teaching and learning challenges of present days, i.e. ensuring inclusive education while appreciating diversity and promoting critical and conscious use of Information and Communication Technologies (ICT). In terms of ‘inclusive teaching’, the war has in Ukraine has widened the gap in terms of access to education. And, indeed, as Hodges and colleagues (2020) state, the primary goal in these circumstances is not to design a robust educational ecosystem but rather to provide temporary access to education and to respond quickly to educational needs during an emergency or crisis.

In the online environment, UDL principles can be used to design courses and materials that are flexible, adaptable, and engaging, allowing students to access and engage with content in a variety of ways. For example, UDL principles in the ELT context can be used to a) provide multiple means of representation: language learning materials should be designed to accommodate a range of language proficiencies and learning styles, providing learners with multiple ways to access and understand new vocabulary, grammar, and concepts; b) provide multiple means of expression: language learning activities should be designed to allow learners to express themselves in a variety of ways, such as through speaking, writing, listening, and reading, providing opportunities for learners to practice and demonstrate their language skills in ways that are most comfortable for them; c) provide multiple means of engagement: language learning activities should be designed to be engaging and motivating for learners, incorporating a range of interactive and collaborative activities that provide opportunities for learners to practice their language skills in authentic contexts.

Overall, adhering to UDL principles can help promote inclusive and effective language learning by providing a framework for designing materials and activities that meet the diverse needs of language learners, regardless of their linguistic background or ability level; and most importantly, ensure quality standards even when emergency teaching and learning has to take place.

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## NEW TRICKS WITH AN OLD TEXT

**Galyna Tsapro, Olena Gryshchenko**

Reading is an activity that involves the interpretation of a written or printed text. Engaging in reading activities has numerous benefits especially for individuals learning English as a second language. It can help to improve vocabulary, comprehension, and grammar skills, as well as to provide exposure to English language conventions and usage. Reading can also reduce stress, improve concentration, and provide a means of escape from everyday life. Furthermore, reading can expose learners to new perspectives, cultures, and ideas that they may not have encountered otherwise. It can broaden students' horizons and promote empathy and understanding of different people and experiences. Reading can improve learners' writing skills by exposing them to different writing styles, sentence structures, and vocabulary. By selecting appropriate materials and using reading strategies, ESL learners can make significant progress in their language learning journey.

Reading as ESL activity starts with working with a text, the goal of which is to engage actively with the material, understand its meaning, and extract important information. Texts can range from simple sentences or short paragraphs to longer articles or essays.

In this paper we would like to share our experience working with texts while teaching master students. The following activities enhance listening, speaking, and writing skills. They also promote students' cooperation in class and increase STT. As an example we provide the stages of reading activities for a short story "The Open Window" by H.H. Munro (Saki) published in 1914.

**Pre-Reading Activities** are designed to activate students' prior knowledge, to anticipate the topic of reading, and to motivate them to analyze the text in detail.

One of our favourites is interpreting the title of the story. It evokes ideas connected with the metaphor "An Open Window". However, the text is not about opportunities. The window turns out to be the door (French window) leading to the garden. So, students speculate on the reasons for the title and a possible plot, but the story line does not coincide with their anticipations about the story, which contribute to the later final discussion.

**While-Reading activities** help students focus on the text to identify the key information of the text, its main ideas, supporting details, and active vocabulary; to infer meanings from the text, to draw conclusions and to make judgments.

For this stage students are divided into small groups or break-out rooms to concentrate on new words and word combinations, to study and explain their meanings and to check pronunciation. One of the tasks given to students is to pick up words and phrases which are not widely used nowadays. For the following cases students should offer equivalents in modern English. As for notions which can be considered old-fashioned, students should explain their meanings. For example, "letters of introduction" (not as common today as they were in the past, a formal way for someone to introduce another person to someone else, usually with the purpose of requesting a favor or assistance).



Some phrases require special attention and linguistic analysis, i.e., *Romance at short notice was her speciality*. Such an easy and familiar word for students “romance” is used in its rare meaning, which is not registered in all dictionaries, “something (such as an extravagant story or account) that lacks basis in fact” (<https://www.merriam-webster.com/dictionary/romance>), which changes the meaning of the phrase significantly and contributes to overall understanding of the story.

**After-Reading activities** help students to understand, reflect, and engage with the text more deeply, promote discussion and collaboration. Such activities develop speaking skills as students comment on the ending of the text and their perception of it.

We offer to watch a short movie which is a screen adaptation of the story “The Open Window” but entitled “The Open Doors” released in 2004 (<https://www.youtube.com/watch?v=pBXb-8YoR0E>). After watching the movie students are asked to compare and contrast the movie and the short story and dwell upon differences. Students manage to name up to ten discrepancies and explain why they occurred. Students also analyze how verbal means in the story are conveyed through non-verbal means in the movie.

In conclusion, we would like to stress upon the fact that not all possible reading activities have been mentioned in the paper. It may be considered a matter of further research.

#### ABSTRACT

Reading is an activity that involves the interpretation of a written or printed text. Engaging in reading activities has numerous benefits especially for individuals learning English as a second language. Reading activities at all stages (pre-reading, while-reading, after-reading) improves vocabulary, comprehension, and grammar skills, as well as provides exposure to English language conventions and usage. It exposes learners to new perspectives, cultures, and ideas that they may not have encountered otherwise. It broadens students’ horizons and promotes empathy and understanding of different people and experiences. Reading improves learners’ writing skills by exposing them to different writing styles, sentence structures, and vocabulary.

In this paper we share our experience working with texts while teaching master students. The following activities enhance listening, speaking, and writing skills. They promote students’ cooperation in class and increase STT. We provide the stages of reading activities for a short story “The Open Window” by H.H. Munro (Saki) published in 1914.

**Key words:** *reading, pre-reading, while-reading, after-reading.*





## MALL TECHNOLOGY FOR TEACHING EFL

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Today it is impossible to imagine any kind of education without the use of information and communication technologies (ICT), and learning a foreign language is no exception. Recently, methodologists-researchers have increased their attention to the technology of mobile learning (m-learning) which combines the capabilities of mobile devices with the capabilities of e-learning. Mobile learning is an educational technology, the implementation of which is made possible thanks to the use of mobile/portable devices, in particular smartphones, tablets, laptops. This approach changes the entire learning process, as mobile devices change the forms of presentation of material and access to it, as well as contribute to the formation of a number of necessary foreign language competencies [1, 2].

Modern students spend most of their time on the Internet, because they belong to the generation of digital natives and use mobile phones from an early age. We believe that learning English using mobile devices (Mobile-Assisted Language Learning) is an effective method of learning the language anywhere and at any time, because mobile applications are ideal for implementing MALL technology with the aim of formation and development of English lexical competence.

Programs for the development of lexical competence include:

- 1) Mobile-tutor is a program for mobile phones that allows you to activate the process of learning foreign language vocabulary. This electronic simulator is a modern version of cardboard cards, with the help of which more than one generation of students studied vocabulary.
- 2) Wordshake is an electronic game from the British Council that contains more than 10,000 English words. By competing and demonstrating their own achievements through the Facebook social network, students increase their level of motivation to learn English.

However, today there are not only applications for mobile phones designed to develop lexical or grammatical competence. Entire platforms have been created for individual training programs depending on the level of knowledge, interests, goals and age of students. One example of such a platform is the LinguaLeo app [1], which contains additional learning materials by watching videos, movies, TED lectures with subtitles, reading books, listening to music. The advantages of such language learning platforms include:

- effective vocabulary learning on various topics with word translation;
- vocabulary cards, listening and other elements;
- studying grammar;
- passing a test with adaptation for different levels to determine the level of language proficiency;
- the ability to track your own progress; convenient and bright interface;



- the possibility of complex formation and development of reading, listening, writing skills, expansion of vocabulary in a playful form, and therefore the development of linguistic competence.

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**DIGITAL DEVICES FACILITATING ONLINE  
TEACHING DURING WARTIME**

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Digital technologies have advanced so rapidly compared to any other innovations in our history. They have seamlessly become a part of our teaching tools. Nowadays it is difficult to believe that five or six years ago we couldn't even imagine that digital devices would help us in "hard times" of COVID-19 and further – during the wartime. And now, having incorporated some of them in our teaching routine, we are happy to acknowledge how useful and vitally important they are today.

In this brief article I'd like to draw your attention to some digital tools that really facilitate teacher's life and work. The first one is a miro-board. It's available both in free and paid versions, but if you are a tutor and work with individual students, a free version is enough for you.

Miro-board is a virtual analogue of a regular blackboard, which a teacher uses during remote lessons or lectures to explain new material to students. We can write, draw, add files (audio and video), share comments on it. You can organise all the information you need for the lesson in one place. When you switch to online mode, you can immediately see what changes have appeared on the board: what comments have been added, who posted a new entry. Miro-board is user-friendly, it won't take you long to find out how to use it effectively.



Miro does not require installation on a computer, you can work directly via your browser; the interface is in English, but there are tooltips, so everyone can figure it out. In free Miro-version, a teacher (user) can create up to three boards, but the lifehack here is: the more accounts, the more boards; the organizer can restrict the rights of participants: allow editing, copying or only viewing; all changes on the board are highlighted, so they are easy to notice; there is synchronization with Google-Drive: if changes are made in the main document, they will immediately be displayed on the board; final projects can be saved to Google drive and downloaded in .jpg and .pdf formats. Miro is a great digital tool and if you haven't tried it yet, it is high time to give it a try.

Along with free digital resources, there are a huge number of paid platforms. They provide teachers with all necessary tools to deliver lessons to groups (interactive manuals, active workbooks etc.).

The upgraded platforms *Pearson English Connect* has recently been presented for Ukrainian users by Pearson. According to the developers, this platform is a new way to teach English: “a game-changing platform, giving you the ultimate flexibility to teach English effectively in the ‘new’ hybrid classroom in a highly communicative and interactive way” [1]. The advantages of this platform are:

- the virtual classroom includes breakout rooms, chat, online whiteboard and ‘live questions’;
- learner’s eBook and online practice are fully interactive and report to a grade book;
- teacher and learners have identical views, avoiding guess work, whether on desktop or mobile;
- multiple ways to navigate and access content plus accessibility features for learners who need them;
- one single platform to assign in-class, homework and test activities brings everything together in one place;
- lesson reports and gradebook allow to see learner’s progress [1].

And now Pearson provides the free two-month demo period, so you can assure that this platform may meet all (or some of) your requirements as for online digital tools.

So, to sum up, digital tools facilitate online teaching, can help you realize your ideas in order to convey information to the audience in the most effective way.

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## TEACHING ENVIRONMENTAL AWARENESS IN THE ESL CLASSROOM

Yuliia Vereshchak (*Kropyvnytskyi, Ukraine*)

### ABSTRACT

The critical issues modern ESL teachers should address today are far beyond the scope of common language skills. Educators are those who guide their students through various global issues while learning a foreign language, one of the most crucial is the environmental awareness. It is considered that language teachers generally feel reluctant to incorporate these topics in their teaching due to a number of reasons. In our course we aim at teaching the students basic tips of “green living” through a number of practical creative individual and team projects, implemented in the course of English. Such practices can be beneficial both to students and teaching staff, facilitating greater collaboration across various disciplines.

### THESIS

Environmental education has become one of the top concerns in Ukraine, as well as worldwide. School is the place where young learners should be given the basics of “green” knowledge, growing up as conscientious members of the society, in which preserving natural resources and following the trends of sustainable living are indispensable of their everyday life. In order to achieve this, it is important that interdisciplinary approach is applied, as environmental education presupposes learning different aspects of global “green” issues and ways of tackling them.

It has long been acknowledged that the ESL teacher does not simply teach grammar, writing, reading, speaking, and listening skills. The critical issues modern ESL teachers should address today are far beyond the scope of common language skills. Taking into account a variety of topics covered at the lessons of English, sustainable or “green” living can be incorporated in any topic included in the course of English.

In our course we aim at teaching the students basic tips of “green living” through a number of practical creative individual and team projects, implemented in the course of English. Such practices can be beneficial both to students and teaching staff, facilitating greater collaboration across various disciplines. Implementation of environmental education in the course of English encourages students to discuss various global issues, thus developing their critical skills. This is extremely beneficial to the teacher too, as it boosts educators’ confidence, letting them fulfil their primary teaching goals. This also promotes effective communication, which is another significant indicator of successful language education. Implementing aspects of environmental education in the course of English in high school can be a challenging task, depending on the fluency of students and their readiness to collaborate. The task of the ESL teacher is to probe the students’ overall knowledge to determine the tasks through which “green practices” can be carried out. Most often students are willing to calculate their carbon footprint, to discuss video materials provided and eventually speak of their personal involvement. Another successful activity was “living green” for a week, where teams of three to four students would choose a topic to work on, and then they presented the



results, discussing what worked and what didn't. Most students demonstrated enthusiasm and motivation, both in completing the project and presenting the results. Not only did they find shelters for stray animals, but they also collected goods for homeless people, worked with the children, relocated from the East of Ukraine, collected garbage in the park. The modules in which we see it possible to implement are "Shopping", "Food", "Holidays", "Global Issues", "Planet Earth", "Animal World", "Technologies" etc. At our lessons students discuss the tips for sustainable shopping, zero food waste practice or ways to reduce their carbon footprint. Besides, project activities help them improve general communication skills as well.

Developing students' creative and critical thinking skills adds up to their mastering the language, appeals to their inquisitive minds and helps them grow into nature adults. The students get more self-organized, prone to research and self-studying. Besides, in the context of distant learning and turbulent times of war it is particularly important to create a healthy friendly environment in the English classroom, where the students will be encouraged by their personal achievements and will develop a feeling of their personal significance. The ESL teacher's role in this is crucial, as it is important to carefully select the types of exercises, supplementary materials and projects, on which the students will work, for the teacher to see them master the language as well as grow a habit of sustainable living.

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## **GENRE DEFINITION OF THE ENGLISH SHORT STORY (AGE OF ROMANTICISM)**

**Zoya Voronova (*Kamianske, Ukraine*)**

The study of the problem of the genre definition of the English romantic story, its place in the literary heritage of the era of romanticism allows us to draw a conclusion about the significance of «small» prose or «small» forms in general for clarifying poetic shifts and the very «mechanism» of changing aesthetic systems in the first half of the 19th century. Aspects of the problems of English short prose are related to the insufficient study of the



English romantic story as one of the minor phenomena of the literature of the 19th century. A wide range of definitions and explanations regarding the genre differences between the short story - the novel - reveal some fundamental differences with which most theoretical researchers agree.

Increasingly, critics emphasize the multi-genre and multi-style character of English romanticism, which was marked not only by masterpieces of poetic art, but also by works of prose genres. The scientific resonance caused by the publication in 2001 of the collection of “women’s prose” 1778–1838, which included works of various genres by F. Bernay, K. Reeve, S. Smith, E. Hamilton, M. Sherwood, M. Shelley, E. Roberts, testifies to a new wave of attention to the prose heritage of the “poetic” era, to the genre variability of the presented stories.

There is a certain historical, literary and theoretical underestimation of the short story genre, as a romantic novel of its time, in the English literature of that era, a kind of genre nihilism. For certain reasons and circumstances that determined the fate of the story in England at the beginning of the 19th century, researchers distinguish not only its marginal position in relation to the leading genres of the Romantic era, but also the obvious non-canonicity of the “small” prose of that time. N.Ya. Berkovskii, considering the literary heritage of the romantic era, notes that “the novella as such had too narrow foundations, its canonical form was quite easily exhausted, so they did not insist on it.”

It is appropriate to emphasize the fact that most of the “small” prose works were published in English yearbooks. These editions were usually published before the Christmas holidays, and were decorated with illustrations and engravings by famous artists, which was the reason for their high price and inaccessibility to the average reader. The “scattering” of stories in magazines did not give a full and complete idea of “small” prose to the general public of readers, the volume of stories was limited by the framework of magazine editions. And yet, “Kipsake” sold fifteen thousand copies within a few months. Now it is almost forgotten how popular the yearbook was, which had a significant impact on the development of the short story in the first half of the 19th century. “In England at the beginning of the 19th century there was no readership in the millions, but tens of thousands read thick magazines. And this factor, in turn, influenced the literary situation, perhaps even shaped it,” S. Pavlychko notes. Thus, the English romantic story had its own complex genre background, presented by writers of a wide variety of aesthetic orientations, which destroyed the framework of clear demarcations.

One of the debatable theoretical problems today is the very definition of the genre of the story. No academic or special publication, both in our country and abroad, gives a clear definition of the English romantic story. There are conflicting opinions regarding the national specificity of the “small” prose form, which is even terminologically defined in different ways - “story”, “short story”, “tale”, etc.



Dyakonova N.Ya. in the preface to the collection “English Romantic Story” notes that “the least known and studied of the entire prose heritage of English Romanticism” were “stories and short stories”, noting that “the genre lost its popularity at the end of the 14th century. - at the beginning of the 15th century, after it existed under the name “fablio” in the literature of the late Middle Ages. Since then, his place has remained modest and secondary.” However, these problems in no way diminish the significance of “small” prose and its importance in the history of national literature.

Even in the minds of literary critics who study short stories in the 19th century, it occupied a fairly modest place in the list of genres. Despite their popularity among English readers of the Romantic era, works of “small” prose were considered even by their authors to be of a “low” genre. In particular, W. Trevor, a famous Irish writer of the 20th century, the compiler of the “Oxford Book of Irish Short Stories”, noted that “English novelists are ready to claim that their stories are what remains of novels.” U. Trevor is not alone in his views: the English literary critic E. Forster refers to the story as “the simplest and most primitive literary organism, which serves as the basis, the canvas of the novel.” The contemporary and further development of the “short story” genre was significantly influenced by the work of U. Hazlitt. T. de Quincey’s psychological prose was also formed in the vein of essayism.

I.N. Vasiliev tries to trace the general features, specifics of English “small” prose, its sources in the prefaces to the collections “Modern English short story” (stories by V.S. Pritchett), claiming that “the short story is a modern genre not only by its artistic specificity, but also by its origin: its formation, separation from other prose genres in English literature dates back to the second half of the 19th century.”

The modern Ukrainian theoretician A.A. Halych gives a reasoned argument for the parameters by which the variants of “small” prose: short story - novella - essay - are still distinguished. According to the researcher, “an essay is a genre that is at the junction of artistic and journalistic creativity”, and “an essay is an artistic and journalistic genre, where the main thought, idea is clearly emphasized. If in a short story the nakedness of thought is often perceived as a shortcoming, then in an essay this same feature is, as it were, an aesthetic law.”

Almost all researchers of the genre look for its sources in the oral, folkloric tradition of peoples. Foreign researchers (K.Hanson, G.Orel, G.Kelly, B.Ford, D.Stanford, U.Trevor) associate the beginning of the formation of the modern English story with the era of romanticism, and the end of this process is dated to the 80s-90s of the past century.



## **UKRAINIAN UNIVERSITIES: TO SURVIVE AND TO WIN**

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As in other areas, the last year in Ukrainian education has become challenging. The rethinking of everyone was a turning point within the subjective perception of life as a whole and the collective worldview. The difficult conditions in which the citizens of our country found themselves certainly caused several psychological and social difficulties. However, along with the terrible realities in which we found ourselves, the Ukrainian nation was not at a loss but, on the contrary, began to look for opportunities for further development. This is especially true for Ukrainian education.

In order to track trends in education in higher education institutions, we conducted a study on the state of Ukrainian higher education, opportunities for expanding horizons, and its entry to the international level.

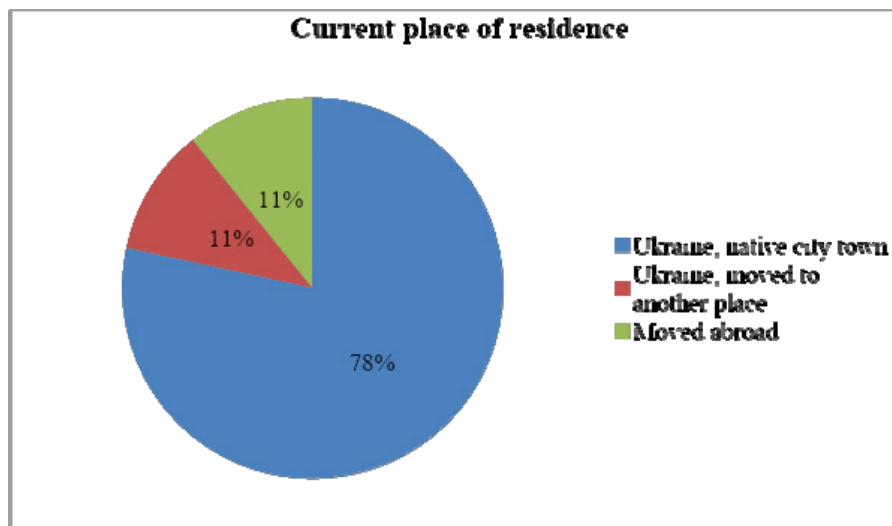
The research materials are the data collected during the survey among students of universities in Ukraine. The survey was conducted by answering a series of questions organized in a Google form. The target group of our study consisted of 178 people representing the student community of universities in Dnipro, Kyiv, and Transcarpathia, namely, Prydniprovsk State Academy of Civil Engineering and Architecture (29.3%), Dnipro University of Technology (19%), Bila Tserkva National Agrarian University (26.7%), Oles Honchar Dnipro National University (16.4%), Vasyl Stefanyk Precarpathian National University (8.6%). Such quota sampling (statistics) has been carried out to obtain more reliable data because this type of statistics takes place during the survey of a certain category of citizens, according to their distribution by certain groups. Moreover, the selected higher educational institutions represent almost all territorial units of Ukraine (eastern, central, and western Ukraine). [2].

A survey has been conducted in order to identify the difficulties faced by university students and the opportunities that have appeared.





First of all, it is necessary to find out what proportion of students remained on the territory of Ukraine and how many students left the country in search of safety and asylum. Therefore, the first question in our survey concerned the student's location.



According to the results of the survey, it turned out that a larger share of students (78%) remained in Ukraine. Moreover, it can be stated that a significant number of students not only did not leave the country but also stayed in their homes during wartime (10.8%).

The next step is to learn information that relates directly to the educational process. Among the issues of this block are the following: «Do you have any difficulties with the technical base, and does it hinder your studies?»

According to the data obtained during the students' responses, we learned that most students partially face difficulties related to the technical base (44.6%). The most common are problems with Internet connection (6.9%) and poor technical supplies (10.8%) used by students.

8.4% of respondents indicate that they have difficulties in their technical background, which does not allow students to be present in classes and complete tasks at all. However, 44.6% are acceptable in this area and are happy to participate in the educational process.

However, the technical background is one of many challenges in learning. The data obtained on the question «What exactly hinders learning?» found that the psychological component, namely tuning, and immersion in the educational process, is the most hindered by the announcement of an air alert (47%), which, unfortunately, is not the only reason that causes students to feel anxious (25.3%). It should be noted here that the teacher plays a significant role, and now, not only the one aimed at providing knowledge to students, as it was in pre-war times but also has to establish a learning atmosphere in the classroom in order to maintain the psychological state of students and adjust them in the way necessary for effective learning. Following this question, interesting data has been obtained. 33.7% of respondents note that they do not always receive psychological assistance of this nature from their teachers, whereas 16.9% note that sometimes teachers need such help, which allows us

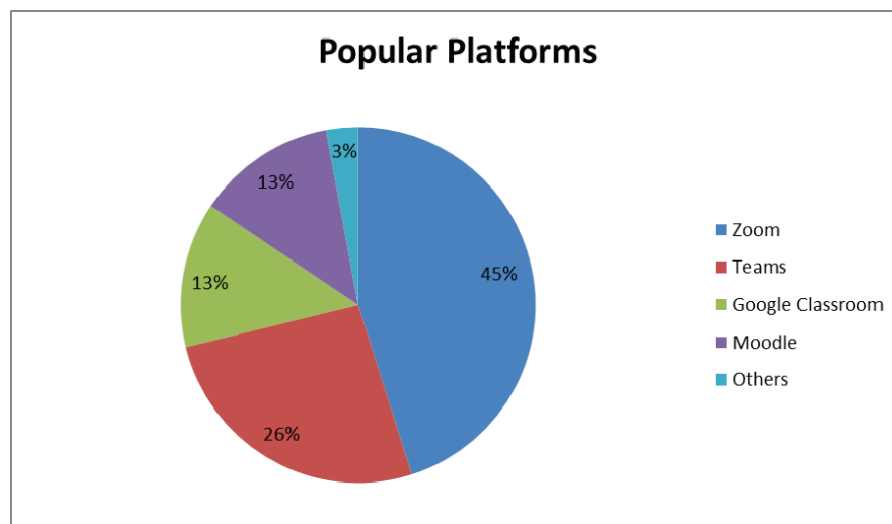


to talk about the need for activities aimed at psychological support among teachers. According to the data obtained, 20.5% of students say they do not receive such support because teachers do not understand how they can support their students. However, positive trends have also been recorded during the survey, as 28.9% of respondents say they feel supported by teachers, significantly contributing to a positive general atmosphere during classes.

The third slot of the survey aims to obtain data on the educational process as a whole. This level includes issues related to the training mode, conducting classes, and using platforms during the educational process. Therefore, according to the survey on the mode of study, it has been found that the lion's share of universities still conducts online education (68.7%). However, some universities practice a blended form of education (16.9%), and 9.6% even conduct classes offline, which has a very positive effect on both the effectiveness of the educational process and the psychological state of students, because when you are in the circle of your peers and teachers, some psychological difficulties are overcome very quickly, and sometimes do not arise at all. Moreover, the socialization process still plays an essential role in a young person's development and positively affects the formation of personality.

Following the online training format by students, it has been noted that during the educational process, teachers use both synchronous and asynchronous learning, where 58% prefer the synchronous form of education and 10.7% – the asynchronous one [1]. First of all, the choice of education is guided by air alerts. Therefore, we found that a significant share of teachers conducts classes despite air alerts (37.3%), but some do not conduct classes at all (14.5%) or choose an asynchronous form of education (34.9%). To avoid anxiety among students in class during the air alerts, some teachers reschedule them to another convenient time for themselves and their students (13.3%).

As we understand, conducting both synchronous and, to a greater extent, asynchronous learning requires using specific learning platforms and resources to process this or that material. Therefore, students, as those that are most popular and used, indicate the following:



The fourth slot of our survey concerns the search and discovery of new opportunities that, for one reason or another, have been ranked among the unpopular or more difficult to



obtain. This slot, among other things, contains the question: «Has the current situation in Ukraine opened up new opportunities for you?»

It should be noted that a significant share of respondents does not focus on the negative side of the situation but, on the contrary, begin to look for opportunities that, in one way or another, could improve the level of education/training / self-development of students (54.2%). Moreover, 18.1% of respondents indicate they already have experience participating in international training programs, grants, and courses. Among the students who have taken part in the survey, 75.9% of respondents took the opportunity to take courses in foreign languages and special education, which suddenly became free and accessible to Ukrainian citizens within the framework of support of our country by friendly countries of Europe and America. However, some students have not recovered from stress yet and have not tuned in to search for opportunities, where 25.3% do not understand whether such opportunities exist, and others are still under stress and cannot switch to anything other than war and negativity (18.1%).

Therefore, all questions in our questionnaire can be conditionally divided into the following slots: 1) general information about students; 2) university studies and related data; 3) what difficulties students experience; 4) opportunities students of Ukrainian universities have. The survey data showed that despite all the difficulties that both teachers and students are currently experiencing, it is possible to identify positive trends in our national education, namely opportunities to use world-class resources free of charge, participate in international grant and training programs, expand opportunities in online education, learn new skills and increase the level of the educational process, which contributes to improving the level of education and exchange of experience among students and teachers.

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## **MEANS OF PERSUASIVENESS IN BORIS JOHNSON'S SPEECHES DEVOTED TO THE RUSSIAN AND UKRAINIAN WAR**

**Olena Yankovets**

Since February, 24 2022 Ukraine has been experiencing the most tragic page in its history. Our courageous people are struggling for the independence, integrity and freedom. The world's most influential leaders, the United States and Britain, have been providing financial and moral support to Ukraine since the first days of Russian invasion. The leaders



of these states clearly and consistently express their pro-Ukrainian position, support Ukraine financially and morally.

During his visit to Kyiv, Boris Johnson analysed the situation in Ukraine, admired the Ukrainian people, and convinced the Ukrainians not to give up, but to continue the struggle. The purpose of Boris Johnson's speech is to convince Ukrainians that they will definitely defeat the enemy and that Ukraine will be free. Boris Johnson uses a large number of linguistic means (the morphological, syntactic, lexical and stylistic ones) to achieve persuasiveness in his speeches. Boris Johnson's speech is characterized by the use of personal and possessive pronouns of the first and second person, tense forms (including present and future), different types of sentences (simple, compound and complex sentences), a rhetorical question, political (*to reform, to rule by fear, to rig elections, democracy, the rule of law, free elections*) and military terms (*armour, military, guns, anti-tank missile, armoured vehicle, Brimstone anti-ship missile, Stormer anti-aircraft system*), toponyms (*Ukraine, Ukrainian, Bucha, Irpin, Hostomel, Kyiv, Kremlin, Russia, Poland, London, Britain, Crimea, Donbas*) and anthroponyms (*Putin, Vladimir Putin, Volodymyr, President Zelenskyy, Melinda Simmons*) realia (*Rada, Maidan, slava Ukraini!*) and others. Here are some more examples of the above-mentioned phenomena:

*"I have one message for you today: Ukraine will win, Ukraine will be free. And I tell you why I believe you will succeed, members of the Rada";*

*"I have one message for you today: Ukraine will win, Ukraine will be free";*

*"«Your farmers kidnapped Russian tanks with their tractors. Your pensioners told Russian soldiers to hop as we say, although they may have used more colourful language. Even in the parts of Ukraine that were temporarily captured, your populations, your indomitable populations turned out to protest, day after day. And though your soldiers were always outnumbered – three to one it is now - they fought with the energy and courage of lions";*

*"And it is precisely because we understand this danger in Britain and in Ukraine – precisely because we are democracies, and because we have a free media, the rule of law, free elections and robust parliaments, such as your own, we know that these are the best protections against the perils of arbitrary power";*

*"Do you remember they said that?" etc.*

The speaker also uses artistic means and expressive techniques: epithets (*crucial moment, barbaric onslaught, your wonderful country, grotesque and illegal campaign, terrible mistake, colourful language, indomitable populations, brute force, the greatest feat of arms of the 21st century, gigantic error, Putin's historic folly*), a metaphor (*"... Russian armour would be like an irresistible force going like a knife through butter"*), an anaphor (*"It is about Ukrainian democracy against Putin's tyranny. It is about freedom versus oppression. It is about right versus wrong. It is about good versus evil"*) and proverbs (*"It's not the size of the dog in the fight, it's the size of the fight in the dog"*).

The combination of the author's means and methods create a holistic picture of the author's intention - to analyse the situation in Ukraine in detail, to express their own attitude to the war, to encourage Ukrainians to fight, and to emphasize the support of Britain (*"And I tell you why I believe you will succeed, members of the Rada"*).



The variety of language tools used by the Prime Minister of the United Kingdom, as well as the structure of the speech, show that the author has carefully prepared for the speech, researched the Ukrainian people's struggle against Russian aggression and aimed to convince Ukrainians that they will win this war. No doubt, it is crucial for the Ukrainians to feel the support of such powerful countries as the UK, and the image of Boris Johnson has become the embodiment of world support for Ukraine.

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## **EMPOWERING UKRAINIAN STUDENTS THROUGH VIRTUAL GLOBAL PROJECTS IN WARTIME: CHALLENGES AND REWARDS**

**Olga Yashenkova (*Kyiv, Ukraine*)**

In times of war, traditional educational opportunities may be disrupted or inaccessible, which makes us try out different methods of delivering courses. Virtual global projects can offer a way for students to continue their education and engage in meaningful learning experiences. Our study addresses the need to explore the potential of virtual global projects to empower students in wartime and aims to answer the following questions:

1. Is it worth involving Ukrainian students in virtual global projects during the war? Are they able to successfully complete these projects?
2. What are the challenges that Ukrainian students may face during virtual global projects in wartime? Are they able to overcome these challenges?
3. What are the benefits of virtual global projects for Ukrainian students? Can these projects ensure that students are engaged in meaningful learning experiences?

The study participants were 39 second-year BA students enrolled in the Business Communication course at the Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv, in the fall semester 2022. They were invited to participate in two virtual global projects:



1. Virtual Business Professional (VBP), a global student collaboration project created and managed by business communication faculty at the Marshall School of Business at the University of Southern California in partnership with leading American companies, including Netflix, Google and Nike (USCMarchall, n. d.). The project involved 515 students from 17 universities from ten countries who worked together in global teams for six weeks in the fall of 2022 to develop a high-quality business report for a client company that was supposed to introduce the company's online communication tools, provide an analysis of its online presence, and offer recommendations for improvements.
2. Global Case Study Challenge (GCSC), a global student collaboration project developed and coordinated by Dr. Barbara Covarrubias-Venegas (FH Wien of WKW, Austria), FH-Prof. Dr. Eithne Knappitsch (CUAS, Austria) and Dr. Anna Zinenko (UAB, Spain). The GCSC-2022 involved 400 students from 16 universities from ten countries who worked together in global teams for ten weeks, establishing team-building dynamics, collaborating on real-life project based team assignments, before presenting their solutions and recommendations to a multinational corporate partner at a global virtual conference (Global Case Study Challenge, n. d.).

The data was collected via online questionnaires, observations, written reports and focus group interviews during the fall semester 2022. According to the study results, 21 out of 30 VBP participants, and 16 out of 19 GCSC participants completed all obligatory assignments, obtained the required amount of points, and received the Certificates of Achievement.

In their written comments, the participants described both projects as quite challenging and somewhat time-consuming but useful. The biggest challenges for them were power outages, different time zones, meeting the deadlines, an American accent, working with team members from other cultures, lack of business knowledge, and insufficient involvement in teamwork. However, they learned to navigate different situations and managed to overcome difficulties.

Over 81% of the GCSC participants and 86% of the VBP participants mentioned they gained new knowledge and skills doing the projects. Despite some challenges, the most liked project components included having team meetings, working on real-life case studies and writing collaborative reports. All the students except one were satisfied or very satisfied with their participation in the projects and expressed a wish to take part in global student projects in the future.

Overall, virtual global student projects in wartime turned out to be an excellent way for EFL students to enhance their English language skills and intercultural communicative competence, gain valuable business knowledge and experience, and develop their technology skills, adaptability and problem-solving, which are essential in today's workplace. Such projects can also help maintain a sense of community and connection with others during the war, promote peace and cross-cultural understanding as well as provide students with a broader perspective of the world.



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## ENGLISH NEOLOGISMS AND PECULIARITY

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Globalization processes, the latest technological discoveries, shifts in political, economic, social and other spheres sustainably influence and bring out constant changes into language codes. These processes are mainly observed through the enrichment of the vocabulary system, the diversification of word-forming techniques and grammatical forms. English as the language of global communication as well undergoes through such transformations. These modifications find their reflection in the word-stock enlargement and implementation of new lexical units into speaking practices on the daily basis.

Taking into account new trends and reforms fulfilled in the education sphere of Ukraine, which are mainly focused on improving English language skills among learners of all levels, the necessity of researching the peculiarities of forming new words within the process of training language specialists becomes of great importance. The usage of modern textbooks provided by foreign publishers in the study process at schools and higher education establishments inevitably makes teachers become aware of present-day language changes as the latest are represented in the teaching materials and practical tasks. That is why future teachers should be able to explain these changes and find corresponding meaning equivalents in the native language.

One of such language shifts that considerably effect the development of the modern English language is the formation of neologisms. Knowledge of their formation peculiarities and the spheres of their usage becomes an integral part of training future language specialists. The analysis of recent research devoted to the problems of the neologism study shows the increased interest among Ukrainian and foreign scientists in this linguistic phenomenon. Principally special attention is paid on the terminology apparatus, features of the neologism formation and classification approaches (O. Holovko, O. Dziubina, N. Demchenko, S. Yenikieva, Yu. Zatsnyi, O. Kostenko, O. Maliarchuk, O. Pikush, L. Bauer, J. Green,



R. Keller, D. Crystal, J. Lakoff, J. Hughes, R. Fisher, etc.). However, it should be noted that there is still no unanimous opinion among researchers regarding the interpretation of the neologism itself, as well as approaches to their grouping, and the specifics of their translation into Ukrainian.

The purpose of this research is to form a generalised idea about the nature of neologisms and systematize the spheres of their usage. The word “neologism” comes from Greek and literally means “new word”. It is not surprising that most scientists associate this concept with new lexical units that have just entered the vocabulary of a certain language [1, p. 43]. According to the definition of O. Selivanova, a neologism is a word or word combination that denotes something new in a certain period of language development or explains an already existing concept in a new interpretation [5, p. 417]. O. Kostenko notes that we should consider neologisms not only completely new words or new meanings, but also a combination of existing words in a new interpretation [2, p. 98-99]. O. Pikush names several stages of the neologism existence in the language and singles out the stage of neologism appearance, which shows the low degree of its use by a small number of speakers; the stage of fixation of the language unit in mass media; the stage of lexicalization, i.e. contextual design of neologism; the stage of consolidation in the general dictionary [4, p. 160].

Linguists also claim that neologisms appear in many spheres of our life. Although a vast number of illustrations can be found in the sphere of gadgets and technology (*blog, vlog, spit, splog, selfie, iPad, iPod, to make a post, to google, to amazone, diss tweet, hashtag, hackerazzi*), it is not the only field rich in newly created vocabulary. There are also a lot of examples which describe present-day economical (*Bitcoin, cryptocurrency, GPS*), political (*Brexit*) and social events (*to megan markle, covidiot, webucation, lostaphile, oprahization, to starbuck*) that take place in our life. Such lexical units may be traced in texts and vocabulary forming exercises of contemporary textbooks and tutorials used all over Ukraine while teaching related topics in all levels of English language training. That is why it is essential to provide future English teachers with knowledge of these lexems and ways of their formation. Researches identify the following formation techniques observed among neologisms: affixation, composition (compounding), conversion, abbreviation and blending [3, p. 139]. Being aware of these forming processes as well as current events English teachers will face fewer difficulties in explaining the meaning of newly created words.

Further research should be focused on the problem of analyzing appropriate ways of correct and tolerant translation and interpretation of neologisms as well as investigating and broadening the list of these lexical units used in other areas of life.

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## **SOCIAL ADVERTISING AS A SOURCE FOR SOCIAL EMOTIONAL LEARNING**

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Social-emotional learning is defined as the process of developing self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success [2]. These skills are crucial for young people who have to survive in the time of war while staying at home under attacks, or on the occupied territories, or having to flee their cities and even the country. One of the sources for social and emotional skills development is social advertising that informs, helps to cope, gives understanding of the necessity to communicate and assist people and animals in the terrible times of war.

Social advertising plays a significant role in the management of complex social processes, affects people's consciousness, is an important part of public life as a source of ideas and images that enrich a person's experience, shape views, and encourage people to act. The tragic events in Ukraine gave a new impetus to social advertising where patriotic and military themes prevail. In this extremely difficult time people need support, information, understanding of how they can join the fair fight, maintain emotional and psychological state. It is the well-chosen word of social advertising that can soothe and support the patriotic call that arose among citizens in response to inhuman aggression.

According to David Ogilvy, the founder of the legendary Advertising Agency, his contemporary, Howard Gossage, said that "advertising justifies its existence when used in the public interest – it is much too powerful a tool to use solely for commercial purposes." [1]

The social advertising of the time of war is designed to unite and motivate Ukrainian society, organize assistance to the Armed Forces of Ukraine, inform and remind about the vital work of the defenders, and provide psychological support to citizens of all ages. Social advertising during the war is an integral part of complex processes in society, a multifaceted phenomenon of linguistic reality. Social advertising should now be called socio-patriotic as it differs significantly from peacetime social advertising in terms of form and content.

Today, the social and communicative situation in Ukraine is extremely complex, and social advertising has undergone significant changes: it is primarily devoted to advertising on patriotic and military topics, in particular, aimed at drawing attention to the Ukrainian



army, its needs, role and importance for the society and fighting for victory of Ukraine. For example: “Real superheros wear the uniform of the Armed Forces of Ukraine.” The social and patriotic advertising contribute to the development of an incredible level of patriotism, as well as awareness of the role of national unity in overcoming the enemy. “Valerii Zaluzhnyi: It is hard for all of us, very difficult, but we will never be ashamed.” Some texts are directed at children and teenagers for them to be aware of dangers of mines and explosives. They are delivered by Patron-the dog in the form of simple rhimes. A small note written by a boy became a symbol of fortitude. He wrote a note to the God in the Vienna Cathedral where his family were trying to get shelter: “Hi, God, save Kharkiv. I am Sienia, 8 years old.” These words were shared many times and inspired adults to fight and resist.

The main means of conveying information in the texts of socio-patriotic advertising is the verbal part, that is, the text, in an inextricable combination with the visual part of the announcement. Lapidity is inherent in any advertising text, but in wartime the appeal must be as brief as possible to inform and inspire action. It successfully influences and educates young people. The sensitive question of speaking the Ukrainian language was answered in the following text: “Speak Ukrainian because the enemy cannot.”

The most effective advertising texts in the time of popular resistance in Ukraine, are often created not by professional copywriters, but by ordinary people or even children, the emotionality and poignancy of such texts are the best motivation to fight for victory. The texts of socio-patriotic advertising are an important ingredient of the Ukrainian langual reality, a separate type of communication that is constantly developing, fulfilling its main function - to unite Ukrainian society and bring our victory closer.

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## **TESOL UKRAINE: PROFESSIONAL DEVELOPMENT DIMENSION**

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TESOL-Ukraine is a professional organization that provides Continuous Professional Development (CPD) opportunities for English language teachers in Ukraine. CPD is essential for teachers to improve their skills, knowledge, and understanding of teaching practices, as well as to keep up with the latest developments in the field of English language teaching. TESOL-Ukraine organizes a range of events, workshops, and conferences that cater to the needs of its members and the wider teaching community in Ukraine.

This article will explore how TESOL-Ukraine provides a sense of community, fosters professional growth and development, and helps teachers to improve their self-esteem.

One of the key elements of TESOL-Ukraine's CPD program is the sense of community it provides. As McMillan and Chavis (1986) note, a sense of community requires membership, influence, integration and fulfillment of needs, and a shared emotional connection.

TESOL-Ukraine provides all these elements through its events, workshops, and conferences. For example, the association organizes dissemination events in local teams, where a limited number of participants (up to 30) have an abundance of opportunities to interact and learn from each other. This creates a sense of membership and influence, as teachers are able to connect with like-minded peers and share their experiences and knowledge. Similarly, TESOL-Ukraine's Teacher Development Institutes, which have 50-60 participants, provide a networking opportunity for teachers to connect and collaborate. Finally, the Annual TESOL-Ukraine Conventions, which have 100 participants and up, provide an emotional connection that creates a sense of community among teachers.

**Five Modalities of Community Participation**



In addition to providing a sense of community, TESOL-Ukraine also helps teachers to grow and develop professionally. The organization provides basic and advanced training for teachers, and invites teachers to participate in events even if they are not members. This ensures that all teachers have access to a professional environment and a friendly community, which is essential for their growth and development. TESOL-Ukraine also provides trainings and workshops that are specifically designed for its members, providing them with opportunities to share their experiences and learn from their peers. This creates a sense of involvement and belonging, as teachers feel they are part of a community that supports their growth and development.

Finally, TESOL-Ukraine helps teachers to improve their self-esteem by providing opportunities for them to present at national conventions, write articles, and give feedback on events. These opportunities allow teachers to showcase their knowledge and expertise, and to receive recognition for their contributions to the field. This creates a sense of self-esteem, which is important for teachers' motivation and job satisfaction.

The scheme demonstrates the stages of the Continuous Professional Development which TESOL-Ukraine provides:



February 24, 2022 divided our life into two parts - before and during the war. Six million of civilians including children and students had to move all around the country or leave it. Hundreds of schools and universities, especially in the eastern and southern parts of Ukraine, were forced to switch exclusively to online education. In other parts of the country, shelters were set up for students and teachers to conduct classes. Sadness, sorrow, grief, depression, pain, rejection, sometimes rage, and even hatred were the key emotions of those days. The most asked questions of our lives have become and still are “How are you doing?” which got a wider meaning: “I am asking to support, make me feel better”.



TESOL-Ukraine has been supporting its members since February, 24 with:

- series of webinars;
- online trainings;
- joint events; etc.

The association held a number of joint webinars with our partners and professional organizations of ESL teachers. The partners contacted the board of the association in the first days of the war, expressed their support and solidarity and offered to organize series of joint webinars. Among the events, the following can be named:

- META (Moldova English Teachers Association) – Joint Symposium;
- TESOL-Turkey – a webinar “Voices of Teachers in the Wartime”;
- Hawaii TESOL and TESOL-Ukraine Joint Project (8 webinars) “Hawaii TESOL Webinars in Solidarity with TESOL-Ukraine”;
- TESOL-Italy and TESOL Ukraine joint webinars “Sharing Contexts Across Cultures”. Besides, Regional English Language Office at the US Embassy of Ukraine organized webinars for TESOL-Ukraine members with Meagan Abrahamsson – the resident of the America House in Kyiv – on the main aspects of Social Emotional Learning.

In collaboration of TESOL-Ukraine and the Global Service Corps, the Refugee Support Service-Learning Program was organized for internally displaced people in Ukraine as well as Drop-in-Café Program was implemented.

Thus, April, May and June 2022 were rich in meetings with our foreign colleagues and gave Ukrainian teachers of English tangible support in this very difficult time for every person in our country. Thanks to the series of the online webinars under the umbrella term “Sharing Contexts Across Cultures” delivered by our colleagues from TESOL-Italy, we got vitally important information and practical advices how to cope with difficulties we all faced unexpectedly and how to teach reducing stress. Due to Hawaii TESOL and TESOL-Ukraine Joint Project “Hawaii TESOL Webinars in Solidarity with TESOL-Ukraine” Ukrainian teachers of English had a chance to get mostly new and extremely necessary information how to teach in challenging circumstances.

In addition, two Teacher Training Institutes took place during this period: “Fundamentals of ELT” held by Maryna Tsehelska and Sally La Luzerne-Oi (November – December 2022) and “Systemic Functional Linguistics” hosted by Ruslana Westerlunde. The training turned into a creative workshop based on cooperation of several generations of teachers with different backgrounds and proved the importance of being inside a friendly professional community which helps psychological recharging and gives a sense of belonging.

In March 2023 Olena Iliencko and Maryna Tsehelska were deeply honored to visit the 2023 Annual Convention and English Language Expo at the Oregon Convention Center, in Portland USA. The TESOL Convention is an annual event that brings together educators, researchers, and professionals from around the world who are interested in teaching English as a second or foreign language. It was the first time for us to visit the Convention and present at Affiliate Leadership Workshop. We certainly took advantage of this unique opportunity to advocate for Ukraine and show how TESOL-Ukraine coped with challenges of war, crisis, migration and constant air alerts.



In the presentation titled “TESOL Ukraine in the ELT Professional Development in Times of War” we showed the hardships of wartime – ruined schools and universities, bombed cities and millions of teachers and students that had to relocate and start a new life from the scratch. We informed the members of the workshop that to support TESOL-Ukraine members, the board decided to continue the professional development.

All the stories of the lives of educators in Ukraine during the war were delivered to the participants of the Affiliate Leadership Workshop, and we got enormous support from the colleagues from all around the world. Many participants offered partnerships and assistance in continuing teacher development. Advocating for Ukraine involved networking with other attendees and building relationships that could help to promote Ukraine’s interests in the field of TESOL. It also included connecting with representatives from educational institutions or organizations that had an interest in Ukraine, or engaging with policymakers or funders who could support initiatives related to English language education in the country in times of war.

At the 2023 TESOL Convention, other Ukrainian participants, namely Iryna Zuyenok, Oksana Chugai, Serhii Petrenko, also held a session that focused specifically on the challenges and opportunities of teaching English in Ukraine at wartime. They shared their experiences and insights, and were engaged in discussions with other educators and professionals from all around the world.

Overall, by highlighting the impact of the war on education and the challenges that Ukrainian English language teachers face, TESOL-Ukraine members helped to ensure that the needs of Ukraine’s English language learners are not overlooked. This can promote a more inclusive and equitable approach to English language education, and support the development of a more peaceful and stable future for Ukraine.

To conclude, TESOL-Ukraine’s CPD program provides a sense of community, fosters professional growth and development, and helps teachers to improve their self-esteem. Through its events, workshops, and conferences, TESOL-Ukraine provides a supportive environment where teachers can connect with like-minded peers, share their experiences and knowledge, and improve their teaching practices. This creates a strong sense of community, which is essential for teachers’ job satisfaction and motivation. Moreover, by providing opportunities for teachers to grow and develop professionally, TESOL-Ukraine helps to ensure that English language teaching in Ukraine remains at the forefront of the field even in the days of war.

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## SIGNIFICANT AND DENOTATIVE SYNONYMS: PROBLEMS OF TRANSLATION

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The quality of translation is frequently determined by the translator's or interpreter's ability to operate the synonymous series in the source and target languages with which he/she works, applying them in the most successful stylistic, lexical and contextual sense. Translators should base their choice on the peculiarities of the linguistic consciousness of each nation, which, as it is known, always singles out the key, central and peripheral or secondary elements of meaning. In some cases, these elements of meaning may coincide in two languages, and in others differ [3, p. 7].

A modern translator/ interpreter should essentially be a professional not only in interlanguage, but also in intercultural communication. The specialist must predict the behavior of the reader / interlocutor, the possible reactions, find adequate forms of expression the opinion, from the point of view of another culture, make decisions about adapting the translation to the cultural norms of another language, or preserving the peculiarities of the culture of the native language [1, p.6]. Some scholars even argue that there is a collective approach for defining the meaning of the text and its elements, i.e. the 'commonality' of meaning [2].

The definition of synonyms as words that are similar in meaning may seem rather primitive to a philologist-translator, since it does not focus on the contextual connotations in authentic texts, and therefore, a more important feature for understanding of the essence of synonymous series is their division into two lines: subject - *denotation* (words name one and the same subject and express different concepts about this subject) and *conceptual meaning* (words express the same concept or different «shades» of the same concept).

*Significant synonyms* define one concept simultaneously representing its shades, which can determine belonging of the indicated word to a certain style of language, as well as the peculiarities of its use from the point of view of combination in phrases:

*E.g.* the synonymous series «*nature - being - essence*» in the Ukrainian language «*природа - ество - натура - суть*» has «a set of properties» as the main term, while each word contains a nuance of meaning:

*Натура* - a set of physical and mental characteristics that make up a personality and which are manifested in his / her actions and behavior used in the meanings of «*character, disposition*»;

*Ество* - the totality of all physical and mental forces and properties of a person.

*Суть* - the most important, the main thing in someone or something; content, basis – can be used both for a person and for a non-being, a phenomenon.

*Denotative synonyms* are words that name the same object differently creating different concepts about it. In denotative synonyms, the difference in meanings is presented according to the difference in the semantic aspect: each word is used in a specific paradigm of phrasal combinations: “grandfather – old man – forefather – great-grandfather” / “дід – старий –



праотець” in the meaning of “farther’s father”; “house – dwelling – home”/ “дім – будинок – оселя – домівка” – in the meaning of “building for living”, etc.

In denotative synonyms, the semantic paradigm can shift quite significantly when the words differ in several features, which gives the word a new quality, different from another synonym: “будинок” – a building for living; “хата” – rural house for living; “хоромина” – a large luxurious house; “кам’яниця” – a house made of stone, rather a fortress. Thus, we note that in the case of translating significant synonyms, one should focus on the appropriate language style, where they will be natural, as well as on the features presented in the semantic interpretation. In the translation of denotative synonyms, in addition to the meaning, the contextuality of the word presentation becomes important.

Another reason for making a distinction between significant and denotative synonyms is that the first type of synonyms defines different features within one concept but in the second type the synonyms possess some features which leads to the formation of different concepts. E.g. “*vine, rod, stick*»/ “*лоза, прут, хворостина*” are words that can be considered as significant synonyms if they are used to define a means of punishment (“*to beat with a vine, rod, stick*” / “*бити хворостиною, лозою, прutom*”); and as denotative synonyms - if they are considered for the distinction of the objects in terms of “suitability for planting in the soil” – then *vine* is suitable for planting, and *rod* and *twig* are dried, therefore, unsuitable for cultivation. Actually, in the second case, synonymy again refers to the context of the word using in the text, and therefore, requires a special attention in the process of translation.

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## **THE IMPACT OF CULTURE IN LANGUAGE LEARNING: UNDERSTANDING THE INTERCONNECTION BETWEEN LANGUAGE AND CULTURE**

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Language and culture are closely intertwined, and understanding of this connection is essential for effective language teaching and learning. Language is not just a tool for communication; it is also a reflection of the cultural values and beliefs of the people who





use it. As language learners, we should try to understand the cultural context in which the language is used in order to truly master it and as teachers, we are to assist students develop their intercultural skills.

It should be noted that without knowledge of the culture of the target language, any person may unintentionally offend the conversation partner having quite different cultural patterns of behavior. Generally speaking, culture is a shared set of beliefs, values, and practices of a particular group or society. Every culture has its own unique way of expressing itself through language, from the words and grammar structures to the tone and body language employed in communication. These cultural nuances are often invisible to those who are not closely familiar with the specific features of the culture, but they can have a profound impact on the way the language is used and understood.

One of the challenges of learning a new language is understanding the cultural context in which it is used. This includes not only the language itself, but also the customs, traditions, and social norms of the people who use it. For example, in some cultures, it is considered impolite to speak too directly or insistently, while in others, this is seen as a sign of confidence and strength.

In Asian cultures, such as Japan and China, indirect communication is valued over directness. It is often considered impolite to directly contradict or criticize someone, so people will use euphemisms, nonverbal cues, and other indirect methods to convey their message. For example, instead of saying “no,” someone might say “maybe” or “I’ll think about it.” This allows the other person to save face and avoid losing social harmony.

On the other hand, in Latin American cultures, such as Mexican and Colombian, direct communication is valued over indirectness. People often speak loudly, interrupt each other, and use strong body language to convey their message. This is seen as a sign of passion and confidence, and people may view indirect communication as weak or passive.

Middle Eastern cultures, such as Saudi Arabia and Egypt, value indirect communication in some contexts, but direct communication is often used in business settings. In negotiations, for example, to demonstrate their confidence and strength, people may use harsh language and make bold demands.

As it is known, in western cultures, such as the cultures of the United States and Northern Europe, direct communication is also considered preferable. People are encouraged to express their point of view and be assertive, even if it leads to arguing or criticizing others. This is seen as a sign of confidence and honesty, and people may view indirect communication as deceptive or manipulative. The nuances mentioned can significantly impact the way language is used and the communicative situation is understood.

We set the goal to determine what characteristics of languages, shaped by the context of the culture, may present difficulties for the students, whose major is English, in learning and teaching a second foreign language, such as Spanish, Chinese and Arabic. Our work is based on the researches of well-known scholars focused on studying Spanish, Chinese and Arabic languages and cultures, namely, Lourdes Ortega, Professor at Georgetown University; Zhao Hong Han, Professor at Columbia University and Mahmoud Al-Batal, at the University of Texas at Austin. [1,2,3].



It can be mentioned, for example, that Spanish language learners who are not familiar with the cultural context of the language, may struggle to understand its regional differences and nuances as Spanish has a rich and diverse cultural heritage, with the influences from Latin America, Europe, and Africa. For example, the use of the formal “usted” versus the informal “tú” can vary significantly depending on the region, and a lack of knowledge of these cultural nuances can lead to confusion and misunderstanding.

Besides, Spanish grammar is different from English grammar in several ways. For example, Spanish has gendered nouns, while English does not. This means that the learner needs to pay attention to the nouns gender when interpreting between the two languages. Spanish and English come from different cultural backgrounds, which can lead to differences in how languages are used. The learner needs to be aware of these cultural differences and how they affect language functioning. In Spanish culture, formality is important, particularly, when addressing people who are older or in the positions of authority. This means that different verb conjugations and honorifics are used to show respect.

Learning Chinese, on the other hand, also requires a deep understanding of the Chinese culture and customs. In Chinese culture, showing respect is very important. This means that people may use honorifics to address others, depending on their age and social status. For example, younger people might address older people as “aunt” or “uncle,” and employees might address their boss as “Manager” or “Director.”

Chinese culture places a lot of emphasis on social hierarchy, and this is reflected in the language. For example, the way people address someone changes depending on their own social status. This can be challenging for Europeans to learn, as their own cultures may not place as much importance on social hierarchy. Chinese culture places a lot of importance on family and the extended family network. This means that family relationships are often reflected in the language, and people may use different terms of address depending on their relationship to the other person. Besides, it is also worth mentioning that Chinese doesn’t have articles, such as “the”, “a” or “an”.

Another good example for a comparative research is Arabic language. As Islam is the predominant religion in the Arab world, the Arabic culture is heavily influenced by Islamic traditions and beliefs. In the Arabic language, this is reflected in the fact that a large number of words are related to religion and Islamic practices.

Arabic culture places a great deal of emphasis on politeness and respect. The use of honorifics and formal language is prevalent in Arabic culture, and this is reflected in the Arabic language. Arabic differentiates between females and males in the sentence structure, words, verbs and pronouns. Unlike European languages, Arabic language even has specifications for “you” and “they” in singular, plural, male and female forms. As it is known, sound omission is very common in English. You can often hear dunno (I don’t know), wanna (I want to) or cap’n (captain). However, sound omission does not occur in Arabic because the spelling of the words is very closely related to the sound the letters create, therefore, as a rule, any letter sound is not omitted. The spelling in the Arabian language should be strong and clear.

Various verb tenses as well as irregularities in English are not present in Arabic. It does not have a present tense conjugation of the verb “to be”.



E.g. *English*: He is tall.

*Arabic*: ليوط وه (Howa taweel)

*Literal translation*: He tall.

*English*: I am student.

*Arabic*: بل انا (Ana Talib)

*Literal translation*: I student.

In general, we can state that the role of culture in language learning and teaching is really essential. Understanding the cultural context is critical for an effective communication and language acquisition. By immersing themselves in the culture of the language, students can gain a deeper understanding of its nuances and become more proficient in using languages for a successful communication across cultures.

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## **EDUCATIONAL INNOVATIONS IN TEACHING MARKETING TOPICS IN ESP CLASSES**

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For bachelors of the 3rd-4th year of the “Marketing” major, the optional discipline “Strategic Marketing Management” is taught. The purpose of teaching the academic discipline is to provide students with the necessary knowledge of innovative marketing technologies and practical knowledge of using the current marketing tools.

Therefore, it is obvious to use advanced learning technologies in the study of the discipline itself. The main tasks of the discipline are the study of modern marketing concepts and the possibilities of using non-standard (non-traditional) approaches to the marketing activities of companies on the market. And these are the skills of creative techniques of lateral shift, which involve conducting practical classes in the form of contests of ideas, brainstorming, solving cases and the development of presentation skills and the need to study aspects of academic language.



The goal of neuromarketing research is an objective assessment of the neurophysiological manifestations of respondents' reactions. These manifestations are valuable; thus, they reliably reflect cognitive (attention, memorization, recognition) and emotional processes in the consumer's mind. The information obtained in such way can significantly expand the idea of how decisions are made by the consumer.

The study of neuromarketing tools and the mechanisms of their influence on the consumer involves immersing students in the world of psychodiagnosis and conducting the game "unknown"- "known"- "subconscious".

The study of the concepts of "cognitive technologies", "cognitive-affective units", "cognitive competences", "cognitive map", "cognitive dissonance" in everyday, market and marketing aspects does not leave marketing students indifferent.

As the practice collected using standard marketing and sociological methods shows, the information very often turns out to be unreliable, because the respondents' answers are influenced by the following factors: conscious self-control of the respondent; the influence of a social group or situation; deliberate lie of the respondent; the presence of subconscious processes that the respondent is not aware of.

These technologies are based on two interrelated processes: collection and interpretation of information about involuntary and uncontrolled human reactions to any features and elements of the name, logo, combination of colors, audio signals and symbols. In the arsenal of means of neuromarketing influence there is a fairly wide range of tools that allow influencing all channels of human perception (potential buyer).

The main components of the complex of cognitive-affective units of consumers: competences, goals, values, expectations, information encoding strategies, emotional reactions are studied using elements of role-playing, simulation and business games.

In Ukraine, neuromarketing is not yet sufficiently developed, but it is rapidly gaining momentum. So, more and more often in supermarkets, hypermarkets, stores they use sound accompaniment that inspires the audience to buy; aroma marketing is used: in large supermarkets, the customer can be told where to look for coffee, groceries or fruit with the help of smell. The smell of fresh bread from in-store mini-bakeries is good for increasing sales of food and beverages. The smells of coffee, expensive leather, pastries, caramel, vanilla and fried potatoes are recognized and considered pleasant the most.

Students should find and present examples of the use of music, color, and font in direct advertising after visiting Kyiv stores. Techniques and methods of promotion management with the help of viral and guerilla marketing are practiced in the course classes using various tools: discussions in breaking rooms, study of terminology, testing, data analysis.

As a rule, when developing promotion programs, marketers focus marketing activity on the sight and hearing of the consumer (advertising on TV, on the Internet, outdoor advertising). This is practiced in language classes, for example, the teacher gives the task to students to create and record an advertisement for a certain product, taking into account various factors of neuromarketing.

Therefore, when studying this topic "Neuromarketing", students acquire both specialized and general competencies, namely the ability to verbal and written business communication



in a foreign language, mastery of professional terminology, and the ability to analyze, synthesize, and think abstractly.

## **AUDIO-VISUAL TRANSLATION AS A BRANCH OF INTERPRETING**

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Today's world is changing rapidly, with new information technologies providing opportunities for the creation and distribution of audiovisual content that may have seemed fantastic not so long ago. These changes pose new challenges to interpreters. The study of audiovisual translation is one of these challenges.

Although the researching of this terminology has thus far been referred to as "audiovisual translation", the terminology still appears to be in changing. "Film translation", a term also commonly used outside academic and scholarly circles, is quite reasonable, but it narrows down the field of research to films, leaving out other audiovisual material that could potentially constitute the source text. Other names include: "screen translation" (excluding subtitles for the stage), "language transfer" (the term itself has a much broader meaning in second language acquisition), "versioning" (now used predominantly in information technology and practically absent from literature in audiovisual translation), "constrained translation" (since it may be a tautology, as according to some approaches all translation is constrained by definition), and "(multi)media translation". "Audiovisual translation" seems to have been adopted by most scholars researching film translation. Furthermore, it highlights the multisemiotic nature of the audiovisual text and the multisensory nature of its reception.

Neat compartmentalisation (i.e. typologies and classifications with uncrossable, everlasting, unmovable dividing lines) is almost completely out of the question given the constant progress of technology and social dynamics. Audiovisual translation is no longer restricted to providing foreign language versions of feature films but has expanded to include sitcoms, animated productions (including cartoons), documentaries, commercial clips, corporate video material and (partially) video game localisation. Its development, enhanced by technological headway, will certainly continue to be dynamic as well as largely unpredictable. Just as translation scholars centuries or even only decades ago had no way of predicting the massive semantic and semiotic expansion of the source text concept, now including mobile phone interfaces, video game contents and websites, translation scholars



now cannot hope to imagine how translation will evolve and how long the current translation terminology will continue to be relevant.

It is not only that the future headway of audiovisual translation cannot be adequately predicted, though; the state of the art with respect to audiovisual translation types is also debatable and compromises are inevitable.

Traditionally, translating audiovisual material is done by supplementing the original with captions in the target language (captioning, or much more frequently subtitling) or replacing (or drowning out) the original dialogue with a translation (revoicing, usually made to be diegetic, that is as if coming from a source visible on screen, usually actors) read out by professional voice talents. A nondiegetic variation of revoicing based on so-called Gavrilov translation, whereby the translation is superimposed on the original, remains the third most popular technique of audiovisual transfer, despite its limited spread. Subtitling and dubbing have already received ample consideration in the literature on audiovisual translation.

There are clear distinctions between translation and interpreting. The aptitude, competence, process, source and target text, reference materials, quality assessment criteria, *skopos*, target audience are all different. Interpreting may not be as broad a concept as translation, but certainly simultaneous interpretation differs considerably from the consecutive one. Sight translation, combining written and spoken modes, is positioned on the borderline between translation and interpreting.

The preponderance of multimedia and the tendency for verbal rather than visual expression, exemplified by the use of visual prompts in conjunction with spoken presentations, have raised questions concerning the correlation between audiovisual translation and interpreting. It is introduced the concept of symbiotic translation, as opposed to traditional, complete translation.

In audiovisual translation, either speech or writing may be utilised to convey information that either involves language transfer, or is in the same code as the original; the target text may have an additive nature or may supersede the original; the target audiences are markedly diverse, so are their expectations, reception patterns and quality assessment criteria.

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## ENHANCING LANGUAGE LEARNING IN ESP CLASSROOMS WITH PODCASTS

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Using podcasts to teach English for specific purposes (ESP) has become an increasingly popular and effective approach in language teaching. As English is used as a lingua franca in many areas of professional and academic contexts, there is a growing demand for language learners to develop specific language skills that are relevant to their areas of study or work. Podcasts provide a flexible and engaging way to deliver learning materials that can be tailored to the specific needs and interests of learners.

One advantage of using podcasts in English language teaching is that they can provide learners with exposure to authentic language use in a variety of contexts. Podcasts can cover a wide range of topics and themes, including current events, industry-specific news, and academic research. By listening to authentic language use in these contexts, learners can improve their listening comprehension skills, vocabulary, and understanding of how language is used in real-world situations.

Another advantage of using podcasts is that they can be easily integrated into a variety of teaching contexts, including both face-to-face and online learning environments. Podcasts can be used as a stand-alone resource, or they can be integrated into a larger lesson or unit of study. Studies have shown, that the distinct pedagogical advantages of audio are supported by the fact that «compared with a written text, the spoken word can influence both cognition (adding clarity and meaning) and motivation (by conveying directly a sense of the person creating those words)» [4]. Especially, the distance/online students report that being able to hear what instructors or peers were discussing after listening to the podcast was highly motivating [3].

There are a variety of strategies and techniques that can be used to incorporate podcasts into teaching. For instance, listening comprehension activities can be designed to focus on key vocabulary, idiomatic expressions, or grammatical structures. The focus could also be on interactive exercises that require learners to respond to questions or prompts related to the podcast content, such as discussion questions or writing prompts. Additionally, teachers can encourage learners to create their own podcasts, which can provide opportunities for learners to practice their speaking and pronunciation skills, as well as to develop their research and critical thinking skills, as well as motivation.

However, there are also certain challenges that need to be considered when using podcasts in English language teaching. One challenge is ensuring that the podcast content is appropriate and relevant for the learners' language proficiency levels and their specific learning goals. Teachers should carefully select podcast materials for their specific areas of study. Furthermore, the length and complexity of the podcast should be carefully considered, and how it can be used effectively in the classroom.



Another challenge is ensuring that learners are engaged and motivated to listen to and learn from podcasts. This challenge can be easily resolved by creating activities and exercises that are interactive and engaging, and that require learners to actively engage with the podcast content.

In conclusion, using podcasts to teach ESP is a highly effective and flexible approach in language teaching. By exposing students to authentic language use in a variety of contexts, podcasts certainly help learners to develop their listening comprehension, vocabulary, and understanding of how language is used in real-world/professional situations. Moreover, podcasts can be easily integrated into a variety of teaching contexts, as well as be used to support independent or self-directed learning. While there are some challenges to using podcasts in English language teaching, we can address these challenges by carefully selecting appropriate podcast materials, creating engaging activities and exercises, and encouraging learners to create their own podcasts.

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**LEGAL ENGLISH COURSE IN INTERNATIONAL  
HUMANITARIAN LAW IN THE CONTEXT  
OF 2022-2023 WAR IN UKRAINE**

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The idea of the project emerged in the first days of the war, when the reality of all the Ukrainians split into ‘before the war’ and ‘in the war’. And we are still in this war reality.

It was practically impossible to think of anything else but the war. Together with students we discussed the possibility of amending the course in Legal English in regards to the new war reality. The suggestion to study the basics of International Humanitarian Law based on official internet sources was supported by the students and brought good results.





The language material of the IHL course has comprised the legal documents in English from the official websites of the United Nations (un.org), the International Committee of the Red Cross (icrc.org) and Encyclopedia Britannica (britannica.com). Though all the materials are in the original, the law students have demonstrated good skills of English, having proved once more that in the ESP courses at universities preference should be given to original professional language materials.

Despite the novelty of the course variable forms of learning activities have been practiced, among them: learning and interpreting the four Geneva Conventions, two Additional Protocols to them, the Rome Statute of the International Criminal Court, terminology analysis, review of internet sources, essay writing, oral and written discussions on such new and most important topics as the system of global criminal justice, war in Ukraine as the first cyber war in history, international support of Ukraine, International Legion of Defence of Ukraine, and others.

The final stage of the course included a written module that gave an opportunity to revise the legal aspects of the course as well as those of Legal English in the sphere of International Humanitarian Law. The first part of the test included the task on filling in the gaps using articles, prepositions, or conjunctions. For instance: *International Humanitarian Law – also known \_\_\_ the law of war \_\_\_ the law of armed conflicts – seeks \_\_\_ limit the effects of armed conflict by protecting persons \_\_\_ are not or no longer participating in the hostilities and restricting the means and methods \_\_\_ warfare. \_\_\_ major part of the IHL is contained in \_\_\_ four Geneva Conventions of 1949 and \_\_\_ two 1977 Additional Protocols. In addition, \_\_\_ 1907 Hague Conventions and the annexed Regulations lay down important rules \_\_\_ the conduct of hostilities, notably \_\_\_ military occupation. Many of the rules contained in \_\_\_ instruments have become part of customary international humanitarian law, thus, applying to all states regardless of \_\_\_ ratification status. IHL makes an important distinction \_\_\_ international and non-international armed conflict.*

The second part of the test gave an opportunity to review the content of Geneva Conventions with the main focus on lexical transformations : *International armed conflicts are those in which at least two states are \_\_\_ (INVOLVE). They are subject to a wide range of rules, \_\_\_ (INCLUDE) those set out in the four Geneva Conventions., \_\_\_ (MANY), States that have ratified Additional Protocol I to the Geneva Conventions are bound by the Protocol's \_\_\_ (PROVIDE). Common article 2 of the Geneva Conventions pertains to international armed conflicts, and the \_\_\_ (COMMENT) of the International Committee of the Red Cross explains the \_\_\_ (PROVIDE) thus: Any \_\_\_ (DIFFER) arising between two states and leading to \_\_\_ (INTERVENE) of members of the armed forces is an armed conflict \_\_\_ (WITH) the meaning of article 2 even if one of the Parties denies the \_\_\_ (EXIST) of the state of war. It makes no \_\_\_ (DIFFER) how long the conflict lasts, or how much slaughter takes place. The respect due to the human person as such is not \_\_\_ (MEASURE) by the number of victims.*

The final part of the test made the students concentrate their attention at the grammatical aspects of the use of the verb, as well as at learning new facts on the 1998 Rome Statute and the work of the International Criminal Court, namely: *International criminal law is a*



*branch of international law that \_\_\_ (RECOGNIZE) certain categories of very serious acts (war crimes, crimes against humanity, genocide, aggression) as international crimes and \_\_\_ (ASSIGN) individual criminal responsibility to perpetrators of such acts. International criminal law \_\_\_ (APPLY) through the International Criminal Court. The 1998 Rome Statute of the International Criminal Court \_\_\_ (ESTABLISH) the first permanent international judicial body \_\_\_ (PROSECUTE) individuals for «the most serious crimes of concern to the international community».*

Based on this first experience a textbook in IHL in the Legal English studies is being written now.

## **THE USE OF AUTHENTIC FILMS IN DEVELOPING COMMUNICATIVE SKILLS**

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Today, learning foreign languages, is becoming a necessary component of the intellectual and practical activities of most people, as well as the training the professionals in various fields. The main purpose of training is the formation of communicative competence which includes not only the ability to communicate in English orally or in the written forms but also the ability to conduct a dialogue between cultures (knowledge of their own culture and the culture of the language that is studied). There are also strategic, educational, upbringing and development goals.

Success in learning of the English language largely depends on the teacher's method of work, his ability to use various modern technologies in the context of solving educational problems.

The most important goal of learning English is to achieve communicative competence for further communication with native speakers of this language. In this regard, it is also important to give students a clear idea of life, culture, language realities of English-speaking countries. To form communicative competence outside the language environment is a rather difficult task. For this purpose, the use of authentic materials, in particular fiction films, has great importance.

Videos and movies create learning conditions as close as possible to the language environment, and reproduce the language situation by sound and visual means. These features of films allow to use them for the purpose of intensification of educational process and giving it the maximum communicative orientation. Unlike sounds or printed texts, which



can have a high informative, educational, educational and developmental value, videos also contain visual information about the scene, appearance in nonverbal communication (body language, facial expressions, gestures, intonation) of interlocutors in a particular situation, which depends on the age, gender, individual characteristics of the speakers. Visual clarity helps to better understand and remember both factual information and purely linguistic features of language in a particular context.

Authentic is understood to be material created by native speakers for their fellow citizens without any processing and adaptation used in the educational process, which focuses on a communicative approach for learning a foreign language outside the language environment.

According to the scientists, authentic films used in the educational process have a significant potential for the implementation of the basic principles of learning:

- principle of communicative and intercultural orientation;
- principles of clarity and accessibility;
- principle of taking into account the age characteristics of students;
- principle of stimulating and developing students' thinking;
- principle of conscious activity of students;
- principles of combination of different methods and forms of training depending on the tasks and content of training and compliance of methods and techniques of the purpose of training;
- principle of connection of theory with practice.

The use of authentic films in teaching a foreign language is based on the main methodological principle – the principle of clarity. Perception and processing of information when watching movies are carried out in the form of auditory-visual synthesis. Videos and movies create learning conditions as close as possible to the language environment, and reproduce the language situation by sound and visual means. These features of films allow to use them for the purpose of intensification of educational process and giving it the maximum communicative orientation.

## **TRADITIONAL METHODS OF TEACHING ENGLISH**

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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 a 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].

Hewing 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 tut only knowledge of subject matter but also knowledge of how students learn and how to transform them into active learns. 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.

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## **GENDER CONDITIONING OF EMOTIVITY IN THE AUTHOR'S WORLD PERCEPTION**

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A human is an emotional being by nature. The unity of feeling, thinking, analysis, spirituality and intelligence that are the components of anthropomorphism, makes it possible to gain a deeper understanding of both the external and internal world [3].

Human emotions, on the one hand, are a part of reality itself, i.e. reflected objects of the real picture of the world and, on the other hand, they participate in the formation of the linguistic picture of the world: a person is an active subject of the process of reflection and language is its means, emotions are one of the forms of reflecting the objective reality. The doctrine of the interaction of ethnos, logos and pathos where the latter appeals to emotions [9], proves the inseparability of the feelings from any speech.

The literary text has wide possibilities of realization of the emotional function of the language. The objective content and individual nature of the character's reaction to internal and external stimuli are realized in the text, filling its structure with emotogenic artistic elements. Linguistic and extralingual manifestations of the emotions are reflected in the work that forms a multilevel structure of the emotional content of the discourse. Since a literary work is a synthesis of culture, society, ethnicity and personality of a writer, it is an inexhaustible source for scientific research.

We consider the gender identity of the author of a literary work to be one of such vectors that directs our research interest. At the same time, the object of research is both the verbal realization of the emotivity of the text, expressed by elements of discourse, and the socio-



cultural characteristics of the era when the work was written. We consider this approach logical and totally share the opinion of A.P. Martyniuk: "... on the one hand, the speech behavior of an individual is a product of the process of socialization, including gender; on the other hand, since socialization is a continuous process, gender speech interaction itself is the process of constructing an individual's gender identity" [1, p. 205].

The natural property of being emotional belongs to every person regardless of the gender. However, the range of emotions, their interpretation, ways of expression correlate with the gender and its sociocultural embodiment.

A general stereotype in both Western and Eastern cultures indicates that women are more emotional than men, especially in terms of the manifestation of negative emotions [8]. Despite numerous studies in recent decades on the influence of a person's gender on emotional states, scientists have not reached a unanimous agreement on whether women are more emotional than men. M. G. Gard and his colleagues [5] state that researchers should consider both emotional experience and emotional expressiveness when investigating gender differences in authors.

The results of experiments in this field showed that in comparison with men, women usually experience more frequent and stronger negative emotions [4]. This may explain why women are more prone to mood swings. It has been proven that negative stimuli have a faster effect on women. At the same time, men are more resistant to the influence of negative emotions, for example, in a situation of threat, rational thinking prevails over emotional thinking, which helps to accept the correct solution to the situation [6].

Provocation of somatic reactions to an emotional impulse differs in men and women, and since "... the basis of the expression of human emotions consists of reflex and instinctive mechanisms" [1, p. 31], then their spontaneous external manifestations can be considered the most plausible.

Contrasting male and female emotional states in the same extra-linguistic circumstances creates an emotional individuality of the discourse, showing two different spaces for the realization of the category of emotionality. The impossibility of separating the gender from other social parameters determines the impact both on the material forms of gender relations in society and on the symbolic representations of masculinity and femininity, which is manifested, in particular, in such a socially conditioned communicative event as a text.

In this way, the gender identity of writers constructs a specific perspective of the program of its interpretation written into the literary work, and gender-marked speech contributes to the understanding of the author's intention.

Researchers J. T. Johnson and G. A. Shulman [7] believe that women, although more emotionally expressive, express more socially acceptable emotions than men and less "internal" ones. However, in their opinion, women experience feelings of both categories (positive and negative) more intensely than men. In turn, Shawn Burn claimed that the strength of experienced emotions is the same in representatives of both sexes, only the degree of their external expression is different [4, p. 143].



R. Burke, T. Weir and D. Garrison [2] claim that women are more inclined to share their (intense) feelings with their husbands than vice versa.

D. Vogel, S. Wester, M. Heesaker, and S. Madon [13] observed that gender differences in the expression of emotions are especially noticeable during high levels of stress and discomfort in relationships: men express “less emotions, suppress more excitement and give in more easily “.

M. Weinberg [14] claims that gender differences in emotional expressiveness are already visible in children when they are only six months old: “boys react to external stimuli faster than girls.”

Another researcher, Alesya Wolf [14], while studying the expression of emotions in different social groups, noted that both men and women express emotions more actively in heterogeneous groups. V. Saviki [11], who claims that women are more emotionally expressive in a monogender group, disagrees with this statement.

A number of studies indicate that women have a better understanding of emotions than men. The rest of the differences are insignificant and determined by the requirements of society regarding the performance of gender roles. Men and women equally experience certain events and show identical physiological reactions. The expression of certain emotions by representatives of the female or male gender, as well as their regulation, is largely determined by the influence of gender norms, which are formed through education.”

There is still no consensus among scientists regarding gender differences in the speech of men and women. Some believe that there are no significant differences, while others argue that men and women speak “different” languages. For example, Deborah Tannen [12], who noted that men and women belong to different speech communities; they not only have different styles of communication, but also different communicative goals: women communicate to get closer, improve personal relationships, and men - for the sake of self-affirmation and consolidation of their authority. That is why the communication of genders resembles the communication of people from different countries and often leads to misunderstandings. Deborah Tannen points out that just as people from different countries speak different languages, so do women and men speak different gender dialects.

Susan Romain [10, c. 112] found it paradoxical that women’s speech, which is closer to the standard and prestigious norm than men’s, is called secondary, while men’s speech is valued much more simply because men have more power.

A man focuses more on his own previous statement, and a woman - on the statement of a communicative partner. If the thematic focus of the partner’s statement of the communicative act does not coincide with their own, women try to reorient the topic of communication; men perceive the same situation as a deviation from the correct course of the conversation and continue to build their statements with a previous thematic orientation [4].

Therefore, gender differences in the expression of emotions depend primarily on the ethno-cultural standards and norms of a certain society. Men are more likely to control emotions and restrain their expression. At the same time, women’s emotional intelligence is more closely related to the cognitive processes of understanding emotions.



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