National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute

Faculty of Linguistics

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NİĞDE ÖMER HALİSDEMİR ÜNİVERSİTESİ 1992

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UCASAL

5th INTERNATIONAL ONLINE CONFERENCE

CORPORA AND DISCOURSE

Conference proceedings

26 NOVEMBER 2025

Kyiv, Ukraine

УДК 81’33

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Proceedings of the 5th International Online Conference 'Corpora and Discourse'. (26 November, 2025). National Technical University of Ukraine ‘Igor Sikorsky Kyiv Polytechnic Institute’, 198 p.

Матеріали V Міжнародної науково-практичної онлайн конференції «Корпус та дискурс», 26-го листопада 2025 р., К.: Національний технічний університет України «Київський політехнічний інститут імені Ігоря Сікорського», 198 с.

The proceedings present and discuss a wide range of scientific and practical achievements in applied linguistics including corpus investigation techniques, compiling specialized corpora, computational linguistics, psycholinguistics and sociolinguistics, translation studies, language teaching and learning.

The authors of published abstracts are responsible for the selection and accuracy of presented facts, quotations, proper names and other data provided.

TABLE OF CONTENTS

National Technical University of Ukraine 'Igor Sikorsky Kyiv Polytechnic Institute'

SERVICE-LEARNING AS A TOOL FOR DEVELOPING STUDENTS' GLOBAL AND CIVIC COMPETENCE

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In recent years, higher education in Ukraine has faced significant challenges caused by ongoing social, economic, and geopolitical changes. The full-scale war has disrupted traditional educational processes, forcing universities to adapt to new realities of remote, hybrid, and displaced learning environments. These conditions have emphasized the urgent need for innovative pedagogical approaches that not only ensure the continuity of education but also strengthen students' social engagement, civic responsibility, and intercultural awareness. In this context, service-learning emerges as a powerful educational method that connects academic knowledge with community needs, fostering both personal and societal development.

Taking into account the relevance of the presented topic, the abstract is dedicated to studying service-learning, as one of the practices that can be further implemented into the curriculum of higher education institutions in Ukraine, based on the experience of the United States.

Service-learning, as a key element of general education in the United States contributes to the formation of students' humanitarian culture by developing critical thinking, leadership skills, and the ability to solve problems effectively; moral and ethical qualities; intercultural literacy; and fundamental cultural values aimed not only at personal well-being but also at the welfare of all community members (King, Brown, Lindsay, & VanHecke, 2007, pp. 4-8).

In 2007, the Association of American Colleges and Universities (AAC&U, 2007) for the first time included service-learning among the list of high-impact educational practices as a tool that can help students develop a range of global skills through real-world experiences.

Bringle and Hatcher (1995) defined service-learning as "a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content and an enhanced sense of civic responsibility" (p. 112).

As the definition suggests, service-learning enables students to see the relevance of disciplinary knowledge by applying it in real-world contexts. For example, students in an educational psychology course may provide services in schools with high poverty rates; social work students may volunteer at shelters for victims of domestic violence; research students may conduct program evaluations for nonprofit organizations; and marketing students may develop tools to support women entrepreneurs in developing countries.

According to the Center for Engaged Learning (2023), there are three primary ways to integrate the community component of a service-learning course. The first is a community-based service, usually conducted in partnership with a community organization. The organization's leader identifies specific needs that students will help address locally. The second approach is classroom-based service, in which students design a product or service in response to a community request while remaining on campus. Examples include creating websites, producing videos, or conducting research for nonprofit organizations. For this type of service learning, community partners often visit the classroom to present their needs, and students may be encouraged to visit the organization at least once during the semester to better understand its work and expectations. At the end of the course, community representatives may return to review or discuss the students' final products. The third approach combines community-based and classroom-based service. Regardless of the model, it is essential that the community partner defines the need to be addressed through the service-learning project.

Service-learning can also be implemented in study-abroad programs. Instructors collaborate with local organizations in the host country to identify how students can best contribute to addressing community needs. Often, this service experience becomes the most meaningful part of studying abroad due to the interpersonal connections students develop through community engagement.

A key component of service-learning is student reflection on their service experience and its connection to course content. Students are often asked to write reflective essays or participate in class discussions, which help them connect theoretical knowledge with practical experience, challenging stereotypes, reviewing structural inequities and changing perspectives (Jones, 2002).

Service-learning is deeply connected to the academic curriculum and differs from other forms of community engagement or volunteering. Through service-learning, students not only "serve to learn," as in experiential education, but also "learn to serve" (Bringle, Hatcher, & Jones, 2010).

Thus, service-learning can play an important role in uniting people despite their differences to address local and global challenges. This approach is particularly effective

in fostering intercultural knowledge, skills, and attitudes. It is one of many pedagogical tools educators can use to help students achieve intercultural competence goals such as global empathy, tolerance, and civic responsibility.

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CONTENT-AND-LANGUAGE INTEGRATED LEARNING (CLIL) IN TEACHING ENGLISH FOR IT SPECIALISTS

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Content-and-Language Integrated Learning (CLIL) is an innovative educational approach combining subject learning with foreign language acquisition. It merges academic content and language teaching simultaneously, creating an immersive and practical learning context. In Ukraine, the rising demand for IT professionals with strong English communication skills has sparked particular interest in applying CLIL for teaching English to future IT specialists. The paper explores theoretical foundations, methodological strategies, challenges, and practical outcomes of CLIL in Ukrainian IT education, supported by recent research evidence.

First and foremost, we should notice, that CLIL emphasizes dual-focused education – language and content are taught through each other, making language learning relevant and purposeful. In fields like Information Technology, where English is the global professional language, CLIL enables students to acquire specialized vocabulary, communication skills, and professional competencies within authentic technical contexts (Coyle, Hood, & Marsh, 2010). Ukrainian universities integrate CLIL to bridge linguistic skills and IT domain knowledge, fostering comprehensive competence development (Goncharuk, 2024).

The literature review on the issue and practical experience of the contributors to this paper allowed to single out such core CLIL Principles for IT Education:

- Integration of language and technical content objectives in lesson planning.
- Use of authentic IT materials such as coding manuals, software documentation, and technical articles.
- Application of interactive learning tools to promote engagement and active skills development (e.g., Google Classroom, Zoom, Moodle and the like).

In Ukraine, CLIL implementation involves careful alignment of language and IT curricula. Educators develop lessons where English functions as the medium to learn critical IT concepts, including programming languages, software development practices, and technical communication norms (Bondarenko, 2021). For example, a CLIL lesson may focus on structuring a project report in English while teaching software engineering principles.

Educators delivering CLIL in IT contexts require dual expertise: language teaching proficiency and sound knowledge of IT subjects. Ukrainian institutions increasingly invest in professional development programs to build this hybrid competence, addressing an initial lack of specialized CLIL educators (Kovalenko, 2024). However, challenges remain regarding resource availability, preparation time, and balancing dual teaching goals during classes (Melnyk & Shevchenko, 2020).

Studies conducted in Ukrainian technical universities demonstrate positive impacts of CLIL on students' motivation, language proficiency, and professional readiness. For instance, at Kyiv Polytechnic Institute, integrating CLIL and English for Specific Purposes (ESP) has enhanced students' ability to communicate in international IT environments and better understand technical documentation (Petrenko, 2023).

Such an approach to teaching may be beneficial bot for students and educational establishments. As for students, we can point out: 1) Increased engagement due to topical relevance of English lessons to career goals. 2) Improved acquisition of technical vocabulary and discourse conventions. 3) Enhanced teamwork and digital literacy skills fostered through interactive and project-based CLIL activities. As for the institutions (in our case the establishments of higher education, primarily Universities): 1. Alignment with European higher education standards supporting international mobility. 2. Preparation of graduates meeting global IT market language demands. 3. Promotion of lifelong learning and autonomy in language and technical skills development, which is concordant wit the view of our colleague (Zhuravlova, 2024).

In its turn, it will allow development of contextualized English language skills tailored to IT professions, better learner motivation and engagement due to authentic content, acquisition of transferable competencies, such as analytical thinking, digital literacy, and collaboration, enhanced employability in international IT sectors.

Such challenges as insufficient CLIL-trained educators with technical and linguistic expertise, need for specialized materials and digital resources, difficulty in balancing language and content learning objectives during lessons, initial learner adaptation hurdles to integrated, content-heavy language classes (Melnyk & Shevchenko, 2020) may present an obstacle on achieving this aim though.

As a conclusion, that CLIL offers a promising solution for enhancing English language education among Ukrainian IT specialists, enabling the acquisition of technical language competence and essential professional skills in tandem. By integrating language learning with IT content, CLIL increases learner motivation and aligns educational outcomes with labor market demands. Continued investment in teacher training, resource

development, and curriculum design will strengthen the effectiveness of CLIL implementations in Ukraine's IT higher education.

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INTERDISCIPLINARY AND MULTIMODAL APPROACHES TO TEACHING ENGLISH TO ENGINEERING STUDENTS

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An interdisciplinary approach defines the structure of a rational and effective educational process when planning target outcomes and prioritizing the objectives of the disciplines studied. This approach integrates rapidly changing information into curricula within the context of professionally oriented tasks; it creates a foundation for developing cognitive skills (e.g., critical thinking) to enhance academic achievement and foster partnerships between students and faculty, thereby strengthening positive attitudes toward the subject (Grigg et al., 2013; Kamp, 2016; Vacca & Vacca 2005).

Examples of interdisciplinary integration in foreign language education include some effective models of engineering education: over the past twenty years, the CDIO and STEAM engineering education models have been implemented, reflecting an integrated approach that has had a significant impact on the training of engineers worldwide. The first model is the Worldwide CDIO Initiative, which, according to recent data, involves more than 120 universities (Crawley, Malmqvist, Östlund & Brodeur, 2007). CDIO (Conceive, Design, Implement, Operate) model is based on the integration of theory and practice in accordance with the life cycle of engineering products. The other model is STEAM education, where the acronym STEAM stands for: Science (group leadership of the natural sciences, including natural history and science); Technology; Engineering (the ability to see the world as a system, an interactive approach to designing and managing its elements, a body of knowledge about product design within the constraints dictated by the laws of nature); Art (the humanities as a way of interpreting various types of communication: physical, performing arts, etc.); Mathematics (as a fundamental tool for testing hypotheses/assumptions in the natural sciences, engineering, technology, and the arts) (Buczynski, Ireland, Reed & Lacanienta, 2012).

The aforementioned second model is based on the application of interdisciplinary and applied approaches to engineering education, based on the STEAM concept, which includes natural sciences and technology grounded in mathematical elements and interpreted through art and engineering practices. In modern engineering education, specialized knowledge and skills must be complemented (reinforced, supported) with soft

skills such as effective communication, teambuilding, leadership, and project management, which, taken together, enable the development of creative and design thinking (Buczynski, Ireland, Reed & Lacanienta, 2012). Proponents of this model emphasize the need for the comprehensive development of future engineers, including the targeted development of communication skills necessary for human-centered solutions in the face of ever-increasing societal demands. In turn, in the new educational environment, interdisciplinarity implies the creation of favorable conditions for the development of meta-subject knowledge and experience. The particular significance of interdisciplinary connections is manifested in the generalized nature of students' cognitive and verbal activities, which meet the requirements of the professional training of future engineers and the goals of foreign language teaching.

In the field of teaching English for specific purposes, a trend known as Content-Language Integrated Learning (CLIL) deserves attention. This method utilizes a foreign language to study professional disciplines, allowing students to simultaneously develop both linguistic and technical skills. This approach helps students master a professional foreign language, gain a deeper understanding of specialized disciplines, and prepare for the practical application of the language in their future careers. Its origin dates back to the 1990s in the European methodological school (Coyle, Hood & Marsh, 2010). In modern models of engineering training in a professionally oriented (competency-based) context, this model reflects the trend toward integrating various formats of scientific and academic communication and allows for the combined implementation of language immersion and project-based learning.

Based on an analysis of the presented scientific papers and materials from the Innovating Pedagogy 2023 electronic platform, we highlight another effective teaching method that reflects the specifics of modern foreign language training and can be incorporated into English language instruction for engineering students. It is challenge-based learning (CBL), which is implemented through challenging students to complete complex and simultaneously interesting tasks that require maximum effort, initiative, and ambition (Kukulska-Hulme, 2023). An example is the creation of multilingual content for podcasts during industrial excursions, scientific trips, internships, field trips, and for the development of assessment tasks that include reflection. Educators positively evaluate the process of creating podcasts in the development of foreign language communication skills of engineers as an opportunity to present the results of their work in a more informal setting. Multimodal learning focuses on combining various engaging means of professional communication, such as words, images, sounds, and gestures, to facilitate learners' communicative practice. This methodology aims to enhance various

communicative methods for acquiring interdisciplinary knowledge and thereby improve its accessibility, comprehension, and management (Kukulska-Hulme, 2023).

It is expected that multimodal information presentation will more quickly prepare future engineering professionals for effective foreign language communication in the workplace. However, questions remain regarding the adaptation and implementation of this innovative methodology due to technical complexities, insufficient digital skills, the development of creativity, and the lack of tools and methods for assessing educational outcomes in this environment.

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CRITERIA FOR DIFFERENTIATING THE TERMINOLOGY OF ENGLISH-LANGUAGE SALES SITES AND NOMENCLATURE UNITS

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In the process of building a terminology system for English-language sales sites, the problem of selecting terms of professional discourse among all lexical units presented on online trading platforms occurs. To identify such terminology, certain criteria are required in order to separate terms from nomenclature units which can't be standardized or unified.

Terms were designated by L. Borsuk as words and word combinations used to define concepts and categories, whereas nomenclatural units were interpreted as special names used to designate specific objects that are studied within a certain field of science (Borsuk, 2015). In other words, the term generalizes a concept, class, category (for ex. customer behavior; footwear; plastic toys et al) while a nomenclature unit denotes an individual product or model (for ex. Honda S2000 toy car). The next criteria is systematicity, which is manifested primarily in the patterns of word formation and the available arsenal of word-forming tools (Tomilenko, 2015). The terminology of sales sites is systematic because it consists of terms that are part of the professional field of e-commerce (for ex. shipping policy; applied filters et al), while nomenclature units aren't part of any kind of a system and only contain the name of the products (for ex. Samsung Galaxy S24).

Another significant difference between terms and nomenclature units is realized through a set of functions. The functionality of sales site terminology allows us to describe notions, processes and technologies (for ex. trend; order processing; automatic filters et al), while the function of nomenclature units is only commercial identification of goods and services (for ex. 2025 Hot Wheels Premium Case Q). As M. Hudcovičová stated, term formation processes are based on the word formation processes (Hudcovičová, 2022). The terms of e-commerce usually arise through derivation, metaphorization, calques (for ex. redeemable; breadcrumbs; payment method et al), while nomenclature units originate from commercial names of the brand (for ex. Michelin tires). Hence the common analytical methods of the terms are definitive, semantic and derivational, while nomenclature units can be analyzed ontologically and pragmatically. The term should

reflect the relationship between the named concept and other related concepts of the subject area (Tur, 2018). In this aspect, it should be noted that sales sites' terms are semantically stable, they retain their meaning regardless of the online platforms that use them, while the meaning of nomenclature units depends on the brand or version of the product. From the standpoint of morphological structure, terms on sales sites are usually word combinations, composites or neologisms (for ex. new arrival; preorder; M-commerce et al) as opposed to nomenclatural units, the structure of which includes trademarks, codes or article numbers (for ex. LEGO 77241). In terms of professional usage, sales sites terminology is used by website developers, marketers, and analysts, unlike nomenclature units that are used only by sellers and customers.

Summarizing the above, we conclude that the terms of sales sites and nomenclature units have a number of criteria for differentiation, namely: standardization, systematicity, functionality, formation processes, analytical methods, semantic stability, morphological structure, professional usage. Utilising these criteria in the process of selecting lexical units out of online commercial resources will contribute to the high-quality development of thesauri, glossaries and automatic extraction of the terms that can be standardized and unified. The following studies will concern the practical application of the presented criteria for creating sales sites' terminology system.

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ENACTING SOCRATES: GRAMMAR IN THE ESP CLASSROOM FOR PHILOSOPHY STUDENTS

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This abstract draws on the use of traditional Socratic method, a dialogue that focuses on defining human virtues, as a framework for integrating grammar instruction into an English for Specific Purposes (ESP) classroom. It is a common challenge for ESP instruction to strike the right balance between language and content teaching, with the former often being overlooked for the sake of the latter. Socratic dialogue is one of the few topics in our philosophy syllabus that calls for the revision of question syntax and can transform a boring grammatical review into a stimulating intellectual and linguistic inquiry.

The Socratic method, as depicted in Plato's early dialogues, involves a sequence of probing questions through which the interlocutor clarifies ideas and discovers inconsistencies in reasoning (Brickhouse & Smith, 2010). When applied to language teaching, this technique aligns with communicative and constructivist principles (Lantolf & Thorne, 2006), encouraging learners to build understanding by reacting to lead-in questions, rather than by passive agreeing to rules. In the ESP context, where clarity and precision of communication are professional requirements, the Socratic approach models authentic pursuit of knowledge: it offers to explore both the definition of concepts and the linguistic way to express this inquiry. Questions such as *What is friendship?* or *Can people be willing to help each other and not be friends at that?* provide a meaningful context in which to practice the question syntax.

The class with the first year students of the faculty of philosophy, featured in this abstract, began with reading a brief, adapted Socratic dialogue in which Socrates and a student discuss a moral quality. Learners read the text and together we tried to establish the algorithm, by which the questioning went to guide thinking and challenge the initial definition. Such guided discovery promotes metalinguistic awareness (Thornbury, 2001) as students reconstruct grammatical patterns through reasoning. In this way, grammar constructions are internalized from the meaningful context, as the learners feel their communicative intent.

Once the students explored the grammatical and rhetorical features of the dialogue, we reconstructed a dialogue in the whole group, with me asking them, *What makes a good*

person? and trying to expand on the initial definition, which was: *this is the one who helps people and the environment*. After that, the students were given a set of cards with concepts like *happiness, love, success, justice,* from which they could choose one and practice Socratic method in groups of three.

My monitoring showed that, although in many cases students still made mistakes omitting auxiliary verbs or leaving out inversion, there were still instances in which some students corrected themselves and produced a correct question syntax. Despite the mistakes, which we discussed in the feedback stage after they finished speaking activity, students generally reported that they found this kind of activity much more stimulating than doing mechanical grammar exercises. Hopefully, such engaging practices will enhance students' retention rate and accuracy over time, as suggested by Ellis (2006).

To sum it up, applying the mechanism of Socratic dialogue in ESP classroom offers a meaningful review of a grammar point and engages learners in a stimulating philosophical discussion, bridging the gap between language and content teaching. Through discussions on virtues and moral qualities, learners have a chance to practice the syntax of inquiry while developing habits of reflection valuable in professional and personal life. They can also develop a view of grammar as a valuable tool to think, inquire, and find understanding with others, not simply a set of rules to remember. In this sense, the Socratic method lays bare the purpose of constructing questions: to express curiosity, seek the truth, and communicate to reach understanding.

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USING CORPORA TO DEVELOP DATA-DRIVEN LEARNING MATERIALS FOR ESP COURSES IN ENGLISH

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The demand for English for Specific Purposes (ESP) keeps growing, and honestly, teachers need materials that actually reflect how English works in real professional settings. This study looks at how corpus linguistics can help us build data-driven learning (DDL) materials for ESP courses, so students get to work with real language – not just textbook examples or rules someone dreamed up. The research sits at the intersection of English linguistics and teaching, zooming in on how evidence from corpora can shape English lessons for work or academic life. The main focus is on how to put together, analyze, and use English corpora to create materials that really show students the vocabulary, grammar, and patterns they'll run into on the job.

So, first, we built a specialized English corpus using real texts from engineering and technology – think research articles, technical reports, manuals, that kind of thing. We followed guidelines from Flowerdew and Lacková, making sure the corpus was lemmatized, tagged, and annotated to show off the patterns that keep popping up in professional English (Flowerdew, 2012; Lacková, 2021). Using tools like AntConc, we looked for the words, collocations, and structures that make English in these fields tick. Phrases like *"*carry out an experiment*"*, *"*improve efficiency*"*, or *"*it is essential to ensure*"* came up a lot, and they're perfect examples of how English keeps things both precise and professional.

Next, we turned those findings into DDL tasks for ESP students. Following Johns's idea of students as "language detectives," we designed activities where learners dig into the corpus, spot patterns, and figure out rules for themselves (John's, 1991). For example, students looked at how modal verbs (must, should, may) show up in research writing, teasing out the differences between obligation and suggestion. In another task, they explored collocations using the Mutual Information index, which helped them see how technical words really work together in context (Liu, 2016). The point was to get students thinking for themselves and noticing the language moves that matter in their field.

When we brought these corpus-based materials into the classroom, the results spoke for themselves. Students said they felt more confident reading real texts and writing up

their own professional documents. Teachers noticed students were way more engaged, especially when they got to work with authentic English instead of canned textbook examples. These outcomes fit with what others have found—corpus-based teaching helps students pick up vocabulary, get better at collocations, and understand genres more deeply (Gilmore, 2021; Tosun & Sofu, 2023). Plus, it shifts students from being passive receivers of language to active language analysts.

Still, there were a few bumps in the road. Some schools didn't have easy access to the right corpus tools, and a lot of teachers hadn't been trained to use them. Building discipline-specific corpora also takes time and effort, which can be a barrier (Flowerdew, 2012). But even small, targeted corpora can make a difference when they're tied to clear teaching goals. The takeaway? ESP teachers should team up with corpus linguists to create user-friendly tools and tasks that work for their students.

All in all, using corpora to design data-driven materials is a smart way to match ESP teaching with how English really gets used out there. Corpus insights let teachers move beyond guesswork and outdated textbooks to teach lexis, grammar, and discourse based on real evidence. Students learn to see how English functions across different settings, which helps them build skills that transfer beyond the classroom. Going forward, it's worth looking at how these corpus-based approaches affect ESP students' writing over time, and figuring out the best ways to bring them into online and blended learning environments.

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AMERLEX-DATABASE: A DIACHRONIC CORPUS OF AMERINDIAN TERMS IN SPANISH AND ENGLISH SOURCES DEVELOPED IN TWO STAGES (1519-1650 AND 1650-1740)

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The AMERLEX-database is a bilingual and corpus-based, open-access resource that records words and expressions found in Spanish and English texts (1519-1740). Designed as a two-phase project, it is currently underway and being developed by an interdisciplinary, state-funded group of researchers. AMERLEX compiles lexical items identified in the accounts, descriptions and reports on transoceanic voyages and colonial encounters during the Early Modern Atlantic period.

Our presentation will outline the methodological criteria behind corpus compilation and annotation. The database is structured around two parallel corpora and draws on first editions of primary sources going from travelogues, chronicles and geographical descriptions to natural histories and anthologies of first-hand witnessing. Each entry is annotated with metadata on spellings, genre, date, semantic field and (bio-)bibliographical details, and reproduces fragments for contextualisation and research purposes.

AMERLEX has hitherto contributed to historical lexicography and corpus linguistics by offering a digital tool to explore lexical innovation, semantic shifts, and cross-linguistic influence (Caceres-Lorenzo, 2024; Trujillo-Gonzalez 2022; Rodriguez-Alvarez and von der Fecht-Fernández, 2024; von der Fecht-Fernandez, 2024). It may also support research in translation studies, history of science, and colonial discourse-oriented analysis.

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WAYS OF INTERPRETING ENGLISH MOTION VERBS IN UKRAINIAN TRANSLATION

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Verbs of motion occupy a central position in the lexical and grammatical systems of natural languages, reflecting one of the most fundamental aspects of human experience – spatial displacement. In English, verbs of motion constitute a semantically diverse and syntactically flexible class that can encode not only the direction and endpoint of motion but also its manner, cause, trajectory, and agentivity. Ukrainian, although equally rich in motion-related vocabulary, exhibits significant morphological and aspectual divergence from English. These structural asymmetries complicate the process of translation and require an understanding of both linguistic systems. English, as an analytic language, frequently employs prepositional particles and phrasal constructions to denote spatial relations, while Ukrainian, a synthetic language, expresses similar meanings through prefixation and aspectual differentiation. Consequently, translation cannot be limited to lexical substitution; it necessitates functional equivalence, structural transformation, and semantic adaptation.

Semantic and Structural Characteristics of English Motion Verbs.

From a typological perspective, English motion verbs may be classified into several interrelated semantic groups (Savchyn, 2020). Basic motion verbs (go, come, move, run, walk, fly, swim) – these encode generalized motion without specifying directionality or manner. Manner-of-motion verbs (crawl, dash, glide, stroll, hurry) – these emphasize the how of movement, often conflating motion with speed or style. Path or directional verbs (enter, exit, ascend, descend, approach) – these foreground the trajectory or endpoint of motion. Phrasal motion verbs (go out, come in, run away, take off, get up) – multi-word combinations that convey complex spatial and idiomatic meanings through verb-particle interaction. This semantic diversity is not fully mirrored in Ukrainian, where direction and manner tend to be encoded separately – a phenomenon that has significant implications for translation equivalence.

Translation Challenges and Theoretical Considerations.

The principal difficulty in translating English motion verbs into Ukrainian lies in reconciling the analytical nature of English with the morphological and aspectual system of Ukrainian. English employs particles to express directionality, e.g., come in, go out, run away, whereas Ukrainian typically uses prefixes attached to the verb base (увійти, вийти, утекти). This necessitates a shift from syntactic encoding in the source language to morphological encoding in the target language (Dvoretska, 2020).

Moreover, the aspectual opposition in Ukrainian – the contrast between perfective and imperfective verbs – poses additional complexity. English tense forms do not directly correspond to Ukrainian aspectual categories; thus, the translator must determine whether the action denotes a single, completed motion (пішов, побіг) or an ongoing, habitual process (ходив, бігав). As Ivanytska (2023) notes, this interplay between aspect and semantics demands both grammatical awareness and contextual interpretation.

Finally, English frequently integrates manner and direction within one lexical item (run away, slide down), while Ukrainian often separates these through verb-adverb combinations (утекти, сповзти вниз). The translator must therefore achieve semantic economy while preserving naturalness in the target text.

Types of Translation of English Motion Verbs.

The translation of English motion verbs into Ukrainian can be systematically categorized according to the predominant linguistic transformation employed.

Lexical-Equivalent Translation.

This strategy involves direct lexical correspondence where the semantic fields of both verbs overlap: go → йти, run → бігти, fly → летіти.

Such equivalence is typically observed with basic verbs of movement that lack idiomatic extensions or complex valency patterns.

Morphological (Prefixal) Translation.

For phrasal verbs, English particles are morphologically integrated as prefixes in Ukrainian: come in → увійти, go out → вийти, run away → утекти, take off → злетіти. This process reflects a grammatical condensation, transforming a multi-word English construction into a single Ukrainian lexeme (Vorobiova et al., 2018).

Descriptive (Explicative) Translation.

When a concise Ukrainian equivalent is unavailable, the translator resorts to semantic decomposition or paraphrase: crawl → повзти на животі, glide → плавно рухатися, tiptoe → іти навшпиньках. Such descriptive renderings ensure semantic precision and stylistic adequacy, compensating for lexical gaps between the two languages (Savchyn, 2020).

Contextual Substitution.

In idiomatic or figurative contexts, English motion verbs acquire metaphorical meanings that cannot be rendered literally: run a company → керувати компанією, come true → здійснитися, go crazy → зійти з розуму. This method prioritizes functional equivalence over formal correspondence (Panasiuk, 2021).

Transformational Translation.

This type involves grammatical restructuring or syntactic reformulation to preserve meaning and stylistic flow: He went running → Він пішов побігати. She came flying into the room → Вона влетіла до кімнати.

Transformational translation often merges manner and intensity through aspectual or lexical modification.

This analysis demonstrates that prefixal and transformational strategies are the most frequent when translating phrasal or idiomatic motion verbs. Literal translation is only applicable to semantically basic verbs.

The translation of English motion verbs into Ukrainian reveals deep-seated systemic asymmetries between the two languages at the morphological, syntactic, and semantic levels. English encodes motion largely through syntactic particles and phrasal constructions, while Ukrainian employs prefixation and aspectual derivation to achieve similar semantic outcomes. Consequently, translators must engage in multidimensional adaptation – lexical, morphological, and contextual – to achieve semantic and stylistic equivalence.

Five major translation strategies have been identified: lexical-equivalent, morphological (prefixal), descriptive, contextual, and transformational. Each method reflects a different level of structural integration and semantic reinterpretation. The choice of strategy depends on the nature of the motion verb, the presence of idiomatic meaning, and the overall stylistic register of the text.

Thus, the study of English motion verbs from a translational perspective not only contributes to contrastive linguistics but also enhances practical competence in cross-linguistic transfer, supporting the development of accurate and idiomatic Ukrainian translations.

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INTEGRATING JOB-HUNTING SKILLS INTO BUSINESS ENGLISH COURSES

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The modern university fulfills not only an educational but also a social function, aimed at preparing students for real life after graduation. One of the key aspects of such preparation is the development of employment readiness, which involves acquiring skills to effectively search for jobs, compose professional resumes and cover letters, and go through interviews. This task becomes especially relevant for master's program students who are on the threshold of professional self-realisation and need practical tools for successful entry into the labour market.

Business English courses at the university level, as noted by Dugosija (2021), "serve two main student populations: pre-experience learners who are tertiary students preparing for business careers, and job-experienced learners who already possess some business knowledge." At the same time, even those who already have specific professional experience need systematic development of language and career competencies in accordance with the requirements of the modern labour market. Both groups "need skills that extend beyond traditional academic qualifications, including communication, critical thinking, problem-solving, teamwork, creativity, digital literacy, and leadership – collectively known as 21st-century skills" (Dugosija, 2021).

However, the most significant problem remains the gap between traditional academic education and the practical requirements of the labour market. Current teaching approaches that emphasise grammar and vocabulary without practical application create substantial barriers for graduates, as "this method makes many business English graduates suffer a lot when they are hunting for jobs, and some of them even are eliminated by the market" (Zhang, 2019, p. 366).

When developing the program for the course "Practical Course of Business Communication in a Foreign Language" for master's level students majoring in Computer Science, a thematic block "Job Hunting" was integrated, covering the most relevant aspects for future IT professionals: writing resumes and cover letters, preparing for interviews, creating a professional LinkedIn profile, and developing language confidence during self-presentation in English.

The module includes two content blocks:

Professional Profile: transferable skills, professional profile, the best candidate;

Applying for a Position: cover letter, resume/CV, job interview.

The purpose of integrating this block is not only to expand students' vocabulary in the field of Business English but also to form practical professional communication skills necessary for successful job searching in the IT industry.

Given the need to combine theoretical knowledge and practical skills, special attention was paid to active forms of work that enable students to acquire real communication experience in a professional environment and model situations they may encounter during employment.

Attention is primarily focused on analysing transferable skills – universal abilities that help students effectively present themselves in the labour market. The ability to create a professional image, particularly through creating profiles on specialised social networks, plays a significant role.

Working with the LinkedIn platform is integrated as the primary tool for forming students' digital professional identity. During the learning process, real job vacancies are analysed, effective self-presentation strategies are systematised, and English-language profiles are created and improved in accordance with international IT market standards. This approach contributes to students' deeper understanding of employers' expectations and the development of language confidence in professional communication situations.

For IT students, it is also important to navigate Ukrainian job search platforms such as Djinni and DOU, where they can find current job postings, analyse employer requirements, and learn to match their own skills with vacancy descriptions. This approach fosters the development of critical thinking, self-assessment, and goal-setting skills essential for effective professional growth.

An important component of the course is working with authentic video materials, particularly episodes from feature films that demonstrate real employment situations. For example, episodes from the film "The Intern" (2015): we analyse the video presentation of the main character Ben Whittaker, where students study the structure of an effective video presentation, tone of voice, body language, and ways to present their own experience. The episode of Ben's interview at the office provides an opportunity to discuss strategies for answering difficult questions, demonstrating motivation, and convincing an employer despite age or an unconventional situation.

The film "The Pursuit of Happyness" (2006) provides material for critical analysis: the episode where Chris Gardner comes to an interview in inappropriate attire (in a painter's work clothes) becomes the basis for discussion about the importance of dress

code, first impression, and ways to compensate for external shortcomings through confidence, honesty, and professionalism in communication.

After viewing, students complete tasks analysing the characters' speech, identifying effective communication strategies and typical mistakes.

Analysis of authentic film fragments establishes a theoretical foundation for the next stage of learning – practical skill development through simulations and role-plays, as researchers have indicated their effectiveness. The most effective teaching approaches for integrating job-hunting skills into Business English courses emphasise experiential learning and practical application. Simulation and role-play activities have emerged as the preferred method among students, particularly employment-related simulations and workplace scenarios that allow learners to practice business communication skills such as negotiation, meetings, and reception (Xie, 2023, p. 11).

The simulation method is applied, modelling real-life situations of the employment process, including job interviews, phone conversations with recruiters, and discussions of work conditions, among others. Real-world application experiences produce powerful employability outcomes. Programs that incorporate "case-based learning," "simulations of business negotiations," and "real projects in collaboration with local businesses" provide students with authentic experiences that translate into enhanced "professional skills and job readiness" (Dou, 2024, p. 135).

Example of a practical task: Students work in pairs, with one person playing the role of an HR manager and the other playing the role of a candidate for a Junior Developer position. Using real vacancies from Djinni or DOU, they conduct a full interview in English, which includes self-presentation, discussion of technical skills, behavioural questions, and questions from the employer to the candidate. Other students act as observers and provide constructive feedback according to pre-developed evaluation criteria. Prior viewing and analysis of film fragments help students better prepare for such simulations, using the strategies they observed in their own practice.

Learning effectiveness was enhanced through the use of digital tools, including Padlet, Flipgrid, and Nearpod, which created an interactive environment for exchanging ideas, presenting videos, and conducting self-assessments. In particular, Flipgrid was used to record video self-presentations (elevator pitch), which allows students to review their own performances, analyse mistakes, and practice speech confidence.

During the module implementation, several challenges were identified, including students' psychological barriers to public speaking in English, insufficient awareness of the cultural features of English-language business etiquette, and difficulty in articulating their own professional achievements in a non-native language.

At the same time, positive results were observed: students demonstrated growth in language confidence, improvement in self-presentation skills, and the ability to adapt their resumes and cover letters to specific job vacancies.

The integration of the Job Hunting module into the Business English course for master's students majoring in IT has proven effective in preparing students for real-world employment conditions. The combination of working with professional platforms (LinkedIn, Djinni, DOU), simulation tasks, and digital tools creates a comprehensive learning environment that meets the challenges of the modern labour market.

The implementation experience demonstrates that Business English courses should extend beyond traditional grammar and vocabulary study, integrating practical, task-oriented tasks that directly prepare students for professional communication. Further research can be directed toward developing a system for evaluating the effectiveness of such modules and creating a bank of authentic cases for different fields of study.

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PHONETIC DEVIATIONS IN THE DUBBING OF THE AMERICAN SITCOM 'FRIENDS'

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The practice of dubbing, particularly in the context of audiovisual translation, involves much more than simply translating words from one language to another. Dubbing requires intricate attention to linguistic, phonetic, visual, and emotional elements to ensure that the target audience perceives the translated content as authentic and coherent. One aspect of this process that deserves closer examination is phonetic deviation. This term refers to intentional mispronunciations, distortions, or alterations in the pronunciation of words during the dubbing process.

Phonetic deviations are not merely speech 'errors' but serve as deliberate stylistic devices used to convey character traits, emotional states, or situational context (Gudmanian et al., 2019). In the case of a character such as Phoebe Buffay from Friends, mispronunciations and unconventional lexical or phonetic choices highlight her quirky and somewhat naive personality. Her distorted, occasionally garbled rhythm of speech contributes to the portrayal of an offbeat, unpolished persona and serves as an expressive marker of her emotional state. In this way, phonetic deviations do not function as flaws, but rather as communicative tools that create humor and establish a particular psychological profile. When analysing such instances, it is essential to pay close attention to their phonetic dimension, as many of these deviations arise from systematic phonetic mechanisms (Miggiani, 2021). They are closely linked to the emotional and pragmatic context of the scene, reflecting the character's expressive and psychological state (Sanchez-Mompean, 2020).

An illustrative example appears in the episode where Phoebe helps Ross with a crossword puzzle. The puzzle calls for a five-letter word. Although the word Phoebe proposes fits conceptually, it exceeds the required letter count. To fix this mismatch, she removes some letters to make the word fit in the grid:

(1) 1 season (20)

16:28 ROSS: "Heating device".	*16:29 Нагрівальний прилад*
16:30 PHOEBE: Radiator.	*16:30 Батарея*
16:32 ROSS: Five letters.	*16:32 5 букв*
16:34 PHOEBE: ***Rdtor***	*16:33* ***Барея***

The techniques for managing such mispronunciations primarily depend on the type of shot. In close, medium, and tight shots, precise articulation is essential to ensure that any phonetic deviation remains visually consistent with the character's lip movements. Furthermore, the selection of the sound must accurately correspond to the observed articulatory pattern so that the lexical item achieves an optimal degree of lip synchronization within the utterance. In this case, the word *radiator* \ˈreɪdɪeɪtə\ represents a consonant followed by a vowel sound, which is indicated by the full range of motion. Vowels drop out of a word during its deviation change and cause phonetic deviation *rdtor* \ˈrdtə \. At the same time, the schwa [ə] sounds quietly gently, neutralizing the sharpness of the word. Contrary to the original line, the Ukrainian vowels [a] and [e] function in the opposite manner. For both of these sounds, the character must round the lips and slightly stretch them forward. Throughout most of the dialogue, we see mid shots. Therefore, we find it appropriate to use the equivalent with the five letters *барея.* For close-ups and extreme close-ups, it is better to duplicate the original strategy of the phonetic deviation formation, for instance, *бтрея.*

Figure 1. Screenshot from the American Sitcom 'F.R.I.E.N.D.S' of the facial expression of the phonetic deviation

Thus, the principal requirement when it comes to dubbing phonetic deviations is a proposal to 'substitute of bilabial consonants with bilabial consonants, labiodental consonants with labio-dental consonants, and even labialized vowels with labialized vowels' (Sánchez-Mompeán, 2020). This method is most effective with lexical items that allow for a direct or near-literal translation, for example:

*14:11 RACH: She is not **Rachem.** What the hell's a **Rachem**? Is that some stupid paleontology word that I wouldn't know because I'm just a waitress.*

14.22 ROSS: No, Rach, come on. Rach! Rach, no, no! Shes not Rachel, she is, she is not, Ra--Rachel?

*14:11 РОСС: Вона не **Рейчем**. Що таке **Рейчем**? Якесь дурне палеонтологічне слово, якого я не знаю, бо я проста офіціантка.*

14:22 РЕЙЧЕЛ: Ні, Рейчел, ти що, Рейчел! Ні! Вона не Рейчем! Вона..вона..вона не Рейчел.

The consonant sound /m/ closely corresponds to the Ukrainian [м], differing primarily in lip positioning, as it is articulated with slightly tighter closure in English. This subtle variation is often imperceptible on screen, even in extreme close-up shots. However, in tight shots, phonetic equivalence takes precedence over semantic or pragmatic equivalence (Gudmanian et al., 2023). It is more crucial to find a word with a bilabial consonant than to search for a synonym or similar word in the target language (Chaume, 2020).

In light of this observation, it becomes evident that phonetic deviations occupy an essential place in the dubbing process. They should not be viewed as random distortions but as deliberate stylistic choices that help convey a character's individuality, emotional nuance, and speech rhythm. Recognizing and skillfully reproducing these subtle deviations allows audiovisual translators to achieve a more natural, expressive, and visually coherent dubbing performance. The comparison between the original and Ukrainian dubbed dialogues in Friends shows that maintaining phonetic and articulatory correspondence enhances both lip synchronization and expressive authenticity. Phonetic precision, especially in close-up and medium shots, is often more important than strict lexical equivalence. Therefore, successful dubbing relies on translators' ability to blend linguistic, phonetic, and visual elements to ensure that the emotional and stylistic essence of the original performance is fully preserved for the target audience.

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ENHANCING SOFT SKILLS IN ESP CLASSES

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The processes of global transformations are taking place in different spheres of life, such as: education, economics, politics, IT Technologies. The labour market is not an exception in the given aspect. The requirements for future successful candidates include not only profound knowledge of the professional field but also the possession of the so-called "soft skills".

Soft skills are critical to success in today's world, both in personal life and in business. They encompass a wide range of non-job-specific skills that enable you to interact effectively with others, solve problems, adapt to change, and achieve your goals.

Why are soft skills important? Firstly, they improve communication: soft skills, such as listening, communicating clearly, and negotiating, are key to successful interactions with colleagues, clients, and partners.

Secondly, soft skills contribute a lot into development of leadership skills: the ability to motivate, inspire, and lead others is an important soft skill that contributes to successful teamwork and career growth.

What is more, we cannot but mention improving efficiency: self-organization, time management and problem-solving skills allow you to use your time and resources more effectively, leading to better results.

The next point to discuss is adaptability and flexibility: the modern world is changing rapidly, and the ability to quickly adapt to new conditions, technologies and requirements is extremely important.

The last but not the least: competitive advantage in the labor market. Research shows that employers are increasingly paying attention to candidates' soft skills, as they are an indicator of the ability to collaborate, solve problems and overall effectiveness.

Some scholars, drawing on practical experience, propose a simplified typology in which soft skills are categorized into two broad yet interrelated groups: **personal** and **interpersonal** soft skills (Kornyush, 2020). **Personal soft skills** are associated with an individual's capacity for self-regulation and self-motivation. They encompass abilities such as effective self-organization, maintaining composure and rationality in problem-

solving, assuming responsibility, demonstrating determination, managing stress, exercising sound time management, and exhibiting adaptability and flexibility in changing circumstances. In contrast, **interpersonal soft skills** pertain to an individual's interaction and communication with others. This group includes competencies such as effective communication, emotional intelligence, empathy, the ability to articulate ideas clearly and be understood, active listening, leadership, teamwork, persuasiveness, and influence in discussions, negotiations, and public speaking. Furthermore, interpersonal skills involve the capacity to engage in constructive dialogue, seek mutually beneficial solutions, and foster understanding and cooperation among individuals (Kornyush, 2020).

For teaching ESP to the students we prefer authentic materials, namely Market Leader. Pre-intermediate by D. Cotton, D. Falvey & S. Kent. Now we would like to present some tasks which contribute a lot to the development of soft skills.

Let's take *Unit 1. Careers.* It starts with the quote "Many people quit looking for work when they find a job". (Steven Wright, US comedian). There are also some questions offered for discussion: *1. How ambitious are you? 2. Do you have a career plan? Where do you want to be in 10 years' time? 3. Which of the following would you prefer to do? a) work for one company during your career; b) work for several different companies; c) work for yourself* (Cotton, 2012).

While students express their point of view, the following soft skills are developed: communication skills, social interaction, critical thinking and analytical skills, positive self-concept and self-control.

Next task taken from this unit includes some important tips to get ahead in your career. Examples include: *change companies often; use charm with your superiors; attend all meetings; go to your company's social functions; be energetic and enthusiastic at all times; be the last to leave work every day; find an experienced person to give you help and advice* (Cotton, 2012). Students choose the four most important tips from the list. Such tasks promote the development of such soft skills as high-order thinking skills, social skills, result orientation, continuous improvement, professional ethics, research and information management skills.

One of the tasks given in this unit aimed at developing students' soft skills is a roleplay (making calls/receiving calls). Such an activity promotes such soft skills as conflict management, negotiation, results orientation, adaptability to change, problem-solving, teamwork, communication and decision-making skills.

The last task given in this unit is a case-study called "YOUJUICE". *An international drinks company needs a dynamic new director to build its Latin American sales. There are three candidates for the position of Sales and Marketing Director. The*

responsibilities and CVs of the candidates are also presented in this task. Students need to work in groups. They are members of the interviewing team and they need to decide whom to select for the vacant position (Cotton, 2012). A great variety of soft skills is developed by involving students into doing this task: problem solving, critical thinking, decision-making, negotiation, team work, results orientation, social orientation skills and many others.

Thus, the materials used for teaching ESP provide a great number of tasks which can be successfully applied for developing students' soft skills.

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ADVANTAGES AND DISADVANTAGES OF USING AI IN LANGUAGE LEARNING

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Since the communicative turn in foreign language teaching, the development of speaking skills has gained considerable importance. Unlike other language skills, speaking is inherently interactive and typically involves communication between at least two participants.

Depending on the degree of contribution by each speaker, a distinction is made between monological and dialogical speech. In dialogical interaction, speakers do not produce and receive utterances independently of one another; instead, they respond to their interlocutor by taking into account the immediate communicative context as well as non-verbal cues. As a consequence, utterances cannot be prepared in advance but must be produced spontaneously. This requirement poses a particular challenge for foreign language learners, whose linguistic repertoire is often still limited.

In this context, chatbots and other AI-based dialogue systems offer a number of potential advantages for oral language training. They are available at any time and can simulate a wide range of communicative scenarios, enabling learners to practice speaking flexibly and repeatedly. Moreover, such systems can be adapted, to a certain extent, to individual needs and preferences, which may enhance both motivation and learning efficiency. Communication with chatbots is also multimodal, as the dialogues are automatically transcribed and can be revisited later for reflection and further practice.

Another frequently mentioned advantage is the reduced performance pressure: since chatbots are not human interlocutors, learners often feel less anxiety and are therefore more willing to speak. Chatbots can additionally provide support in the form of content suggestions or prefabricated chunks, decreasing such assistance gradually as the learner's proficiency develops. Error correction can be carried out either in real time or retrospectively, in written or oral form, allowing for a varied and effective feedback process. The possibility to revise one's own utterances and to receive detailed feedback contributes to a more intensive and sustainable learning experience.

Despite these benefits, the use of chatbots in speaking instruction also entails a number of disadvantages. One major concern is the reproduction of stereotypes and biases, as AI systems are trained on extensive datasets that may contain problematic

patterns. There is also the risk of so-called hallucinations, in which the system produces inaccurate or misleading information, potentially causing confusion among learners.

Furthermore, many chatbots struggle to adapt precisely to a learner's proficiency level, which can result in tasks that are either too demanding or not sufficiently challenging. Difficulties also arise in the appropriate use of linguistic registers, as AI systems do not always correctly identify or respond to formal and informal contexts. Additional challenges include the financial cost of high-quality systems, as well as data protection concerns related to how user information is stored and processed. Finally, the considerable energy consumption required to operate advanced AI models raises environmental and ethical questions. Taken together, these factors illustrate that while chatbots offer valuable opportunities for enhancing oral language learning, their limitations must be critically considered before they are implemented in educational settings.

Learning to speak is a major challenge for many foreign language learners, as it requires a high degree of spontaneity, linguistic precision and fluid interaction. Traditional teaching methods often reach their limits, whether due to limited speaking time, learners' inhibitions or inflexible exercises. This is where AI-supported technology offers promising support. AI tools such as chatbots enable new approaches to speech training thanks to their constant availability and adaptability. They reduce speech anxiety, promote the automation of linguistic routines and offer personalised feedback in real time. Multimodal functions such as model dialogues, chunk lists and text-to-speech programmes complement the training and facilitate access to the foreign language. In addition, playful formats, such as musical exercises, can also increase motivation and learning success.

One disadvantage remains the risk of distortions in the underlying data, as well as challenges in the areas of data protection and technical accessibility. Nevertheless, AI-supported methods complement traditional language learning in a meaningful way and can make learning to speak more effective and accessible. As AI models continue to develop, the possibilities for speech training will continue to improve. Particularly exciting is the potential to develop personalised and even more context-sensitive training methods that sustainably strengthen both learners' motivation and their linguistic competence.

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BRIDGING INTERCULTURAL ENCOUNTERS THROUGH THE GLOBAL COMPACT ON EDUCATION

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This presentation explores how intercultural awareness, grounded in Anthony Liddicoat's intercultural language teaching and learning framework, can be promoted in educational settings by aligning it with the seven commitments proposed in Pope Francis's *Global Compact on Education* (2019). In an increasingly interconnected world marked by diversity, conflict, and migration, fostering genuine intercultural dialogue is no longer optional – it is essential.

Liddicoat emphasizes intercultural understanding as a dialogic process that involves noticing, comparing, reflecting, and negotiating meaning across cultures. This approach highlights the need to go beyond superficial cultural facts and instead engage learners in a process of decentering and openness to the "other." Educators are encouraged to guide students through intercultural encounters in ways that promote empathy, respect, and co-construction of meaning (Liddicoat, 2002, 2008, 2013; Liddicoat & Scarino, 2013).

The presentation also proposes that this process can be effectively strengthened by the ethical and pedagogical principles outlined in the *Global Compact on Education*. The Compact's seven commitments – including placing the human person at the center, listening to young people, promoting women's education, and educating for peace, justice, and solidarity – create a framework for humanizing education and fostering a culture of encounter (Pope Francis, 2019; Pontifical Lateran University, 2019). Each commitment is examined in light of Liddicoat's concepts, showing how they support the development of intercultural competence, critical cultural reflection, and transformative learning.

By bridging these two perspectives, the paper argues for a holistic and values-based approach to intercultural education. Practical classroom activities for all levels will be presented to illustrate how teachers can implement these ideas in everyday practice across different educational contexts. Ultimately, this presentation offers a roadmap for educators seeking to cultivate global citizenship, build inclusive learning environments, and respond to the ethical imperative of educating for a more just and compassionate world.

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STRATEGIES FOR CORRECTING ERRORS AND MISTAKES

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Learning a foreign language is a complicated and time-consuming process which requires systematic efforts and discipline from the learner. It is especially true concerning speaking, a productive skill that is often considered the most difficult. Speaking is a part of our everyday life, but we don't think how much is involved in the process of speaking unless we start learning a foreign language. Speech production takes place in real time, it is spontaneous and almost unplanned. It is interactive and requires the ability to co-operate. A speaker has to think about what to say and how to say it at the same time, trying to choose appropriate vocabulary and grammar. So, this is a real challenge for most of the learners, and mistakes are inevitable.

In the context of language learning, teachers should distinguish between an error and a mistake and thus, between their attitude to them.

An error is a systematic deviation from the correct form of the language, often due to incomplete knowledge or incorrect application of rules. Errors are typically consistent and predictable, reflecting a learner's current understanding of the language. For example, a learner might consistently say "We fighted the fire" instead of "We fought" because they overgeneralize the past tense rule for regular verbs (-ed). Errors often stem from gaps in learning or interference from the learner's native language (e.g., word order errors due to differing grammar rules).

A mistake is an occasional lapse in performance, often due to carelessness, fatigue, or distraction, rather than a lack of knowledge. A learner who knows the correct form but says "Firefighters rescue 5 people yesterday" instead of "Firefighters rescued 5 people yesterday" due to a momentary slip is making a mistake. Mistakes are typically not systematic and can be self-corrected when pointed out.

Key difference in language teaching is that errors reveal deeper gaps in a learner's linguistic competence and may require targeted instruction to correct, while mistakes are temporary slips that learners can often fix themselves once they notice them. Teachers often prioritize correcting errors over mistakes, as errors indicate a need for further learning or clarification of rules, while mistakes may resolve with practice or attention. Encouraging self-correction and providing feedback tailored to the learner's stage can help address both.

In language learning, correcting errors and mistakes requires distinct strategies, as they stem from different causes. Error correction strategies focus on building understanding and long-term improvement. Among them are explicit correction with explanation, targeted practice and reinforcement, contrastive analysis, scaffolded feedback. Mistake correction strategies focus on raising awareness and encouraging self-correction: delayed correction, indirect feedback, peer correction, recasting.

By distinguishing between errors and mistakes and applying these strategies, teachers can effectively support language learners in improving both accuracy and fluency. Error correction targets deeper misunderstandings and often requires explicit teaching or structured practice to address gaps in knowledge. Mistake correction focuses on reminding learners of what they already know, using lighter, less intrusive methods. Errors may need immediate attention in structured lessons to prevent fossilization (when errors become habitual). Mistakes can often be addressed later to prioritize fluency and confidence.

Errors benefit from explicit, rule-based feedback and practice, while mistakes are better handled with subtle cues or self-correction prompts, as learners often have the knowledge to fix them. Beginners may need more explicit error correction due to limited knowledge, while advanced learners can handle indirect methods for both errors and mistakes.

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SELF-EDUCATION OF STUDENTS

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Independent work of students is one of the leading forms of organizing learning and should be carried out both in the classroom and outside the classroom. At the same time, classroom and extracurricular independent work are closely interconnected and form an organizational integrity. Conscious active independent work of students in the classroom encourages them to further independent work in extracurricular time. Independent work of students in the process of credit-modular learning is the leading form of organizing learning, which is implemented taking into account the individual characteristics and cognitive abilities of students in the process of individual and collective educational activities in classroom classes and in extracurricular work under the guidance of a teacher, but without his direct participation.

The organization of independent work of students in the process of credit-modular learning is based on the principles of problem-solving, activity, humanization, individualization, differentiation, integration, modularity and credit. In the process of credit-modular learning, independent work becomes the leading form of student work. The activities of the teacher and the student are changing: the teacher presents only part of the program material, at least 50% of the educational material is given to students for independent study; more attention is paid to students' self-education; independent work of students under the guidance of the teacher, but without his direct participation, prevails (Horbatyuk, 2012).

The formation of such personal components in students as motivation for self-education, possession of independent work skills, development of their cognitive sphere, etc., acquires particular significance. The development of personal components related to students' independent work is necessary to increase the effectiveness of self-education of students. Students' research activities are a necessary element of their professional training, as they contribute to the development of independence and creativity. It is more effective to start research work with students from the first year, because it takes a lot of time to master the methods of research work.

Of particular importance is the formation of students' cognitive independence in the process of independent work. In modern didactics, it is believed that cognitive

independence is manifested in the need and ability of learners to think independently, in the ability to navigate a new situation, to see the question, the task for themselves, and to find approaches to solving it. Without cognitive independence as a willingness to advance in mastering knowledge on one's own, it is impossible to achieve positive results of independent work (Steblova, 2012). After all, it is precisely thanks to the presence of this special quality of personality that students strive for constant self-improvement, for independent search and acquisition of knowledge from various sources and their subsequent application to solve intellectual problems. Cognitive independence is a specific integrative qualitative characteristic of a person, which is manifested in his or her desire for cognitive activity and the ability to effectively carry out this activity independently.

As one of the important conditions for the successful implementation of independent cognitive activities of students, scientists consider motivation for such activities, which determines its nature and quality of performance. Proper motivation, a setting for learning new things leads to overall pedagogical success, since the activity itself is further motivating, which manifests itself in receiving positive feelings from acquiring new knowledge and discovering a new picture of the world. Motivation awakens and consolidates in students a stable positive attitude towards educational activities, arouses cognitive interest, and consolidates the personally significant meaning of educational actions (Mykhailichenko & Rudyk, 2016).

Self-education of future specialists is field-motivated. Among the motives for such activity, one can distinguish cognitive, professional and various social motives such as personal prestige, self-realization and the like. A significant motivational factor in the effectiveness of students' educational activities is the motive of creative achievement, which manifests itself through a person's desire for success, for improving existing results, and for obtaining unique achievements (Horbatyuk, 2012). Creative motivation is inherent only to those students who enjoy learning, strive and make great efforts to achieve a higher level, and base their activities on creativity and non-standard search methods, regardless of the possibility of failure. Teachers and students need to develop the need for achievement in every way possible, as it contributes not only to a state of satisfaction with studying at a university, but also increases efficiency in terms of reducing time spent on achieving an educational goal and has a positive impact on a student's personality, fosters personal growth, and maximizes opportunities while shaping and implementing their lifestyle.

During the student years, the need for self-affirmation, the desire for leadership and self-development, which most often manifests itself in the intensification of scientific and

communicative activity, also becomes particularly evident. This greatly contributes to the enjoyment of the learning process and its results and at the same time increases responsibility in the attitude towards learning. All modern educational technologies are aimed at teaching students to work independently, as it is this quality that makes it possible to successfully adapt in a rapidly changing society.

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DEVELOPING WRITING SKILLS IN SCHOOL STUDENTS: A FOCUS ON FILM REVIEWS IN ENGLISH LANGUAGE TEACHING

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In the philology of foreign languages, the development of writing skills in school is important for the formation of communicative competence among various language requirements. Students must master evaluative and emotional expression for academic and intercultural contexts (Sklyarenko & Ustymenko, 2013). Traditional methods often neglect pragmatic and semantic depth, resulting in limited mastery of discourse. This study uses film reviews to address this issue by using students' cinematic interests to enhance engagement and improve lexical-semantic, syntactic and stylistic elements (Red'ko, 2023). Coordinated with the Common European Framework of Language Recommendations (CEFR), it combines cognitive linguistics and discourse analysis relevant to Ukrainian philology, where external evaluation assessments emphasize analytical texts (Oatley, 1995).

Ukrainian philology programs develop writing skills systematically at all levels, but this study focuses on school (grades 10-11), where students reach B1/B2 levels according to CEFR. For context: at the initial stage (A1 to the 4th grade), emphasis on descriptions of personal/environmental elements (family, weather) and simple letters/postcards with a volume of 6-7 sentences (Wierzbicka, 1999). Up to the 9th grade (A2), they move on to detailed descriptions, personal letters/notes/invitations, narratives with impressions, transmission of sources and questionnaires with a volume of up to 16 sentences (Ekman, 1992).

In school (B1/B2), the standard level covers information transfer, forms and descriptive letters; the academic one adds rationale for opinions, attitudes, genre formatting, essays/reports/letters/notes; philological - thematic texts, abstracts and articles with a volume of 20 sentences and an emphasis on coherence (Scherer, 2005). The demands emphasize genre diversity, discourse structure (introduction-main part-conclusion) and resources: narratives with idioms/metaphors, arguments, registers, reports, creative tropes (Kachur, 2020). The lexical-grammatical aspect includes thematic

vocabulary with synonyms/anthonyms and structures (subordinate, modal, inversion). Evaluation covers semantics, syntax, pragmatics, expressiveness with feedback and external examination exercises (Korneva, 2014), preparing for a philological discourse with the integration of evaluation and emotions.

This employs film reviews to cultivate lexical, grammatical, and stylistic competencies for emotive and evaluative discourse. Lexical exercises introduce thematic vocabulary through tasks like creating sentences with terms such as "captivating plot" or "stunning visuals", extending to full reviews, while synonym/antonym drills enhance connotation with examples like rephrasing "amazing" as "incredible" or contrasting it with "terrible" in contextual sentences (Sklyarenko & Ustymenko, 2013; Red'ko, 2023). Grammatical components focus on tense accuracy via gap-filling in film descriptions (e.g., "The director ___ (film) the scene") and agreement in complex structures (e.g., "She said she ___ (see) the film"), promoting coherent narrative flow (Oatley, 1995; Wierzbicka, 1999). Stylistic refinement involves transforming neutral phrases with epithets and metaphors (e.g., "Sunset was beautiful" to "breathtaking symphony") and using comparisons for nuanced evaluation (e.g., "First plot predictable, while second thrilling") (Ekman, 1992; Scherer, 2005). Structuring exercises outline review components, such as introduction, body, and conclusion for samples like "The Enchanted Forest", and connect sentences with pragmatic links like "however" or "therefore" for cohesion (Kachur, 2020; Korneva, 2014). Argumentation builds through defending claims (e.g., "Plot predictable, but characters exceptional") and paired written discussions on film topics (Sklyarenko & Ustymenko, 2013; Red'ko, 2023). Creative tasks include post-fragment emotive critiques and scripting alternative endings, fostering inventive narrative variants (Oatley, 1995; Wierzbicka, 1999). Overall, this integrates philological principles for practical discourse proficiency.

The sequence is simple to complex, adapts semantically/pragmatically, uses interactions, provides feedback (Ekman, 1992). Lexical: grouping (Sherer, 2005). Grammatical: Explication (Kachur, 2020). Stylistics: analysis (Korneva, 2014). Structuring: modeling (Sklyarenko & Ustymenko, 2013). Argumentation: management (Red'ko, 2023). Creative: Reflection (Oatley, 1995). Provides skill.

In conclusion, the integration of film reviews into school writing education presents a robust strategy for enhancing philological competencies, aligning theoretical curricula with practical applications to promote deeper semantic understanding, syntactic precision and pragmatic expressiveness. The outlined program requirements provide a clear basis for progress, ensuring that students build from basic descriptions to complex evaluative texts that include emotional nuances and critical analysis. The proposed exercises,

focusing on the film as a relational environment, effectively target key linguistic areas, allowing students to formulate thoughts with authenticity and depth while honing discourse cohesion and creativity. Methodological guidelines also support educators in adapting implementation to the diverse needs of students, promoting an interactive, feedback-driven environment that improves motivation and retention of skills. Ultimately, this approach not only aligns with CEFR standards, but also prepares adolescents for real-world philological challenges, where the ability to critically evaluate media content and linguistically express personal ideas is paramount. By combining cognitive linguistics with genre pedagogy, it promotes more dynamic foreign language teaching, giving students the opportunity to engage confidently in multilingual discourses and intercultural exchanges.

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INTEGRATING ARTIFICIAL INTELLIGENCE TOOLS INTO FOREIGN LANGUAGE TEACHING: OPPORTUNITIES AND ETHICAL CHALLENGES

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Artificial intelligence (AI) is steadily becoming an integral part of education, reshaping both teaching practices and assessment methods. In the field of language instruction, digital tools are increasingly used for creating learning materials, automated grammar correction, dialogue simulation, and the design of personalized learning situations. The emergence of generative systems such as ChatGPT has made language learning more flexible and learner-oriented, allowing students to receive immediate feedback and practise language skills in simulated communication contexts (Godwin-Jones, 2023). At the same time, integrating such technologies requires a high degree of ethical responsibility from both teachers and learners.

In my own teaching practice, I have noticed that students quickly adapt to AI tools once they understand how to use them ethically and creatively. At our university, the introduction of ChatGPT in English classes sparked curiosity and lively discussion among both students and colleagues.

The purpose of this paper is to explore the didactic potential and moral challenges associated with the use of AI in foreign language education. While AI technologies can make learning more efficient, they also introduce risks related to academic integrity and intellectual honesty. Most educators view AI as an auxiliary tool that supports language learning but does not replace human teaching (Floris & Simbolon, 2024). It is essential to maintain pedagogical control, since automated responses cannot substitute for creativity, empathy, or critical reasoning.

For instance, I have used AI-based writing assistants to help students identify and correct their typical grammatical errors. However, the key is to guide them so that they understand the reason behind each correction rather than simply accept it.

Ethical aspects of using AI in education include the risks of authorship loss, imitation of thinking patterns, and the spread of biased or inaccurate content (Zhang, 2023). The growing dependence on AI for essay writing or translation tasks raises serious concerns about originality and student autonomy. Therefore, teachers should not only instruct students in language but also train them to evaluate AI-generated materials

critically, verify the accuracy of information, and express their own perspectives. The effective integration of artificial intelligence in language teaching is possible only when both digital and ethical literacy are developed (Warschauer, 2024). The teacher serves as a mediator between technology and the learner, helping to define the boundaries and opportunities of intelligent systems. The instructor's task is to ensure balance between technological efficiency and the humanistic mission of education. AI can be a powerful tool for individualized language practice, yet it must be applied responsibly and with awareness of its limitations.

These observations come from my own classroom experience, where students often treat AI as a "second teacher," but they still rely on human feedback for deeper understanding and reflection. This balance between automation and personal contact seems to be the key to genuine learning.

In conclusion, successful implementation of artificial intelligence in foreign language teaching depends on the teacher's role as an active moderator rather than a passive user. The key objective is to cultivate a culture of responsible AI use, promote critical thinking, and establish ethical norms of digital interaction. Future studies may focus on designing models that combine AI-based technologies with ESP (English for Specific Purposes) courses and developing ethical frameworks for their use in language education.

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ALTERNATIVE APPROACH OF PROFESSIONAL ORIENTATION OF PHILOLOGY STUDENTS AT THE COURSE "AUDIOVISUAL TRANSLATION" IN WARTIME UKRAINE

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The ongoing war in Ukraine has led to profound transformations in social, economic, and educational systems. The uncertainty and instability caused by this crisis have influenced young people's career expectations and professional motivations. In particular, philology students, who traditionally regarded translation and teaching as their main career paths, are now reconsidering their professional orientation. The challenge of professional self-determination and the risk of national intellectual potential loss have become critical issues. Therefore, contemporary pedagogical research must focus on developing innovative educational tools that foster an alternative, socially responsible approach to professional orientation among students.

The course "Audiovisual Translation" (AVT) provides an effective platform for cultivating such orientation. It combines theoretical linguistic knowledge, translation competence, and applied media skills, thus contributing to the formation of a multidimensional professional identity. Students not only master the technical aspects of translation but furthermore acquire a broader social mission by making media content accessible to diverse audiences, including those with sensory impairments.

The concept of career orientation draws on pedagogical, psychological, and sociological frameworks. Maslow's theory of self-actualization (1943) and Ryan and Deci's Self-Determination Theory (2000) emphasize intrinsic motivation, autonomy, and self-efficacy as core career development factors. Schein's career anchors highlight values and drives shaping alignment between competencies and professional goals, while Holland's vocational typology and Super's life-span, life-space theory address the interaction of individual characteristics and environmental contexts in professional identity formation.

In Ukraine, professional orientation is additionally framed through social responsibility and civic engagement. An alternative professional orientation implies readiness to apply one's competencies for societal benefit and national recovery.

Previous research has largely focused on career counseling and guidance in stable contexts (Super, 1990; Ginzberg, 1984). Recent studies, however, link professional orientation to emotional resilience, intercultural competence, and digital transformation (Savickas, 2019; Hall, 2020). In Ukraine, Horbatiuk and Kharchenko emphasize universities' pedagogical role in fostering adaptive professional identities amid crises. Creative disciplines combining theory and practice, reflective learning, and autonomy are particularly effective in this regard.

Regarding audiovisual translation, Díaz Cintas and Remael (2014), Chaume (2020), and Perego (2019) demonstrate its dual role as a linguistic and cultural practice, expanding translators' professional scope. Internationally, AVT is recognized as an inclusive form of translation bridging language, media, and accessibility. Ukrainian research, though limited, indicates educational potential. AVT equips philology students with transferable skills across media, education, and communication, enhancing employability in the national context.

The author's methodological approach integrates pedagogy, psychology, and translation studies. Teaching experience at O.M. Beketov National University during wartime, including blended and virtual learning, informs the AVT course implementation. Practical workshops, collaborative subtitling projects, and simulation-based learning reproduce authentic translation workflows. Students assume professional roles such as subtitler, dialogue adaptor, or accessibility translator.

The teaching process prioritizes problem-solving, reflective dialogue, and peer assessment. Students evaluate their strengths and preferences, connecting academic performance with career strategies. This aligns with constructivist learning principles (Vygotsky, 1978) and experiential education, creating a professional microcosm that fosters motivation, self-efficacy, and engagement.

In the context of martial law and the challenges facing the Ukrainian education system, especially in front-line regions, the formation of an alternative position of professional orientation of students is gaining special importance. Today, the question arises in Ukraine whether young people will return to Ukraine after the end of the war and what exactly we, as university teachers, should do together with the state to ensure the return of young specialists to Ukraine and their professional realization in the field corresponding to their specialization. The subject "Audio-visual translation" acts not only as an innovative component of philological education, but also as an effective tool for forming an alternative position of professional realization of students in modern conditions. It is the understanding and possession of practical skills in a particular field related to professional specialization that provides a high level of guarantee that the state

will not lose its youth in European countries as citizens and as specialists who will be able to realize themselves in professional activities corresponding to the specialization that they will receive at Ukrainian universities. It is through such approaches that universities can become leaders of change and catalysts for the revival of Ukraine.

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AUTONOMY, ALGORITHMS, AND THE ART OF SAYING NO: CHATGPT AND ENGLISH FOR SPECIFIC PURPOSES

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The integration of generative artificial intelligence (AI) into language education has transformed not only instructional practice but also the epistemology of language learning itself. Once a peripheral curiosity, tools such as ChatGPT have become central actors in reconfiguring how students approach writing, vocabulary, and self-directed learning, especially in EFL (English as a Foreign Language) and English for Specific Purposes (ESP). This plenary synthesizes findings from recent empirical and conceptual studies (alongside parallel findings in contemporary CALL scholarship) to argue that the pedagogical value of AI lies in its power to cultivate critical autonomy through productive doubt, self-regulation, and epistemic humility.

Learners' motivation and learning goals in ESP have proven decisive in shaping how AI is used and perceived in the language classroom. Evidence from recent research demonstrates that these factors, rather than demographic or proficiency-related variables, determine both the frequency of ChatGPT engagement and the degree of satisfaction students express toward its use (Krsmanović & Tica, 2025). In other words, students with stronger motivation for English learning tend to use ChatGPT more frequently and report higher satisfaction with its integration (Krsmanović & Tica, 2025; Aladini et al. 2025; Wu et al., 2024). Importantly, those who have already cultivated self-directed learning strategies engage with AI more purposefully – interrogating its suggestions, adapting its outputs, and critically evaluating its limitations (Krsmanović & Tica, 2025).

When it comes to the specific uses of ChatGPT as a learning tool in ESP, most learners rely on AI for writing support, lexical clarification, and idea organization, but find it less useful for grammar and spoken fluency, while remaining skeptical of its stylistic consistency and factual accuracy (Krsmanović & Tica, 2025). Such a nuanced understanding of ChatGPT's usefulness in ESP, together with learners' growing awareness of its capacities and limits, suggests that sustained exposure to the tool promotes *critical mediation* – the practice of editing, questioning, and reframing AI-generated output as a hallmark of mature engagement. This is further underscored by the finding that over 53% of students who used ChatGPT during one semester considered it beneficial only when integrated with traditional teaching methods. Such a measured

stance – straddling reliance and scrutiny – cultivates what might be termed *critical AI literacy*: the ability to employ technology thoughtfully while interrogating its claims.

At the pedagogical level, these findings converge toward a redefinition of AI as a cognitive interlocutor rather than a mechanical aid. Emerging frameworks for AI pedagogy advocate intentional integration of AI tools in language instruction, combining ethical awareness with practical skill (Krsmanović & Tica, 2025). Core principles include early development of AI literacy, the teaching of prompt design as inquiry, process-oriented assessment, transparent authorship practices, and reflective evaluation embedded within every AI-mediated task (Krsmanović & Archan, 2024). This vision reframes the educator's role: not to protect students from AI, but to teach them to reason with it—cultivating discernment, adaptability, and self-regulated learning in an era where thinking itself is increasingly collaborative.

In that sense, teaching ESP in the age of AI calls for what might be defined as AI *Pedagogy* – the mindful and intentional integration of AI tools into teaching with the dual purpose of enhancing learning and fostering ethical, critical engagement with technology. The proposed framework identifies five pedagogical imperatives: (1) integrating AI literacy early and continuously, (2) teaching prompt engineering as inquiry, (3) valuing process over product in assessment, (4) ensuring transparency in authorship and AI disclosure, and (5) embedding reflective evaluation into every AI-augmented task.

Across several research studies conducted (Krsmanović & Archan, 2025; Krsmanović & Tica, 2025; Tica & Krsmanović, 2024), the central finding remains consistent: generative AI does not diminish learner autonomy; rather, it amplifies it – when mediated through reflective pedagogy. The challenge for educators is not to shield students from AI but to teach them to *outthink* it – to use generative tools as instruments of exploration, skepticism, and creativity. In this sense, the future of computer-assisted language learning depends less on technological sophistication than on cultivating a pedagogy of critical autonomy (Archan & Krsmanović, 2025). This suggests that AI's pedagogical value in ESP resides not in automating linguistic performance, but in provoking reflection and fostering self-regulation. Finally, it is the learners' motivation for language learning and their capacity for self-directed engagement that determine whether AI becomes a meaningful catalyst for development or merely a convenient shortcut.

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EXTERIORIZATION OF THE IMAGE OF PARENTS IN THE PSYCHOLOGICAL NARRATIVE OF THE ENGLISH-LANGUAGE VISUAL SPACE

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The narrative paradigm within modern media linguistics emphasizes that narratives function as primary meaning-making mechanisms through which individuals interpret, structure, and communicate human experiences (Abbott, 2020). This framework considers psychological narratives as multimodal constructs combining linguistic, visual, and emotional dimensions to convey inner experiences, values, and behavioral models. In particular, family-related narratives represent a key domain where emotional, moral, and social dimensions of human life are articulated and transmitted.

In contemporary English-language psychological narratives, the concept of parenthood serves as a focal point for articulating notions of identity, responsibility, care, and emotional regulation. The parent figure embodies individual and collective meaning structures, symbolizing moral guidance and affective security (McAdams, 2019). From the perspective of gender narratology, parental representation integrates cultural stereotypes and narrative functions that reflect social expectations of maternal care and paternal control. Gender and narrative are mutually constitutive meaning-making systems: narrative is defined through gender, and gender, in turn, is defined through narrative (Fivush, 2019).

Narratives are thus not neutral; they construct and reaffirm gendered identities by framing emotional expression, agency, and moral positioning (Wood, 2012). Within this paradigm, parental imagery is a semiotic mediator of emotional and moral experience, shaping readers' perception of relational dynamics, empathy, and self-development.

The image of parents, represented by the lexeme *parent*, represents both a gender-neutral unit (father or mother) and a composite image that externalizes the maternal and paternal components. Lexicographically, *parent* is defined as a person who is a father or mother; a person who has a child (Encyclopaedia Britannica, n.d.). Within the English-language psychological narrative, the seme parent is realised with high derivational potential:

- as a verb (to parent): *Our shame impacts how we form and maintain intimate relationships, how we parent, and how we react to difficult moments with our kids (Kennedy, 2022, p. 106);*

- as a verbal form (parenting): *He became a son to his parents again, rather than parenting them (Tawwab, 2021, p. 53)*;

- as an adjective (parentified): *Gilbert is a parentified teenager who cares for his younger siblings (Tawwab, 2021, p. 55).*

Within the psychological narrative, the image of parents takes on a multidimensional character, combining emotional support, moral, and social components. Parents appear as caring agents — subjects of care, emotional development, and self-reflection. In particular, Kennedy (2022) describes the transformation of the parental role as *a path from despair and frustration to hope, empowerment, and self-reflection (p. 10)*. Tawwab (2021) emphasises that *most parents want their children to be well-rounded, but that does not have to come at the expense of the parents' sanity (p. 12).*

A positive image of parents, marked by the lexemes good, trust, togetherness, functions as a protective cognitive-emotional factor that supports mental health and promotes emotional stability: *The principle of internal goodness drives all of my work — I hold the belief that kids and parents are good inside (Kennedy, 2022, p. 17); Parents routinely soothe children, lending them perspective — this pain won't last forever (Real, 2021, p. 26).*

The narratives also reveal ambivalence in the parental image: on the one hand, support and trust, on the other, overprotection and emotional exhaustion, e.g., *He was tired of being the emotional support for his parents, and he knew he had dating issues (Tawwab, 2021, p. 54).* This duality creates a dynamic concept of parenthood, where love coexists with control, and care with the need for autonomy.

The behavioural dimension deserves special attention: *I often remind myself that kids respond to the version of themselves that parents reflect back to them and act accordingly (Kennedy, 2022, p. 24).* This fragment represents the interdependence between parental narratives and children's reactions, emphasising the role of emotional feedback in identity formation.

Thus, the exteriorization of the image of parents in the psychological narrative of the English-speaking visual space appears as a semiotic process of representing moral and emotional identities, combining cognitive, gender, and behavioural components. The image of parents acts as a mediator between internal experience and socio-cultural norms, reflecting the value orientations of modern society.

Psychological medianarratives integrate positive archetypes (kindness, support, reflectiveness) and potentially risky patterns (overprotection, emotional overload), forming an ambivalent but holistic model of modern parenthood. The gender aspect is a structural component and a key semiotic mechanism for constructing narrative meaning.

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TRANSLATION AND THE PROBLEM OF IDENTITY

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In the modern globalized world translation plays an important role in connecting people across cultures helping to preserve their diversity and identity. Translation helps understand Other and his/ her culture. It supports international business, education, and the scientific community, facilitating the exchange of knowledge, research, and ideas across countries and cultures. Translation requires not only linguistic precision but also a deep understanding of the specific field. Translation is often considered a purely linguistic task: words are transferred from one language to another, and meaning is preserved. However, translation is far more than a mechanical process of turning words from one language into another. It is a delicate negotiation of identity – cultural, personal, and even philosophical, and the act of communication that always carries traces of identity – both personal and cultural. Every act of translation involves choices that inevitably reflect the translator's own perspective and, in turn, affect how the original author's identity is perceived in the target culture. L. Venuti states that "translation is unique in initiating events on an international scale, potentially affecting not only the hierarchy of values, beliefs, and representations in the receiving situation, but also the global hierarchy of symbolic capital" (Venuti, 2013).

The correlation of translation and identity was investigated by foreign and Ukrainian scholars, who view translation as a key factor in shaping cultural consciousness. Among them S. Shvachko addresses how translation practices influence and are influenced by cultural identity, particularly in the context of Germanic and Slavic languages. L. Kolomiyets shows that translation functions as a tool of nation-building and cultural self-expression, contributing to redefining cultural identity in postcolonial and censorship-driven contexts. M. Zerov in his studies emphasizes the integral role of translation in cultural identity formation. His work provides a historical lens through which to examine the evolution of Ukrainian identity via translation. Among foreign scholars L. Venuti shows how translators' choices affect cultural identity and how

translation can domesticate or foreignize a text. H. Vermeer highlighted that translation decisions are influenced by the target audience and context, affecting how identity is conveyed.

Identity and translation are deeply interconnected. In the complex interplay between language and culture, translation stands as both a bridge and a battleground. It connects worlds, yet simultaneously reveals the limits of communication and identity. The act of translation is never neutral; it carries within it the tension between preserving the original meaning and adapting it to a new cultural context. The problem of identity in translation arises from the deep connection between language and self-expression. Language is not merely a system of signs; it embodies a culture's worldview, values, and historical memory. When a text is translated, these embedded elements must be negotiated. Some concepts may have no exact equivalents in the target language, making the translator's task inherently interpretive. As a result, the translated text is never a perfect mirror of the original; it is a new creation, filtered through the translator's own understanding, cultural background, and linguistic choices.

In the Ukrainian context, the problem of identity in translation has particular significance. Translators often face the challenge of rendering global works into a language that carries its own history of struggle for recognition and survival. Each act of translation becomes an affirmation of cultural sovereignty – a reminder that linguistic identity is both fragile and resilient.

So, translation is not simply about transferring words; it is about negotiating identities. The translator acts as a mediator between authors and readers, bridging cultures while inevitably shaping meaning. Understanding the problem of identity in translation is crucial for both translators and readers, as it deepens appreciation of linguistic, cultural, and personal nuances and fosters genuine intercultural understanding.

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CORPUS-BASED APPROACH TO TEACHING NEW COMMUNICATION MEDIA VOCABULARY AT UNIVERSITIES

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The annotation discusses methods of expanding students´ vocabulary using data obtained from research based on the English monolingual synchronic annotated textual corpus English Web 2021 (enTenTen21) with Sketch Engine serving as the primary search tool for the needs of the investigation.

As an initial step, a set of specific words is chosen – we investigate lexical units that have been incorporated into the English vocabulary as a result of communication media development in the 21st century (e.g. *messaging, streaming, hashtag, livestream, chatbot, emoji, podcast, influencer, video call, cloud*). Furthermore, concordance (contextual occurrence of the search pattern) together with word sketch (collocations) are investigated to describe their characteristic features from the lexicological viewpoint. Thereafter, we elaborate the collected information to increase the effectiveness of vocabulary learning and teaching at universities (within the English language course for media students); we profile examples of corpus-driven exercises on the current communication media vocabulary.

Such exercises display numerous benefits; the authentic language examples incorporated in them provide university media students with a more vivid picture of English than they usually can obtain from traditional textbooks (Aijmer, 2009; Leláková, 2022). Moreover, for ESP students the process of distinguishing between near-synonymous ESP terms requires inferring meaning form specialized contexts, and namely this method enhances comprehension, fosters engagement, and promotes motivation (Gavioli, 2005; Hundarenko, 2019; Sinclair, 2004).

Corpus-driven activities motivate students to be engaged in explaining the semantics of the new communication media words via discovery methods and to build their mental lexicon by creating associations networks for self-directed vocabulary acquisition.

The accurate selection of lexical units leads to successful communication, as these instances of authentic language – reflected in typical contexts that display collocations,

register, meaning, and syntactic environment – are incorporated in the sample of corpus-driven exercises. However, they are not intended for all stages of vocabulary acquisition, being more appropriate for learners at the B1 level and above.

In addition, this approach to vocabulary teaching fosters the development of sustainable linguistic skills in both English and the students´ mother tongue. The implementation of the proposed activities demonstrates the extent to which media students have mastered the necessary linguistic background simultaneously supporting the growth of their professional competencies. Students should then be given opportunity to apply the communication media vocabulary in speaking tasks that encourage authentic language production and personalization, allowing them to express about their own attitudes, opinions, and feelings.

In the subsequent section, we present a corpus-driven exercise on the communication media vocabulary. The list of possible activities includes the following tasks: yet the space of the annotation does not enable to display all of them:

- classifications of individual lexical units,
- matching words with pictures or with their definitions,
- gap filling/completing the concordances,
- choosing the correct word,
- accuracy-focused activities,
- revision activities,
- guessing meaning of words,
- crosswords/word search.

Such a wide scope of vocabulary exercises makes it possible for the students to be exposed to the communication media several times by repeatedly retrieving them from memory.

Task 1. All lexical units below represent communication media vocabulary. Fill the gaps in the following sentences with one of them.

podcast – streaming – hashtags – chatbot – emojis

1. *The 2021 Communications Pack includes all the details you will need for Brain Awareness Week, including promotional material and flyers for websites, Facebook and Twitter profile and banner pictures,* ***…….*** *and sample social media tweets.*
2. *Please avoid using* ***…….*** *, as these may not display in all browsers as you intended, even if they look fine in preview mode.*
3. *Our new* ***…….*** *series, web space and digital events season give voice to the stories we couldn't fit into the exhibition, and can be accessed wherever you are.*

4. *All the ……. algorithms we develop in this paper are based on the construction of deterministic VPAs.*

5. *The ……. uses Decision-Making Tree technique to provide users with an exact answer by reading their intention and leveraging Wit.*

This brief survey has proved that the characteristics of the communication media vocabulary observed in the textual corpus English Web 2021 (enTenTen21) copy general premises of the English language functioning. Simultaneously, they reflect the language users' needs involving various extralinguistic psychological and sociological phenomena. The same may be said for the word-formation process in their roots; the data obtained from corpus suggest that the studied lexical units hold the analogous word-formation competence for creating specialized terms connected with communication media as the general naming units.

Our primary task to demonstrate that textual corpora have the capacity to provide a motivating addition to English language vocabulary acquisition has been satisfied. The presented tasks might lead to ideas for English teachers how to illustrate contemporary communication media vocabulary during ESP English; moreover, the information obtained from the textual corpus contributes to the understanding of psychological principles behind the choice of the studied vocabulary within individual communication acts.

The limitations of the annotation become evident when considering the constraints related to observing lexico-semantic and morphological features of the examined linguistic units, as well as the extent to which corpus-driven linguistic patterns can help distinguish between texts intended for the public and those aimed at professional audiences.

Finally, the interdisciplinary bonds suggested in the annotation have the potential to provoke future research in the of corpus linguistics field with the aim to study ESP vocabulary as reflected in relevant corpora. When discussing didactic application, the corpus-based methodology might be employed within interdisciplinary seminars with the goal to develop language competences of future media studies specialists.

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THE ASSOCIATIVE FIELDS OF THE CONCEPT *UKRAINE* IN GENDER ASPECT

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This study investigates the specific features in the associative perception of the concept *Ukraine* through a psycholinguistic approach. This concept is a central category of national language consciousness, capturing both the historical and contemporary perceptions of the homeland.

The Russian–Ukrainian war has amplified the emotional and cognitive salience of this concept. Wartime experiences shape the associations and influence national identity, which are reflected in language through both patriotic and familial imagery. Understanding how men and women perceive Ukraine allows researchers to explore gender-specific cognitive structures and emotional processing in psycholinguistics.

The notion of the concept in psycholinguistics is multidimensional, often defined as a mental formation representing a fragment of reality through cognitive, emotional, and evaluative features (Evans, 2006). The concepts are structured hierarchically: nucleus (core stable features) and periphery (flexible, context-dependent features) (Tripp & Munson, 2021).

Previous studies were connected with the general description of different concepts (Lubimova, 2020; Motsi & Park, 2020), but gendered associative fields remain underexplored. The study aims to fill that gap, providing both quantitative and qualitative analyses of the associations produced by the Ukrainians.

The free association method is particularly effective for capturing concept structures. It allows the participants to respond spontaneously, providing insight into primary cognitive and emotional representations (Lubimova, 2020).

The aim of the study is to identify and analyse gender-specific patterns in the associative field of the concept *Ukraine.*

Using the free association experiment with 220 respondents (110 males, 110 females) aged 17–24, the research identifies differences in the cognitive and emotional representation of the homeland.

The scientific research was carried out using a number of general scientific and psycholinguistic methods. The study requires the involvement of the conceptual and methodological apparatus of such sciences as psychology and linguistics.

The results reveal that female participants tend to produce emotionally rich associations emphasizing family, peace, and cultural continuity (*mother, home, love, traditions*), whereas male participants predominantly generate action-oriented and patriotic associations (*army, hero, freedom, victory*).

Quantitative analysis shows a significant gender asymmetry in the associative field, with 75% of associations overlapping but differing in intensity and thematic focus. The findings highlight the interplay between gender, socio-political context, and national identity in the Ukrainian language consciousness and contribute to the understanding of gendered cognitive models in psycholinguistics.

First of all, the structure of the associations has been analyzed: words – 87% (male), 77% (female); phrases – 12% (male), 23% (female); sentences – 1% (male), 0% (female).

The male responses were predominantly single nouns, reflecting historical, patriotic, and action-oriented concepts.

The female responses included phrases and descriptive adjectives, reflecting emotional and relational content.

According to the part of speech analyses we have such results: nouns – 93% (male), 82% (female); adjectives – 7% (male), 18% (female).

The male adjectives were fewer: *free, invincible, dear*.

The female adjectives were more frequent and diverse: *beautiful, independent, blooming, strong, harmonious, unforgettable*.

Also the semantic categories have been analyzed. The male groups are historic & cultural figures (33%), historic realities (22%), abstract names (15%), national symbols & cultural realities (8%), national culinary realities (6%), toponyms (5%), family & home (2%), modern historic period (war) (2%), landscape & nature (2%), language & synonyms (2%).

The core (nucleus) for males: historic & cultural figures, historic realities, abstract names; periphery: national symbols, culinary items, toponyms, landscape, family, modern history.

The female groups are national & cultural realities (16%), abstract names (15%), national symbols (13%), family & home (11%), historic realities (8%), national culinary realities (7%), clothing & folklore (7%), plants & animals (5%), modern historic period (war) (5%), historic & cultural figures (4%), landscape & toponyms (4%), diminutives/emotional words (1%), language & synonyms (1\%), gender-specific imagery (1%).

The core (nucleus) for females: national & cultural realities, abstract names, national symbols, family; periphery: historic realities, culinary items, clothing, nature, modern history, historic figures.

The women showed higher diversity, emotional salience, and relational orientation. They encode affective, relational, and symbolic features in national concepts.

The men mentioned historical figures, patriotic duty, and abstract ideals. They encode action-oriented, heroic, and historical features, consistent with protective and martial social roles. The males' participants show strong alignment with patriotic and heroic values, with no negative associations.

The concept of Ukraine exists in close unity for both women and men. However, it should be emphasized that women tend to perceive and experience events more emotionally and deeply. Their expression often incorporates a blend of local words and associations, which remains a relevant aspect for both genders.

Consequently, the level of scholarly exploration of the gender-related conceptual sphere has been identified, revealing that the concept is a multidimensional construct manifested in language and marked by distinct ethno-cultural characteristics.

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THE USE OF ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE TEACHING: A REVIEW OF CURRENT TRENDS AND PROSPECTS

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Artificial intelligence is becoming an increasingly integral part of the educational process in the contemporary world, particularly in the realm of foreign language learning. Recent systematic reviews present artificial intelligence as offering innovative teaching tools, such as chatbots, adaptive platforms, and biometric feedback, to personalize learning and enhance its efficiency. The article presents a summary of the main findings for the period 2024-2025, discussing such aspects as benefits, challenges, and future directions of AI in language education (Zheng & Yang, 2024), (Zhu & Wang, 2025).

Research confirms the rapid development of AI technologies in foreign language learning. Among the main trends is the use of chatbots based on AI, such as Chat GPT, for improvement in speaking, writing, and grammar competencies. Such a systematic review of 24 studies showed that chatbots reduce anxiety when speaking and improve performance in EFL. Other technologies include ITS, automated feedback systems, and mobile applications with generative artificial intelligence that can adjust materials to the student's level of understanding (Du & Daniel, 2024).

Within the framework of activity theory, chatbots are integrated into learning systems to promote cognitive, emotional, and behavioural outcomes. Recent research states that AI enhances cognitive skills, such as communicative competence, in 48% of cases and influences students' emotions, including motivation, in 38% of cases. Heart rate and eye movement data are also utilized by biometric feedback platforms, such as Smart Sparrow, to adapt reading materials, ultimately leading to increased comprehension and reduced anxiety (Li, Zhou, Yin & Chiu, 2025), (Yuan, 2025).

Trends also include mobile applications that apply generative AI to improve student self-efficacy. Participants using AI features with Duolingo reported a perceived increase in confidence using the language in real-life situations after a month, with the figures ranging between 61% and 79%. In general, research targets higher education (65%), as well as writing and speaking competencies, with a focus on data and machine learning for

personalization (Kittredge, Hopman, Reuveni, Dionne, Freeman & Jiang, 2025), (Feng, 2025).

AI has distinct advantages in enhancing learning results. For instance, learning with artificial intelligence methods diminishes cognitive load and improves EFL outcomes. In a study involving 484 students, an experiment demonstrated that personal feedback and adaptation within learning led to enhanced results. The integration of chatbots, such as Chat GPT, increases motivation through instant feedback and cultural insights, thereby making the interaction more engaging, (Karataş, Abedi, Ozek Gunyel, Karadeniz & Kuzgun, 2024).

For future teachers, AI can aid in learning English as a second language, improve pronunciation, for instance, through Elsa Speak applications, and enhance cultural understanding. A systematic review drew attention to the importance of personalization in pinpointing knowledge gaps, and reading biometric feedback increased comprehension by 12.4 points while reducing anxiety in a group of 300 EFL learners. Overall, artificial intelligence promotes engagement more effectively, reduces anxiety, and increases the potential for transferring learned skills into real-life contexts (Peña-Acuña & Corga Frenandes, 2024), (Kittredge, Hopman, Reuveni, Dionne, Freeman & Jiang, 2025).

Despite the various advantages, artificial intelligence also poses challenges - the over-dependency on AI results in skill deterioration and plagiarism. Additionally, technical issues such as connection failure or poor audio quality can also pose obstacles. Lack of early empirical effects, limited human-computer interactions, and advantages over disadvantages are also noted in different research studies (Zheng & Yang, 2024). Some ethical controversies, such as data privacy in biometric systems, require attention. AI is also not very effective in deep communication and collaboration, which hampers its development of basic skills (Yuan, 2025).

Research suggests that strengthening interdisciplinary communication in areas such as computer science and linguistics can help better understand personalization. Long-term and classroom studies are needed to assess the impact of AI and its integration with teachers in achieving a balance (Zhu & Wang, 2025).

Artificial intelligence is revolutionizing foreign language learning through personalized, practical tools that improve motivation and bring better results. However, reaching full potential requires addressing such challenges as dependency and accessibility. With further research, AI plays a vital role in paving the way for inclusive and effective language education.

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FOREIGN LANGUAGE TEACHING IN NON-LINGUISTIC UNIVERSITIES

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The current state of higher education with the latest trends in its development puts forward new requirements for the professional training of graduates and their personal qualities. Among the significant ones are deep professional knowledge and skills, the ability to flexibly apply them, sociability, initiative, creative activity, and readiness for continuous self-development. The competitiveness of modern specialists is determined not only by their high qualifications in the professional field, but also by their willingness to solve professional tasks in conditions of foreign language communication. The presence of linguistic knowledge enables high school graduates to be aware of everything new that is published in their professional field, equips them with the achievements of world science, and promotes the practical application of this knowledge. Thus, learning a foreign language in higher education establishments contributes to the expansion of students' educational horizons and prepares them for life in a multinational and multicultural world.

The analysis of existing approaches to foreign language teaching in the system of higher professional education showed that in the domestic methodology of a foreign language teaching the system of future specialists' training in a foreign language professional communication is insufficiently developed. The studies revealed that the main factor affecting the quality of training is the insufficient development of the content and organizational components of existing education models.

Based on this, the scientific search for approaches that ensure the effectiveness of language professional training of future specialists has become quite relevant. Teaching a foreign language at non-linguistic faculties of universities should be considered as a means of transmitting socially and professionally significant information to students, practicing the skills of using foreign language sources in students' professional activities, and preparing future specialists for continuing education.

An analysis of many scientific and pedagogical sources indicates the diversity of existing models of foreign language teaching. Unfortunately, none of them is universal, because in most cases they are narrow-profile in nature. Thus, the search for a scientific

and pedagogical justification for the theoretical model of teaching a foreign language to students of various specialties remains relevant.

Let us consider the model of professionally oriented learning as a didactic system aimed at implementing the mechanism of language training for students of non-linguistic universities and which involves the scientific justification of organizational approaches to determining learning goals, selecting and structuring the content of foreign language learning, choosing forms, methods and means of learning, monitoring learning outcomes and its correction. It is important to include the following components in the structure of the model: content, target, motivational, procedural, and control-evaluation.

The content component involves the selection of the content of the educational material. Thanks to this component of the model, communicative skills are manifested by types of speech activity based on general and professional vocabulary (Syzenko & Diachkova, 2021).

The target component includes defining the goals and objectives of foreign language teaching at non-linguistic universities. In the context of professionally oriented foreign language learning, practical, educational, nurturing and developmental goals must be successfully implemented, which are determined by the communicative and cognitive professional needs of future specialists in a specific field.

The motivational component is associated with the need to master a foreign language and involves the formation of educational and professional motives. The conditions for the formation and development of motives in professionally oriented foreign language teaching of students of non-linguistic universities are the use of active teaching methods, the use of interdisciplinary connections between general scientific and professional disciplines, and the creation of a creative atmosphere in the group (Samoilova & Serhiienko, 2019).

The procedural component implies the choice of methods, forms and training tools. Leading active teaching methods: project method, discussions, role-playing games, oral and written presentations. Organizational forms are classroom lessons under the guidance of a teacher; compulsory independent work assigned by the lecturer; individual independent work. The teaching aids are: linguistic, methodological and technical (Bonwell & Eison, 1991).

The control-evaluation component is associated with periodic verification of the pedagogical process and assessment of its results. We usually use the following types of control: thematic, current, final and preliminary. For the implementation of such types of control, the most relevant is the test form of control (Panshchenko, 2021).

The development of a model of professionally oriented foreign language teaching involves the use of some theoretical approaches: contextual, systemic, personality-oriented, communicative, and technological.

Furthermore, it is essential to emphasize that in order to design a specific technology for professionally oriented learning, the following steps must be included: defining learning objectives; selection of the content component; determination of required levels of material assimilation; selection of training methods, forms and tools; assessment and monitoring of training results; description of the speech training process in the form of a phased sequence of actions of the teacher and students.

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RENDERING LINGUISTIC AND STYLISTIC FEATURES OF THE HORROR GENRE IN UKRAINIAN TRANSLATION

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The horror genre represents a distinctive literary phenomenon characterized by the use of specific narrative and linguistic techniques aimed at evoking an atmosphere of fear, anxiety, and the uncanny. Horror fiction often relies on irrational or illogical explanations of events, which enhances the sense of mystery and the supernatural within the narrative world (Radcliffe, 1826).

In literary discourse, horror develops its own linguistic framework that serves not only to convey the storyline but also to elicit profound emotional responses from the reader. Its central purpose is to evoke intense affective states such as terror, suspense, disgust, or despair. These emotions are achieved through the deliberate use of lexical and grammatical means that constitute the core of the horror discourse.

Lexical means play a crucial role in constructing the emotional and psychological tension characteristic of horror fiction. One of the principal linguistic devices employed in this genre is the use of lexemes bearing negative or threatening connotations. Words such as 'darkness', 'blood', 'shadows', and 'death' evoke subconscious associations with danger and menace, which constitute the core semantic domains of the horror discourse. Moreover, emotionally charged vocabulary such as 'horror', 'despair', 'panic', and 'agony' enhances the reader's empathic response and deepens emotional engagement with the characters (Ivanova, 2020).

The verbalization of emotions in horror literature occurs both through direct naming of emotional states and through their contextual or implicit representation.

For instance, in Stephen King's "Pet Sematary", the protagonist's emotional state is expressed through the explicit use of the lexeme *terror*:

> *He was filled with a sudden, unreasoning* ***terror****, as if he had been caught in a nightmare from which he could not wake* (King S. Pet Sematary, p. 66).

The word *'terror'* functions here as an expressive marker directly denoting fear, while the adjectives '*sudden'* and *'unreasoning'* intensify its irrational and overwhelming nature.

However, in King's "The Dead Zone" (1979) fear is conveyed indirectly, through visual and sensory imagery that evokes emotional tension without explicitly naming it:

> *...the face appeared before her, floating in the darkness, a horrible face out of a nightmare. It glowed a* ***spectral, rotting green****. One eye was* ***wide open****, seeming to stare at her in* ***wounded fear****. The other was squeezed shut in a* ***sinister leer*** (King S. The Dead Zone, p. 21).

The heightened emotional charge and stylistic intensity of horror narratives necessitate a careful and multidimensional approach to their translation. Conveying the stylistic features of the source text involves not only linguistic accuracy but also emotional and stylistic adaptation. A crucial aspect of this process involves the use of stylistic transformations, understood as translation strategies that enable the translator to adjust expressive nuances while maintaining the genre-specific atmosphere of the source text.

Among the most effective transformations are expressivization, synonymous substitution, and compensation, which contribute to maintaining both the semantic and stylistic integrity of the text.

Let's consider the following example from S. King's "Pet Sematary" (1983) and its Ukrainian translation "Kladovyshche domashnikh tvaryn" (2015) by Anatolii Pityk and Kateryna Hrytsaichuk:

Horror rolled through Louis, gripping his warm heart in its cold hands, squeezing. It reduced him, made him less and less, until he felt like taking to his heels and running from this bloody, twisted, speaking head on the floor of the infirmary waiting room (King S. Pet Sematary, p. 56).

Жах пронизав Луїса, стискаючи в крижаних лапах його гаряче серце. Здавалося, воно дедалі зменшується, падає в п'яти і вислизає геть, подалі від цієї мертвої скривавленої і – найгірше! – балакучої голови на підлозі кімнати очікування (King S. Kladovyshche domashnikh tvaryn, p. 71).

The technique of expressivization is observed in the substitution of the neutral *hands* with the emotionally charged *лапи,* intensifying the grotesque imagery. To reinforce the contrast, *warm* is rendered as *гаряче* and *cold* as *крижане*, thereby heightening the sensory opposition and emotional tension. Consequently, the phrase *gripping his warm heart in its cold hands* is conveyed in translation as «*стискаючи в крижаних лапах його гаряче серце».*

A synonymous substitution can be seen in the conveying of the verbal pair *gripping... squeezing* as a single Ukrainian participle *стискаючи*, which preserves meaning while adapting syntax to the norms of the target language.

Compensation is achieved through the introduction of an alternative metaphor to convey the protagonist's psychological state: the phrase *"It reduced him, made him less and less, until he felt like taking to his heels and running..."* is translated as*: «здавалося, воно дедалі зменшується, падає в п'яти і вислизає геть...»*, which produces a striking figurative image of the loss of composure typical of extreme fear.

Additionally, the translators alter the syntactic order and insert the exclamation *«найгірше!»*, which amplifies the climactic tension and contributes to the emotional dynamism of the scene. Such stylistic restructuring demonstrates the translator's role in rendering narrative rhythm and expressive force within the target language.

The analysis demonstrates that the translation of horror fiction requires a subtle and multifaceted approach, as the genre's essence lies in the interplay of emotional intensity, suspense, and stylistic expressiveness. Effective conveyance of these features can be achieved only through the deliberate application of various translational transformations that ensure an adequate recreation of both the content and the stylistic and lexico-grammatical features of the original.

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TEACHING BASIC ENGLISH GRAMMAR TO THE CADETS USING THE FLIPPED CLASSROOM METHOD

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The primary goal of this method is to foster an active learner who is fully engaged in the educational process – one who can think critically, collaborate, inquire, offer and request assistance, engage in discussion, provide arguments, analyze information, and express personal opinions.

The Flipped Classroom method represents a variation of blended learning. Its distinctive feature lies in the fact that students are required to familiarize themselves with new material independently at home, while classroom time is devoted to solving practical tasks under the teacher's guidance to consolidate and deepen their understanding (Flipped, 2025).

In this way, the teacher's role transforms into that of a facilitator or consultant, assisting students in gaining practical experience from the knowledge they have acquired. At the same time, this approach reshapes students' attitudes toward learning: they evolve from passive listeners into active participants who acquire new information through self-directed study (Flipped, 2019). This promotes the development of autonomy and cognitive engagement.

The method also creates more opportunities for practice, the cultivation of critical thinking, and participation in discussions, as students come to class already prepared. Furthermore, by studying the material independently, learners simultaneously develop digital literacy skills (Olenyuk, 2020). Importantly, they study not merely to earn grades but to apply their acquired knowledge in practice.

Variations of the method include:

- **Typical:** Cadets study new material independently (at home) and work on practical exercises during class. In this case it is efficient to guide the cadets with diagrams or grammar tables to make sure they can visualize the theoretical information and refer to the various internet self-study services.
- **Discussion-based:** This method is better to be used in disciplines that require visual demonstrations or experimental work, especially when learning languages, for example, the cadets can be divided into two groups given a grammar assignment and have a discussion as to completing the exercises.

- **Group-based:** Cadets are divided into groups to apply new knowledge collaboratively in class, fostering teamwork and peer learning. This method is not only effective for learning; it is also very motivating encouraging competitive abilities.
- **Flipped "Teacher":** This approach involves cadets directly in the creation of video materials and practical assignments, role-play and acting out real-life situations (conversations) involving grammar.

Implementation of the Flipped Classroom method

In class, in order to reinforce learned material, it is most effective to employ creative tasks, educational games, and discussions that engage cadets and motivate them to acquire new knowledge for practical application (Advantages, 2020).

The teacher can use the gaming methodic in teaching English Grammar to the cadets with the appropriate professional vocabulary. For example, teaching the Present Simple can be presented as daily routine activities together with the prepositions of time and place and scheduled events; practicing the Present Perfect can be combined with the question-answer work "Have you ever been (done, seen) …"; the Future Simple can be combined with the future professional activity etc.

Cadets' motivation for independent study can be enhanced through the use of active information-processing techniques that the teacher integrates into the content creation process. Existing educational video resources on the topic may also be utilized. To promote engagement with the material, cadets can be encouraged to take concise notes, summarize key points, or organize information into tables, work on group and individual projects which develop their speaking and use of English grammar skills as well as teamwork and self-esteem.

To summarize, it should be noted that the Flipped Classroom methodic can be applied in a vast majority of conversations covering professional topics. This allows the cadets to practice their grammar skills in class while studying the theoretical part as a self-study material which can be really beneficial in the conditions of a small number of practical classes at the university and intensive study of professional vocabulary.

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MODERN APPROACHES TO THE FOREIGN LANGUAGE COMMUNICATION SKILLS DEVELOPMENT IN NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS

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Nowadays, professional development, international cooperation, access to information, and the development of cognitive skills are impossible without knowledge of a foreign language, particularly English. This is because English is the language of science, business, and international communication, so knowledge of it increases the competitiveness of higher education institution graduates in the labor market and opens up opportunities for scientific activity and communication with specialists from around the world.

Professional foreign language training is based on taking into account the needs of students in learning a foreign language, determined by the characteristics of the profession or specialty, which, in turn, require its study. This is the main difference between professional foreign language training and language training for general educational purposes and socialization. The goal of professionally oriented foreign language learning in non-linguistic higher education institutions is for future specialists to master the relevant basics of communicative competence (Shulha, 2020).

An analysis of works devoted to the means of communicative competence formation (L.B. Alekseeva, I.L. Bim, O.B. Bigich, K.O. Leontiev, S.L. Rubinstein, S. Muaran, D. Hyams et al.) allows us to conclude that communicative competence should be understood as knowledge not only of linguistic forms (acquisition of grammar and vocabulary), but also the acquisition of skills in using them for the purposes of real communication.

The formation and development of communicative competence of higher education seekers in the process of studying a foreign language for professional purposes is carried out taking into account the real communicative needs of future specialists in all areas of professional communication. The main task of communicative competence is the ability to compose monological statements on professional topics; communicate with colleagues in accordance with the norms of linguistic etiquette; participate in conversations; express one's own position in a reasoned manner and adequately perceive the speech of the interlocutor; formulate questions and answer them reasonably; that is, to master the

linguistic situation in the professional sphere of communication. It is also important that the learner be able to independently select material, critically analyze the information received, draw conclusions, justify them, and solve problems that arise. Communicative competence is developed by involving learners in solving a wide range of meaningful, realistic, and achievable tasks that make sense, the successful completion of which brings satisfaction and increases their self-confidence (Stojko, 2011). For this purposes, it is necessary to use methods such as the project method, case method, business games, and creating problem situations. It should be noted that by using these methods, the teacher becomes a consultant and advisor rather than a regular instructor, which helps to create a more conducive learning environment.

The project method is one of the modern interactive approaches to the foreign language teaching. The project method is a pedagogical technology in which the process of acquiring knowledge and forming skills takes place via the implementation of an educational project, i.e., independent or group activities of students aimed at solving a practical or research problem with the receipt of a real product (material or intellectual). The goal of the method is to integrate knowledge from different fields and develop critical thinking, independence, cooperation, creativity, and communication skills (Frison, 2016).

The project method has become firmly established in the teaching practice of many countries around the world, as it allows students to consistently and effectively develop independent thinking. Furthermore, it creates a research-oriented, creative atmosphere in foreign language classes, where each student is involved in an active learning process based on collaborative methods.

When it comes to using the case method in foreign language classes, this method helps to bring classroom communication situations as close as possible to real-life situations that students will encounter in their everyday lives and professional activities. A case (from the English word "case" – a box, case, bag) means "comprehensive active study of material, both under the guidance of a teacher and in a group, with the aim of obtaining as much information as possible about the problem being studied, for analysis and making the best decision in a practical situation" (Goncharenko, 1997). Familiarization with the case, independent search for a solution (internal monologue in a foreign language), the process of analysing the situation during the lesson (monologue and dialogue, prepared and spontaneous, also in a foreign language) – all these are examples of communicative tasks. Classroom communication related to working on a case study, which involves debate, discussion, argumentation, description, comparison, persuasion, and other speech acts, trains the skill of developing the right strategy for linguistic behavior and adhering to the norms and rules of foreign language

communication. The teacher evaluates students' comments on the content of the case study according to the following skills: analytical, managerial, decision-making, interpersonal communication, creative approach, oral and written communication in a foreign language (lexical and grammatical aspects). Based on this, the case method includes both a special form of teaching material and special ways of using it in foreign language practice (Sikorska, 2021).

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SPECIALISED LANGUAGE TEXTS: MEASURING THE DEGREE OF SPECIALISATION

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Historically, one can distinguish three stages of research into specialised languages: linguistic (or semiotic), pragma-linguistic, and cognitive-linguistic. The first stage dates back to 1930 with the main focus being on the definition of individual terms and terminological systems. The next stage begins in the 1970s, when texts of specialised communication and their contexts were considered in addition to vocabulary. In the 1990s, the cognitive approach to language and communication studies raised interest in the functional concept of specialised vocabulary and since then the individuals involved in specialised communication – producers and receivers of specialised texts – have been taken into account (Roelke, Breeze, & Engberg, 2025, pp. 3-7).

As a result, defining specialised language text types is not an easy task. In fact, there are two ways of addressing this issue. One is to draw a distinct line between specialised and non-specialised language texts, and the other is to postulate a "continuum" of texts that differ in the degree of specialisation (Marzá, 2009, p. 29-30; Molina-Plaza & Maroto, 2024, p. 20; Sáez, 2018, p. 143).

According to Cabré (2004) the two main factors that allow creating a typology of specialised texts are subject matter and degree of specialisation. In other words, texts can be typologised depending on the discipline or the field of knowledge they deal with, and depending on the degree of specialisation within this field. This corresponds to Hoffmann's classification of specialised communication in two dimensions: horizontal (e.g. soft & hard sciences) and vertical (e.g. different registers and genres) (Cabré, 2004, p. 26; Marzá, 2009, p. 37-38).

A text's level of specialization is mainly determined by the text recipient's competence in a particular field of knowledge. Texts intended for specialists can be classified as highly specialised, texts that transmit knowledge from specialist to novice in the field are fairly (moderately) specialised, and texts targeted at general public that may have interest in the given field are of low level of specialisation Marzá, 2009, p. 39; Sáez, 2018, p. 143).

Highlighting the distinctions between various types of specialised texts might be most beneficial for the modern teaching practices of language for specific purposes due to the input on issues of pragmatics, functional grammar, and discourse analysis (Nagy, 2014, p. 267).

Thus, from the pragmatic perspective the same subject matter can be presented in different levels of text complexity, and can be adapted by the text producer to the cognitive domain of the text receiver, which certainly affects the linguistic features of the specialised texts, especially the terminology used. For that reason, defining specialised language text types should involve accounting for not only formal linguistic but also pragmatic and cognitive criteria of professional communication (Hoffmann, 1991, Marzá, 2009, Molina-Plaza & Maroto, 2024).

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APPLICATION OF AN INDIVIDUAL APPROACH TO TEACHING ENGLISH AS AN IMPORTANT PREREQUISITE FOR THE LEARNING PROCESS EFFICIENCY

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Nowadays the English language has gained a new status in Ukraine as one of the languages of international communication in public spheres. This not only confirms the importance of the English language in the modern world but also affirms Ukraine's aspiration for an active role in the international community. By paying attention to learning English, Ukraine recognizes its key role in solving global problems and strengthening international ties. In particular, the "Strategic Plan of the Ministry of Education and Science of Ukraine until 2027" (2024) includes, among other tasks for operational goals, the modernization of a mandatory multi-level English language course for professional-oriented English language training for students of professional technical and pre-higher professional education. The above-mentioned provisions justify the importance of further research and practical trials of new developments in the field of teaching English in higher education institutions.

The study of foreign languages has always been and remains a relevant topic of research for educators and scientists. It is obvious that the most progressive approaches in foreign language learning are competence-based, intercultural, activity-oriented, and communicative-creative approaches. According to Ivleva K. S. and Reida O. A. (2018), innovations in teaching the English language envisage a complete rethinking of the organization of education, global changes in the English language teaching technologies and the formation of a new concept of education, namely the use of a competence-based approach and the formation of self-educational potential among students of economic specialties. The educators point out the insufficiency of traditional methods in view of the growing needs of the modern labour market. At present, teachers in many universities have developed many interesting and effective methods that allow students to master foreign languages more effectively. Undoubtedly, they consider the development of a language teaching system based on information technology to be the most effective direction in foreign language learning. They note that by combining sound, graphic, animation, and text effects, it is possible to quite successfully simulate the effect of

immersion in an active language environment, which helps in the implementation of modern linguistic, methodological and pedagogical technologies.

The dynamics of changes in motivation for learning foreign languages is the subject of the article by Elspeth Broady (2020). The British author is concerned about students becoming less motivated to learn foreign languages. In 2020, the British Academy published a new strategic document "Towards a National Languages Strategy: Education and Skills," proposing a more "integrated, holistic" approach to languages in the United Kingdom. Broady hopes that this action plan will help solve language problems. Undoubtedly, learning English in the context of higher education is not only a process of imparting knowledge but also an important interaction between teachers and students. However, the existing research results testify to the educational process being considered mainly from the teachers' perspective, and students' opinions are taken into account at best to a certain extent. Therefore, in the development of future and improvement of existing educational programs, it is advisable to pay more attention to the wishes and needs of students, as well as to consider interactions with students to enhance the effectiveness of the educational process. We will explore how the results of a survey can improve English learning for a specific group of students, as each student has unique goals and motivations for learning the language. Some may seek to improve their professional potential, while others may lack motivation encountering difficulties in learning. Therefore, teachers should consider their diverse motivations and preferences to create an individualized approach as an important prerequisite for enhancing work efficiency. Attention to students' wishes ensures the creation of a more dynamic and encouraging learning environment. When students feel that their opinions are taken into account, they become more motivated and active participants in the learning process. Teachers should establish trusting relationships with students, maintain open feedback, and be ready to adapt their approach according to the needs of the group. To investigate the difficulties students face while learning English, the author conducted a quick survey of 17 students majoring in non-linguistic specialties who study the course "Practical English for Professional Purposes." A specially designed questionnaire was used for the survey, offering three response options: yes, no, cannot answer. The results are presented below. Students were asked: "Do you think knowledge of the English language will be useful to you in the future?" More than half of the students (12 students, or 70%) plan to use English in the future. Most of them believe that knowledge of the English language will be an advantage for them when applying for a job. Over 60% of respondents confirmed experiencing difficulties while learning English at the university. Responses to questions on whether respondents sought tutors, online or offline courses, external educational services, etc.,

showed that more than half of respondents (12 out of 17, or 70%) did not seek tutors or use external educational services.

Further questions aimed to clarify the specific difficulties students faced while learning English. The following questions and results were provided: 23% reported an inability to maintain a conversation in English; 21% reported difficulty understanding English; 37% had poor memory for new words; 29% struggled with grammar. Pronunciation and reading difficulties were faced by 13% of respondents. Only 27% of respondents acknowledged that they had no difficulties learning English. Therefore, while planning lessons with this group of students, appropriate methods should be applied to help overcome identified difficulties. For conversational English, it is better to engage in a progressive method – communicative – to primarily focus on active vocabulary and overcoming language barriers. Installing an English-speaking voice assistant on a smartphone seems useful. The lack of understanding of spoken English stems from a lack of practice. Students should be encouraged to listen to songs and watch video programs, movies in English, trying to understand the text, gradually getting used to perceiving the language by ear. To improve memory for English words, regular spaced repetition of these words and attempts to use them in practice are recommended. Special cards or smartphone applications should also be used. By applying appropriate methods and tools, stimulating extracurricular work of students, using different perception channels, and utilizing online resources with free additional materials and tests for checking current knowledge levels, an effective approach to the learning process is ensured, resulting in quick and effective outcomes.

The results of student surveys provide valuable information about specific problems and needs they face in learning English. This information can be used to further improve teaching methods and learning materials. Improving English language learning for a specific group of students is possible through adapting materials, introducing additional learning resources, conducting regular additional classes and individual consultations with teachers. An approach based on the real needs of students contributes to more effective learning and achieving high results, ensuring more successful learning for all students.

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IRONY IN POLITE EXAGGERATIONS: A CORPUS INVESTIGATION OF NEO-VICTORIAN ROLE-PLAYING GAMES

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Means and ways of characters' speech stylisation in Neo-Victorian play-by-post role-playing games (RPGs), a communicative politeness strategy of exaggeration in particular, are investigated with the help of corpus analysis software. Neo-Victorian RPGs represent a modern web-based creative writing community (Alley & King, 2018) whose members share an interest in the cultural, social and historic developments of the 19th century Victorian Britain and build narratives (social simulations) via posts, acting as their characters.

Two samples were drawn from the RPGs *Absinthe* and *Beyond the Thames* and from the original works by Victorian playwrights *Caste* (Thomas William Robertson, 1867), *The Gay Lord Quex* (Arthur Wing Pinero, 1899), *The Importance of Being Earnest* (Oscar Wilde, 1895), *Lady Audley's Secret* (Colin Henry Hazlewood, 1863), *London Assurance* (Dion Boucicault & John Brougham, 1841), *Money* (Edward Bulwer-Lytton, 1840), *Mrs Warren's Profession* (George Bernard Shaw, 1894), and *Two Roses* (James Albery, 1870). The samples were lemmatized and processed by AntConc (Anthony, 2024) to select linguistic markers of the politeness strategy of exaggeration which have statistical significance for the research. The results of the study with the most characteristic examples from some of the plays are given below.

Communicative moves are analysed within the theory of politeness developed by P. Brown and S. Levinson (Brown & Levinson, 1987). As a means of ironic exaggeration, they are more typical for the original Victorian plays. In turn, in the forum RPGs, the stylisation efforts of the players may sometimes result in utterances overly loaded with polite moves in comparison to the original plays that contain more neutral, succinct polite formulas.

In the Victorian plays, the authors may use politeness markers to produce a humorous effect by contrasting the negative politeness with expressive, emotional content:

(1) *– Do you hunt? – Pardon me – but will you repeat that? Delicious and expensive idea! – You ride? – Anything! Everything! From a blood to a broomstick. Only catch me a flash of lightning, and let me get on the back of it, and dam'me if I wouldn't astonish the elements. (London Assurance, Dion Boucicault and John Brougham).*

Overly complex, unnecessarily high-register phrasing that results in wordiness and sometimes obscures the meaning creates humorous effect in the original Victorian plays as well:

(2) *–You will excuse me while I indulge in the process of dressing. – Cool! I must tell poor Grace about etiquette. She was expecting a wheezing antique for a husband. Now etiquette gives her Ajax and Apollo all rolled into one. (London Assurance, Dion Boucicault and John Brougham).*

However, the irony created with the polite markers and etiquette being overused in the plays does not necessarily reflect the way Victorian people used these means but rather reflects the authors' ironic stance towards the etiquette and the often-excessive polite moves in their contemporary discourse.

At the same time, the polite forms used naturally are often shorter, less in focus in the plays:

(3) *– Quite well, I thank your ladyship. I trust you are? – Oh, quite, thanks. Do you still see the Countess and Lady Florence? (Lady Audley's Secret, Colin Henry Hazlewood).*

In the Neo-Victorian RPGs, the players appear to use a lot of politeness markers to enhance the Victorian style of their discourse, which should be considered a successful stylisation:

(4) *Thank you, that is most kind of you. I'm grateful for your hospitality, sir, and I look forward to seeing the works of art that are created here, both from yourself and the other artists. (from Absinthe)*

(5) *I do apologize. That was entirely too forward. I suppose my mind sometimes allows itself to take over. Won't you forgive me? (from Beyond the Thames)*

The examples above demonstrate nearly ritualistic employment of politeness forms, extended and featuring the most direct and commonly used politeness markers. These politeness moves help the players to simulate the Victorian discourse ruled by etiquette and the necessity of explicit social cohesion markers.

Overall, the perception of Victorian politeness norms is formed in contemporary speakers by the Victorian content they use as a reference. At the same time, the concept of politeness is rather fluctuating and difficult to pinpoint unless with some quantitative research into the specific period and social circle. In examining Victorian social ideals, Tosh (2002) highlights the historical shift from "gentlemanly politeness" to "manly

simplicity" as defining values for respectable men. While some contemporary players may have a concept of politeness as a symbol of social refinement and hierarchical order in Victorian society, Tosh (2002: 458) points out the growing emphasis on rugged individualism and sincerity as "manliness and gentlemanliness were sharply distinguished in the early and mid-Victorian period." This consideration aligns with what we see in our two samples – while the original plays often feature laconic lines, with politeness load usually being an ironic representation of the contemporary speech, the RPGs players generally use more politeness markers non-ironically, most probably feeling this need as part of their stylisation effort.

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TEACHING ESP FOR INTERDISCIPLINARY RESEARCH: ENHANCING ACADEMIC COMMUNICATION OF PHD ENGINEERING STUDENTS

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In today's global academic environment, PhD engineering students increasingly engage in interdisciplinary research that requires not only advanced technical expertise but also sophisticated communicative competence across disciplinary, cultural, and linguistic boundaries. As research teams become more international and collaborative, the ability to articulate complex ideas clearly, negotiate meaning, and disseminate findings effectively has become a core component of doctoral training. This presentation examines innovative pedagogical approaches to teaching English for Specific Purposes (ESP) that address the evolving linguistic, intercultural, and academic needs of doctoral researchers in engineering fields.

The proposed framework is grounded in project-based ESP learning that places authentic interdisciplinary research tasks at the center of instruction. Within this model, students develop academic communication skills by working with real genres—such as abstracts, research proposals, conference papers, literature reviews, and journal articles—allowing them to internalize the conventions of specialized academic discourse. The integration of AI-driven writing assistants, terminology extraction tools, and digital collaboration platforms further enhances students' ability to refine scientific arguments, manage discipline-specific vocabulary, and participate effectively in multicultural research groups. Intercultural competence is treated as a core communicative skill, with explicit instruction in strategies for presenting research to diverse audiences, navigating culturally varied communication styles, and participating confidently in global academic exchanges.

The presentation also highlights practical methods for embedding collaborative ESP activities within interdisciplinary teamwork. These activities strengthen essential skills such as problem-solving, critical discussion, negotiation of meaning, and joint construction of research texts. Oral communication is examined through multiple lenses

– from laboratory briefings and supervisory meetings to international conference presentations – emphasizing the need for adaptability when communicating across disciplinary communities. Innovative approaches to assessment are proposed, including peer feedback systems, digital evaluation tools, and rubrics that prioritize clarity, coherence, accessibility, and audience awareness in academic English.

Current research supports the necessity of such approaches. Mohamed et al. (2020) demonstrate that scaffolding strategies, contextualized learning tasks, and cross-disciplinary collaboration can effectively bridge the gap between general English instruction and the specific discourse demands of engineering fields. Their findings also reveal that limited domain-specific knowledge among ESP instructors restricts their ability to design relevant and discipline-sensitive learning experiences. Similar concerns are raised by Khamis, Rahim, and Hussin (2019), who identify insufficient engineering knowledge, inadequate pedagogical models, and the absence of clear competency standards as major barriers to effective English instruction for engineering students. In our view, these studies underscore a persistent structural issue: without stronger alignment between language teaching and disciplinary content, ESP instructors cannot fully support the communicative development of engineering students. Complementing this perspective, Bachiri and Oifaa (2020) show that the lack of structured scientific writing support in doctoral programs places non-native engineering PhD candidates at a disadvantage in international publishing, reinforcing the need for embedded writing instruction throughout the doctoral journey.

Overall, by integrating insights from engineering education, applied linguistics, and intercultural communication, this presentation offers a comprehensive framework for strengthening ESP teaching practices that effectively prepare doctoral engineering students for the communicative demands of interdisciplinary research and global academic participation.

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DEVELOPING SPEAKING SKILLS WITH PROGRAMMERS THROUGH CIVIL DISCUSSIONS IN THE ENGLISH CLASSROOM

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"Let us never negotiate out of fear. But let us never fear to negotiate."
John F. Kennedy

The world is changing rapidly, and the ability to negotiate effectively has become a critical skill for personal success as well as an important factor in organizational survival. Due to the increasing complexity of the business, specialists are required to collaborate across disciplines and cultures. In such circumstances, clear discussions maintaining a respectful tone, demonstrating empathy and effective communication skills can act as a tool, preventing misunderstanding, resolving interpersonal or business problems or conflicts, and building trust among various industries.

Technological breakthroughs, namely videoconferencing opportunities and the hybrid work options have made virtual communication a central part of professional life. In such virtual environments, maintaining a respectful tone, demonstrating empathy, collaboration, consensus building and problem solving are essential for attaining professional success. Programmers frequently work in multicultural teams, take part in open-source projects where English is the lingua franca. They face the necessity to express disagreement tactfully, justify technical decisions, and reach consensus. Consequently, practicing civil discussions in English classes prepares students for authentic communicative tasks they will face in their careers, allowing them to acquire the necessary skills to cope with communicative challenges and adapt their behavior during the process (Robles, 2012).

By civil discussions, we mean rational, respectful, and constructive exchange of ideas that contribute to mutual understanding between collocutors, promoting understanding rather than confrontation. As the *National Institute for Civil Discourse* (2011) defines it, civil discourse is "engagement in conversation intended to enhance understanding." In a similar vein, Clark (2010) emphasizes that structured classroom discussions can foster both linguistic and interpersonal competence by teaching students

how to disagree politely and logically. Discussion-based learning, according to Brookfield and Preskill (2005), enables students to listen intently, express their opinions clearly, and value different points of view – all essential elements of democratic and cooperative communication.

Besides, civil discussions encourage learners to develop emotional intelligence, empathy, and self-regulation – qualities that are increasingly valued in the IT workplace. As digital communication can easily become impersonal or confrontational, the ability to maintain respectful dialogue is a crucial employability skill. According to the study of the importance of communication skills in negotiation, (Carvalho & Sobral, 2003), communication skills are considered essential requirements for an exemplary negotiator. Therefore, integrating civil discussions into English for Specific Purposes (ESP) courses not only contributes to improving communicative fluency but also develops empathy and critical thinking skills. These are paramount and unique competences for people that drive innovation and leadership, since artificial intelligence has come to take over the routine tasks.

Current research highlights the significant role of the development of soft skills among IT specialists (emotional intelligence in particular). It includes self-awareness, empathy, and self-regulation. In the study *Soft Skills in Information Technology Education*, it was stated that many soft skills are based on emotional intelligence, and so needed leadership and problem-solving skills are greatly enhanced by self-awareness and self-management. (MDPI, n.d.). In addition to that, a study presented in *Emotional Intelligence* (*EI*)*: Its Relations to Communication and Information Technology Skills* shows that among IT students, EI is correlated substantially in a positive way with both communication skills and technical proficiency (CCSE, n.d.). Finally, the study *Beyond Technical Skills: Emotional Intelligence and Its Impact on IT Professionals' Performance in Hybrid Work Settings* highlights that EI factors such as trust, empathy, and self-expression are critical for effective collaboration and performance in hybrid or remote IT work environments (SpringerOpen, n.d.).

Having a successful discussion in class is a challenge but extremely rewarding in case it works out well. One difficulty is definitely the knowledge of the words to express oneself and some knowledge of the subject matter. The typical problem that students face while having a discussion in English classroom is not only the lack of vocabulary and grammar. Dominant speakers always intimidate the shyer ones, preventing them from contributing, which can lead to imbalance. As a result, some students feel insecure about English proficiency and may be uninterested. This can lead to having shallow discussions and limited perspectives. Such class activities, having the ultimate purpose of modelling

the real life spontaneous conversations, can turn to be rather time consuming, reducing learning focus and wasting class time. Thus, it is necessary not to let students stray from the discussions. Conflict escalation is another burden that can arise while having a discussion. Students can interrupt, belittle or dismiss other students' opinions. However, this is exactly the time, when students (if the teacher has provided a pre-planned agenda) can learn to overcome the arising difficulties in conflicting environments using the necessary language means. Ultimately, language barriers among non-native speakers can be a constraint, causing frustration and misunderstandings.

Summarizing the abovementioned, we believe that the implementation of civil discussions in English language classrooms can be a very successful strategy to help programmers improve their speaking abilities. By incorporating structured discussions on a regular basis, students have more chances to become proficient communicators in team-based settings, which is necessary for collaborating on complex software projects. Engaging in constructive disagreement during project meetings allows students to practice articulating differing viewpoints respectfully, negotiate solutions, and refine their argumentation skills in English. From the teacher's perspective, setting clear goals and introducing the structure as well as necessary vocabulary and grammar structures, is an essential constituent of a successful classroom discussion.

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LANGUAGE AS AN INSTRUMENT OF OPERATIONAL EFFECTIVENESS IN THE SECURITY AND DEFENSE SECTOR

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The modern security environment is marked by multidimensional threats, increased military activity, a wider range of hybrid operations, and the growing importance of civil-military cooperation. In such conditions, the effectiveness of Ukraine's security and defence sector depends not only on technical equipment and professional tactical training, but also on the language proficiency of personnel. Communication with international partners, participation in joint operations, and coordination of actions in crisis situations require standardized tools for assessing and developing language skills. That is why STANAG 6001 plays a role not only in language but also in strategic defence interoperability.

The application of STANAG 6001 is traditionally associated with the Armed Forces of Ukraine, but its significance is broader (Nenko, Yaryhina, & Vorona, 2021). Coordination at the border, countering illegal migration, participation in international FRONTEX missions, civil protection operations in combat zones, demining, search and rescue operations, elimination of the consequences of missile strikes, interaction with NATO and partner units in the transportation of humanitarian cargo – all these tasks are performed by the State Border Service, the National Guard, the State Emergency Service of Ukraine, units of the Security Service of Ukraine, the National Police and the territorial defence forces. In each of these cases, it is necessary to be able to quickly and accurately convey information to foreign colleagues, work with documentation in English, and participate in joint planning and response. Therefore, language training is a joint interagency task, not a highly specialized requirement only for the military.

The STANAG 6001 standard offers a universal scale for describing language proficiency in four components: listening, speaking, reading and writing. The creation of an individual language profile (SLP) allows not only to assess an employee's readiness, but also to identify specific professional roles in which they can be effective (Machulska-Maziarczyk, 2022). For the border service, this could be operational control at checkpoints and international sea/air terminals; for the National Guard – participation in joint stabilization missions; for the State Emergency Service – coordination of international assistance in emergencies and natural disasters; for civil protection units – communication

with international humanitarian organizations during evacuation and search and rescue operations. In all these cases, language competence directly affects the speed of response, the accuracy of information transfer, and the safety of personnel (Moskalenko, et al., 2019).

One of the key requirements of STANAG is a focus on practical language use. This means that the learning process must replicate real-life communication scenarios (Nenko, Yaryhina, & Vorona, 2021). For border guards, such scenarios include checking foreigners' documents, responding to attempts to cross the border illegally, coordinating joint patrols, and responding to controlled migration crises. For the State Emergency Service, these scenarios include coordinating the actions of international rescue teams, providing situation reports during the aftermath of missile strikes, and communicating with instructors and experts from other countries when dealing with engineering threats or demining. For the National Guard of Ukraine, this means accompanying foreign instructors and participating in stabilization and public order missions in multinational contingents. These situations do not allow for 'approximate' communication: mistakes can have operational and security consequences (Moskalenko, et al., 2019).

STANAG testing performs not only a control function, but also a diagnostic and personnel planning function. The test results make it possible to identify which units require intensive language training, which positions require level 2 (functional) or level 3 (professional) proficiency, and who can be included in the reserve for international operations, exchanges, and staff training courses. This creates a sound model for resource allocation, rather than formal "training by programme", which significantly increases the effectiveness of training (Machulska-Maziarczyk, 2022).

An important prerequisite for the successful implementation of the standard is the training of specialist teachers and examiners. Without their ability to ensure uniform assessment criteria, the system will not be stable. Therefore, the exchange of experience with NATO instructors, the improvement of teaching staff qualifications, and participation in international seminars and methodological training are necessary for the formation of a common professional culture of language training.

The future perspective lies in the integration of digital learning and testing tools: adaptive online platforms, radio communication trainers, crisis situation simulators with automatic error analysis. Such tools will allow expanding the scope of training without a proportional increase in teaching resources and will accelerate the training of personnel for international missions.

Thus, language training according to the STANAG 6001 standard in Ukraine's security and defence sector is not a secondary or auxiliary activity, but a mechanism for

ensuring operational compatibility, allowing for the coordination of various services, interaction with international partners, and effective response to crisis situations. The development of language competence is an element of state stability, not just an educational task. Its development affects Ukraine's ability to act as an equal participant in the multinational security system and strengthens its defence capabilities in the long term.

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POTENTIAL OF CORPUS TECHNOLOGIES IN TERMINOLOGY RESEARCH

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The latest trends in linguistic science are marked by the widespread adoption of computer technology. Corpus linguistics, a fast-growing area within contemporary linguistics, concentrates on studying large-scale textual data sets known as linguistic corpora. These datasets are compiled through systematic gathering and structuring of diverse texts, enabling an in-depth examination of lexical frequencies, collocational patterns, and contextual usage.

The development of digital technologies has made it possible to create various types of text corpora, each of which is designed to solve specific research tasks. Today, there is a wide range of corpora: universal, thematic, monolingual, multilingual, comparative, literary, and others. Special programmes are used to work with such corpora – corpus managers that perform the functions of search engines. They enable effective searching for information within the corpus, provide statistics, and present the data obtained in a form that is easy to understand. In essence, traditional Internet search engines perform similar functions, although they are primarily focused on processing large volumes of publicly available verbal information. Corpus managers allow researchers to perform several operations: find specific word forms, search for forms based on the source word (lemma), select word forms according to specified grammatical characteristics, obtain various lexical and grammatical statistics, and much more.

The most well-known corpus managers are AntConc, fivefilters.org, TerMine, Terminology Extraction, Sketch Engine, TermoStat, and others. The Sketch Engine corpus manager is one of the most popular tools for processing and extracting linguistic information in general, as well as for identifying terms based on a corpus of specialized texts in particular. The specificity of this system lies in the use of a hybrid method (a combination of statistical and linguistic methods), which allows for the automated generation of ranked lists of candidate terms for further evaluation by a researcher in a specific subject area and the creation of a more accurate and complete terminology system. The Sketch Engine corpus programme works with more than 85 languages and files of various formats (e.g. .doc, .docx, .htm, .txt, .zip, .tar.gz and others) (What is Sketch Engine?, 2025).

Corpus-based studies in terminology rely on key techniques that allow for both quantitative and qualitative insights (see *Table 1*) (Sezer, Karadağ, 2025).

Table 1

Corpus-based techniques in terminology research

Technique	**Purpose in studying terminology**
Statistical Analysis	To identify the most frequently used terms and terminological combinations
Concordance (KWIC)	To qualitatively examine the actual usage and context of a term, revealing its meaning, grammar, and semantic associations
Collocation Analysis	To identify typical word combinations and multi-word terms
Keyness Analysis	To distinguish terminology from general vocabulary

Artificial intelligence has a significant impact on corpus linguistics methodology and opens up new perspectives for future language analysis. Scientists are investigating how approaches based on artificial intelligence align or diverge from traditional methods of corpus linguistics. In addition, research is being conducted on the impact of machine learning methods on language study, focusing on issues such as algorithm bias, sample representativeness, social implications, and ethical considerations in corpus analysis. In addition, a sociolinguistic perspective helps to better understand how the use of artificial intelligence in corpus linguistics influences discourse formation and contributes to changes in language (Incelli, 2025).

In conclusion, it can be said that corpus technologies are a significant tool for addressing a wide range of issues in modern linguistics, especially in the field of terminology studies. Corpus linguistics techniques allow us not only to study in detail the features of modern English scientific and technical discourse and track the dynamics of changes in the terminological base, but also to identify the characteristic features of the language practices of professional groups.

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ON THE EXPERIENCE OF TEACHING AN ENGLISH ACCENT COURSE

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Modern language teaching has undergone numerous transformations in view of the zooming pace of technology growth and the shift in perspectives on the learning process organization. Social media and the variety of digital tools available assist in enhancing the quality of a language being learnt and facilitate the process of achieving language goals when used correctly.

In this paper, we aim to share our conclusions drawn from teaching a course on modern English pronunciation, including the achievements and challenges we were faced with, both on the teacher and student side of the process. Moreover, we present a number of digital means that proved to be effective in accent detection and acquisition.

The accent course in question was targeted at creating a holistic picture in the minds of the students as to what the term *'Englishes of the World'* (Kachru, 1985) constitutes and how it is used as an umbrella term for the varieties of English spoken around the world. Following Braj B. Kachru's model of grouping Englishes into concentric circles (an Inner Circle – with countries where English is spoken natively; the Outer Circle – with those in which English is important for historical reasons or functions as a second language; and the Expanding Circle – with countries in which English is not governmentally acknowledged as a second language, but has the status of a popular foreign language), we concentrated on introducing the accent variety of the United Kingdom, the United States, Canada, and Australia to the students.

A factor to be taken into consideration as a prerequisite for enrolling in the course was the level of linguistic competence of the students and their interest in accent studies in general. Being a follow-up course on teaching phonetics for English-major students of the first year at the Department of Foreign Languages, the course's specific goals were to enumerate the typical distinctive features of English accents outside the traditionally taught Received Pronunciation (RP) and General American (GenAm) paradigm often familiar to language students from textbooks of school education.

To thoroughly grasp the idea of accent merger and bordering from region to region of the UK, US, Canada and Australia, the students were presented with a short historical report of how English turned from being the language of conquerors and enslavers to becoming a pidgin/creole or the mother tongue further on.

The results of the course demonstrated some interesting tendencies, of both predictable and unexpected nature. While the practical part in general evoked more interest in the students, the theoretical one led the participants to get disconnected from the material to a certain extent both literally and figuratively. We believe that the technical aspect of participation in the class was among the major hindering factors to greater mastering the material. Under the circumstances of conducting university classes online, the instability of Internet connection accounts for a percentage of misheard and misinterpreted accent features when at the discussion and drilling stages.

Moreover, another trend could be traced in how comprehensible and acceptable the students considered a certain regional English accent through the proportion of timely submitted assignments and their correctness. The table below demonstrates some figures on the comprehensibility of the two main English accents on the dialect and accent map of world Englishes – Received Pronunciation (RP) and General American English (GenAm).

Table 1

Student accent acquisition figures

Accent	Submission total	A-graded percentage	B-D-graded percentage	Failed and unsubmitted assignments
RP	68,57%	41,67%	45,83%	12,5%
GenAm	62,85%	22,85%	40%	34,28%

Although the percentage of submissions is approximately the same, the performance tends to differ quite considerably in favour of the RP, which is the originally familiar accent for most English learners.

On the way to accent comprehension and drilling, we resorted to a range of online platforms and websites to receive first-hand experience from native speakers of an accent in question when focusing on a particular English-speaking region of the British Isles, North America or Australia. In doing so, we did not omit researching major groundbreaking works on accent varieties (Ash, Boberg & Labov, 2005; Wells, 1982; Wolfram & Schilling, 2015).

The most useful online resources in terms of accent comparison and comprehension proved to be IDEA (The International Dialects of English Archive) (*IDEA*, n.d.), which contains samples of voice recordings of English language accents and dialects from around the world. The recordings are sorted according to the region the readers live in and in most cases they provide their reading of the same text as many others from their cluster.

The age, place of birth, gender, occupation, education and other influences on speech are stated, which in certain cases accounts for certain distinctive features in the speaker's accent different from the other representatives.

On the stage of the code switching practice phase of the course, the YouGlish (*YouGlish, n.d.)* resource proved useful. It provides users with an opportunity to hear a word or short phrase typed in the search bar pronounced in three major English regional accents (British, American, Australian). The search mechanism suggests a video clip with the vocabulary unit in question. The disadvantage of the resource, yet, is the limited number of entries available on the non-membership basis.

YouTube has supplied a bulk of video materials of accent training, ranging from random speakers being interviewed in the street to academics and accent coaches structurally presenting accent features. It should be noted, though, that although various and plentiful in number, the video material from YouTube is lacking in uniformity to rely on heavily for conducting classes.

The conclusions to be drawn from teaching the course are as follows: 1) a lack of language exposure of students to world Englishes and structural knowledge of accent feature set-up leads to a more complicated process of accent drilling and code switching; 2) when broken down to detailed sound description and articulation and paired with close teacher supervision, code switching between major English accents of the Inner Circle appears attainable for the greater part of the enrolled students, as long as backed up with substantial individual practice; 3) equipped with the accent knowledge, a student may prioritize English accents for their educational and other activities and code-switch, which leads to higher speech clarity and better perception from the receiving party of interaction.

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FROM DESCRIPTOR TO PRACTICE: INTEGRATING CEFR MEDIATION IN ESP CURRICULA FOR ENGINEERING AND BUSINESS STUDENTS

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English for Specific Purposes (ESP) courses in higher education have often focused on specialised vocabulary and academic skills. International workplaces now expect graduates to mediate: to interpret, reformulate, and co-construct meaning across languages and disciplines. Engineering and business students regularly explain complex information to nonexperts, which makes mediation a central professional skill.

The CEFR Companion Volume (Council of Europe, 2020) reframes language use through mediation as the ability to process information, facilitate understanding, and bridge perspectives. Yet explicit use of mediation in ESP remains limited. This paper outlines how CEFR mediation descriptors can guide task design for engineering and business students and shows how this approach strengthens communication, collaboration, and employability.

We focus on engineering and business students because these programmes require constant movement between expert and lay perspectives in labs, studios, and client-facing projects; graduates in these fields routinely act as intermediaries who translate specifications, risks, budgets, and trade-offs for managers, clients, and regulators. Both curricula already use project and case formats, which makes mediation tasks authentic, easy to assess, and directly transferable to internships and early-career roles in product, operations, and consulting. There is also abundant, discipline-specific input (technical documents, safety notes, market reports, email threads) that supports transparent alignment of CEFR mediation descriptors with ESP learning outcomes.

Mediation in the CEFR

The CEFR distinguishes three types of mediation: mediating a text, which involves summarising or explaining information for a specific audience; mediating concepts, which focuses on helping groups build shared understanding; and mediating communication, which involves bridging linguistic and cultural gaps (Council of Europe, 2020). At the B1

and B2 levels, the descriptors highlight clarity, relevance, and audience adaptation. North and Piccardo (2016) stress that mediation involves empathy and intercultural awareness. They also link it to teamwork, leadership, and other transversal skills. In ESP settings, these aims align well with typical study and workplace tasks.

Task-based ESP and mediation

ESP emphasises the purposeful use of language in academic and professional contexts (Dudley Evans & St John, 1998). Task-based learning engages learners in meaningful communication with real outcomes (Ellis, 2003; Willis & Willis, 2007). Bringing CEFR mediation into ESP shifts tasks from producing information to adapting it for new audiences and negotiating shared understanding. This supports interactional and cognitive flexibility that modern workplaces require.

From descriptors to tasks in ESP curricula

In ESP curricula, mediation descriptors map directly to ESP tasks. For instance, in engineering and business ESP courses, learners mediate a text by simplifying technical or financial information for a specific listener, mediate concepts by leading discussion to compare options and reach a decision, and mediate communication by clarifying and reconciling views across languages or cultures. In practice, this turns abstract CEFR can-do statements into concrete outcomes such as simplifying terms, reframing data, and building consensus.

We propose an academic-year project, ***From Tech to Value***, in which two universities unite engineering and business students to collaborate on a shared mediation project that moves a campus prototype from lab idea to pilot readiness as part of the English course for bachelor's and master's students.

The ***From Tech to Value*** project scenario below outlines an overall students' task: an engineering team has a prototype (teachers choose a realistic campus lab output: sensor, low-energy device, safety tool). A business team must decide viability for a pilot partner (university facilities, local SME, NGO). Mixed teams co-create a manager-ready pitch and a visitor-safe deployment plan. Every milestone requires mediation between specialist and non-specialist audiences.

Table 1 pairs the project's purposes with the CEFR and role-aligned mediation competencies in business and engineering contexts.

Table 1

Project *From Tech to Value*: Roles × Mediation Matrix (CEFR B1-B2)

Role	Function	Mediating		
		a text	**concepts**	**communication**
Mediation Lead (rotates):	keeps audience needs explicit and signals moments for reformulation	N/A (supports clarity standards)	Chairs decision process; paraphrases and tests consensus	Manages turn-taking; resolves misunderstandings
Technical Explainer	turns parameters into effects and concrete examples	Simplifies specs and safety info	Frames technical trade-offs vs criteria	Answers non-technical questions; sets feasible boundaries
Business Explainer	turns data into decisions and clear implications	Summarises reports into insights and recs	Frames commercial trade-offs vs criteria	Aligns client expectations with constraints and next steps
Recorder and Synthesiser	produces one-page syntheses after each event	Produces one-page plain-language syntheses	Captures decision and rationale	Logs agreements, owners, deadlines

The project makes mediation visible and assessable by requiring students to simplify technical and financial information, co-construct decisions, and reconcile stakeholder views for real audiences. It produces concise, manager-ready outputs that demonstrate how CEFR mediation descriptors translate into authentic ESP tasks.

For ESP curricula, this mediation-led, task-based approach elevates communication skills by turning CEFR descriptors into authentic ESP tasks that train students in authentic situations and develop their autonomy.

Assessment, implications, and conclusion

Mediation-based assessment values clarity, relevance, and interaction management more than surface accuracy alone. A simple analytic rubric can ask whether the message is accessible to the stated audience, whether it selects and sequences main points coherently, and whether the speaker manages turn-taking and checks understanding.

Embedding mediation in ESP aligns language education with the internationalisation of higher education. It supports multilingual participation and gives learners transferable skills, including negotiating meaning, simplifying content, and reframing information for different stakeholders. In sum, CEFR-informed mediation tasks prepare engineering and business students for the collaborative reality of global professional communication.

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DISCURSIVE MARKERS OF OBJECTIVITY IN ENGLISH-LANGUAGE INTERNATIONAL LEGAL TEXTS: A CORPUS-BASED PERSPECTIVE

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The proposed study focuses on identifying and systematizing linguistic mechanisms through which English-language international legal discourse constructs an effect of objectivity, neutrality, and rationality, presenting legal argumentation as impartial and methodologically grounded. International law, as a discipline built on interpretative negotiation and consensus-building between states, relies heavily on rhetorical tools that enable distancing from personal judgement and emphasize evidence-based reasoning. Therefore, the examination of linguistic means that support objectivity is central to understanding how legal meaning is shaped, communicated, and legitimized at the global level (Goźdź-Roszkowski, 2021).

In contemporary international legal documents – such as decisions and advisory opinions of the International Court of Justice (ICJ), reports and resolutions issued by international organizations, analytical briefs prepared by research bodies, and internal or public legal memoranda – formal reasoning is invariably accompanied by specific lexical-grammatical markers that create the impression of factual precision, authorial detachment, and neutrality of evaluation. These markers do not merely serve stylistic purposes: they function as powerful rhetorical instruments that help maintain diplomatic balance, reduce interpretative ambiguity, and reinforce the credibility of institutional positions. Through careful selection of syntactic structures, modality forms, and evidential frames, legal writers shape an argumentative space that appears transparent, authoritative, and procedurally disciplined (Villaverde, 2018).

These markers represent a key segment of discursive strategies that shape persuasive power in international legal argumentation and therefore constitute a productive field for corpus-based research. By analysing authentic texts and their linguistic patterns, scholars can uncover hidden mechanisms through which legal authority is linguistically constructed and maintained. Such research is expected to contribute not only to theoretical understanding of legal discourse but also to practical applications in legal communication training and academic writing pedagogy, enhancing the professional competencies of future international lawyers and legal scholars (Farahani & Ghane, 2022).

The study proposes to examine three major groups of objectivity-building markers that collectively contribute to shaping the perception of neutrality and reasoned balance in international legal discourse. These linguistic devices do not operate in isolation; rather, they form a coherent system supporting the institutional ethos of precision, accountability, and impartiality. By analysing the frequency and functional distribution of these markers in authentic documents, the research aims to reveal how international legal texts strategically manage stance and argumentation (Goźdź-Roszkowski, 2021).

First, **hedging markers** (e.g., *may, might, could, appears to, it seems that, is likely to*) ensure argumentative caution while preventing categorical judgments in complex legal situations characterized by limited evidence, contested interpretations, or geopolitical sensitivity. The use of hedging serves multiple pragmatic purposes: it softens claims, signals respect for alternative viewpoints, and protects the author or institution from making definitive assertions that could later be challenged or politically instrumentalized. In international law, hedging functions not merely as a stylistic device but as a pragmatic tool securing diplomatic politeness, procedural fairness, and legal accuracy (Farahani & Ghane, 2022).

The controlled use of epistemic modality enables authors to acknowledge degrees of probability rather than absolute certainty, thereby framing arguments within a spectrum of interpretative possibilities. This discursive strategy allows legal writers to maintain analytical flexibility and demonstrate awareness of the complexity of international disputes. At the same time, hedging contributes to conflict prevention by mitigating the potential escalation that strongly-worded claims might provoke among parties with divergent interests. Thus, hedging can be viewed as a key mechanism through which international legal discourse constructs a balanced and professionally restrained argumentative tone (Farahani & Ghane, 2022).

The second group includes **impersonality markers**, represented by constructions such as *it is considered, it is understood, it is widely accepted, it cannot be denied that*. These markers contribute to the effect of collective authorship, depersonalizing responsibility and shifting argumentative weight to institutional authority rather than individual opinion. The passive voice, nominalization, and extraposition structures are frequently employed to suppress explicit authorial presence and reinforce the universal, supra-personal character of legal reasoning (Goźdź-Roszkowski, 2021).

The third group comprises **evidentiality markers** (e.g., *according to, as indicated by, the Court notes that, the Report further states, based on the provisions of*), which legitimize authorial claims through systematic reference to authoritative external sources: treaty norms, precedent decisions, scholarly doctrine, and official institutional documents.

Evidentiality functions as a mechanism of intertextual accountability, demonstrating the procedural transparency and epistemological reliability of legal argumentation (Villaverde, 2018).

The research adopts a **corpus-linguistic methodology**, enabling the detection of frequency patterns, collocational behaviour, and typical contextual environments of these markers in authentic international legal materials. The empirical basis will include specialized corpora such as the BYU Law Corpus, the corpus of ICJ judgments and advisory opinions, and institutional datasets from the UN Digital Library. Comparative analysis with general-purpose corpora of English will make it possible to identify stylistic peculiarities which distinguish international legal discourse from other academic and professional registers (Goźdź-Roszkowski, 2021).

A separate dimension of the study concerns its **pedagogical implications**. The identified linguistic patterns can be integrated into courses of academic and legal writing for future international lawyers, supporting the development of argument clarity, stylistic competence, and professional discursive literacy. Systematic instruction in the use of objectivity-building markers equips students with practical tools to strengthen reasoning, manage stance, and operate effectively within the communicative norms of global legal institutions (Farahani & Ghane, 2022).

Overall, the research aims to deepen understanding of the rhetorical architecture of international legal discourse and to demonstrate how subtle linguistic means contribute to the construction of objectivity as a central epistemic and ideological value within transnational legal communication. By examining the interplay between linguistic form and argumentative function, the study seeks to reveal how international legal institutions build and maintain their authority through carefully structured textual practices. The concept of objectivity in this context is not a neutral or naturally occurring phenomenon; rather, it is discursively produced through deliberate choices of modality, voice, evidential framing, and textual organization that collectively strengthen the perception of legal reasoning as balanced, transparent, and universally valid (Goźdź-Roszkowski, 2021).

Furthermore, the investigation underscores that rhetorical manifestations of objectivity play a pivotal role in shaping consensus and legitimizing interpretations in environments where legal norms and political interests inevitably intersect. Because international law operates across diverse jurisdictions and cultural backgrounds, its written discourse must manage competing perspectives and maintain legitimacy through linguistic strategies that minimize bias and foreground shared principles. Thus, identifying these linguistic markers provides insights into how legal institutions negotiate interpretative authority and construct an aura of rationality and impartiality. The findings

of the study are expected to broaden current scholarly perspectives on the communicative foundations of international law, offering valuable methodological and pedagogical implications for both discourse analysts and practitioners engaged in global legal communication (Villaverde, 2018).

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FORMING INTERCULTURAL COMMUNICATIVE COMPETENCE OF PRE-SERVICE ENGLISH TEACHERS THROUGH E-CASE

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As educational mobility and multiculturalism grow, teacher-training institutions face the challenge of preparing future educators who can interpret and mediate cultural differences responsibly. Intercultural communicative competence (ICC), defined as *"the ability to understand and respect each other across all types of cultural barriers"* (Council of Europe, n.d.), is the cornerstone of the Council of Europe's Concept of Interculturalism (Council of Europe, 2023).

It implies the development of intercultural behaviour skills and cross-cultural competence, along with respect for and appreciation of cultural diversity as an asset that promotes effective interaction on a global scale.

According to Komar and Dzhurylo (2024), intercultural communication represents *"a unique mode of interaction involving individuals from diverse cultural backgrounds. It involves the exchange of information and values between participating cultures"* (p. 47).

In this work, we share the position of N. F. Borysko (2018) and O. A. Parshykova (2021), who, following M. Byram, distinguish between foreign-language ICC and note that, within the school foreign-language curriculum, elements of foreign-language ICC are integrated into the broader structure of foreign-language linguosociocultural competence.

An E-Case is defined as a set of digitally represented events or circumstances concerned with a problem requiring a solution through critical and creative thinking (Podosynnikova & Homolia, 2024). It is an effective resource for fostering ICC, as it facilitates problem identification, evaluation of alternative solutions, and decision-making grounded in respect for diversity, while the digital format adds interactivity, multimodality, and accessibility for collaborative work.

The E-Case method relies on a range of freely available tools that support collaboration and reflection:

- Google Docs and Padlet for co-authoring and feedback;

- Figma and Miro for visual mapping and design thinking;
- Trello for project coordination and reflection logs.

According to Gün (2023), forming ICC in teacher education requires developing awareness of one's own cultural background and biases, gaining knowledge about other cultures, and cultivating openness and tolerance. University programmes must, therefore, include tasks that provoke reflection and intercultural dialogue. We propose a *system of tasks* to form ICC in several stages:

1) gaining culture-specific knowledge;
2) building cultural awareness;
3) using cultural awareness practices in communicative contexts.

This model emphasises sustained engagement rather than isolated exercises, encouraging learners to move from comprehension to application and personal transformation.

The stage of gaining culture-specific knowledge involves students being introduced to new cultural environments through scenarios that simulate real-life decision-making in diverse social contexts. They are encouraged to analyse how personal values, social norms, and communication styles shape individual choices, comparing these with their own cultural experiences. In another example, learners encounter a situation from an Indigenous community and apply the Describe–Interpret–Evaluate (D-I-E) technique to recognise implicit assumptions and postpone judgment, thereby practising objective and culturally sensitive observation.

At the stage of building cultural awareness, students focus on understanding how language conveys cultural meaning. For instance, they can take on the role of editors revising a short text that includes outdated or insensitive references to people with disabilities. In doing so, they identify inappropriate expressions and replace them with respectful, inclusive alternatives. This activity fosters empathy and linguistic precision while highlighting the ethical dimension of teacher discourse.

The stage of applying cultural awareness practices focuses on realisation – putting intercultural values into communicative action. One of the examples engages students in creating a guided script for a virtual museum tour that highlights the contributions of women artists from an inclusive and balanced perspective. Through this task, learners practice adapting their communication to different audiences, applying gender-sensitive and respectful language, and incorporating intercultural awareness into professional discourse.

An extension of this phase involves Reflective Film Clubs, where students discuss films related to empathy, self-management, and responsible decision-making. These discussions link emotional intelligence to ICC, promoting continuous self-reflection.

Qualitative feedback from student reflections and classroom observations demonstrates several outcomes:

1. Enhanced critical empathy – learners showed increased ability to interpret events from multiple cultural viewpoints and to recognise implicit bias.
2. Improved language sensitivity – editing and creative writing tasks reinforced understanding of how inclusive language constructs social reality.
3. Growth in collaborative skills – digital co-creation in shared platforms improved negotiation of meaning and respect for peers' perspectives.
4. Development of reflective thinking – step-by-step case engagement encouraged meta-cognitive awareness of how personal values influence communication.

These observations support the conclusions of Drajati et al. (2024) and Gün (2023) that experiential, digitally supported learning fosters deeper intercultural awareness and readiness for authentic communication.

In conclusion, E-Case learning represents an effective, research-based approach to developing ICC in pre-service English teacher education. Its strength lies in combining authentic cultural content, ethical reflection, and collaborative digital practices.

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AUTHENTIC AUDIOPODCASTS FROM BBC AS A SOURCE OF MATERIAL FOR TEACHING IDIOMATIC SPEECH TO SPECIALIZED SCHOOL STUDENTS AND FUTURE ENGLISH TEACHERS

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The increasing digitalization of education has significantly transformed the methodological foundations of English language teaching, particularly within specialized schools and teacher training programs. With a growing emphasis on pragmatic fluency and intercultural competence, there is an escalating demand for authentic, communicatively rich materials. Among the array of digital resources, BBC audiopodcasts have proven to be highly effective in developing idiomatic speech competence, a hallmark of advanced communicative proficiency and cultural awareness. Idiomatic expressions, deeply ingrained in natural discourse, cannot be fully mastered through standard, decontextualized textbook examples. Thus, exposure to authentic materials that embody native speech is essential for both future educators and upper-secondary learners navigating linguistically and culturally diverse communication scenarios (Podosynnikova, 2002).

The revised Common European Framework of Reference for Languages (2020) and its Ukrainian interpretation highlight a modern approach to language education, focusing on communicative competence as an amalgam of linguistic, sociocultural, and strategic skills (Nikolaieva, 2024). Within this framework, idiomatic language assumes a pivotal role, demoting not only grammatical proficiency but also the ability to interpret informal, metaphorical, and culturally specific meanings. Unfortunately, Ukrainian secondary school curricula often underrepresent idioms due to their predominant focus on grammatical precision and accuracy-based outcomes. This imbalance underscores the importance of incorporating authentic tools like podcasts, which originally weave vocabulary, grammar, and pragmatic language into real-life contexts (Pawlak, 2023).

Podosynnikova (2002) posited that idiomatic phrases are not marginal elements of the lexicon but are fundamental to ensuring speech naturalness and discourse cohesion. Her findings reveal that learners exposed to authentic idiomatic usage tend to exhibit

enhanced intuitive communication skills and greater adaptability in understanding nuanced meanings (Podosynnikova, 2002). Modern educators consider audioopodcasts as contemporary extensions of the authentic materials, providing contextually rich and emotionally engaging environments where spoken idioms can be experienced.

The BBC Learning English platform exemplifies this approach by offering a wealth of idiomatic input through programs like "The English We Speak", "6 Minute English", and "News Review" (BBC, n.d.). These series blend natural conversations with clear explanations about idiomatic expressions and their practical applications. Their instructional design fosters listening comprehension while maintaining the authenticity of speech patterns and lexical variety. Learners are exposed to idioms during realistic exchanges involving humor, disagreement, or informal persuasion, reinforcing their pragmatic awareness. Furthermore, resources like transcripts and supplementary exercises encourage multimodal learning, bridging the gap between understanding idioms and effectively using them.

Empirical evidence supports the educational impact of audiopodcasts in enhancing both listening and speaking abilities. Shekhavtsova and Protopopova (2019) assert that podcasting as an interactive communicative medium boosts learner engagement and encourages independent learning. Their findings reveal that students who use English-language audiopodcasts demonstrate heightened motivation and improved connections between auditory input and productive language skills. Similarly, Nurmukhamedov and Sharakhimov (2023) argue that the recurrent lexical bundles and idiomatic expressions found in audiopodcasts make them ideal for fostering fluency and automaticity. These observations align with the input enhancement principle, which asserts that repeated exposure to target phrases in natural contexts facilitates implicit acquisition.

For specialized schools, the use of authentic audiopodcasts serves a dual function: advancing students' linguistic competence while preparing them for intercultural interactions. Bihych (2017) argues that such materials enhance learners' intercultural sensitivity by introducing them to diverse communicative practices and cultural references. Since idioms are inherently culture-bound expressions, learners are required to go beyond literal interpretation to grasp their metaphorical meanings. This process cultivates not only linguistic proficiency but also cognitive and cultural skills vital for a globalized educational framework. In this respect, BBC audiopodcasts seamlessly integrate technology with educational goals aligned with national and European standards (Cabinet of Ministers of Ukraine, 2024), making them an invaluable resource in modern language learning.

From a methodological standpoint, podcast-based instruction can effectively follow a structured three-phase model: pre-listening, active listening, and post-listening. In the pre-listening stage, teachers introduce the topic, activate students' prior knowledge, and present key vocabulary to set the context. The active listening phase involves focusing on idiomatic expressions and understanding their role in communication. Lastly, post-listening activities encourage application and retention through tasks such as paraphrasing idioms, creating dialogues, or designing short podcast scripts that incorporate newly learned expressions. This progression facilitates the shift from receptive to productive language competence, reinforcing both the form and functional usage of the language (Shekhavtsova & Protopopova, 2019).

The strength of this method lies in its adaptability and its alignment with communicative and constructivist pedagogy principles. Authentic audiopodcasts transform students from passive listeners into active participants in meaning-making processes (Bihych, 2013; Nikolaieva, 2024). Through these resources, learners observe idiomatic use within real-life contexts, influenced by tone, intention, and situational factors. This process encourages them to compare idiomatic patterns to those in their first language, fostering metalinguistic awareness and deeper retention (Podosynnikova, 2002). Teachers can leverage this approach to promote discovery-based learning, allowing students to deduce meanings from context before consulting guided explanations – an activity that boosts analytical and inferential thinking skills (Pawlak, 2024).

Incorporating BBC audiopodcasts further supports differentiated instruction, catering to varying proficiency levels. For instance, an episode could serve as a listening comprehension practice for intermediate students or as a discourse analysis tool for advanced learners (Cabinet of Ministers of Ukraine, 2024). The multimodal features of podcasts – audio recordings, transcripts, and supplementary materials – address diverse learning preferences (Bihych, 2017). Students can engage individually or collaboratively, whether by annotating transcripts or recording reflective responses. These tasks not only foster autonomy but also encourage self-assessment. Integrating audiopodcasts with digital learning platforms or class discussions transforms listening into a collaborative and interactive process, enhancing motivation and learner accountability (Shekhavtsova & Protopopova, 2019).

Another significant methodological aspect is fostering emotional and pragmatic listening skills. Idiomatic expressions frequently carry nuanced emotions like humor, irony, or exaggeration – subtleties better understood through authentic voice and intonation. By training students to recognize these prosodic elements, they learn to interpret meaning beyond the literal level (Podosynnikova, 2002). This practice

strengthens connections between linguistic competence and intercultural understanding, equipping learners to perceive how language conveys social attitudes and interpersonal dynamics (Bihych, 2017). Developing these «emphatic listening» skills is especially critical for future teachers as it enhances their capacity to navigate subtle communicative cues in classroom interactions (Bykonia, Borysenko & Ihnatovych, 2024).

Podcast-based teaching also encourages creativity and critical thinking through dynamic post-listening tasks (Pawlak, 2024). Activities such as rewriting idiomatic dialogues with different emotional tones, designing role-plays based on podcast scenarios, or creating student-produced podcasts inspired by BBC formats help students apply idioms in meaningful ways while fostering creative expression. This approach repositions teachers as facilitators who guide learners through exploration, reflection, and collaborative meaning-making (Nikolaieva, 2024). As such, this method aligns with European communicative standards and ongoing educational reforms in Ukraine (Nikolaieva, 2024; Cabinet of Ministers of Ukraine, 2024).

For student teachers of English, engaging with authentic audiopodcasts also carries an important professional dimension. It not only builds their idiomatic proficiency but also prepares them to incorporate media resources effectively in their future teaching practices. By analyzing formats like BBC audiopodcasts, they develop skills for crafting communicative tasks that simulate real-world contexts and encourage creative idiomatic applications. This approach supports and evolving vision of teacher education as a process that emphasizes lifelong professional growth and intercultural competence (Bykonia, Borysenko & Ihnatovych, 2024).

To conclude, authentic BBC audiopodcasts serve as a highly effective educational resource for teaching idiomatic expressions to students in specialized schools and to prospective English teachers. Incorporating these into the curriculum not only strengthens communicative authenticity but also fosters intercultural awareness and supports the progressive modernization of language teaching methods. As noted by Podosynnikova (2002), mastering idiomatic expressions marks the learner's shift from simple mechanical replication to meaningful communicative engagement. In today's digital learning environments, this shift can be successfully facilitated through the use of multimodal, interactive, and authentic tools like BBC audiopodcasts – resources that seamlessly integrate linguistic proficiency, cultural awareness, and technological adaptability.

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EXPLORING CORPUS ANALYTICS AS A PEDAGOGICAL FRAMEWORK FOR ONLINE LANGUAGE LEARNING

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In recent years, online language learning has transformed the landscape of foreign language education, offering learners flexibility, personalized content, and interactive tools. However, traditional online courses often rely on pre-determined content and generic exercises, which may limit learners' exposure to authentic language use and hinder the development of data-driven learning skills. *Corpus analytics, a subfield of corpus linguistics, provides educators and learners with empirical evidence of language patterns through the systematic analysis of large collections of authentic texts*. It is the systematic study of large collections of authentic texts (corpora) originated in the 1960s–1970s with the development of computational linguistics. Its main purpose was to analyze real language usage patterns using computers, rather than relying on intuition or invented examples. By integrating corpus analytics into online language learning, instructors can design tasks and activities that reflect real-world language usage, facilitate targeted vocabulary and grammar acquisition, and support learner autonomy through data-driven insights. John Sinclair (1991) was often called as the founder of modern corpus linguistics. Geoffrey Leech (2000) focused on grammar and computer-based text analysis. Tim Johns (1991) coined the term "Data-Driven Learning" (DDL) in the early 1990s, which became the pedagogical foundation for corpus analytics in education. Sylviane Granger (2003) pioneered learner corpus research (LCR), a subfield focusing on analyzing errors and interlanguage patterns in learners' writing. Her work connects corpus analytics directly to *language teaching, testing, and assessment.*

The landscape of language education has undergone significant transformation over the past two decades due to advances in digital technologies. *Online language learning* has become a major mode of instruction, offering learners flexibility, accessibility, and personalized experiences that traditional classrooms often cannot provide (Popova, 2024). Platforms such as *Duolingo*, *Coursera*, and *Edmodo* provide interactive exercises, multimedia content, and instant feedback, making language learning more engaging. In the context of online education, corpus analytics can be integrated into *digital learning*

management systems (LMS) such as *Moodle, Google Classroom*, or *Canvas*, as well as AI-powered assistants like *ChatGPT* or *Grammarly EDU*. These integrations offer several new possibilities:

Despite these advantages, many online programs remain constrained by pre-determined content and standardized exercises that do not fully reflect authentic language use. Simultaneously, the field of *corpus linguistics* has expanded into educational contexts, giving rise to *corpus analytics* – the systematic analysis of large collections of authentic texts to uncover patterns in vocabulary, grammar, and discourse. Corpora, such as the British National Corpus or learner-specific corpora, provide empirical evidence of language in real-world use.

Table 1

Corpus Linguistics and Analytics

Key concepts	Types of corpora
Corpora are structured collections of texts used for linguistic analysis.	*Learner corpora*: Texts produced by language learners, e.g., the International Corpus of Learner English.
Frequency analysis identifies common words or phrases, supporting vocabulary teaching.	*Reference corpora*: Large collections of native speaker language, e.g., British National Corpus (BNC).
Concordances display occurrences of a word or phrase in context, aiding understanding of collocations and grammar.	*Domain-specific corpora*: Focused on particular fields, such as business English or medical texts.
Collocations refer to habitual co-occurrences of words, essential for teaching natural language use.	*Multimodal corpora*: Incorporate audio, video, or interactional data, reflecting real-life communicative situations.

The integration of corpus analytics in education allows instructors and learners to explore frequency patterns, collocations, and grammatical structures, facilitating a data-driven learning approach.

Data-driven learning, supported by corpus analytics, aligns with contemporary pedagogical trends emphasizing *evidence-based instruction, learner autonomy*, and *personalized feedback*. By leveraging real-world linguistic data, learners gain insight into authentic language usage, while instructors can design tasks informed by actual usage

patterns rather than intuition or textbook assumptions. Despite the growth of online language learning platforms, several challenges persist:

- *Limitations of traditional tools* (Many online language programs focus on repetitive exercises or pre-selected content that may not reflect authentic, contextually-rich language. Learners often encounter artificially simplified language or limited examples of how words and structures are used in real-life contexts).
- *Need for evidence-based resources* (Learners benefit most from exposure to language grounded in actual usage. Authentic materials and data-driven insights can help learners develop practical language skills rather than merely memorizing rules or isolated vocabulary).
- *Gap in corpus integration* (While corpus analytics offers potential for improving language pedagogy, its systematic incorporation into online learning frameworks is limited. Many instructors lack training or resources to design corpus-informed tasks, and online platforms rarely embed corpus-based functionalities in a user-friendly way).

This gap suggests a pressing need to explore *how corpus analytics can be implemented as a pedagogical framework* in online language learning to enhance authenticity, learner engagement, and learning outcomes.

Online language learning refers to the use of digital platforms and resources to facilitate language acquisition outside traditional classroom settings. According to Warschauer and Kern (2000), it encompasses both synchronous and asynchronous learning, using tools such as learning management systems (LMS), video conferencing, and interactive exercises. Modern models include *blended learning, flipped classrooms,* and fully *MOOC-based approaches*. Chapelle (2001) emphasizes that effective online language learning should integrate linguistic input, learner interaction, and assessment in a coherent digital environment.

Table 2

Advantages and Challenges of Effective Online Language Learning

Advantages		Challenges	
Accessibility and flexibility	Learners can study anytime, anywhere, facilitating lifelong learning.	Limited exposure to authentic language	Pre-programmed content may not reflect real-world usage.

Personalization	Adaptive systems can tailor exercises to individual learner proficiency and learning styles.	Learner motivation and autonomy	Online learners may struggle without structured guidance.
Interactive tools	Multimedia, gamification, and social interaction enhance engagement.	Technological barriers	Inequalities in access to devices and stable internet can hinder participation

Corpus analytics can be effectively used in foreign language teaching as both a research tool for teachers and a learning tool for students. It enables instructors to base their pedagogical decisions on authentic linguistic data and provides learners with real examples of language in use.

The main reason for using corpus analytics in language education is that it transforms abstract grammar and vocabulary rules into observable patterns drawn from real communication. This shift from intuition-based to evidence-based learning makes language instruction more accurate, engaging, and contextually relevant**.**

The integration of corpus analytics into online language learning represents a significant advancement in modern language pedagogy, bridging the gap between theoretical knowledge and authentic language use. This study has examined the potential of corpus-informed instruction as a pedagogical framework that enhances learner engagement, autonomy, and linguistic competence in digital learning environments. From a pedagogical perspective, corpus analytics complements existing frameworks such as *Data-Driven Learning (DDL)* and *Task-Based Language Teaching (TBLT)*.

Data-driven learning (DDL) introduced by Tim Johns (1991), is a pedagogical approach where learners explore language patterns using corpus data rather than being passively presented with rules. It encourages inductive learning, critical thinking, and autonomy. Corpus-informed tasks help learners notice patterns, test hypotheses, and apply knowledge in context (Boulton, 2010).

*Task-based language teaching (TBLT) and corpus integration***:** TBLT emphasizes learning through meaningful tasks (Ellis, 2003). Integration with corpora allows task design based on authentic language use, such as writing assignments informed by frequency analysis or collocation patterns. Studies show that corpus-informed TBLT improves accuracy and fluency (Reppen, 2010).

Using corpus analytics in foreign language teaching bridges the gap between linguistic research and classroom practice. It allows teachers to base instruction on authentic data, while learners develop analytical skills and deeper language awareness.

Ultimately, corpus-informed pedagogy supports evidence-based, personalized, and autonomous learning, making it a powerful tool for 21st-century education.

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THE ETHICAL LIFELINE: NAVIGATING VULNERABILITY AND CARE IN MEDICAL INTERPRETING

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Medical interpreting occupies a uniquely sensitive space where communication is inseparable from vulnerability, trust, and the ethical imperative to care. As patients navigate illness, trauma, or uncertainty, interpreters act as their linguistic and cultural lifeline – yet the ethical dimensions of this role remain underexamined, particularly from discourse-analytic and corpus-informed perspectives. This presentation explores how interpreters negotiate vulnerability, agency, and care within high-stakes medical encounters, drawing on authentic interactional data, interpreter protocols, and discourse patterns documented in multilingual healthcare settings.

The study examines three interconnected domains. First, it addresses discursive vulnerability, highlighting how patients' emotional states, asymmetrical knowledge, and institutional pressures shape the interpreter's communicative choices. Second, it analyzes care-oriented mediation strategies**,** including clarification, mitigation, reformulation, and relational alignment, which enable interpreters to prevent misunderstanding without compromising accuracy or neutrality. Third, it investigates ethical transitions in interpreter discourse**,** demonstrating how interpreters explicitly mark interventions, manage face-threatening moments, and navigate competing loyalties between institutional norms and patient-centred ethics.

By integrating discourse analysis with insights from corpora of interpreted medical interactions, the presentation offers a nuanced framework for understanding medical interpreting as an ethically charged, care-infused practice. The findings argue that ethical competence in medical interpreting extends beyond fidelity standards to include attentiveness, emotional intelligence, and relational responsibility. Ultimately, the paper proposes a revised model of the interpreter as an ethical lifeline**,** whose mediated discourse safeguards both communicative accuracy and human dignity in healthcare contexts.

DEVELOPING SPECIALIZED ENGLISH VOCABULARY SKILLS IN CADETS OF NATIONAL UNIVERSITY OF CIVIL PROTECTION OF UKRAINE

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Teaching English for Specific Purposes, particularly to cadets of National University of Civil Protection of Ukraine (NUCPU), necessitates a specialized approach focused on mastering professional terminology. This focus is critical, as effective communication in international disaster response, civil defense operations, and collaborative training hinges on a precise understanding and application of domain-specific language.

The professional vocabulary for NUCPU cadets encompasses terms from fields like fire safety, emergency management, disaster medicine, rescue operations, and civil defense. Unlike General English, where vocabulary acquisition is broad, ESP demands a deep and functional mastery of these technical terms. To be more exact, it demands:

- operational clarity as misunderstanding a single technical term (e.g., confusing "evacuation" with "sheltering-in-place") can lead to critical operational errors in real-life scenarios;
- interoperability as working with international partners (e.g., NATO, UN agencies, international rescue teams) requires shared, unambiguous terminology as defined by global standards and protocols;
- access to documentation as a vast body of international standards, safety manuals, scientific research, and operational guides is published exclusively in English.

It is very important to understand that proficiency in the relevant professional lexicon is the gateway to this essential knowledge.

Effective teaching methodologies must be tailored to the cadets' professional context and learning objectives. It includes:

1. contextualized learning and scenario-based instruction.

Vocabulary acquisition is most effective when terms are encountered and used within relevant professional contexts.

In this case teachers can use different options like:

- simulated scenarios like imitating mock emergency calls, incident reports, and operational briefings written in English. For instance, cadets learn terms like

"incident command system," "hazard assessment," and "containment area" by actively using them while describing or managing a simulated chemical spill.

- authentic materials like documents such as safety data sheets (SDS), after-action reports, international agreements, and technical specifications for equipment. Analyzing these texts helps cadets understand the precise denotation and connotation of specialized words.

2. systematic terminology management.

A structured approach helps manage the large volume of technical vocabulary. It can be done with the help of:

- thematic grouping when terms are grouped not only alphabetically but thematically (e.g., terms related to "structural collapse," "HAZMAT (hazardous materials emergency response team) response," or "medical triage"). This reinforces semantic relationships.
- glossary and lexical cards when cadets should maintain a bilingual glossary focusing on English term – Ukrainian translation – professional definition in English – example usage. This practice promotes active recall and precise definition recall.

3. focus on word formation and affixation.

Professional terms often rely on common Greek and Latin roots, prefixes, and suffixes. Teaching these morphological rules significantly accelerates vocabulary growth.

- prefixes for quantity/location as understanding prefixes like *hyper-* (over/excessive, e.g., "hypothermia"), *sub-* (under, e.g., "submersible"), or *inter-* (between, e.g., "interagency") allows cadets to deduce the meaning of unfamiliar words.
- nominalization involves recognizing how verbs become nouns (e.g., "to ventilate" – "ventilation") is essential for reading formal operational reports.

Assessment should move beyond simple definition matching to evaluate the cadet's ability to use the terms accurately and fluently in spoken and written professional communication. This includes:

- oral briefings and debriefings:

Cadets must be able to deliver an English-language report on a disaster scenario using appropriate terminology.

- reading comprehension of technical texts tests the ability to extract key operational data from complex professional documents.

The ultimate goal of this specialized English instruction at National University of Civil Protection of Ukraine is to equip future civil protection officers with the linguistic

tools necessary for international cooperation and effective disaster management, ensuring they are globally competent professionals.

DISCURSIVE PLURALITY IN A TEXTBOOK SERIES FOR GERMAN AS A FOREIGN/ADDITIONAL LANGUAGE

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As cultural artefacts, textbooks are part of a society's symbolic landscape (Ross, 2009) and thus participate in negotiating orders of belonging. At the same time, they are an institutionalised practice through which schools produce similarity and difference (Sperisen, 2024).

Theoretically based on works by Crenshaw (1991) and Fraser (2003), I have framed this as a question of representational justice to study representations of individual and collective identities in *Tysk i Skolen*, a textbook series for German as a foreign language in Norwegian lower secondary school (Schlösser, 2025). Building upon this, 'discourse plurality' seems to be a suitable approach to *prima aktiv*, a comparable textbook series published in Germany. I define this term as the discursive construction of a social reality in which multiple meanings, perspectives and positions are made possible (Zabel, 2024). My research question is: To what extent represents *prima aktiv* societal heterogeneity in a discursively pluralistic way?

To investigate this question, I intend to conduct a multimodal critical discourse analysis (Kress & van Leeuwen, 2021; Mullet, 2018) of the textbook series. I locate societal heterogeneity within four dimensions of social identity that I understand as intersectional (Appiah, 2018; Crenshaw, 1991): 1) race-ethnicity-language-religion-country, 2) social class, 3) gender, 4) (dis)ability. And to be in line with the critical perspective of MCDA (Fairclough, 2003), I study how discursive closures and openings (Neumann, 2021) operate on different functional levels (Carlsen, 2024; Embeywa, 2025; Otto & Spielhaus, 2020; Weninger, 2021; Zabel, 2024): 1) 'meaning as representation' points at ideational plurality within the represented world, 2) 'meaning as perspectivation' focuses that different subject positions can be made possible through the voices that are allocated, 3) 'meaning as interaction and interpellation' is about how the textbook series imagines and positions learners, e.g. within tasks, 4) 'meaning as action' asks to what extent the textbook series encourages learners to question representations, i.e. to reflect upon the process itself of constructing social reality.

My study concludes with implications for how work with Critical Discourse Literacy (Kvåle, 2023; Marxl & Römhild, 2023) based on textbook representations could be done in the classroom.

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BLENDED LEARNING IN ENGLISH LANGUAGE TEACHING: A PERSPECTIVE FROM UKRAINIAN HIGHER EDUCATION

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The educational landscape in Ukraine has undergone significant transformation in recent years due to a synthesis of global technological progress and national socio-political challenges. The COVID-19 pandemic, followed by the full-scale invasion, accelerated the transition toward blended learning across higher education when institutions were compelled to integrate digital platforms with traditional classroom instruction. Within this evolving context, blended learning, which combines in-person teaching with online tools and resources, has proven to be a flexible and resilient model that supports student engagement and academic performance. In English language teaching, blended learning offers valuable opportunities to improve access to authentic materials, support communicative practice, and promote learner autonomy. For Ukrainian universities, it presents a practical and pedagogically meaningful approach to sustaining and enhancing English language instruction under changing and often unstable conditions.

Recent research shows that well-designed blended learning can enhance student motivation and support more effective learning outcomes in higher education. A systematic review by Alonso, Velez, Diego Mantecón and Heredia Oliva (2025) found that blended learning environments that provide structured interaction and autonomy tend to strengthen intrinsic motivation. Similarly, Yang and Chano (2025) reported that blended learning improves English language proficiency while also developing digital skills and self-regulated learning strategies across different international contexts.

Importantly, recent work in Ukrainian higher education confirms that blended and digital learning not only improve English proficiency, but also strengthen the digital competencies necessary for academic and professional mobility (Šimkova et al., 2024; Ihnatova, 2022). Studies such as Vashchylo (2022) demonstrate that blended formats in English language instruction lead to higher student satisfaction and better development of

linguistic competencies when supported by appropriate digital platforms and pedagogical design.

Moreover, case studies from Ukrainian universities report increased student engagement and self-directed practice when blended courses incorporate interactive LMS activities and synchronous speaking tasks, although infrastructure limitations and varying teacher digital competence constrain uniform adoption (Westerlund, 2023). Taken together, current research emphasizes that the effectiveness of blended learning lies in purposeful instructional design that integrates digital tools with pedagogically meaningful face-to-face interaction.

Blended learning has demonstrated clear advantages for English language teaching (ELT) in higher education, particularly in motivating and engaging students. For instance, combining in-person classes with online platforms such as Moodle, Canvas, Wordwall, Quizlet allows instructors to incorporate interactive activities, quizzes, and discussion forums, which increase student participation and sustain interest in learning tasks. Studies have shown that learners are more motivated when they can access materials at their own pace and receive immediate feedback through online tools (Alonso et al., 2025; Yang & Chano, 2025).

Furthermore, blended models facilitate personalized or differentiated instruction by enabling instructors to assign tailored tasks, monitor individual progress through digital dashboards, and provide targeted support for learners struggling with specific language skills. For example, students who need additional practice in listening comprehension can engage with recorded lectures or interactive listening exercises asynchronously, while others can focus on advanced writing tasks, thereby fostering autonomy and self-directed learning.

In addition, digital components of blended learning help students develop essential 21st-century skills: the integration of collaborative tools, online research activities, and multimedia assignments not only enhances English proficiency but also strengthens digital literacy preparing them for both academic study and professional environments where digital skills are indispensable. Collectively, these examples illustrate that carefully designed blended learning approaches can simultaneously advance linguistic, cognitive, and digital competencies while maintaining high levels of motivation and engagement.

In conclusion, blended learning provides a flexible and effective approach to English language teaching in Ukrainian universities, supporting student motivation, engagement, and autonomy. By combining online tools with face-to-face instruction, it allows for personalized learning, self-directed practice, and continuity under challenging

conditions. Overall, blended learning equips students with the linguistic and digital competencies needed for success in modern academic and professional environments.

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LINGUOSTYLISTIC DEVICES OF SUSPENSE AND THEIR TRANSLATION IN LITERARY DISCOURSE

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Suspense can be defined as a complex narrative and emotional phenomenon that arises from the interaction between the author's textual strategies and the reader's cognitive and affective activity. Its essence lies in the experience of tension caused by the uncertainty of events and the potential threat to characters who are emotionally significant to the reader (Zillmann, 1996). The author's design is based on structural manipulations, primarily the delay of resolution (retardation), the creation of informational asymmetry between the reader and the character (Brewer, 1996), and the author's choice of linguistic material and narrative perspective (Lodge, 1994). This mechanism relies on the coexistence of two conflicting emotions – hope for a positive outcome and fear of an unfavorable one, where the latter often appears the most probable (Carroll, 1990; Ortony, Clore & Collins, 1988). The resulting tension is further amplified by the reader's anticipation of possible outcomes and the sense of helplessness due to their inability to influence the unfolding events (Smuts, 2008).

Functionally, suspense performs several interrelated roles within the structure of a literary text. It captures and sustains the reader's attention, regulates the rhythm of narrative tension and release, and contributes to genre formation, being an essential feature of thrillers, detective fiction, and horror. The realization of suspense is primarily evident across three key linguistic levels: phonographic, lexico-semantic, and syntactic.

At the phonographic level, tension is achieved through the manipulation of the text's sound and visual form, encompassing alliteration, assonance, onomatopoeia, graphons, and graphic means (Kukharenko, 2000). These devices are employed to generate a sense of acoustic discomfort, imitate sounds of hidden menace (*whispering, creaking*), or reflect psychological strain such as panic, stuttering, or shouting.

The lexical-semantic level shapes suspense through the deliberate selection of units conveying uncertainty, fear, and danger. This includes lexemes denoting antagonistic characters (*monster, thief, watcher*), concealed threat (*darkness, silence, whispers,*

footsteps), physical harm (*cold, wound, knife*), and the emotional states of the characters (*fear, panic, dread, breath*) etc (Bozhko, 2017).

Furthermore, the suspense effect is significantly amplified by metaphor, personification, hyperbole, oxymoron, which function as means of emotional-imaginative reinforcement. These figures of speech enable the author to imbue objects or phenomena with sinister or unnatural traits and dramatically exaggerate the scale of the threat, thereby intensifying the atmosphere of uncertainty and foreboding.

The syntactic level is crucial for regulating narrative rhythm and emotional intensity. Devices such as ellipsis, nominative sentences, and asyndeton accelerate the tempo, reflecting haste and panic. Conversely, polysyndeton deliberately slows the pace, emphasizing the inevitability of approaching danger. Aposiopesis introduces deliberate silence or interruption, creating ambiguity and compelling the reader to imagine the unspoken threat, while gradation progressively amplifies emotional tension and heightens the sense of peril.

Literary translation represents the highest level of translation activity, aimed at reproducing not only the content but also the artistic form, stylistic individuality, and emotional impact of the source text (Korunets, 2003). Achieving this requires meeting the fundamental demand of literary translation: to produce the same pragmatic effect on the target reader as the original text had on the source audience (Maksimov, 2012). While equivalence generally denotes the preservation of semantic, stylistic, and functional parity between texts (Halian, 2024), in literary translation, the priority shifts to adequacy. Adequacy demands a deeper functional and stylistic correspondence, ensuring the translated work meets the literary and aesthetic criteria of the target audience, even if this requires departing from structural equivalence (Rebrii, 2016).

To ensure adequacy and overcome linguistic and cultural disparities, especially when conveying suspense-generating devices, translators employ various translation transformations. Significant challenges in preserving the stylistic and emotional functions of the original arise at every level of language (phonographic, lexical-semantic, and syntactic), as direct equivalents often fail to deliver the desired effect. According to Zaslonkina, Nuzban, and Novosadska (2024), transformations fall into four major groups: lexical, lexico-grammatical, grammatical, and stylistic. Each category encompasses a range of strategies such as modulation, concretization, compensation, permutation, expressivization, and others, which may be flexibly combined depending on the translator's interpretation and the communicative purpose of the text.

Ultimately, while rendering suspense-generating linguostylistic devices the translator's central task is to recreate the identical emotional and aesthetic experience for

the target reader. Consequently, the translation transcends pure linguistics, becoming an artistic act that effectively transposes the tension, uncertainty, and emotional power of suspense into a new cultural and linguistic reality.

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FORMATION OF FOREIGN LANGUAGE PROFESSIONAL COMPETENCE OF FUTURE ENVIRONMENTAL DESIGN SPECIALISTS: TECHNOLOGICAL APPROACH

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We concur with educational researchers regarding the significance of the technological approach to the professional training of contemporary specialists as an effective means of aligning training with real production processes and optimising it through careful planning and step-by-step implementation. This approach in pedagogy embodies socio-engineering thinking and projects a technocratic scientific worldview onto education, emphasising ensured productivity and effectiveness through clear, structured, and logically sequenced algorithms of learning activity. Within this approach, professional training is organised as a reproducible process with diagnostically specified goals, clearly defined benchmark outcomes, carefully selected methods as well as tools to achieve them, and continuous corrective feedback.

Chechotka (2019) views the technological approach as a response to pressing societal and market demands to increase the productivity of the educational process. Although education differs from other types of production, it also envisions a "product" and employs specific methods and means. The effectiveness of the approach depends on precise task definition, identification of resources, and staged planning as prerequisites for the guaranteed attainment of goals (p. 231).

The technological approach rationalises educational processes by binding together goal-setting, organisational forms, methods and means of implementation, diagnostic procedures, and corrective measures into an integrated whole oriented toward pre-planned results. Its key feature is substituted to be of arbitrary actions with clear, logically structured algorithms in order to increase intensity and ensure efficiency.

According to Kern (2006), the technological approach is the outcome of "new pedagogical thinking" shaped by scientific and technological progress, seeking solutions to bring education up to contemporary quality standards. The scientist orients the educational process toward algorithmic structure that entails: unwavering focus on precisely defined and maximally specified goals; strict alignment of all stages with guaranteed achievement of planned results; systematic evaluation of interim results and

process correction to maximise goal attainment; final assessment of outcomes followed by the setting of new tasks. Kern associates the implementation of this approach into the educational system with a scientifically grounded system model of the main entities' activity – the teacher and the learner – with a step-by-step description of their actions while performing a specific educational task.

Maiboroda (2015) argues that today the technological approach plays a key role in education; it presupposes precise instrumental management of the learning process and the guaranteed achievement of its aims. The technologization of education involves decomposing processes into stages, phases, and operations, coordinating the order and sequence of actions aimed at results, and ensuring unambiguous execution of procedures embedded in the technology (p. 77). Owing to these characteristics, this approach creates optimal conditions for students' mastery of various types of activity, enables more reliable prediction of outcomes and management of learning activities, allows optimal use of resources and students' cognitive potential, supports comprehensive problem-solving, and reduces the influence of incidental factors (p. 81).

Ostapenko (2011) assigns a decisive role to the technological approach in foreign language training across disciplines, as it provides a robust methodological basis for designing the pedagogical system – from goals to diagnostic tools for assessing their attainment. This is not a "frozen scheme," but a dynamic system, the result of productive, creative work to evaluate and harmonise many factors that determine learning effectiveness (p. 76). In this context, the approach supports the development and implementation of a scientifically grounded project or model of foreign language professional training with greater efficiency, reliability, and guaranteed outcomes than traditional methods (p. 76).

Malykhin and Aristova (2018) consider the technological approach as a means of overcoming current problems in professionally oriented foreign language instruction, such as "the lack of systematic independent work, low in-class activity, insufficient motivation, large group sizes, limited contact hours, and reliance on outdated forms and methods" (p. 43). Its application enables timely response to these challenges by anticipating learning results, managing learning activities, mobilising students' cognitive resources, and using material and technical resources effectively in line with stated aims (p. 43).

The relevance of the technological approach in foreign language training of future professionals is further underscored by scholars (Shvetsova, 2023; Kessler, 2018), highlighting its focus on systematicity, logical sequencing, algorithmicity, diagnosability, informativeness, and, consequently, high effectiveness. This approach requires clear

definition of final and intermediate goals, staged implementation through carefully structured content, and coordinated use of appropriate didactic means and forms.

It can be stated that such organisation significantly optimises the process of foreign language professional training, ensuring the consistent formation of productive professional-communicative behaviours by means of contemporary methods, forms, and tools.

In conclusion, we view the technologization of the educational process as a leading trend in the professional education of future Bachelor-level environmental design specialists, and the technological approach as a key methodological instrument for increasing the effectiveness of their professional and specifically foreign language training. We claim that its practical application fosters a logically coherent system of instructional organisation: from precise goal-setting and expected outcomes to the selection of optimal methodological tools for their attainment. Moreover, the approach promotes active use of innovative educational technologies (information, communication, and didactic) to enhance the efficiency and ensure the high performance of foreign language professional training for future environmental designers.

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SOCIOLECTS OF THE ENGLISH LANGUAGE: A TRANSLATION ASPECT

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Languages around the world exhibit a variety of forms, influenced by both geographical and social factors. The study of these variations has birthed a specialized field in linguistics known as social dialectology, with significant contributions from scholars such as E.A. Seligman (1931), S. Romaine (1994), P. Trudgill (2000), and J.R. Rickford (2002).

Despite the existing research, the exploration of territorial dialects and sociolects still offers ample opportunities for further study. However, the concept of "sociolect" can be challenging for linguists, as it is often presented in a contradictory manner and is sometimes used interchangeably with other linguistic terms like "jargon," "slang," and "dialect." Therefore, clarifying this concept, like other aspects of dialectology, is essential.

Dialect, sociolect, and idiolect are interrelated linguistic terms that describe different facets of language variation. While these concepts are crucial to fields such as sociolinguistics, cultural linguistics, and dialectology, they tend to be understudied in comparative research. Additionally, interpretations of these concepts can vary significantly across different linguistic schools, necessitating further clarification. For instance, in English-language studies (including the works of J.R. Rickford, S. Romaine, R.A. Hudson, and J. Holmes), the terms "sociolect" and "social dialect" are often used interchangeably. J. Rickford defines social dialects as "varieties of language distinguished based on the social groups that use them: social class, gender, age, ethnicity, and community."

Idiolects, on the other hand, have several varying interpretations among international researchers. In foreign linguistics, the focus is often on the relationship between idiolects and community languages, which can result in either overly broad definitions or very limited discussions of idiolect phenomena. These differences complicate the development of a unified linguistic terminology and highlight the need for greater clarity in the conceptual framework.

The relevance of this study is underscored by the importance of dialectal features in translation and interlingual communication, as well as the need for a comprehensive understanding of the sociolect units within British English. British English is recognized

for its rich diversity of both territorial dialects and sociolects, which are actively discussed among its speakers. A foreigner who has studied standard English often struggles to comprehend someone speaking in a specific dialect or sociolect, as such speech can be highly variable, with distinct pronunciation, word formation, and specialized vocabulary that complicates interpretation.

The Specifics of Translating Sociolects. Translation involves transforming a message from the source language into the target language. An exact translation is inherently impossible due to differences in grammatical structures and word counts between languages, as well as other factors that can complicate the translation process. One of the main challenges in translating neologisms is that dictionaries often do not keep pace with rapid developments in science and technology. Therefore, when a text contains neologisms absent from dictionaries, their meanings must be inferred based on the word-formation elements of the words involved.

Several techniques can be employed to translate these neologisms:

1. Transcription: This involves a formal phoneme-by-phoneme recreation of the original lexical unit using the sounds (phonemes) of the target language, imitating the original word phonetically.

2. Transliteration: This is a formal letter-by-letter recreation of the original lexical unit using the alphabet of the target language, mimicking the form of the original word.

3. Loan translation: This technique consists of translating an English word or phrase into its component parts and then combining the translated parts without making any changes.

4. Approximate Translation: This method focuses on finding the closest equivalent in the target language for a lexical item from the source language that lacks an exact counterpart in the target language.

5. Literal Translation: Here, an expression is translated using an equivalent that matches the original meaning and figurative basis in the target language.

6. Descriptive Translation: This involves conveying the meaning of an English expression through a more flexible phrasing in the target language.

7. Antonymic Translation: This technique translates a negative meaning using an affirmative construction, or conversely.

Conclusions: The sociolects of British English demand special attention from translators. These sociolects reflect characteristics related to social class, age, profession, and other social factors, not merely geographical distinctions. The challenge lies in accurately conveying this diversity while preserving idiomatic expressions, stylistic

nuances, and semantic subtleties. This often necessitates stylistic adaptation and the selection of appropriate equivalents rather than relying solely on literal translations.

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PEDAGOGICAL APPROACHES TO TEACHING ENGLISH WITH AUTHENTIC VIDEOS TO POWER ENGINEERING STUDENTS

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Authentic videos in English, particularly film excerpts and TV/online programmes, are highly effective for developing technical students' professionally oriented language skills. For future power engineers, fragments from movies or documentaries focusing on such topics as equipment specifications and faults, industrial processes, or environmental issues provide genuine exposure to professional language and context. These materials offer real language and communication samples, improving listening and speaking skills while reducing anxiety (Polat & Erişti, 2019; Shevchenko, 2019). By immersing students in realistic situations, technical vocabulary appears naturally, which strengthens lexical retention and motivation (Komar, 2022; Shevchenko, 2018). Moreover, simultaneously engaging auditory and visual channels, these clips stimulate cognitive involvement and support deeper understanding in technology-rich environments.

Authentic videos are audio-visual materials created for real-life use, i.e. made for native speakers, not for language teaching. Primarily, these are movies and programmes. Therefore, they display natural pronunciation, rhythm, and terminology (Shevchenko, 2015). As Gilmore (2019) notes, they mirror the complexity of professional communication and preserve multimodality. When delivered using screencasting, these materials maintain context and immediacy, allowing students to analyse and reproduce professional dialogues in simulations and collaborative tasks.

At universities, English for Specific Purposes (ESP) lessons with authentic videos integrate numerous approaches.

The ***student-centred*** and ***communicative approaches*** are mutually complementary when using authentic videos. The student-centred approach treats students as active agents who construct knowledge through engagement and collaboration, with the lecturer's facilitation. The communicative approach focuses on purposeful interaction: exchanging information and negotiating context-appropriate register (Richards & Rogers, 2001). Video clips naturally prompt engineering students to exchange thoughts, hypothesise, and co-construct interpretations, developing pragmatic fluency and sociolinguistic sensitivity through professional dialogue modelling (Saienko & Shevchenko, 2020).

The ***action-oriented*** and ***constructivist approaches*** both emphasise experiential learning and learner agency. The CEFR's action-oriented model frames students as social agents completing authentic tasks, often culminating in a collaborative performance; autonomy and authentic materials are key (Council of Europe, 2020). From a constructivist view, students actively build meaning by engaging with realistic situations, supported by experiential theory (Hiver, Al-Hoorie & Mercer, 2020). By observing professionals in video excerpts and then enacting similar scenarios, students convert abstract terminology into operational communicative tools, fostering critical thinking.

The ***professionally oriented*** and ***competency-based approaches*** align language learning with occupational outcomes. The professionally oriented approach embeds subject content into language tasks, allowing students to practise required workplace communication modes; authentic videos provide necessary discipline-specific discourse and realistic cases (Tokar & Fainman, 2021). The competency-based perspective specifies integrated outcomes – linguistic, pragmatic, technical, and intercultural competences – developed simultaneously through authentic-video-based problem-solving and negotiation (Komar, 2022).

The ***transdisciplinary*** and ***culturological approaches*** broaden instruction beyond single subjects. Authentic videos (film excerpts, programmes, etc.) often integrate technical, environmental, and ethical issues, prompting students to synthesise engineering knowledge with socio-professional norms. This transdisciplinary stance embeds language within broader professional networks. Concurrently, the culturological perspective models culturally embedded communicative behaviours, building the intercultural competence vital for global collaboration (Byram, 2021).

The ***cognitive-activity approach*** focuses on the analytical and problem-solving processes stimulated by the materials. Video cases of system failures or technical decisions compel students to analyse evidence, infer causes, propose solutions, and verbalise complex reasoning in professionally oriented English – cognitive operations central to engineering discourse. These combined tasks strengthen domain-specific reasoning and the ability to articulate technical arguments.

The ***situational***, ***differentiated***, and ***level-based (CEFR-aligned) approaches*** ensure tasks are context-rich and appropriately supported. Authentic videos offer immediate situational contexts (e.g., maintenance briefings, safety checks) that can be transformed into simulations. Differentiation allows tasks to be tailored to individual proficiency, while CEFR alignment ensures systematic progression from B2 comprehension to C1 discourse analysis (Council of Europe, 2020). This combination enables personalised challenge while maintaining a shared professional focus.

The ***digital learning approach*** acknowledges the role of digital tools and multimedia in creating flexible, interactive learning environments that enhance access, engagement, and personalisation (Yadav, 2024). In ESP classrooms, screencasting of authentic videos exemplifies this approach by enabling multimodal input, self-paced viewing, and digitally supported analysis of professional communication.

In conclusion, authentic videos in English, especially those demonstrated via screencasting, facilitate a rich integration of various pedagogical approaches to teaching professionally oriented English in lessons for power engineering students. Carefully designed, CEFR-aligned tasks based on authentic scenarios enable engineering students to practise profession-specific English in contexts that closely resemble their future professional interactions.

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PECULIARITIES OF TRANSLATING CHILDREN'S LITERATURE (BASED ON R. KIPLING'S "THE JUNGLE BOOK")

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The term *translation* is defined as the process of rendering meaning from one language into another (Cambridge Dictionary, 2025). The translation of children's literature occupies a unique and complex position within modern translation studies. It requires not only linguistic competence but also a profound understanding of child psychology, cultural context, and age-related perception (Reynolds, 2011). Children's literature fulfills both educational and aesthetic functions; therefore, its translation must preserve the emotional impact, artistic expressiveness, and accessibility for a young audience.

The research presented in this paper focuses on the translation of Rudyard Kipling's stories *"Mowgli's Brothers," "Kaa's Hunting,"* and *"Tiger! Tiger!"* from *The Jungle Book* into Ukrainian (Kipling, 1950). The main aim of the study was to identify and analyze the translation strategies and transformations that ensure the adequate rendering of meaning, emotional tone, and cultural authenticity of the original English texts.

The findings reveal that literal translation alone cannot guarantee adequacy in children's literature (Zhuravel & Khaidari, 2015). Since the target readers are young and culturally specific, translators must employ various transformations that adapt the text to the linguistic and psychological norms of the target audience. The most frequently used transformation was semantic development, which helped to adapt the content to the target culture while retaining the author's message. Concretization ranked second, contributing to the precision and clarity of meaning, which is essential in texts intended for children. Other transformations such as generalization, descriptive translation, antonymic translation, and addition were used less often but played a significant role in maintaining stylistic coherence and emotional expressiveness (Zhuravel & Khaidari, 2015).

A crucial aspect of the analysis was the translation of emotional colouring, which is particularly significant in children's literature (Mutiarani, Misbah, & Karyadi, 2020). The study recorded numerous instances of semantic development, substitution, permutation, and calque in translating emotional utterances and interjections. The adaptation of interjections into Ukrainian was generally successful, as it conveyed the characters' emotions effectively. However, direct calquing of certain expressive

interjections (e.g., *"Arulala"*) proved inadequate, as such forms lacked emotional resonance for Ukrainian readers. This demonstrates the importance of contextually appropriate equivalents that preserve the pragmatic function of emotion markers.

Another challenge identified in the study was the translation of archaic pronouns ("thou," "ye," and their forms), which in English convey shades of politeness, intimacy, or solemnity (Kipling, 1950). The absence of direct equivalents in Ukrainian led to partial loss of emotional nuance, highlighting the inherent limitations in rendering stylistic and pragmatic subtleties across languages and cultures. This issue underscores the translator's dual task — to preserve both semantic and emotional fidelity within the constraints of the target language.

The translation of cultural realia proved to be one of the most successful aspects of the analyzed texts. Kipling's narratives are rich in Indian cultural elements and references to jungle life, which were rendered through calque, transcription, semantic development, and descriptive translation (Mutiarani, Misbah, & Karyadi, 2020). Such strategies allowed translators to retain the authenticity of the source text while ensuring comprehension and naturalness for Ukrainian readers. This finding illustrates that cultural adaptation is a key component of successful literary translation, especially in works intended for children. The research also demonstrated that the flexible and context-sensitive use of translation transformations is essential for achieving equivalence in children's literature (Zhuravel & Khaidari, 2015). For instance, replacing the frequent verb *"said"* with more expressive Ukrainian verbs such as "exclaimed," "whispered," or "sobbed" helped convey character emotions and personalities more vividly. This indicates that translation is not a mechanical process but a creative and interpretative act that requires both linguistic skill and cultural intuition (Reynolds, 2011).

The comparative analysis of the original and translated texts leads to the conclusion that high-quality translation of children's literature relies on a comprehensive approach combining linguistic, cultural, aesthetic, and psychological considerations (Reynolds, 2011). A translator of children's literature functions not merely as a linguistic intermediary but as a cultural mediator who adapts the author's message to the worldview and emotional perception of young readers.

Overall, the study shows that successful translation of children's fiction depends on the translator's ability to balance faithfulness to the source with creative adaptation to the target culture (Mutiarani, Misbah, & Karyadi, 2020). The results may serve as a foundation for developing a methodological framework for translating children's literature, aimed at achieving adequacy, acceptability, and emotional resonance in cross-cultural literary communication. Such an approach ensures that classic works like *The*

Jungle Book remain not only linguistically accurate but also emotionally engaging and culturally meaningful for new generations of readers.

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THE ROLE OF SOCIOLINGUISTICS IN ENGLISH TEACHING AT UKRAINIAN MEDICAL UNIVERSITIES

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Considering latest changes in Ukrainian context (lack of staff in hospitals, presence of international medical organizations and partners, provision of new rehabilitation and other services, etc.), there is a need for improvements in medical education, including English language proficiency training. English language teaching to medical students should aim not only at linguistic skills, but sociolinguistic competence as well. Future healthcare professionals must be able to communicate effectively in diverse clinical settings, therefore the sociolinguistic component included into the curriculum becomes quite essential. Medical university academic staff, doctors and students are expected to engage with international patients and colleagues and to adapt their language based on audience, culture and context to provide quality healthcare services based on safety and empathy.

Sociolinguistic competence involves mastering register variation, pragmatic strategies, and cultural sensitivity. Medical students must learn to shift between formal terminology (e.g., "dyspnea") and layperson-friendly expressions (e.g., "shortness of breath") depending on the communicative situation. This dual-register awareness improves patient comprehension and fosters trust. Therefore, training of future doctors in professional communication requires deliberate instruction in terminology adaptation and contextual language use (Klochko & Yashchenko, 2023).

Innovative teaching methods are being implemented across Ukrainian medical universities to develop sociolinguistic competence. Dudikova (2024) describes the use of role-play and simulation exercises at Vinnytsia National Pirogov Memorial Medical University, where students practice delivering diagnoses and instructions to patients with varying cultural backgrounds. Rusalkina & Grigoryev (2023) highlight genre-based writing tasks at Odessa National Medical University, where students compose referral letters and patient education materials tailored to different audiences.

Additional techniques include discourse analysis of authentic medical dialogues, terminology translation drills, and sociolinguistic feedback sessions. For example, students may analyze transcripts to identify hedging ("It seems like..."), mitigation ("You might want to..."), and clarification strategies ("Let me explain that another way...").

These patterns reflect sociolinguistic awareness and are vital for building rapport. Kushnir (2020) proposes an integrative model for teaching Ukrainian as a foreign language to English-speaking medical students, emphasizing the role of sociolinguistics in professional identity formation.

Sociolinguistic competence is not an asset but a necessity in medical English education. Ukrainian medical universities are increasingly recognizing the value of teaching language as a social tool, not just a technical skill. By embedding sociolinguistic principles into curricula, educators can better prepare students for the communicative demands of modern healthcare.

It is recommended that English instructors at Ukrainian medical universities adopt sociolinguistic frameworks in their teaching. This includes integrating role-play, genre-based writing, and discourse analysis into lesson plans. Collaboration between linguists and medical educators is essential to ensure that language instruction aligns with clinical realities. Further research should explore the long-term impact of sociolinguistic training on patient outcomes and professional communication in Ukrainian healthcare settings.

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USING STORYTELLING IN COMBINATION WITH AI AS A METHOD FOR EFFECTIVE FOREIGN LANGUAGE TRAINING

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Despite the growing popularity of learning foreign languages, namely English, among higher education applicants, many students still have a rather low level and are afraid of live communication. Teachers are studying and testing various methods that can help students overcome the language barrier. In our study, we consider the use of storytelling in combination with artificial intelligence to interest and motivate students to speak foreign languages fluently.

N. Bondarenko (2019), I. Dovhal (2023), N. Dukhanina (2023), O. Nahorna (2020), H. Hutnikevych and O. Antoniv (2025) and others have devoted their studies to the issue of learning storytelling.

Thus, according to N. Dukhanina, the use of the storytelling method in teaching foreign languages contributes to the development of foreign language communicative competence, develops students' intellectual and creative abilities, critical thinking, and cooperation skills, and also allows them to gain experience working with different content (Dukhanina, 2023).

As I. Dovhal notes, storytelling technology in foreign language classes ensures the communicative, speech, language, emotional, and socio-cultural development of students. The plot of the story always evokes a variety of emotions, and the content of the story (vocabulary, grammar) helps to better assimilate the material. Modern teenagers with "clip" thinking perceive dynamic stories better than other types of text (Dovhal, 2023).

O. Antoniv and H. Hutnikevych emphasize that storytelling not only contributes to the effective assimilation of language material, but also ensures intercultural communication and emotional involvement of students. It opens up new opportunities for combining traditional approaches with innovative technologies (Antoniv, 2025).

We believe that storytelling helps students gradually overcome the communicative barrier due to the variability of the method. Teachers have the opportunity to flexibly select tasks in accordance with the level of students and the thematic plan of the curricula of both general foreign language and professional foreign language. In our opinion, it is best to start involving storytelling in the educational process in the form of tasks for

creating stories according to a model or transforming a first-person story into a third-person story:

Example 1

Create I-story on… Keep the narrator's voice, tone & style consistent with their personality, background, emotions, age, and values!

or

Rewrite into 3rd person story. Vary sentence structures to avoid repetitive patterns that can bore the reader!

According to our observation, such tasks at the initial stages allow students to modify and supplement existing ideas, which allows them to feel confident in completing the tasks.

Gradually, the tasks should be made more difficult, in particular, creative writing can be useful. Students can modify existing or create new stories in a foreign language, using specific vocabulary or style:

Example 2

Look at the following mems, choose one. Think about appropriate emotion. Write a 4-5-sentense story with a psychological context:

The next step, in our opinion, could be working with storytelling in combination with AI. One option is to set parameters, for example, *GPT chat* (*https://chatgpt.com/*), write a specific story, students receive the story, process it, make changes, if necessary, exchange stories with other students and discuss in a foreign language.

Another idea could be to create stories and voice them using AI. This way, you can analyze the impact of voice, intonation, emotions, etc. For such tasks, you can use, for example, the *ElevenLabs* resource (*https://elevenlabs.io/*).

Thus, the storytelling method develops communication skills, writing skills, and creative writing. Due to the variability and gradual complexity of the tasks, students learn to formulate and express their thoughts, and most importantly, overcome the communication barrier.

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SCAFFOLDING INNOVATION: BUILDING EFFECTIVE AND COMPETENCE-BASED LEARNING SYSTEMS

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In the face of accelerating societal, technological and labour-market change, educational systems must rapidly evolve to not only transmit disciplinary knowledge but also to build robust competence-based learning environments. The present study explores the functionality of the Scaffold framework as a meta-pedagogical model for the development, implementation, and dissemination of innovative teaching and learning practices. The Scaffold model is predicated on the discourse on competence-based education. It emphasizes structured progression, which is initiated by the establishment of learning contexts, followed by systematic planning, and culminates in the integration of competence and iterative reflection.

Contemporary education systems are undergoing a profound transformation driven by rapid technological progress, globalization, and socio-economic change, necessitating a paradigm shift from knowledge transmission toward competence-based and lifelong learning frameworks (European Commission, 2018). Conventional, content-centred pedagogical models often prove inadequate for cultivating higher-order cognitive and transversal skills, such as critical thinking, adaptability, creativity, and innovation. They are essential for navigating complex and dynamic environments.

The aim of this study is to investigate how Scaffold facilitates the design, implementation, and dissemination of innovative teaching and learning practices. Moreover, the paper explores its potential to advance inclusivity, foster digital transformation, and embed principles of sustainability within contemporary education systems, thereby contributing to the broader European agenda for lifelong learning and competence-oriented education.

In response to the systemic challenges, the Scaffold framework, developed by the European Training Foundation (ETF, 2023), proposes a structured yet adaptable methodology for educational design and teacher professional learning. It serves as both a didactic model and a reflective tool, supporting educators in aligning instructional strategies with competence development objectives across diverse learning contexts.

The Scaffold deck of cards serves as an innovative pedagogical instrument for designing comprehensive learning experiences that foster the development of key

competences among learners, grounded in the principles of the integrated learning outcomes approach. The conceptual foundation of Scaffold lies in providing educators with a modular, evidence-informed toolkit that supports the design of interconnected teaching, learning, and assessment activities.

Each card embodies a specific dimension of the educational process ranging from competence domains and instructional design principles to assessment strategies and activity prompts. It allows educators to configure and align them in contextually meaningful ways. Conceived as a portable and user-friendly professional resource, Scaffold facilitates the creative combination and integration of competences, promoting coherence between intended learning outcomes, pedagogical actions, and evaluation criteria.

Beyond its structural function, the tool acts as a catalyst for pedagogical creativity and reflective practice, enhancing educators' awareness of how competences can be embedded across disciplinary and non-formal learning settings. It offers a systematic blueprint for competence-oriented instructional design, enabling teachers to plan with clarity, adaptability, and innovation.

Importantly, Scaffold responds to the priorities highlighted in the Council Recommendation on Key Competences for Lifelong Learning (European Commission, 2018) by addressing persistent challenges in modern education, such as diversifying learning methodologies, strengthening teacher capacity, and ensuring valid assessment and recognition of competence development.

The findings of this analysis indicate that the adoption of Scaffold is conducive to the promotion of learner activity, the professionalization of teachers, and system-wide innovation. This is achieved by integrating digital, entrepreneurial, personal/ social, and sustainability competencies into the core of lesson design. For instance, research in the fields of engineering and food technology education has demonstrated how innovation frameworks can facilitate the development of higher-order competencies through the implementation of structured modules (Lewis et al., 2019).

The framework's structure (Settings, Planning, Competences, Reflection) encourages educators to think critically about why and how each activity supports learning outcomes. Furthermore, a systemic review of scaffolding in health-science education demonstrates that scaffolding strategies are instrumental in facilitating competence development when tasks and environments are sequenced in an appropriate manner (Al-Hamdan et al., 2022). It is argued that the Scaffold approach extends these insights by offering an integrative template that emphasizes progressive fading, competence alignment, and dissemination pathways.

Pilot data reveal that the cards facilitate collaboration, allowing interdisciplinary teams to merge digital and entrepreneurial competences into practical projects. In the context of an English module for computer engineering students, the Scaffold framework is utilized to engineer competence-based learning experiences that integrate language proficiency with disciplinary relevance. During the Settings and Planning stages, educators select cards addressing digital competence, communication in professional contexts, and critical thinking. The learning objective is to enable students to articulate technical concepts clearly and collaborate effectively in multicultural engineering teams.

In one learning sequence, students analyze authentic materials such as technical documentation, software specifications, and project briefs, and then engage in problem-solving discussions simulating real engineering meetings. The Competences cards are designed to guide teachers in the provision of scaffolding for vocabulary acquisition, discourse strategies, and intercultural communication skills. The Reflection stage is intended to prompt students to evaluate the manner in which linguistic precision supports professional credibility and teamwork in engineering contexts.

This implementation exemplifies how Scaffold facilitates the integration of language, professional and transversal competences, transforming English instruction from a general linguistic exercise into a discipline-specific, competence-driven learning experience that directly supports students' employability and innovation potential.

Thus, the Scaffold framework effectively operationalizes the notion of "scaffolding innovation", providing a concrete and adaptable interface between educational theory and pedagogical practice in contemporary learning environments. By integrating principles of competence-based education, inclusivity, and reflective practice, it empowers educators to design coherent, learner-centred, and contextually responsive learning experiences. Furthermore, Scaffold fosters the development of collaborative and reflective professional communities, enhancing educators' capacity for continuous improvement and innovation.

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THE PECULIARITIES AND CHALLENGES OF POETIC TRANSLATION OF THE POETRY OF THE CRIMEAN KHANS INTO UKRAINIAN: AN ESSAY OF SYSTEMATIZATION AND ANALYSIS

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Oriental studies in Ukrainian translation (including translational studies based in this field, such as classics by A. Krymsky, I. Franko, etc.) are a perspective and fruitful aspect because of scientific traditions and interest of contemporary translators and analysts in meter, symbolism, history, philosophical concepts, and many other issues. But the Crimean Khanate (a poetry of Diwan, Ashiq poetry, etc., in Crimean Tatar, Turkish, Arabic and other languages) is reflected in the translations (M. Strikha and others, as the author of this research), however, it remains a little-studied phenomenon in literary aspect. That historical moments and philosophy are studied, but there are still only few poetic Ukrainian translations are made as adequate or close to originals.

The best poet of the Crimean Khanate epoch is considered *II Ğazı Geray* (*Bora Ğazı Geray*, 1551?1554?–1607), who created his texts pseudonymously (accordingly to that tradition) – as *Ğazâyî* and *Khan Ğazı*. The proposed study analyzes selected symbols, concepts, and formal features of Ğazâyî's poetry and the Crimean Khans in general. Some selected features were reflected in translational and research publications of the author of the study – as 'Eros and Thanatos' (Smolnytska, 2020, p. 11) as well as in her presentation with declamation of these Ukrainian translations in the format of the lecture "Traduction de l'/en ukrainien: théorie, méthodologie, pratique" (May 19, 2025, the University of Lausanne) and other scientific events.

The purpose: to analyze the specifics of the poetry of the Crimean Khanate (and of Crimean Khans) in positions of contemporary Ukrainian translation. *The tasks*: 1) to research cultural and linguistic untranslatability; 2) to consider textual features in the practical aspect of translation studies; 3) to make an illustrative table of selected symbols and concepts in this poetry.

In the poetry of the Crimean Khans, cultural and linguistic untranslatability were often identical or adjacent, since the author of this research had to reproduce realities,

absent in other cultures or retold in other words. These were realities that had entered other languages (*Ashiq*), but there are also special Oriental lexemes, which are not internationalisms (as *tabib*). In the latter case, translation by the author of this study had to apply translational transformations, for example, domesticate with an explanation, while at the same time citing the original lexeme: *doctor-tabib*: 'О люба, лікарю-табіб, мене ти вбережи від лих' (Gazi Giray, 2022, p. 115) (Ukrainian translation in the citations is my own. – O.S.).

Whether to apply domestication: for example, curls are compared to basil (Gazi Giray, 2022, pp. 114-115) – Ocimum, and in the original, its other name, „reyhan" (meaning aroma), by the last lexeme, that is, transliteration: 'У тебе кучері – рейхан' (Gazi Giray, 2022, p. 115). For example, there are rhythm, the system of meters {Arūḍ), and alliterations, refrains (radifs), etc. And, of course, the form plays a great role, especially as equilinearity (maintaining the rhythm of the original), which is preserved in contemporary translations.

It is known that Ğazâyî was not only a poet, but also a prose writer. The genre of his prose has not yet been precisely clarified, because only letters and other messages (both prose and verse) are available in the archives. It is likely that there could have been diary entries, but for now, the question remains open. Therefore, since poetry – but only a small part of it – is available to readers and analysts, it is possible to operate with this material.

Accordingly, it is possible to form a *conditional table* of patterns and relationships of symbols in the lyrics and poems of the Crimean Khans:

Motherland	Home, homeland, house	Clan, lineage	Family and its members	One close person, relative, and/or beloved
Titles, holders, bearers of higher status	Shah (including figuratively: as the highest beloved)	Padishah (similar)	Sultan (similar)	Khan (including real autobiography)

Lower status holders	Vassals and other subordinates			
Medicine, treatment	Doctor (*tabib*) – including metaphorically: a loved one	Ointment, salve	Balm and opposite	Other medicines
Gems	Coral	Ruby	Sapphire (implicature: eyes)	Diamond
Animals	Horse: steed (including a war-horse)	Birds (nightingale)	Fantastic ones (including allegories)	Others
Feelings, sentiments	Love. As opposite hate, wrath, rage	Sorrow, sadness	Sobber, crying (metaphoric)	Nostalgia
Other internal states	Meditation	Self-analysis	Solitude/communication	Deepening

We can see the evolution and a clear system of these symbols, images, concepts, etc. in the poetry of the Crimean Khans, where the personality of Ğazâyî is the most vivid and prominent as an example of harmonious individuality. The experience of modern Ukrainian translators shows that this poetry, on the one hand, was based on long-standing traditions, but on the other, the discourse was original, evolving in stages and being reinterpreted accordingly to the poet's experience. The table provided allowed us to systematize the facts discovered (often empirically). Conclusions: this combat, religious (including philosophical), and other literature is an illustration of sublimation. This work has potential for continuation given the large body of texts that remain untranslated (and unanalyzed in Ukrainian discourse).

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APPROACHES TO RENDERING DIALECTAL FEATURES IN TRANSLATION

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There is no doubt that one of the most complex challenges in literary translation lies in reproducing dialectal and sociolinguistic features that distinguish the speech of certain regional or social groups. Such features are deeply tied to the identity, background, and emotional world of the characters, and therefore play a crucial stylistic role in shaping a literary text. Translating them requires not only linguistic skill but also cultural and interpretive sensitivity, since dialects carry social meanings that cannot be transferred word for word into another language.

It must be emphasized that dialects represent deviations from the standard form of a language and include phonetic, grammatical, and lexical variations. They signal belonging to a specific community and often convey regional colour, humour, and authenticity. In translation, however, these elements become problematic because their use in the target language can distort the cultural and geographical context of the work. If a translator reproduces a Scottish or Southern American dialect by using, for example, a local dialect of the target language, the characters' social identity and the setting may be misleadingly localized. As Li and Luo (2018) highlights, "Cultural default always gets in the way of translation. If translators choose to be faithful to the original text, the target readers may get confused about the meaning." (Li & Luo, 2018). For this reason, it is evident that simply replacing the source dialect with one from the target language is seldom, if ever, effective.

To overcome this, translators often rely on **compensation –** a technique that restores the stylistic or emotional effect of lost elements through other means. Compensation allows the translator to reintroduce a nuance that has been lost in translation, though in a different place or form. This approach maintains the stylistic balance and communicative intent of the original even when linguistic equivalence is impossible. The translator's goal is not to reproduce the literal form of dialectal expressions but to preserve their function and effect within the text.

There are two primary types of compensation: **local** and **total.** Local compensation involves reproducing the stylistic function of a dialectal element within the same sentence or passage, while total compensation redistributes this function throughout the text. It

should be noted that the latter is often more effective, as it allows for greater flexibility and a more natural reading experience. By using nonstandard, expressive, or rarely used vocabulary, the translator can evoke a similar tone, rhythm, and atmosphere to that created by the dialect in the source text.

Quantitative and qualitative analyses of translations often show that total stylistic compensation predominates because it helps preserve the overall communicative and aesthetic impression of the source text. Even though the number of dialectal forms typically decreases in translation, the essential stylistic and emotional qualities can still be conveyed. It should be noted that what matters most is not the formal imitation of speech but the recreation of its expressive force. As Lin (2024) observes, "The application of translation compensation strategy promotes cross-cultural dialogue and understanding. Through compensation, translators achieve transformation at the linguistic level, promote communication at the cultural level, and enable target language readers to understand and evaluate literary works in a multicultural context." (Lin, 2024)

At the same time, the translator must remain cautious not to confuse dialect reproduction with the imitation of social or grammatical errors. While socially determined deviations in language can be conveyed through deliberate informality or inaccuracy, dialectal speech requires more subtle means, such as phonetic shifts, rhythmical variation, or expressive vocabulary. It is of vital importance that the translator must maintain the delicate balance between stylistic vividness and linguistic naturalness.

Ultimately, the problem of translating dialects is not merely linguistic but cultural and aesthetic. It requires understanding how language reflects identity and how stylistic nuances shape meaning. Compensation, as a translation strategy, becomes a creative act that bridges cultural differences and preserves the unique voice of the original within a new linguistic and cultural environment. Through sensitive and imaginative application of compensatory techniques, translators can maintain the authenticity, tone, and emotional resonance of dialectal speech, ensuring that readers of the target language perceive the same vividness and individuality that characterize the original work.

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STUDENTS' DIGITAL ENGAGEMENT AND ATTITUDES TOWARD CALL IN ESP CONTEXTS: INSIGHTS FROM SERBIAN HIGHER EDUCATION

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Evolving over the past five decades, Computer-Assisted Language Learning (CALL) has continuously adapted to technological progress and learner needs. Defined as the study and application of technology in language education (Levy, 1997; Beatty, 2003), CALL today spans a wide range of tools – from computers and mobile devices to AI-supported learning environments. This study explores how Serbian university students perceive the role of technology in English for Specific Purposes (ESP) courses and how their engagement with digital tools varies by field of study, gender, and English proficiency.

The quantitative research involved 183 students from various academic disciplines. Data were collected through an online questionnaire partly adapted from Nagy and Habók's (2018) CALL attitude scale, with additional items developed to examine disciplinary, gender-based, and proficiency-related differences.

Results indicate moderate to positive attitudes toward CALL, with internal factors slightly exceeding external ones. Students view technology as particularly effective for listening and vocabulary development, followed by reading, speaking, and writing. While no significant differences appeared across gender or field of study, students with higher English proficiency reported stronger perceptions of improvement in grammar and vocabulary. Regarding tool use, students most frequently engaged with social networks, web browsers, subtitled movies, translators, and podcasts, while online courses and interaction with native speakers were least common. Minor differences were observed across gender, field of study, and English proficiency in the types of tools used.

Taken together, the results show that students perceive technology as an effective and accessible means of language learning, though not yet indispensable. The findings highlight the need to align ESP instruction with students' digital practices and expectations.

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IDEOLOGICAL FACTORS AND TRANSLATION MANIPULATION: AN ANALYSIS OF TRANSLATION STRATEGIES IN SOCIO-POLITICAL DISCOURSE UNDER INFORMATION CONFRONTATION

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Relevance of the study

In the context of global informatization and the intensification of hybrid threats, socio-political discourse, especially that broadcast through the media, is becoming a key arena for ideological confrontation. In this context, translation ceases to be a neutral act of transcoding meanings and turns into a powerful tool for shaping public opinion, constructing the image of the "Other," and promoting specific narratives.

The relevance of this work is determined by the need for a scholarly understanding of translation as a form of ideological practice. In conditions of information warfare and mass disinformation, the analysis of manipulative strategies used in the translation of socio-political texts for another linguistic audience acquires exceptional theoretical and practical significance. Insufficient study of the mechanisms of ideological influence in media content translation creates gaps in understanding modern communication processes.

The material for the study was a parallel corpus of socio-political texts (news articles, analytical reviews, official statements by politicians) published in leading English-language (e.g., The Guardian, BBC, The New York Times) and Ukrainian (e.g., UNIAN, Ukrainska Pravda) media outlets during the period 2022–2024, as well as their translations into the respective languages. A complex methodology was applied, including: critical discourse analysis (using N. Fairclough's and T. van Dijk's methods) to identify ideological components in the source and target texts; comparative translation analysis to contrast the original and the translation at the lexical-semantic and pragmatic levels; content analysis to quantify the frequency of manipulative techniques; and the descriptive method for systematizing and interpreting the obtained data.

The analysis of the material confirmed that ideological manipulation in the translation of socio-political discourse is not realized as an accidental error, but as a systematic activity aimed at modifying the pragmatic potential of the source message. The

translator (or editor), consciously or unconsciously guided by a certain ideological stance, resorts to a series of transformations.

The dominant strategies are:

- Lexical substitution and "labelling": Replacing neutral vocabulary of the original with emotionally and ideologically charged equivalents. For example, the systematic translation of *refugees* as *migrants* to neutralize the humanitarian aspect; or translating *military operation* as *invasion/aggression* to enhance negative connotations, and vice versa.
- Strategic omission: Deleting information from the translated text that contradicts the dominant ideological narrative of the target audience (e.g., omitting mentions of international organizations or certain historical facts).
- Addition and explicitation: Introducing additional information into the translated text (often in the form of "explanations") that is absent in the original but directs the reader's interpretation towards the desired ideological line.
- Syntactic manipulation: Changing the modality of an utterance (e.g., from hypothetical to assertive) or shifting accents through the transformation of syntactic constructions (e.g., passivization to conceal the agent of an action).

The study showed that the choice of a particular strategy directly correlates with the publication's editorial policy and the general geopolitical context in which the translation functions.

Conclusions

This study confirms that the translation of socio-political texts in conditions of information confrontation is an act of high ideological responsibility. It has been established that translation manipulation is a purposeful use of linguistic resources to achieve a pragmatic effect different from that intended by the original author. The identified strategies (substitution, omission, addition) indicate that translation functions as a "soft power" tool, capable not only of informing but also of forming stable ideological perceptions and social attitudes within the target audience.

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TEACHER LEADERSHIP IN EFL CLASSROOMS

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Teacher leadership has become one of the most significant concepts in contemporary educational discourse, representing the transformation of teachers from implementers of prescribed curricula into active agents of change and instructional leaders. Within English as a Foreign Language (EFL) education, where teachers mediate between global pedagogical paradigms and local classroom realities, the notion of teacher leadership is particularly relevant yet underexplored. This theoretical review synthesizes current perspectives on teacher leadership in EFL classes, examining its conceptual foundations, theoretical frameworks, manifestations in practice, contextual challenges, and implications for teacher education and policy.

EFL teachers operate in complex educational environments often characterised by exam-oriented systems, limited teacher autonomy, and hierarchical organisational structures. Despite these constraints, teachers play a decisive role in shaping learners' motivation, communicative competence, and intercultural awareness. The paper argues that leadership within EFL classrooms should be viewed not as a formal managerial position but as a form of professional and pedagogical agency enacted through daily instructional and collaborative practices.

Teacher leadership has been defined broadly as teachers' ability to influence and guide their colleagues, students, and institutional practices toward improved educational outcomes (York-Barr & Duke, 2004). It includes both formal roles such as mentoring or team leadership and informal practices including curriculum innovation, peer support, and classroom-based research. In EFL contexts, this construct acquires specific dimensions. EFL teacher leaders act as instructional innovators, cultural mediators, and mentors who help colleagues and students navigate the complexities of language learning and teaching. Empirical studies (Erdel & Takkaç, 2020) reveal that students perceive teachers' leadership skills, motivation, empathy, communication as directly linked to learning success and classroom engagement.

Four theoretical perspectives underpin teacher leadership in EFL classes:

- Distributed Leadership Theory (Gronn, 2000), views leadership as a collective social process spread across multiple actors. In EFL settings, this

perspective supports the idea that teachers lead not through authority but through collaboration, shared decision-making, and mutual expertise.

- Transformational Leadership Theory (Bass, 1999), explains how teachers inspire students and peers by modelling enthusiasm, intellectual stimulation, and personal growth. Transformational leadership is crucial in EFL classes where motivation and affective engagement drive learning.
- Communities of Practice (Wenger, 1998), highlight the social and collaborative nature of teacher learning. Teacher leaders often serve as facilitators of these communities, encouraging peer dialogue, joint material development, and shared inquiry.

Together, these frameworks illustrate that teacher leadership in EFL is neither positional nor hierarchical, but rather relational, situated, and dynamic. Within the EFL classroom, leadership operates at multiple interconnected levels.

- Instructional leadership involves designing creative, learner-centered lessons, integrating technology, and promoting autonomous learning. Teachers lead through pedagogical excellence and reflective decision-making.
- Relational leadership focuses on building supportive and motivating classroom climates. Teachers lead through empathy, encouragement, and effective communication, fostering student confidence and engagement.
- Collaborative leadership extends beyond the classroom, as teachers mentor peers, initiate action research, and contribute to curriculum innovation.

These leadership expressions as crucial in transforming EFL classrooms into spaces of shared learning and professional inquiry. Gao and Yang (2022) illustrate this transformation through a case study of an EFL teacher whose professional development journey evolved from novice teacher to reflective leader through participation in professional learning communities. The theoretical synthesis yields several implications for policy, teacher education, and classroom practice.

Leadership development should be embedded in both pre-service and in-service EFL programmes. Training should include modules on reflective practice, mentoring, collaborative research, and intercultural communication. Similarly, schools should cultivate leadership-friendly environments by recognising teacher contributions, allowing time for peer collaboration, and decentralising decision-making. Meanwhile, teachers can enact leadership through everyday practices – guiding learners toward autonomy, conducting classroom research, and sharing innovations.

Conclusion

Teacher leadership in EFL classes represents both a theoretical construct and a practical imperative. It redefines teachers as professional leaders capable of shaping not only learners' linguistic development but also the professional cultures of schools and institutions. Leadership in EFL classrooms is inherently multidimensional—encompassing instructional expertise, emotional intelligence, and collaborative professionalism.

Ultimately, the development of teacher leadership in EFL education depends on systemic support, reflective professional learning, and a shift in perception – from viewing teachers as followers of policy to recognising them as co-constructors of educational change. This theoretical review contributes to that shift by articulating the conceptual and practical foundations for understanding teacher leadership as an integral component of effective and contextually responsive EFL pedagogy. Further empirical studies could be done to examine the impact of teacher leadership on EFL student achievement, motivation, and classroom interaction, employing mixed-method and longitudinal designs.

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SUPPORTING STUDENTS' MOTIVATION TO LEARN ESP UNDER CHALLENGING CONDITIONS

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Due to the current global instability, the transition to online learning, and the rapid expansion of artificial intelligence in education, lecturers at technical universities face a number of challenges in maintaining their students' interest in learning foreign languages. The aim of this paper is to identify factors that directly influence students' motivation to learn English for Specific Purposes under conditions of increased stress and instability at technical universities. A clear understanding of these factors will assist in developing strategies to enhance student motivation for acquiring ESP competencies.

Motivation is a driving force that encourages students to learn and engage in active, productive learning activities. It helps students overcome difficulties and achieve goals, leading to personal and professional growth. There are internal and external motivations, and they are closely interconnected. Internal motivation is characterized by a sense of satisfaction with the process of learning and gaining knowledge. Internal motivation is formed due to external motivational stimuli such as challenging, developing, and thought-provoking materials, objective and clear positive assessment, supportive feedback, praise, and reward in the form of winning a scholarship or grant, or earning a diploma.

According to the research of O. O. Pimenova & O. M. Haponchuk (2023), the key learning motives are the desire to become highly qualified specialists and achieve financial security. These motives are closely related to the key factors influencing students' motivation, namely their belief in their ability to succeed, the value they assign to the learning task, and the perceived cost in terms of the effort, time, and emotional investment required.

Access to high-quality career-focused materials contributes to the development of fluency in ESP and the acquisition of relevant soft skills, such as communication and creativity. A selection of challenging career-focused learning materials narrows the gap

between university studies and the demands of the labor market, better prepares students for their future careers, and increases students' motivation. Haenen, Vink, Sjoer, & Admiraal (2025) proved that the balance between the challenge level, based on the degree of complexity and novelty of tasks, and students' abilities influences students' motivation. When the perceived challenge of tasks is lower than the perceived students' ability, students feel relaxed and more motivated (Haenen et al., 2025). In order not to demotivate students, learning materials should be of high quality, authentic, meaningful, and career-oriented, not too challenging and achievable to perform.

To create a safer, supportive learning environment, students can be provided with access to lesson materials in advance. This helps overcome their anxieties, self-doubts, fears of failure, and other external stressors caused by challenging learning conditions: air raids, power outages, evacuation, displacement, and other difficult financial and health problems. It is particularly important for students with low language proficiency. They can also be offered scaffolding for individual tasks. Moreover, under martial law, two modes of distance learning are recommended to use: synchronous and asynchronous. Asynchronous mode involves students' independent work with later assessment by the teacher. However, it increases the workload of lecturers with extra unpaid work and leads to their burnout.

Another serious incentive that stimulates students to learn better with interest is praise and positive feedback on successfully completed tasks. Constructive feedback can be provided due to objective assessment, especially formative, which focuses on students' progress. During online learning, special attention should be paid to students' speaking skills when assessing their success. Preparing for classes and directly in class, students often use AI, and during online classes, it cannot be controlled. Therefore, oral communication skills can serve as a key indicator for objective assessment of students' understanding of the studied material, while consistently emphasizing the importance of academic integrity. A well-deserved grade helps to increase the self-esteem of students with lower language proficiency and becomes an important incentive for learning. Thus, the ESP curricula should be flexible, based on communicative teaching models, and ensure the psychological comfort of students and lecturers.

The current global instability, marked by ongoing wars and social crises, together with the rapid expansion of artificial intelligence in educational environments, has created significant challenges for lecturers in keeping students' motivation to learn foreign languages. In this context, balanced workload, challenging career-oriented lesson materials shared with students in advance, applying synchronous and asynchronous modes of learning, and communication-oriented teaching models contribute to ensuring

fair and objective assessment, create a safe learning environment, and support students' active engagement in the learning process.

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RETHINKING TRANSLATION IN THE AI ERA

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The rapid advancement of digital technology in recent years has profoundly reshaped the professional landscape of translation. While the core essence of the translation profession remains indispensable, it has acquired new functional dimensions and approaches in response to contemporary technological challenges. Human expertise continues to play a crucial role in ensuring translation quality, maintaining stylistic integrity, and safeguarding semantic accuracy.

Analysis of the current translation environment indicates that professionals are increasingly integrating advanced technological tools into their workflow, including computer-assisted translation (CAT) systems, various machine translation (MT) platforms, and artificial intelligence (AI) models (Krasulia & Turchyna, 2020, p. 109). These innovative tools accelerate the translation process by automating repetitive tasks, leveraging translation memories to ensure terminological and stylistic consistency, and enhancing localisation effectiveness for diverse target audiences.

Despite these optimisations, CAT systems cannot fully replace human translators. Even in domains such as legal, technical, or official translation, human post-editing remains indispensable for achieving precision and stylistic cohesion.

Artificial intelligence has become a transformative force in the translation industry, expanding professional possibilities, improving productivity, and optimising workflows. Among the primary advantages of AI are its capacity to process extensive volumes of text rapidly and to reduce costs by minimising reliance on large translator teams. AI also enhances consistency through the use of translation memories and terminology databases, ensuring terminological uniformity across projects.

Nevertheless, the application of AI in translation presents notable limitations. The most persistent challenge lies in machine systems' inability to fully comprehend context and cultural nuances. This limitation often results in mistranslations of idiomatic expressions, metaphors, and culturally specific constructions. Consequently, automatic translations still fall short of the quality achieved by professional translators, particularly in specialised fields that demand analytical precision and cultural adaptation.

Furthermore, confidentiality concerns arise when online translation tools handle sensitive commercial or legal information.

DeepL, for instance, stands out for its comparatively higher translation quality, achieved through deep neural networks and adaptive algorithms. Its improved contextual awareness reduces the types of errors typical of earlier statistical translation models. Yet, despite such advances, machine translation continues to struggle with contextual accuracy, particularly in complex genres such as legal, medical, or literary texts. Human translators remain responsible for refining and improving automated outputs to ensure linguistic and cultural adequacy.

The question of whether machine translation can fully replace human translators remains contentious. At the current stage of technological development, such a prospect appears unlikely. Even the most advanced neural machine translation systems lack the ability to understand context deeply, think logically, or adapt creatively to audience-specific needs. The future of translation and localisation, therefore, lies not in replacing human expertise with AI, but in achieving a balanced synergy — where AI optimises workflow efficiency while human translators preserve accuracy, cultural authenticity, and emotional resonance (Schnell, 2025).

For genuine and effective communication across cultures, human involvement remains irreplaceable. Modern translators bring a unique combination of linguistic proficiency, subject-matter expertise, cultural sensitivity, technical competence, and creative insight.

This synthesis ensures that AI-assisted translations are not only efficient and functional but also stylistically refined, contextually appropriate, and emotionally engaging (Schnell, 2025).

In conclusion, the most effective approach in contemporary translation practice lies in the integration of machine translation technologies with professional human editing. This hybrid model achieves a balance between speed, precision, and stylistic fidelity, ensuring both efficiency and excellence in translation outcomes.

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THE ROLE OF PROJECT-BASED LEARNING IN TEACHING THE FOREIGN LANGUAGE TO INTERNATIONAL RELATIONS STUDENTS

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In the modern educational system, there is an increasing need to find effective teaching methods that ensure active student participation in the learning process as well as foster the development of their communicative, creative, and analytical skills. One of the most progressive approaches in this regard is Project-Based Learning (PBL), which is considered an effective tool for improving the quality of foreign language instruction. This can be explained by the fact that in the 21st century, a foreign language has become an essential instrument for both professional and personal self-realisation, which requires new forms and methods of acquisition. The ability to communicate in a foreign language at a professional level is a necessary condition for a successful career in diplomacy, journalism, international relations, and business.

This paper outlines that the modern educational process should not be limited to the transmission of knowledge from teacher to student but should actively involve students in the co-creation of learning outcomes. In this context, the project method becomes not only a pedagogical technology but also a philosophy of learning based on collaboration, independence, and responsibility.

D. L. Fried-Booth (2002) points out that "project work allows language learners to work towards a tangible outcome while using the target language as the medium for learning" (p. 5). Such an approach enhances communicative competence, fosters collaboration and autonomy, develops critical thinking skills, and increases motivation to learn by bringing classroom situations closer to real-life contexts. Fried-Booth (2002) also adds that "through projects, students learn to cooperate, to plan, and to take responsibility for their learning outcomes" (p. 14).

Project-Based Learning (PBL) is one of the most effective innovative teaching technologies in foreign language instruction, especially in training students majoring in International Relations. In a review article, Zheng Wang (2020) states that "PBL fosters students' critical thinking, collaborative communication, knowledge application, and innovation abilities through projects in real-life contexts" (p. 1). Using this approach allows students to gain professional experience by completing meaningful practical tasks. This means that PBL contributes not only to the development of linguistic competence,

but also to critical thinking and intercultural communication skills, which are key qualities for professionals in diplomacy, international organizations, and business.

From this, it becomes clear that the project-based method stimulates learner autonomy and authentic language use in meaningful tasks. Mohamad and Tamer (2021) point out that "PBL shifts the focus from teacher-centered to student-centered learning, where students participate in meaningful projects that require the language skills application in real-world situations" (p. 162). Thus, learning a foreign language becomes not just the acquisition of grammar or vocabulary, but a tool for active engagement and meaningful communication. Moreover, project-based methods increase internal motivation to improve language proficiency, allowing students to develop the ability to express themselves convincingly in professional contexts. As Socciarelli, Takeuchi, and Müller (2020) note, "Project-Based Learning has demonstrated the improvement of students' English language skills by enabling them to use English authentically" (p. 163).

Project-based activities in foreign language classes also help students develop the ability to use authentic information sources and improve their digital and media literacy. According to the principles of PBL, students are encouraged to work with official EU documents, diplomatic press releases, and international reports, which helps them master professional terminology. Such an approach enables students to gain a deeper understanding of the political context and structure of international communication. This is particularly important for International Relations students, who must use English for professional communication, analysing international documents, and participating in intercultural discussions.

Despite its many advantages, researchers also note certain challenges in implementing project-based learning. One of them is the significant amount of time required for preparation and coordination. Teachers must act not only as knowledge providers but also as facilitators, consultants, and managers of group processes, possessing strong moderation, assessment, and digital literacy skills. As Mohamad and Tamer (2021) emphasise, "educators must foster a better understanding of the content and offer smart choices; otherwise, overly cognitively challenging and demanding tasks may dampen learners' motivation" (p. 169). Without careful preparation and ongoing support, project work can lead to reduced motivation and lower engagement among students.

Regarding project evaluation, teachers often face difficulties ensuring fairness and objectivity in group projects, as some students may be more or less involved in the completion and implementation of the task. Wang (2020) highlights that "the steps of PBL include … project implementation, project presentation, and reflection and evaluation" (p. 1), indicating that assessment should be complex and multifaceted.

Thus, project-based learning serves as a powerful tool for developing not only language proficiency but also essential professional competencies among International Relations students, such as analytical thinking, intercultural communication, research, and public presentation skills. However, its effectiveness depends on well-prepared educators, efficient organizational support, and institutional commitment to innovation.

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