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EDUCATION ONLINE

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INTERACTIVE TECHNIQUES IN FOREIGN LANGUAGE LEARNING ONLINE IN NON-FORMAL EDUCATIONAL INSTITUTIONS IN CHINA

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ABSTRACT

The article treats the currently important issues of foreign language mastering in China and the challenges of online English learning in terms of non-formal institutions. It is revealed the urgency of the research associated with the problems of dropping students' motivation to learn foreign language, and the lack of a classroom environment that facilitates interactive and communicative language practice, which causes the necessity to find out efficient means of the students' involvement into the interactive and practically driven forms of work. Minding the great potential of existing blended learning activities and interactive techniques, there was undertaken the attempt to engage the students of Chinese non-formal institutions in innovative foreign language practices during online classes. According to the goals of the work, it is explored and elaborated on how interactive techniques can be applied to enhance typical blended learning activities in online English learning as a second language. This study also provides detailed examples of interactive methods applied in Chinese non-formal institutions in terms of typical online learning activities. Besides, it offers a preliminary analysis of the impact of these techniques on students' learning motivation. To get preliminary outcomes and test the prepared survey reliability, it was held in several groups of a Chinese private institution. In total 27 students of senior grades who learned English online in terms of implementation of various blended learning activities enhanced with interactive methods depicted above tool part in the survey. The acceptable reliability of the scales was proved. The outcomes of the survey, according to the levels of learners' motivation are presented and discussed.

Keywords: *online foreign language learning, Chinese non-formal educational institutions, students' engagement, interactive techniques, blended learning activities, motivation to learn.*

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INTRODUCTION

Online foreign language learning, particularly English, has seen substantial growth in China due to the increasing demand for English proficiency. Non-formal institutions, such as private language schools and online platforms, have become significant players in providing language education.

However, several challenges are associated with online English learning in these settings. Students often struggle with engagement, motivation, and the lack of a classroom environment that facilitates interactive and communicative language practice (Jiang et al., 2021; Zhou et al., 2020). The importance of interactive techniques in online learning cannot be overstated. These methods are crucial in enhancing blended learning activities such as flipped learning, digital storytelling, and gamification. Interactive techniques bring a classroom spirit to online classes, engaging students more effectively and motivating them to learn foreign languages. By integrating interactive techniques, educators can create a more dynamic and participative learning environment, which is essential for language acquisition. Thus, it is essential to find out the means of the students' involvement into the interactive and practically driven forms of work.

Minding the great potential of existing blended learning activities and interactive techniques, we undertook the attempt to engage the students of Chinese non-formal institutions in innovative foreign language practices during online classes.

RESEARCH OBJECTIVES

The purpose of this research is to explore and elaborate on how interactive techniques can be applied to enhance typical blended learning activities in online English learning as a second language. This study aims to provide examples of interactive methods applied in Chinese non-formal institutions and to offer a

preliminary analysis of the impact of these techniques on students' learning motivation.

The paper is structured in the interconnected sections: introduction where the importance and purpose of the work are formulated; methodology and theoretical framework presenting the analysis of recent studies related to the topic and making the proper theoretical basis for the research; the section of results and discussion where the progress and deliverables of the work are highlighted and interpreted; conclusions closing the paper.

METHODOLOGY AND THEORETICAL FRAMEWORK

The theoretical framework of the research is made by the analysis of recent papers and other resources devoted to the: (1) main characteristics, problems and challenges of online English learning in Chinese non-formal (private) institutions; (2) typical learning techniques used in the practice of blended (online) learning like flipped learning strategy, gamification approach, digital storytelling, cooperative learning etc.; (3) typical interactive techniques used in language learning (pair work, debates, mini-conferences, Socratic method, group language games, role-playing and others) (4) basics of the theory of motivation to learning.

Based on the recent studies, there were analysed and revealed typical characteristics, problems, and challenges of online English (as a second language) learning in Chinese non-formal institutions. There are highlighted several challenging issues which should be minded in the current research.

The most urgent problem seems to be difficulties of the students' engagement and retaining their motivation to learning. According to studies (Zhou et al., 2020; González et al., 2021), learners often feel isolated and less motivated in online classes compared to conventional physical classrooms. It is found out that learning in online environments can lead to dropping trainee's engagement and motivation due to the lack of physical presence, peer interaction and collaboration. Additionally, the asynchronous nature of many online courses can result in students' feeling disconnected from their instructors and peers.

Among problematic issues, there are also underlined technological barriers. In the

studies (Hui et al., 2019; Ren et al., 2024) are pointed out that despite technological advancements, problems like unstable internet connections and lack of access to necessary devices can prevent productive learning process. Technological barriers include not only hardware and software limitations but also trainees' varying levels of their digital literacy. In addition, it is noted that such problems could significantly impact students' ability to participate fully in online learning activities.

Quality of interaction also seems to be a challenging issue. It is argued by researchers (Jiang et al., 2021; Zhou et al., 2020), that the quality of interaction between peer-students and between students and teachers can be threatened, leading to less efficient language practice. In particular, it is said that while online platforms offer various tools for interaction, the absence of face-to-face communication can limit the forms, depth and quality of interaction and collaboration. This limitation can affect the development of speaking and listening skills, which are crucial for language mastering, and causes the search for additional techniques to improve the quality of interaction.

Next theoretical pillar of our work is the characteristics of typical learning techniques which are common in terms of online learning as a model of blended learning (Adel et al., 2021; Dellatola et al., 2020). According to studies, these techniques include flipped learning approach, gamification, cooperative learning, digital storytelling and others.

Flipped learning is recognized by educators as an approach where the typical classroom-based studying is inverted in the lines of encouraging trainees to acquire the certain content before the classroom time (either online or offline) (Adel et al., 2021; Dellatola et al., 2020). It also intends to involve students into reviewing or learning the content independently at home and engage them in various activities in class based on the mastered knowledge. Therefore, such an approach enables extended understanding of the pre-learned content through debating, discussions and problem-solving activities arranged by the teacher (Bergmann & Sams, 2012). In addition, this method encourages students to take responsibility for their learning and promotes deeper understanding through active participation. It is obvious though that its implementation takes special educators' efforts to arrange and facilitate trainees'

interaction (effective feedback, question-answer sessions, collaborative problem-solving, etc.) during online classes.

One more methodology which is available in online and blended learning is gamification strategy. According to studies, it allows applying game-playing practices to non-game contexts and expects integrating game elements into learning can increase motivation and engagement. Game-based mechanisms and game thinking also enables to diversify learning, to raise students' eagerness to learn and solve non-conventional tasks (Zainuddin et al., 2020).

It is highlighted that gamification strategies, such as point systems, leaderboards, and badges, can make learning more engaging and enjoyable (Dichev et al., 2017). These elements tap into students' intrinsic motivation by providing a sense of achievement and competition. Involving game elements into educational process provokes students' essential needs for their motivation (for instance, their needs for communication and cooperation with others, feeling their expertise in a specific area, control of their actions and others). Therefore, gamification implementation enables to promote collaboration and facilitate interaction, which is significantly important for online synchronic learning.

Digital storytelling in common sense is a practice when people use some digital means to tell their narratives devoted to an urgent topic, presented in emotional way and focused on a special purpose, and then to share them with others. A digital story is understood as a multimedia presentation of a narrative that can be represented in various forms such as interactive stories, web-based video stories, narrative computer games and others (Sagri et al., 2018; Rutta et al., 2021).

The digital storytelling technique has been successfully introduced in educational practice. According to research, merging static or moving images, sounds and plot within a digital story is able to in hence concepts being beneficial for different learning types of learners. It is pointed out that digital storytelling can be used by educators with different didactic purposes: to introduce new learning material to facilitate its discussion by students, to help them get a deeper understanding of

complicated concepts (Sagri et al., 2018; Rutta et al., 2021).

In addition, students can be also encouraged to create their own digital stories devoted to some learning elements and pursuer a certain pedagogical aim. Such learning activity can provide important benefits for the students. Through the stories making, they have to analyse, synthesize, and to get ownership of the content they are presenting. These things stimulate higher-level thinking and raise responsibility. This activity can facilitate acquiring complicated (or controversial) academic material and receive certain research skills. Finally, created by the students, digital stories can be potentially used as efficient learning aids for other trainees.

In terms of languages learning, the said storytelling technique encourages students to create and share stories using digital tools, enhancing language skills through creative expression. Thus, this approach not only improves language skills but also fosters creativity and critical thinking.

Cooperative learning is also considered as one of the common techniques beneficial in terms of online learning. Students are involved into mutual work in groups to achieve certain learning goals, promoting interaction and collaboration. Cooperative learning enhances students' engagement and achievement by encouraging peer-to-peer interaction and mutual support (Lemeshchenko-Lagoda & Kryvonos, 2020). This method also helps develop social and communication skills essential for language learning, and can be successfully used both in online and offline learning.

In terms of online cooperative learning where it is challenging to retain students' motivation, it is really essential to engage them on practically meaningful work with the clear results. In this context, it is recommended to apply project-based learning (PBL) as a didactic strategy which makes students earn knowledge and work out skills via working upon projects focused on real-life problems (Dias et al., 2018; Le, 2018). As a result, the trainees are encouraged to apply deep knowledge, higher-order thinking abilities, critical thinking, communication and collaboration skills to successfully work as a team. In such a way, the language learning gets more alive and practically-driven for students. In addition, cooperative work on a real practical task can reveal a sort of contagious positive energy among students-peers and educators,

which is incredibly rewarding and essential, especially on conditions of physical disconnection which is inherent in online learning.

The theoretical background to ensure the high-quality PBL within our work is made by core guidelines providing essential project design elements as well as project-based teaching practices to help educators to improve, elaborate and assess their practice (Le, 2018; Rubrica, 2019; Trivedi et al., 2019).

Despite the said important advantages of reviewed techniques which are beneficial in terms of online learning, the researchers and practitioners point out the urgency of their enhancement with various interactive methods to raise these techniques efficiency and impact on students' engagement.

Therefore, there were analysed the interactive techniques which are typically used in language (online and offline) learning and foster active participation and communication.

The most common method seems to be pair work when students practice language skills in pairs, facilitating conversational practice. According to studies, pair work allows for more speaking opportunities and helps students build confidence in using the language. This method also promotes peer learning, as students can correct and support each other (Lemeshchenko-Lagoda & Kryvonos, 2020).

One more interactive technique which is beneficial for developing speech habits is recognized as debates and mini-conferences. These activities encourage critical thinking and articulate expression. Based on (Lemeshchenko-Lagoda & Kryvonos, 2020; Chen, 2020), debates and mini-conferences provide a platform for students to practice argumentative skills and public speaking. These activities require students to research, organize their thoughts, and present their ideas logically and persuasively.

Socratic method which involves asking and answering questions to stimulate critical thinking and illuminate ideas is also recommended to be used in language learning. The Socratic method is described as a way to deepen understanding through dialogue and questioning. This technique encourages students to think critically and articulate their thoughts clearly, which stimulates students to work out their speech

habits (Paulet et al., 2006).

One of the popular activities in language classes is group language games and role-playing. These methods engage students in playful yet educational activities, enhancing their speaking and listening skills. In the papers (Chen, 2020; Wright et al., 2006), it is highlighted that language games and roleplaying activities create a fun and relaxed environment for language practice. These activities also encourage spontaneity and creativity in language use.

It can be summarized that the said interactive methods being used in terms of online learning should be adapted to the peculiarities of the blended learning techniques depicted above on purpose of raising students' engagement and motivation to learning.

According to the fundamentals of motivation theory, motivation to learn is investigated by the experts from both psychological and educational dimensions. It is considered as a learner's energy and drive to learn, study effectively and realize their inherent potential (Collie et al., 2019; Filgona et al., 2020; Li et al., 2020; Herpratiwi, 2022). It is also seen as the human efforts which provoke learning activities, ensure their continuity and focus the activities with the aim at gaining desired goals by a student (Filgona et al., 2020).

Motivation is also considered as a critical factor in language learning (Aljuaid, 2021). In particular, it is seen as a contributor to trainees' achievements, progress of language mastering, enthusiasm in overcoming learning difficulties and retention in language non-formal education.

According to researchers (Li et al., 2020; Herpratiwi, 2022; Triarisanti, 2019), there are some common factors affecting motivation in the tutoring process: kept attention, appealing to learner's experience, positive attitude to learning, and satisfaction. It is claimed that provision of these components of motivation during studying may promote and sustain trainee's motivation to learn (Li et al., 2020; Herpratiwi, 2022). Based on other experts (Aljuaid, 2021; Batubara et al., 2020), very similar factors that influence on motivation to learn a foreign language include interest to learning, empowerment and usefulness of language mastering, success, and

satisfaction.

Therefore, it is possible to formulate some practical rules to be followed in the progress of language teaching to provide the said components (Aljuaid, 2021; Batubara et al., 2020). The first rule expects applying different learning strategies to provoke interest to language activities and attract trainees' attention. The second rule recommends to give clear instructional goals and to focus trainees on the usefulness of language mastering in terms of their previous and potential experience. The third rule, prompts to create the learning environment which promotes their positive attitude to the learning and suggests focusing towards success. According to the fourth rule, it is essential to help students gain satisfactory feeling. Thus, teachers have to follow these rules in order to efficiently motivate students to study and master languages.

In addition, it is claimed that there are strong links between motivation and students' engagement where interactivity plays an essential role, which is consistent well with the incentives for both internal and external motivation. It is underlined, that interactive forms of language mastering are able to demonstrate trainees the value of their personal participation in common discussion, to let them see the efficiency of their own contribution into productive team work, to feel excitement and pleasure, which finally can influence on their learning motivation.

RESULTS AND DISCUSSION

The analysed theoretical basics were implemented to elaborate interactive techniques for enhancing different blended learning activities to raise students' engagement and motivation to language learning.

In our educational practice there were implemented the following strategies and cases which illustrate how interactive techniques can enhance blended learning activities in online English learning.

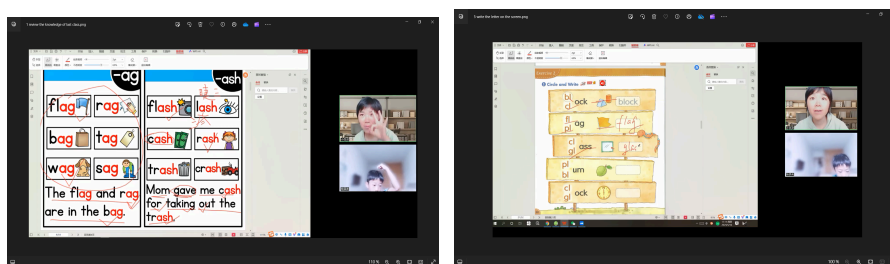
Flipped learning can be enhanced with interactive discussions in the following way. After watching video lectures at home, students participate in online discussions and role-plays during live sessions. For instance, in a Tencent Meeting, Zoom (or other video-conference) class, the tutor can divide students into breakout rooms where they

role-play different scenarios related to the lecture content. In particular, after learning in advance grammar issues on the contrast of present perfect and past simple tenses, the students are involved into online role-playing the conversations “Have you been to...”. Where the students in small groups share their travelling impressions. The tutor’s mission is to provide the trainees with speech samples to support their discussion and point out the difference between the said tenses using.

After such an interactive work within small groups, each group representatives present their trips in the form of mini-conference where some students are presenters and some of them are listeners. All of them are encouraged by the instructor to take part in question-answer session.

In terms of flipped learning vocabulary patterns, role-playing in breakout rooms is also really beneficial. For example, the instructor assigns a role-playing activity where students practice ordering food at a restaurant. In breakout rooms, one student plays the role of the customer, and another plays the waiter. They use provided dialogue prompts and add their own variations. After the role-playing exercise, the class reconvenes, and each pair performs their dialogue. This activity provides a realistic context for language use and helps students practice conversational skills.

Thus, such a flipped learning approach enhanced with interactive methods stimulates students to actively use the language issues they have learned and apply it in real-life contexts. Interactive discussions and role-plays help students consolidate their understanding of the grammar points through peer teaching and develop speaking-listening skills while promoting critical thinking and collaboration. In addition, it enables to reduce disconnection, add classroom spirit into online classes, and retain students’ interest. Some episodes of the said practices (see Fig. 1).



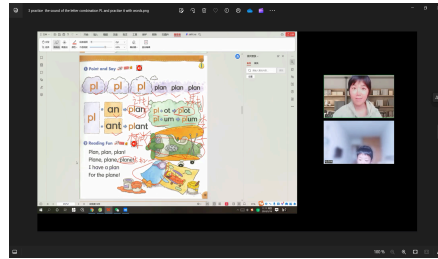


Figure 1. Episodes of flipped learning enhanced with interactive discussions

As we mentioned above, gamification focused on incorporating games such as language quizzes and virtual escape rooms into the curriculum has shown to increase students' engagement and make learning more enjoyable.

For example, during a Tencent Meeting (Zoom) session, the teachers can use platforms like *Kahoot!* to conduct language quizzes where students compete in real-time. Being a game-based learning platform, Kahoot may be used to review students' knowledge and assess them or as a break from conventional classroom activities. Students join the quiz using their devices, and the instructor shares the quiz screen during the Tencent Meeting (Zoom) session. Questions appear one by one, and students earn points for correct answers and quick responses. The leader board is displayed after each question, adding an element of competition into training practice. This activity makes vocabulary and grammar review engaging and provides immediate feedback, helping students identify areas for improvement.

One more efficient tool to enhance gamification with interactivity is online environment Classcraft. It allows maintaining gamification approach involving trainees into going through the learning content individually or within the group, doing exercises, tests, and quests, and earning game bonuses of different kinds.

In order to add interactivity into this gamified learning, there was arranged the role playing game within Classcraft which involved individual students into the team role game, when each learner should choose a character (a Wizard, a Warrior, or a Healer) with certain skills, and do the quests (tests) cooperatively. The quests are prepared regarding the didactic purpose of educational content.

Overcoming the quests in the team, each trainee uses their character' skills and is eager to contribute the best into the general team results, doing the tasks and earning

different bonuses (Gold Pieces, Experience Points, Health, Crystals and others) which help their team to get best learning results.

Thus, these and similar activities not only make learning fun but also provide immediate feedback, encouraging students to improve their language skills. Besides, the students are aware of their personal responsibility for the team common success, which definitely raises their motivation to learn better and contribute more to feel the pride of their team result.

Digital storytelling can be successfully enhanced with collaborative projects. Students are offered to create digital stories in groups, sharing their work with peers and receiving feedback. During an online class, students can use tools like Google Slides (Slidesgo or Adobe Spark) to collaboratively create digital stories combining text, images, and audio narrations. They can then present their stories during live sessions and engage in peer feedback. This method enhances their writing and speaking skills while promoting teamwork and creativity. Collaborative digital storytelling also allows students to express their ideas and experiences in an entertaining and meaningful way. The collaborative nature of the task also promotes teamwork and communication, which is beneficial for language mastering.

For instance, the students are offered to create a digital group story “Happy holidays”. They are provided with a template of their digital story (episodes are given in figure 2) where each student (or a pair) are assigned a slide with prompts and have to respond to the prompts involving their holiday events, impressions, wishes etc. Then each group “tells” their story with the following up question-answer sessions. Final slideshow can be saved as a digital book to be used again as a learning aid created by the peers.





Figure 2. Episodes of a template for a digital group story “Happy holidays” (Slidesgo, 2022).

Cooperative learning can be used through group projects in terms of project-based online learning. Assigning group projects where students work together to achieve common goals promotes interaction and collaboration. In a Tencent Meeting (Zoom) class, the instructor assigns different roles to each group member and set clear objectives for the project. Minding PBL culture, the trainees’ opinion is taken into account, which allows them to make some decisions about the project (specify the topic of the project, decide what exactly to create, which digital tools to apply).

For example, senior students can work on a research project related to English-speaking cultures and present their findings to the class. The trainees are divided into groups, and each group is assigned a country to research.

The stages of work are organized according to the best practices recommended in the PBL guidelines, depicted above. During Zoom sessions, the students use breakout rooms to collaborate on gathering information and creating a presentation demonstrating the results of their research.

PBL is enhanced with interactive methods. Within the groups, there were organized argumentized discussions by the tutor to provoke students’ speaking and come up with ideas. For instance, the students were encouraged to answer the following questions:

- (1) Who are potential target audience of the project result?
- (2) What tasks are to be solved to create the project?
- (3) What are the peculiarities of the country and what information do you need to learn?
- (4) How to collect the said information?

(5) How can the collected information be presented?

Finally, each group presents their findings to the class, and classmates ask questions and provide feedback. This project promotes cooperative learning, research skills, and public speaking.

This approach encourages trainees to communicate and collaborate effectively, enhancing their language skills, fostering a sense of community, and raising their motivation to learn.

Therefore, it is intuitively clear that the depicted techniques for foreign language learning could have positive impact on the students' learning motivation due to their high involvement into the language using within real-life tasks and situations. However, to evaluate the level of the students' motivation to learning, it was prepared the survey according to certain criteria to detect the levels of their revealing.

As it was mentioned above, according to psychological fundamentals of motivation theory and its educational aspects, motivation to learn foreign language is defined as a contributor to trainees' achievements, progress of language mastering, enthusiasm in overcoming learning difficulties and retention in language non-formal education.

Among the most influential factors which affect student's motivation are called interest to learning, empowerment and usefulness of language mastering, success, and satisfaction. Resting on this understanding of the student's motivation to learn language, and minding certain rules for design of tutorial process regarding motivation raising, there were revealed several indicators and their levels presented below.

The said rules were presented in the theoretical framework section above and can be formulated in brief as follows: (1) to apply different learning strategies to provoke interest to language activities and attract trainees' attention; (2) to give clear instructional goals and to focus trainees on the usefulness of language mastering in terms of their previous and potential experience; (3) to create the learning environment which promotes their positive attitude to the learning and suggests focusing towards success; (4) to help students gain satisfactory feeling. Therefore, instructors have to follow these rules in order to efficiently motivate students to study and master

languages.

Thus, the survey was created to evaluate whether the offered interactive techniques of language learning are in line with the mentioned rules for design of tutorial process and detect the students' motivation levels.

The elaborated survey consists of 20 items embracing 4 subsections in accordance with the number of the rules. Each subsection embraced five items to receive feedback from the trainees on each motivation dimension. It enables to measure their motivation level using a 5 – point Likert-type scale (1 is strongly agree; 5 is strongly disagree).

To get preliminary outcomes and test the reliability of the survey, it was held in some groups of a Chinese private institution, “New Oriental Education Technology Group”. In total 27 students of senior grades who learned English online in terms of implementation of various blended learning activities enhanced with interactive methods depicted above. The survey was posted on the forums of distant learning system used in the institution. Thus, the survey participants were the trainees who granted their consent to do it. There were 15 female and 12 male participants, and their age ranged from 13 to 16.

The scale reliability test was held to estimate the outcome. The reliability of all scales (for each motivation dimension) on standardized Cronbach Alpha was 0.75 (n=27 on 20 items), which justified an acceptable reliability of the achieved outcome (Glen, 2020).

The average score of the learners' motivation level as for four motivation dimensions, detected during the survey, is given in Table 1.

Table 1

The average score of the learners' motivation level (n=27)

Motivation dimensions (5 items each)	Average score
Interest to learning	3.43
Empowerment and usefulness of language mastering	3.62

Success	3.61
Satisfaction	3.65
Overall (20 items)	3.57

In accordance with the score intervals, there were distinguished four levels of motivation:

High level (4.0-5.0),

Intermediate level (3.5-3.99),

Pre-intermediate level (3.0-3.49),

Low level (less than 3.0).

The outcomes of the survey, according to the levels of the learners' motivation, are demonstrated in the Table 2.

Table 2

The learners' motivation level as an outcome of the survey

Motivation Level	Total N=27	Percent.
High	14	51.9%
Intermediate	8	29.6%
Pre-Interm.	2	7.4%
Low	3	11.1%

Therefore, according to the table 2.14 (51.9%) out of the 27 respondents revealed high level of motivation, 8 students (29.6%) demonstrated intermediate motivation level, 2 respondents (7.4%) revealed pre-intermediate level of motivation, and 3 respondents (11.1%) demonstrated low motivation levels.

Thus, it can be concluded that the survey participants were mostly satisfied with the blended learning practices enhanced with interactive methods, with over half of the respondents who had high and intermediate level of motivation to learn English as a foreign language.

The obtained outcomes of the survey are also coordinated with the educator's observations of the learners' behaviour, results of their work, and their informal feedback. In particular, about 85% of learners reported their increased engagement in interactive activities compared to conventional online English lessons. 78% of

respondents admitted that they felt more motivated to learn English when interactive techniques were used. Finally, about 90% of learners appreciated the involvement into interactive tasks, stating that they made English learning more enjoyable and effective.

CONCLUSIONS

The article treats the currently important issues of foreign language mastering in China and the challenges of online English learning in terms of non-formal institutions.

Based on the recent studies and educational practice analysis, it is revealed the urgency of the research associated with the problems of dropping students' motivation to learn foreign language, and the lack of a classroom environment that facilitates interactive and communicative language practice, which causes the necessity to find out efficient means of the students' involvement into the interactive and practically driven forms of work. Minding the great potential of existing blended learning activities and interactive techniques, there was undertaken the attempt to engage the students of Chinese non-formal institutions in innovative foreign language practices during online classes.

According to the goals of the work, it is explored and elaborated on how interactive techniques can be applied to enhance typical blended learning activities in online English learning as a second language. This study also provides detailed examples of interactive methods applied in Chinese non-formal institutions in terms of typical online learning activities. Besides, it offers a preliminary analysis of the impact of these techniques on students' learning motivation.

It is also highlighted the preparation stage of the survey on the estimation of the learners' motivation as an impact of the said activities. The survey consists of 20 items embracing 4 subsections matching the revealed motivation dimensions (interest to learning, empowerment and usefulness of language mastering, success, and satisfaction).

To get preliminary outcomes and test the prepared survey reliability, it was held in some groups of a Chinese private institution, "New Oriental Education Technology Group". In total 27 students of senior grades who learned English online in terms of

implementation of various blended learning activities enhanced with interactive methods depicted above. The acceptable reliability of the scales was proved. The outcomes of the survey, according to the levels of learners' motivation, are presented and discussed. There were also given and discussed the outcomes of the authors' observations.

It was concluded that the obtained results of the conducted survey may be used potentially as a basis for holding the comprehensive empirical research for the verification of the impact which made the offered activities on the level of trainees' motivation to learn a foreign language.

These findings suggest that further exploration and implementation of interactive techniques are warranted to enhance the quality of online English learning. It is planned to widen respondents' range to generalize the survey outcomes and to expand it by specifying the changes caused by the introduced methods, where the prospects of our work lie.

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ІНТЕРАКТИВНІ МЕТОДИКИ ВИВЧЕННЯ ІНОЗЕМНИХ МОВ ОНЛАЙН У НЕФОРМАЛЬНИХ НАВЧАЛЬНИХ ЗАКЛАДАХ КИТАЮ

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У статті розглядаються актуальні на сьогодні проблеми опанування іноземною мовою в Китаї та виклики онлайн-вивчення англійської мови в умовах закладів неформальної освіти. Виявлено актуальність дослідження, пов'язану з проблемами зниження мотивації студентів до вивчення іноземної мови, а також відсутністю освітнього середовища, яке б сприяло інтерактивній та комунікативній мовній практиці, що зумовлює необхідність пошуку ефективних засобів навчання студентів, залучення їх до інтерактивних та практично орієнтованих форм роботи. Враховуючи значний потенціал існуючих видів навчальної діяльності при змішаному навчанні та інтерактивних методів, було зроблено спробу залучити студентів китайських закладів неформальної освіти до інноваційних практик іноземної мови під час онлайн-занять. Відповідно до цілей роботи, досліджено та детально описано, як доцільно застосовувати інтерактивні методи для покращення типових видів змішаної навчальної діяльності в онлайн-вивченні англійської мови як іноземної. У цьому дослідженні також представлені приклади інтерактивних методів, які застосовуються в китайських неформальних закладах з точки зору типової навчальної діяльності в онлайн умовах. Крім того, проведено попередній аналіз впливу цих прийомів на навчальну мотивацію студентів шляхом підготовленого опитування. З метою перевірки надійності опитування, воно було запропоновано в кількох групах китайського приватного закладу. Загалом опитуванням було охоплено 27 учнів старших класів, які вивчали англійську мову в режимі онлайн за допомогою різноманітних змішаних навчальних технік, доповнених інтерактивними методами, описаними в роботі. Доведено прийнятну надійність розробленого опитування. Представлено та проаналізовано результати опитування за рівнями навчальної мотивації учнів.

Ключові слова: *онлайн вивчення іноземної мови, неформальні заклади освіти Китаю, залучення студентів, інтерактивні методи, техніки змішаного навчання, мотивація до навчання.*

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THESAURUS OF THE LEMMA 'TEACHER' IN THE ACADEMIC DISCOURSE OF ONLINE LEARNING: A CORPUS-BASED STUDY

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ABSTRACT

The adoption of online learning has significantly transformed educational practices, sparking extensive debate about its effectiveness, challenges, potential. Central to these discussions are the roles of educators and students, innovative strategies for maintaining engagement, and the integration of technology to meet diverse learning needs. Teachers, as key figures in online education, play a crucial role in determining the success of these digital environments. This article examines the thesaurus of the lemma "teacher" within academic texts on online learning and compares it with dictionaries and the article's literature overview to provide a comprehensive understanding of how the role of the teacher is framed. The thesaurus analysis reveals that words like "student" and "learner" reflect the student-centered nature of online education, while "instructor" is a more formal synonym. Words such as "parent," "participant," and "user" point to the broader ecosystem, including various stakeholders and digital platforms. Additionally, "course," "school," and "education" emphasize the structural aspects of learning, and "support" underscores the teacher's role in providing guidance. This highlights the teacher's evolving role as an educator, mentor, and collaborator in online education.

The literature overview primarily focuses on the teacher's responsibilities in managing classrooms, designing lessons, and assessing student performance, along with challenges like adapting to technology and maintaining student engagement. In contrast, the corpus offers a more comprehensive perspective, highlighting the interconnected roles of stakeholders, the importance of technological tools, and strategies for fostering engagement. While both perspectives recognize the teacher's significance, the corpus provides a broader

view of online learning, considering environmental factors, learner characteristics, and instructional models.

By comparing these two perspectives, the study emphasizes how online education is shaped not only by teachers' roles but also by the broader educational ecosystem, technological advancements, and learner engagement strategies.

Keywords: lemma 'teacher', online learning, academic discourse, corpus linguistics, thesaurus

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INTRODUCTION

Online learning has emerged as a key area of research, with a growing amount of literature exploring its challenges, and the evolving roles of educators. Scientific articles on online learning serve as a valuable resource for studying the thesaurus of "teacher," as they reflect the context-specific use of the word in teaching environments. The aim of this article is to compare the thesaurus of "teacher" across dictionaries, literature, and a corpus of scientific articles on online learning, offering a comprehensive understanding of how the teacher's role is represented and conceptualized in the academic discourse. This comparative analysis reveals the nuances of how different sources interpret and frame the teacher's position in education in general and online education in particular.

LITERATURE REVIEW

The rapid transition to online learning, especially during the COVID-19 pandemic, has generated extensive discussions regarding its effectiveness, challenges, and implications for education. Media discourse (Veliche, 2024) highlights both the opportunities online learning offers, such as flexibility, and its amplification of issues like student disengagement and reduced interaction between students and instructors. It stresses the need for a student-centered approach that balances technological integration with personal engagement to improve the overall experience.

Online education, initially met with skepticism, evolved into a significant part of the educational landscape. The pandemic acted as a large-scale experiment, revealing the benefits of online learning in large courses, where engagement was strengthened, but also exposing its shortcomings in smaller, elective classes, which struggled with interaction (Marcus, 2022). This dual experience has prompted media discussions

emphasizing the potential of hybrid learning models that combine the advantages of both digital and traditional teaching methods.

Recent studies further support the potential of online education, emphasizing its flexibility and capacity to maintain educational continuity during disruptions (Abuhmaid & Jarrah, 2022; Mospan, 2023). Online learning environments provide opportunities that are often unavailable in traditional settings, enhancing both teaching and learning experiences (Bozkurt & Sharma, 2022). For instance, experiences in South Asia (Shrestha et al., 2021) show that despite the challenges posed by online education, it can still foster engagement through the use of digital tools, highlighting its adaptability and potential for growth.

Several studies (Ivaniuk & Ovcharuk, 2021; Mospan, & Sysoieva, 2022) explore teacher preparedness for distance learning during the pandemic, highlighting the challenges posed by insufficient technical resources and limited training for online and blended teaching. These studies stress the importance of professional development and support systems to improve teaching effectiveness in virtual environments. The readiness of future humanities teachers for e-education has also been investigated (Tkachenko et al., 2021), revealing the significance of equipping educators with digital competencies to effectively engage students using remote technologies.

The integration of technology into education has been another key area of focus. Research (Zhovnir, 2023) demonstrates the potential of using smartphone applications in language instruction, showing that communicative tasks delivered through mobile tools enhance both language acquisition and student engagement, particularly in teaching languages as foreign or second languages. This aligns with broader findings that emphasize the role of innovative educational technology in improving learning outcomes, especially in virtual settings.

However, significant challenges remain in the transition to online learning. Studies (Kızılcık & Türüdü, 2022) point to psychological and communication gaps stemming from the lack of physical interaction, emphasizing the importance of care-centered pedagogies to address students' social and emotional needs. A systematic review of student engagement strategies during the pandemic (Salas-Pilco et al., 2022) highlights

that while online learning offers advantages, it requires targeted methods to reduce feelings of isolation. The mental health of students has also been identified as a critical factor influencing online learning experiences. Findings (Długosz & Kryvachuk, 2021) suggest that higher satisfaction levels and adaptive coping mechanisms significantly shape students' experiences and outcomes in virtual learning environments.

Student engagement emerges as a critical success factor in online learning. Findings show that engagement techniques significantly enhance retention and success in virtual courses (Meyer, 2014). Key strategies include fostering interactive and collaborative learning environments, which can improve both engagement and learning outcomes (Cheawjindakarn et al., 2012; Gupta et al., 2015). Additionally, the integration of synchronous and asynchronous communication tools must be context-sensitive, as the effectiveness of these tools relies on their application rather than mere implementation (Öztok et al., 2013).

Pedagogical strategies play a vital role in online education. Research indicates that the cognitive and social dimensions of learning environments greatly influence student perceptions of instructional quality (Justice, 2017). Balanced approaches that integrate technology with evidence-based teaching practices are essential to optimize learning outcomes. Moreover, the design of e-learning environments must address diverse learner needs, including generational differences among both students and educators, necessitating tailored instructional approaches (Ai-Xia, 2011; Kesumaningsari et al., 2022).

The broader implications of online learning extend to institutional practices, as the pandemic has driven a shift toward digital platforms, requiring educators to rethink delivery methods. This transition poses both opportunities and challenges, highlighting the need for strategies that ensure quality and accessibility (Adedoyin & Soykan, 2020). Continued research (Cheam, 2021) is essential to refine these methods and enhance the overall online learning experience.

The role of teachers in online education significantly influences student experiences and outcomes. As educators shift from traditional classrooms to virtual

platforms, they must adapt their strategies to foster engagement, facilitate learning, and meet diverse student needs. Teachers assume multiple roles in online environments, such as motivators, facilitators, and assessors, but often face challenges in fully realizing these responsibilities. Professional development and institutional support are crucial to help educators navigate these complexities (Anggriani, 2023).

Effective teacher-student interaction is central to online learning success, with research demonstrating its positive impact on satisfaction and engagement (Sun et al., 2022). Building strong relationships with students through communication tools and strategies enhances motivation and fosters a sense of community (Hațegan et al., 2022). Teachers also play a managerial role, organizing materials, facilitating discussions, and monitoring progress, which is critical to creating structured and engaging learning environments (Christiani et al., 2023). Additionally, educators must continually adapt to evolving technologies and pedagogical practices to meet students' needs (Qiang, 2018).

Challenges faced by teachers in online learning, such as technological barriers, connectivity issues, and difficulties in maintaining engagement, highlight the need for ongoing professional training and resources (Isrofiyah & Kusumadewi, 2022). Creating supportive online communities and fostering positive interactions are vital for improving student participation and motivation (Mohammad, 2023).

In conclusion, research demonstrates the multifaceted roles of teachers and the critical importance of engagement and pedagogical strategies in online education. Studies also emphasize the value of teacher training, technological integration, and attention to mental well-being in overcoming the challenges of virtual learning. Addressing these areas requires continuous adaptation, institutional support, and a commitment to developing best practices for effective and inclusive education.

METHODOLOGY AND RESEARCH DESIGN

The main material of the study comprises 100 articles from the Web of Science database devoted to online learning, published 2021-2023. The key factor to choose the article was to have online learning either in the title or among keywords. The general characteristics of the corpus is 1061351 tokens, 765706 words. We assume that this size suggests a substantial amount of data for analysis, which can provide a solid basis for

exploring trends, patterns, or insights related to online learning. The size also indicates that the corpus is large enough to support a meaningful and detailed examination, assuming the articles selected are of high quality and cover diverse aspects of online learning.

Building on this, methods of corpus linguistics were employed to analyse the data. A key tool for processing the corpus was Sketch Engine, which was specifically used to study the thesaurus for the lemma "teacher." Using Sketch Engine, we analysed the collocational patterns and semantic relationships of the lemma within the corpus. Articles for the literature overview also serve as material for the study. This includes 31 scientific articles and 2 newspaper articles. We are fully aware of the limitations of this part of the study. The interpretation and contextual analysis were used to identify thematic groups of discursive representations of the teacher.

In this study, dictionary entries for *teacher* were also included in the analysis. However, regarding the limitations of this part of the research, we focused on the results obtained from two online dictionaries, Merriam-Webster and Cambridge. The study demonstrated that incorporating dictionary entries from additional sources would lead to repetitive results, thus limiting the diversity of insights that could be gained from the analysis.

To compare the results obtained from different sources in the study, a comparative analysis was employed. This method allowed us to examine how the lemma "teacher" was represented across multiple types of materials.

RESULTS AND DISCUSSION

In this section, we will outline the dictionary entries for 'teacher' in classical dictionaries, develop our own thesaurus for 'teacher' based on the literature overview, and analyse the thesaurus for 'teacher' as derived from the corpus processed by Sketch Engine.

Dictionary Definitions Of 'teacher' in Classical Sources. A thesaurus in a dictionary demonstrates the synonyms and related words for a given lexeme, offering a variety of alternatives with similar meanings. It helps users explore different ways to

express a concept, considering various nuances and contexts in which the word might be used. This feature broadens understanding by providing a wider vocabulary for effective communication (Korat & Shamir, 2012).

For the word *teacher*, a thesaurus entry presents an array of synonyms such as *educator*, *instructor*, *mentor*, and *tutor*, each carrying subtle distinctions that reflect different aspects of the teaching role. For example, *mentor* emphasizes guidance and personal development, while *instructor* implies a more structured, technical approach. Related words like *coach* and *trainer* extend the concept to specialized fields, highlighting the diverse contexts in which teaching occurs (see Fig.1-2).

The thesaurus for *teacher* can also encompass words like *homeschooler*, *academician*, *preacher*, *drillmaster*, and *moralizer*. Each of these words highlights a specific facet of the teaching role: *homeschooler* focuses on education within a home setting, *academician* underscores scholarly expertise, *preacher* ties teaching to moral or spiritual instruction, *drillmaster* suggests rigorous, disciplined training, and *moralizer* emphasizes the imparting of ethical or moral lessons. These lexemes further demonstrate the breadth of contexts and approaches associated with teaching.



Figure 1. The Entry for 'Teacher' in Merriam-Webster's Thesaurus

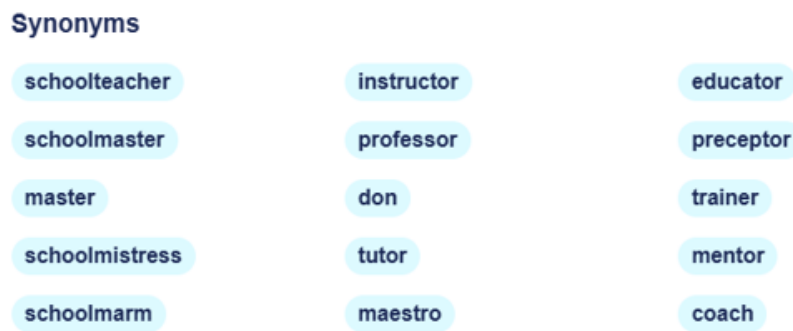


Figure 2. The Entry for 'Teacher' in Cambridge's Thesaurus

Additionally, historical and linguistic usage includes examples with feminine suffixes, such as *schoolmaster* and *schoolmistress* or *tutor* and *tutoress*. These variations reflect a time when gender distinctions were explicitly marked in professional titles, often mirroring societal roles and expectations of the period. While such lexemes are less common today, they offer insight into the evolution of language and the teaching profession's historical context.

Developing a Thesaurus for 'teacher' from Literature. A thesaurus of *teacher* created on the basis of a literature overview differs fundamentally from a traditional thesaurus entry focused on synonyms. Instead of merely providing alternative words, it represents the concept of a teacher in its multifaceted dimensions. As a concept, it encompasses not only synonyms but also the environments where teachers interact with students, the individuals they engage with, their psychological states, and the challenges they face. Such a thesaurus delves into the roles, relationships, and contexts that define the teaching profession, offering a comprehensive perspective that reflects the complexity of a teacher's identity and experiences.

The next step in our research is to analyse the findings from our literature overview. It is important to acknowledge certain limitations, as our analysis is based exclusively on the writings cited in this particular article. While this approach might not encompass every possible perspective, we believe that the literature reviewed reflects the most important and urgent topics related to the concept of *teacher*. Despite these limitations, the analysis provides a comprehensive and well-rounded representation of

the multifaceted nature of the concept, offering valuable insights into the roles, challenges, and contexts associated with teaching.

To understand how *teacher* is presented in the literature overview, we extract contextual components related to the concept of a teacher and organize them into four thematic groups based on their roles, challenges, skills, and responsibilities as described in the texts. The results are presented in the following table (see Table 1).

Table 1.

Thematic groups for *teacher* in the literature

Groups	Lexemes	Sources
Roles and Responsibilities of Teachers	Motivators	Teachers are described as encouraging and inspiring students to remain engaged in online learning (Meyer, 2014).
	Facilitators	They guide learning by organizing resources, structuring discussions, and fostering collaboration (Anggriani, 2023).
	Assessors	Teachers evaluate student progress and provide feedback in virtual settings (Nicol & Macfarlane-Dick, 2006).
	Managers	They handle course organization, monitor participation, and ensure structured learning environments (Badia, et al., 2016).
	Support providers	Teachers address students' emotional and social needs, especially in the absence of physical interaction (Kızılcık, & Türüdü, 2022).
	Role in institutional practices	Teachers are integral to reshaping education delivery in response to the pandemic (Adedoyin & Soykan, 2020).
	Pioneers of innovation	Teachers adopt and integrate emerging technologies, such as smartphone applications for language learning (Zhovnur, 2023).
	Agents of change	Educators help transition from traditional to online classrooms, ensuring educational continuity in crises (Abuhmaid & Jarrah, 2022; Shrestha, et al., 2021)
Skills and Competencies Required	digital competencies	Teachers must be proficient with remote learning technologies to engage students effectively (Tkachenko et al., 2021).
	Instructional design skills	The ability to integrate synchronous and asynchronous communication tools effectively (Öztok et al., 2013).
	Adaptability	Teachers need to adjust to evolving technologies, teaching methods, and diverse learner needs (Qiang, 2018).
	Engagement techniques	Employing strategies to retain student interest and participation in virtual environments (Meyer, 2014; Cheawjindakarn et al., 2012).
	Professional development	Emphasis on the need for training to handle the complexities of online and blended learning (Ivaniuk & Ovcharuk, 2021).
Challenges Faced by Teachers	lack of resource	Insufficient technical support and limited access to teaching tools during the transition to online learning (Kebritchi, et al., 2017).
	Training gaps	The need for further professional development to enhance digital teaching skills (Cheam, 2021; Isrofiah & Kusumadewi, 2022).
	Maintaining engagement	Difficulties in ensuring active participation and preventing isolation in students (Salas-Pilco et al., 2022).
	Balancing roles	Managing multiple responsibilities simultaneously, such as motivating, assessing, and facilitating learning (Anggriani, 2023).
Impact of Teachers on Learning Outcomes	student satisfaction	Effective teacher-student interactions positively influence satisfaction and engagement (Sun et al., 2022).
	Community building	Teachers foster a sense of community through effective communication strategies (Haşegan et al., 2022).

	Influence on well-being	Teacher support contributes to students' mental health and coping mechanisms during challenging circumstances (Długosz & Kryvachuk, 2021).
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So, thematic groups for a teacher thesaurus encompass key areas that define a teacher's role, challenges, and contributions to education. **Functional Roles** focus on the various responsibilities a teacher assumes, including being a *motivator*, *facilitator*, *assessor*, *manager*, and *support provider*. These roles highlight how teachers guide, support, evaluate, and manage the learning environment to ensure student success. **Professional Attributes** capture the essential qualities teachers need to thrive in their work. These include *adaptability*, *technological proficiency*, *engagement techniques*, and *instructional design skills*. These attributes enable teachers to create effective learning experiences and stay current with educational trends and tools. **Challenges** identify the obstacles teachers face in their work, such as *lack of resources*, *training gaps*, *maintaining engagement*, and *balancing roles*. These challenges require teachers to find solutions and strategies to overcome limitations and continue to meet their students' needs. **Impact Areas** describe the broader effects teachers have on their students and the community, including *student engagement*, *satisfaction*, *well-being*, and *community building*. Teachers play a crucial role in shaping the educational experience and fostering a positive and inclusive environment for learners. **Broader Contributions** recognize the wider influence teachers have on education systems and institutions. These include *institutional adaptation*, *educational continuity*, and *technological integration*, highlighting how teachers contribute to the ongoing development and sustainability of educational practices in a rapidly changing world.

Key Features of the Thesaurus in Sketch Engine. A corpus-based approach generates lists of words that are statistically similar in usage, identifying synonyms not only through their lexical meaning but also by examining their contextual usage. This method allows for a deeper analysis of word similarity, as it takes into account how words are used in specific contexts, rather than relying solely on their dictionary definitions. These words frequently appear in comparable contexts or share similar collocational patterns, providing a more nuanced understanding of how synonyms

Lempos	Frequency ?	Lempos	Frequency ?	Lempos	Frequency ?
1 student	9,696 ...	11 interaction	1,363 ...	21 quality	719
2 learner	1,772 ...	12 platform	1,366 ...	22 model	2,284
3 parent	798 ...	13 learning	9,562 ...	23 environment	1,274
4 participant	1,052 ...	14 teaching	1,482 ...	24 university	1,019
5 support	1,074 ...	15 engagement	1,816 ...	25 researcher	252
6 course	2,005 ...	16 child	681 ...	26 institution	374
7 school	1,684 ...	17 system	1,397 ...	27 educator	185
8 user	691 ...	18 resource	925 ...	28 content	511
9 education	2,145 ...	19 study	4,081 ...	29 activity	733
10 instructor	455 ...	20 technology	1,096 ...	30 experience	1,060
31 time	1,401 ...	41 skill	567 ...	51 datum	1,302 ...
32 factor	1,766 ...	42 level	1,121 ...	52 variable	884 ...
33 member	313 ...	43 performance	999 ...	53 information	987 ...
34 satisfaction	1,915 ...	44 self-efficacy	677 ...	54 motivation	610 ...
35 family	317 ...	45 process	828 ...	55 respondent	276 ...
36 research	1,783 ...	46 practice	465 ...	56 tool	424 ...
37 result	1,698 ...	47 behavior	955 ...	57 participation	380 ...
38 peer	349 ...	48 group	670 ...	58 ability	395 ...
39 method	1,159 ...	49 development	623 ...	59 lecturer	167 ...
40 characteristic	469 ...	50 design	447 ...	60 strategy	609 ...

Figure 4. The first 60 entries from the thesaurus teacher in the corpus

The analysis of the thesaurus enables the identification of 8 thematic groups. Therefore, we will describe each group separately.

1. Roles and Stakeholders in Education (*student, learner, parent, participant, instructor, educator, child, researcher, member, respondent, lecturer*). The online learning environment involves a diverse range of stakeholders, each playing a crucial role in the educational process. Central to this ecosystem are students and learners, who

actively engage with course materials and participate in online discussions. As Garrison and Anderson (2003) note, “The learner’s role is to actively construct knowledge through interaction with the instructor, the content, and other learners.” Parents and guardians often play a supportive role, providing encouragement and technical assistance as needed. Instructors and educators are responsible for designing and delivering high-quality online courses, ensuring effective learning experiences. Researchers contribute by studying and developing best practices for online teaching and learning, continually improving the educational landscape. Other key figures include participants, members, and respondents, who may be involved in surveys or feedback processes, and lecturers, who provide specialized expertise in specific subject areas. Each of these roles contributes to the successful functioning of the online learning environment, creating a collaborative space for knowledge construction and educational growth.

2. Processes and Activities in Education (*teaching, learning, study, research, activity, practice, development, design, participation*). Online education involves a variety of processes and activities, including *teaching, learning, studying*, and **research**. Teaching in the online environment requires careful planning, effective communication, and the use of innovative instructional strategies. Moore and Kearsley (2005) emphasize the importance of instructional design in online learning, stating, “Instructional design is the process of systematically designing, developing, and delivering instruction”. Learning occurs through a combination of self-directed [study], collaborative activities, and instructor-led sessions. Studying involves a range of activities, such as reading, writing, and problem-solving. Research plays a crucial role in advancing the field of online education, informing best practices and shaping future developments. Other activities such as practice and development are also integral to the learning process, contributing to both individual growth and the evolution of educational practices. Finally, participation in online forums, discussions, and group work enhances the overall learning experience, promoting collaboration and deeper engagement with the material. Each of these processes and activities forms the foundation of an effective online learning environment.

3. Tools and Resources (*support, resource, platform, content, tool, technology, information*). The effective use of tools and resources is essential for successful online learning. Technology plays a pivotal role in facilitating communication, collaboration, and access to information. Russell (2001) argues that "the Internet offers a rich and diverse array of resources that can be used to support learning." Platforms, such as learning management systems, provide a structured environment for course delivery and student interaction. Content is the foundation of online learning, and it must be carefully designed and delivered to engage learners. Support services, such as technical assistance and tutoring, are crucial for ensuring student success. Tools such as discussion boards, quizzes, and multimedia materials help enrich the learning experience. Understanding how these various tools and resources interact within the online environment enables educators to create effective and engaging online learning experiences that meet the diverse needs of students.

4. Educational Contexts and Systems (*course, school, university, institution, system, environment*). The context in which online learning takes place significantly influences the learning experience. Courses are the building blocks of online programs, and their design and delivery can vary widely, reflecting different educational goals and student needs. Schools and universities have increasingly adopted online learning to expand their reach and provide flexible learning options to a diverse student body. Institutions play a critical role in supporting online education by offering necessary resources, infrastructure, and faculty development opportunities to ensure high-quality learning experiences. The system of online education is multifaceted, involving various stakeholders, including students, educators, and administrators, as well as complex processes that guide the development and delivery of online courses. The environment in which online learning occurs, including technological infrastructure and cultural factors, can also impact student success. As Moore and Kearsley (2005) note, "The design of online courses must consider the specific needs of the target audience and the learning objectives of the course." (p.1). By understanding these factors, educators can

tailor online learning environments to enhance engagement, accessibility, and overall effectiveness.

5. Outcomes and Metrics (*performance, quality, satisfaction, result, factor, variable*). Evaluating the effectiveness of online learning requires the use of appropriate outcomes and metrics. Performance metrics, such as grades and test scores, are commonly used to assess student achievement and academic success. Quality metrics, including student satisfaction and course completion rates, provide valuable insights into the overall effectiveness of online programs. Satisfaction is a key factor influencing student motivation and persistence, as it directly impacts students' engagement with the course and their decision to continue their studies. The results of online learning can vary depending on factors such as course design, instructional strategies, and student characteristics, which all contribute to shaping the learning experience. Nicol and Macfarlane-Dick (2006) emphasize the importance of formative assessment in promoting student learning. They argue that timely feedback and guidance help students improve their performance, making the assessment process an essential tool in enhancing educational outcomes. By focusing on both performance and quality metrics, educators can better understand the strengths and areas for improvement within online learning environments, thereby optimizing the learning experience for students.

6. Skills and Characteristics (*skill, ability, self-efficacy, characteristic*). Successful online learners possess a diverse set of skills and characteristics that contribute to their effectiveness in the digital learning environment. Self-efficacy, the belief in one's ability to succeed, is a crucial factor in student motivation and persistence. When students believe they can achieve their learning goals, they are more likely to stay engaged and overcome challenges. The ability to manage time, prioritize tasks, and work independently is also essential for success in online learning, as it requires learners to take responsibility for their own progress without the structure of in-person instruction. In addition to self-management skills, critical thinking, problem-solving, and communication are vital skills that enable learners to engage deeply with course content and collaborate effectively with peers and instructors. These

skills and characteristics collectively help students navigate the complexities of online learning, fostering both personal and academic growth.

7. Interaction and Engagement (*interaction, engagement, motivation, behavior, group*). Interaction and engagement are essential components in shaping effective online learning experiences. Interaction between learners and instructors, as well as among learners themselves, creates a sense of community and mutual support, which is vital for student success. Engaging actively with course materials and participating in various activities help students deepen their understanding and improve learning outcomes. Motivation is a key driving force behind student engagement, influencing both their participation in course activities and their persistence in completing tasks. Students who are motivated are more likely to stay engaged, contributing to a positive learning experience. Furthermore, behavior and group dynamics can significantly impact the overall effectiveness of the learning process, as collaborative environments often foster richer learning. Garrison and Anderson (2003) highlight the importance of cognitive presence, social presence, and teaching presence in online learning, emphasizing how these elements together support a holistic learning experience.

8. Strategies and Models (*model, method, strategy*). A variety of strategies and models can be employed to enhance the effectiveness of online learning. Instructional design frameworks, such as ADDIE (Analysis, Design, Development, Implementation, Evaluation), provide a systematic approach to planning, creating, and delivering effective online courses. These frameworks help ensure that each phase of course development is aligned with the learning objectives and outcomes. Learning theories, including constructivism and cognitivism, offer valuable insights into how learners acquire and process knowledge, guiding the design of instructional practices that foster deeper understanding. Methods such as problem-based learning and case-based learning encourage active learning, requiring students to engage critically with real-world problems and scenarios. By applying these models, methods, and strategies, educators can create dynamic and impactful online learning experiences that address the diverse

needs of learners and support the development of critical thinking and problem-solving skills.

The thesaurus highlights words statistically associated with the lemma *teacher* within the context of online learning. These words are not necessarily direct synonyms but are related contextually or semantically due to shared patterns in usage or collocation. The results provide insight into how the concept of a teacher is represented in online educational discourse, emphasizing its multifaceted and dynamic nature.

The lexemes like *student* and *learner* frequently co-occur with the lemma *teacher*, reflecting their role as counterparts in the educational process. Their presence underscores the student-centered approach prevalent in online learning literature. The word *instructor* serves as a synonym for *teacher*, typically appearing in more formal or professional settings, such as academic or online courses.

The words like *parent* and *participant* indicate the broader ecosystem of online education. For instance, *parent* reflects involvement in children's learning, while *participant* suggests engagement in training or professional development. The word *user* highlights the digital aspect of online education, pointing to interactions with technology platforms by both teachers and learners.

The lexemes such as *course*, *school*, and *education* emphasize the structural and institutional framework of learning, whether in virtual or traditional environments. The word *support* points to the critical role of teachers in providing both instructional and emotional guidance, especially vital in online learning where face-to-face interaction is absent.

The inclusion of these lemmas reveals how *teacher* is conceptualized in online learning. Teachers are portrayed not only as educators but also as facilitators, mentors, and collaborators. Connections to the words like *student*, *parent*, and *participant* suggest the teacher's engagement with various stakeholders in education. The presence of *user* reflects the technological framework of online education, highlighting teachers' interaction with digital tools. The words like *course*, *school*, and *education* signify systemic and institutional perspectives influencing teaching in virtual environments.

While these results provide valuable insights, they are not without limitations. General words like *support* or *education* reflect thematic connections but lack specific alignment with the concept of *teacher*. These findings are based on the online learning discourse within a particular corpus and may not apply universally to other domains or contexts.

The thesaurus results for the lemma *teacher* offer a comprehensive view of the lemma's usage and associated concepts in the realm of online learning. They illuminate the multifaceted role of teachers, their relationships with various stakeholders, and the digital and institutional contexts of modern education.

CONCLUSION

The thematic groups found in the literature overview and the corpus-based analysis highlight both overlapping and distinct perspectives on online learning and teaching. The literature overview primarily focuses on the roles and responsibilities of teachers, emphasizing the critical responsibilities they hold in managing classrooms, designing lessons, and assessing student performance. It also stresses the challenges teachers face, such as adapting to technological advancements and ensuring student engagement, while considering the significant impact teachers have on learning outcomes. These aspects emphasize the teacher's central role in the educational process.

In contrast, the corpus presents a broader, more systemic view of education. It includes a wide array of stakeholders, recognizing not only the teacher but also the students, institutions, and other parties involved in the learning process. The corpus also places significant importance on the tools, platforms, and resources that support online education, as well as the educational contexts and systems in which learning takes place. This approach acknowledges the influence of environmental factors, technological infrastructure, and institutional support on the effectiveness of online learning.

Another key distinction is found in the emphasis on learner-centered skills and characteristics in the corpus, which highlights self-efficacy, time management, and critical thinking as essential traits for successful online learners. The literature overview,

however, is more focused on the competencies required by teachers, such as pedagogical knowledge and the ability to manage diverse classroom settings. While the literature overview gives a direct look into teachers' competencies and challenges, the corpus expands the discussion to include the processes, activities, and engagement strategies that contribute to successful learning environments.

The corpus also emphasizes the role of interaction and engagement, stressing how meaningful connections between learners, instructors, and peers foster a sense of community and enhance learning outcomes. It discusses how engagement with course materials and collaborative learning are essential for maintaining student motivation and persistence. This focus on interaction is less pronounced in the literature overview, which is more concerned with the direct impact of teachers on student outcomes. Moreover, the corpus introduces the importance of instructional models and strategies, such as ADDIE and learning theories like constructivism, which are used to guide course design and improve learning effectiveness.

Overall, while both the literature overview and the corpus share common ground regarding the importance of teacher effectiveness and student success, the corpus offers a more comprehensive perspective by addressing a broader range of factors that influence online learning. It recognizes the interconnected roles of various stakeholders, the significance of educational systems and environments, and the importance of engagement and strategic instructional models. These insights suggest that successful online learning is not solely dependent on the teacher's role but is influenced by a complex interplay of factors that shape the educational experience.

Although both the literature and the corpus consist of articles focused on the same topic, the greater the number of articles, the broader the range of topics explored.

Further perspective can involve analysing the thesaurus of the lemmas *student* and/or *education* within the same corpus to uncover complementary patterns and relationships. This approach will provide a broader understanding of the interconnected roles in the academic discourse of online learning.

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ТЕЗАУРУС ЛЕМИ TEACHER В АКАДЕМІЧНОМУ ДИСКУРСІ ОНЛАЙН-НАВЧАННЯ: КОРПУСНЕ ДОСЛІДЖЕННЯ

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Запровадження онлайн-навчання суттєво змінило освітні практики, спричинивши широкі дебати щодо його ефективності, викликів та потенціалу. Центральними темами цих обговорень є ролі педагогів і студентів, інноваційні стратегії підтримки зацікавленості та інтеграція технологій для задоволення різноманітних навчальних потреб. Викладачі, як ключові фігури в онлайн-освіті, відіграють важливу роль у визначенні успіху цих цифрових середовищ. Ця стаття досліджує тезаурус лема "teacher" у наукових текстах з онлайн-навчання та порівнює його з тлумаченнями в словниках і оглядом літератури статті для забезпечення всебічного розуміння того, як у цьому контексті визначається роль викладача.

Аналіз тезауруса показує, що слова як "student" і "learner" відображають орієнтованість онлайн-освіти на учнів, тоді як "instructor" є офіційнішим синонімом. Слова як "parent", "participant" та "user" вказують на широку екосистему, включаючи різних учасників і цифрові платформи. Додатково, "course", "school" та "education" підкреслюють структурні аспекти навчання, а "support" акцентує на ролі викладача в наданні керівництва. Це висвітлює еволюцію ролі викладача як педагога, наставника та співробітника в онлайн-освіті.

Огляд літератури переважно зосереджується на обов'язках викладача щодо керування класами, розробки уроків і оцінки результатів учнів, а також на викликах, таких як адаптація до технологій і підтримка залученості учнів. Натомість корпус пропонує більш всебічний погляд, підкреслюючи взаємопов'язані ролі учасників, важливість технологічних інструментів та стратегії для стимулювання залученості. Хоча обидва підходи визнають важливість ролі викладача, корпус надає ширший погляд на онлайн-навчання, враховуючи екологічні фактори, характеристики учнів і моделі навчання.

Порівнюючи ці два підходи, дослідження підкреслює, як онлайн-освіта формується не лише ролями викладачів, але й більшою освітньою екосистемою, технологічними досягненнями та стратегіями залучення учнів.

Ключові слова: лема teacher, онлайн-навчання, академічний дискурс, корпусна лінгвістика, тезаурус

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ACTIVITIES IN CONSECUTIVE INTERPRETING TRAINING ONLINE AND OFFLINE

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The article is devoted to the study of peculiarities of basic practice activities in Consecutive Interpreting training online and offline. Consecutive Interpreting is defined as a practical discipline with pre-interpreting exercises that are implemented to train key elements of Consecutive Interpreting technique. Examination of different approaches to Consecutive Interpreting training and at the same time, combining interactive and individual exercises in the models of training online and offline, combination of both models in future practices allow transforming Consecutive Interpreting training to dynamic and busy process mastering professional interpreting competences to achieve goals in training market-driven interpreters. Studying current practices in training Consecutive Interpreting with pre-interpreting exercises that provide voice practices, training fluency, improving listening practices as well as achieve goals training glossary implementation in practice and create powerful fundamental experience in basic practice activities to achieve goals in professional training.

Keywords: *consecutive interpreting training, basic practice activities, online and offline interpreting training.*

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INTRODUCTION

Being a practical discipline for undergraduate students of AEP “Translation”, Consecutive Interpreting is always challenging training with multitasking, including basic practice activities that are implemented to train key elements of this interpreting technique.

Consecutive Interpreting focuses on mastering professional interpreting competences, in fact, it provides a complex of practices and work-outs to achieve goals in training market-driven interpreters.

In spite of basic practice activities sometimes are underestimated, they are very important elements in interpreting training that provide students with voice coaching, memory training, speech delivery, active listening, shadowing, sight translation and other activities to create a solid base for further training (Gillies, 2024). All these activities, connected with interpreting practices, were usually performed offline in the classroom. Lately, COVID-19 pandemic and whole scale invasion changed traditional approaches to higher education (Mospan, 2023a; Mospan, 2023b) and training Interpreting, shifting the focus to online learning, in particularly. And, with dynamic increase of digital platforms, software and interactive apps interpreting training acquired a diversity of offline, online models and new blending model combining online and offline learning (Turchyn, 2023).

Taking into account current offline and online environment for Consecutive Interpreting training it is possible to overcome challenges through planning suitable basic practice activities and combining them with focusing on professional interpreting practising skills as in any other practice through practice (Gillies, 2024).

Providing basic training for Consecutive Interpreting definitely comes with some challenges online. To minimize issues in basic practice activities is to combine interactive and individual exercises online and offline, to provide voice coaching offline, meanwhile, create memory training exercises available in both models and within their combination. Consecutive training is a very dynamic process involving time management, which can be easily combined with speech delivery. Moreover, exercises should be submitted to the main practice topics to be relevant not only in special key elements training but glossary training as well. Proper planning of basic practice activities with their correspondence to online or offline training models, creative approach to task generation, clear guidance and combining online and offline models of training make it possible to minimize challenges in Consecutive Interpreting training.

BACKGROUND

What are basic practice activities in Consecutive Interpreting training? There were not many studies connected with this notion.

Several researches on Conference Interpreting, including practices both in Consecutive and Simultaneous Interpreting were carried out by Dawrant & Setton (2016) with their key visions on pedagogical principles in organisation of Conference Interpreting training, proving training all techniques, including Sight translation, Consecutive and Simultaneous interpreting with authentic speeches for core interpreting training. Additionally, the scientists provided deep study of Interpreting training process and created a detailed Conference Interpreting Trainer's Guide combining theory and practice of Conference Interpreting.

Stachowiak-Szymczak (2019) studied the process of Conference Interpreting as complicated communication process with the aim to unveil and understand the cognitive actions behind interpreting. Gile (2009) worked on basic concepts and models for interpreter and translator training. He proposed theoretical components in interpreter and translator training and included analytical part in the process of translation. The most significant contribution in study of Conference and Consecutive interpreting training was made by Gillies (2013; 2019; 2024), interpreter-trainer working for EU and European institutions in Brussels, Paris and Munich. His two editions of Conference Interpreting practice books involve theoretical possessions and valuable practical recommendations on Interpreting learning, with detailed instructions to basic practice activities. His practical approach to Conference Interpreting training is gained by his personal experience in Interpreting. Additionally, his studies of Consecutive Interpreting are based on theoretical and practical views and comprehensive approach to the process of interpreting (Gillies, 2017; 2019). While there are several basic studies with comprehensive approaches to the process of Interpreting, Consecutive Interpreting is still underrated by scientists.

METHODOLOGY

Objectives of current study of peculiarities of basic practice activities in consecutive interpreting training online and offline are as follows: to clarify the notion of basic practice activities in consecutive interpreting training, to describe their possible challenges in online and offline practical training and outline the ways of their

implementation of consecutive training practice online, offline and blending practice to achieve the goals of this study.

RESEARCH RESULTS

Basic practice activities in Consecutive Interpreting training in Encyclopedia of Interpreting studies are identified as preliminary exercises that are practised before the trial of the extensive task, either as primary mode (at the beginning Consecutive training) or warming up exercises (Pöchhacker, 2015, 317). Gillies (2024) defines basic practice activities as practical exercises for training key elements or key skills of interpreters, including memory training, reproduction exercises or speaking with the same language as the source text for training. Active listening is among these exercises too.

The first group of exercises is considered as basic practice activities and is defined as exercises for analysis and comprehension. They are designed for listening practice and understanding information and messages (Pöchhacker, 2015, 317). To specify these exercises for interpreters, information should include some specific items: dates, numbers, names, etc. Moreover, we can arrange numerous variants of the tasks taking into account: to render specific items into Ukrainian, online or offline, either blending models of training.

To provide practice of listening, “*ABC news*” are the best to train numbers with their short videos “By the Numbers”. The task is to watch video with making notes. After video ends, students should recollect all the numbers they have heard in the video story and observed their visual reflection on the screen. Average video with numbers lasts 1 minute and 20 seconds.

In the following transcript of the video, it is obvious that this text includes a big amount of numbers. Though, the task for students is to recollect all the numbers in the order they were revealed in the story, with information that supported them. All these videos are devoted to one special topic that may help in reproduction of the information.

Script of ABC News: By the Numbers: Streaming wars (ABC News, 2022)

If you're streaming with us right now, you're well aware that a growing number of platforms are racing for subscribers and profits.
We're gonna have a look now at the streaming war by the numbers. 221 million subscribers for <i>Disney plus</i> , <i>Hulu</i> and <i>ESPN</i> put the company in the number one slot in the streaming wars.
The announcement yesterday bumped <i>Netflix</i> with 220.7 million subscribers to number two.
\$1.1 bln, that's how much <i>Disney's</i> video streaming business lost in the third quarter.
The segment has lost more than \$7bln dollars since its 2019 entry into the streaming race.
A 37 % price hike is part of <i>Disney's</i> answer.
Ad free <i>Disney plus</i> will cost 10.99 a month starting in December or for the current 7.99 rate you can watch with advertisements.
2023: that's when <i>Netflix</i> says it too will launch an ad supported subscription rate.
Nearly 30 % of <i>HBO Max</i> customers OPT for an ad supported service with lower monthly fees, and <i>Paramount Plus</i> is finding popularity as well with ads.
Meantime, <i>Amazon Prime's</i> growth has stalled at around 172 million subscribers after its \$20 a year price hike earlier this year.
It's a shifting landscape as media companies race to figure out who you will choose to stream with.

Variants of these tasks can be connected with pure reproduction of the information with the same language, or it could be rendering into another language. As far as this information is presented in video, this exercise can be offered as basic practice activities online, offline and in blending models of training.

Voice quality and diction training is definitely that type of basic practice activity to obtain challenges both to students and to the trainer. This practice involves different voice training with changing registers and voice loudness, shadowing practices and sight translation with public speaking.

The first among this practice is connected with voice modulation or creating waves changing loudness of speaking from very loudly to whisper and vice versa. The materials for these types of pre-interpreting exercises are tongue twisters.

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

*If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?* (EngVid, 2024).

The first example of tongue twister is convenient to provide modulation of voice. How does it work? Student start reading this tongue twister loudly and from the middle of the first line he (she)turns slowly to whisper at the end of the line. Reading the second line, the student returns to speaking loudly. This modulation exercise ends with the end of tongue twister. This voice basic practice activity is available offline. With clear guidance, it is possible, reproducing modulation of voice person by person, without creating voice tension it is possible to train online.

Shadowing practice or, so called, broken message practice is for offline training as far as this team training, when the first member of a team receives a short message, news or quotation, printed on paper. Another printed message is given to the first member of the second team. They start in the same breath. The whole process of delivery a message to neighbouring member of the team, from one to another, reminds shadowing practice as every member of the team percepts the message in one language but transfers it to the next in another one. As a result, the message is announced loudly by the last member of the team. This practice is repeated several times with changing first person responsible for the launch of the message. Obviously, this practice is impossible to be trained online.

Public speaking is a universal basic practice that is more complicated to reproduce offline after a long time of online training. This is the case when technologies give us more comfortable mode of communication, reducing background noises and regulating our speaking with settings of microphone so this take us far from real communication, when we need to regulate the volume of our voice without technical help.

Thus, when we wish to achieve goals while training Consecutive Interpreting online, all technical issues should be examined and were settled before training.

CONCLUSIONS

The analysis of modern approaches to training Consecutive Interpreting showed the possibility of creating very dynamic and interesting practice online and offline. Blending different models of training, we uncover technical possibilities of training interpreting. Sometimes underestimated basic practices become powerful fundamentals for Consecutive training with their adaptation to the environment of the training process, necessary to achieve goals in training Consecutive interpreting. Understanding the importance of various basic practices in Consecutive interpreting training uncovers new opportunities to successful blending of different models of training allows reaching the news level of Consecutive Interpreting practices to train professional market-driven interpreters.

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ОСОБЛИВОСТІ БАЗОВОЇ ПРАКТИЧНОЇ ДІЯЛЬНОСТІ З НАВЧАННЯ ПОСЛІДОВНОГО УСНОГО ПЕРЕКЛАДУ ОНЛАЙН ТА ОФЛАЙН

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Стаття присвячена вивченню особливостей базової практичної діяльності під час навчання послідовного перекладу онлайн та офлайн. Послідовний усний переклад визначається як практична дисципліна з вправами на підготовку до перекладу, які застосовуються для тренування ключових елементів техніки послідовного перекладу. Вивчення різних підходів до навчання послідовного перекладу і водночас поєднання інтерактивних та індивідуальних вправ в моделях навчання онлайн і офлайн, поєднання обох моделей в майбутніх практиках дозволяють перетворити навчання послідовного перекладу в динамічний і насичений процес оволодіння професійними перекладацькими компетенціями для досягнення цілей у підготовці перекладачів, орієнтованих на ринок. Вивчення сучасних практик у навчанні Усний послідовний переклад за допомогою вправ з попереднього перекладу, які забезпечують голосові практики, тренування вільного володіння мовою, удосконалення практики аудіювання, а також досягнення цілей впровадження навчального глосарія на практиці та створюють потужний фундаментальний досвід базової практичної діяльності для досягнення цілей у професійній підготовці.

Ключові слова: тренінг з послідовного перекладу, базова практична діяльність, навчання усному перекладу онлайн та офлайн.

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DIGITAL TECHNOLOGIES IN CREATING CHOREOGRAPHIC PERFORMANCES

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Digital technologies such as computers, websites, 3D modelling and VR reality, multimedia, computer graphics are increasingly used by contemporary choreographers to create performances, choreographic shows and contemporary choreographic works. Nowadays, not every viewer can understand digital media as a new way of perceiving choreographic art. The viewer also underestimates the objects of media art, i.e. the technologies that are used to create a choreographic work. The fact that computer technologies were used in the process of their creation, levels the artistic intention of the choreographer and devalues his creative process. Thus, contemporary dance performances that use sensors to control stage and sound design cannot be understood by everyone and perceived as new media art.

Digital technologies are not perceived as a representation of an audio or multimedia object. Like contemporary dance itself, it is the creation of an imaginary world by the dancer's body. All this is based on certain symbols, because choreographic art is symbolic by nature. As a result, contemporary dance creates a new system of movements and positions of the body in space, which is still developing very rapidly, and which increases the perception of contemporary compositions due to the use of media technologies by contemporary choreographers.

The article is addressed to choreographers, choreography teachers, teachers of dance disciplines and directors of dance companies who should be prepared to create highly artistic

choreographic performances, dance show projects, performances using modern digital technologies and have a methodology for staging such art products.

Keywords: *digital technologies, choreographer, choreographic performances, creation of choreographic performances.*

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INTRODUCTION

The COVID-19 pandemic launched the spreading of digitalisation of higher education in the world (Mospan, 2023) and in Ukraine (Mospan, et al., 2022). Today, digital technologies are being introduced into various types of choreographic art, including choreographic performances, changing their form and ways of interacting with the audience. Choreographers use digital technologies to expand their creative possibilities in the stage space. For example, they move from the stage space to an additional screen or to a virtual space. The audience needs special effects when watching choreographic works. Therefore, it is important to study how the realization of contemporary choreographers' ideas in choreographic performances changes under the influence of these technologies, as well as the audience's perception and the performers' understanding.

The **purpose of the study** is to theoretically substantiate and identify the peculiarities of the use of digital media technologies by modern choreographers in the process of creating choreographic performances. To determine the extent to which the issue has been developed in contemporary scientific research.

RESEARCH METHODS

The following theoretical research methods were applied: the method of terminological analysis, the method of systematization, the method of analysis and synthesis, the informational method, and the method of generalization.

THEORETICAL BACKGROUND

The theoretical foundation of the research is based on the works of Katan-Schmidt (2008), who studies the peculiarities of the transformation of dance language when combining contemporary dance dramaturgy with virtual reality. Bakirova et al. (2023) have explored the specifics of applying digital technologies in

choreographic education institutions in Kazakhstan. In his works, You (2022) examines the experiences of China and the world in using online technologies in dance education. Pastukhov (2022) studies the possibilities of online choreography education, particularly with the use of digital technologies, are substantiated Pankiv's research (2023) addresses the peculiarities of using modern information technologies in the training of future music and choreography teachers. The article highlights the issues of modernizing the professional training of future art teachers based on the use of modern information technologies. However, the authors did not consider the process of creating and staging choreographic works using digital technologies.

In the monograph by Druckrey et al. (2005), the features of using a robot machine in Sterlok's performance *Exoskeleton* are considered, emphasizing that it cannot replace human corporeality and the way humans express themselves through dance. Zharinova's (2016) research examines the philosophical aspects of contemporary choreographic performances using digital technologies. Volchukova (2024) explores contemporary choreographic works by choreographers R. Nimika and M. Cunningham, focusing on the use of digital technologies in these works. However, these studies do not provide information regarding the use of digital technologies in choreographic performances, performance art, or show projects.

RESULTS

Modern choreographic performances are transforming within the culture of the information society, incorporating themes of digital culture and artificial intelligence. Contemporary dance allows for the exploration of bodily reactions of both the audience and performers. With the development of digital technologies, modern choreographic performances are starting to be presented using special programs that make the performances interactive.

An interesting example, in our opinion, is the 3D show *Guardians of Dreams* by choreographer K. Tomilchenko (https://uk.wikipedia.org/wiki/Томільченко_Костянтин_Іванович), who extensively uses modern technologies. According to K. Tomilchenko, the storyline of the show is a

Christmas fairy tale, with the main task of the characters being to save the holiday. On Christmas Eve, a homeless boy named Max meets a magical Cat, the guardian of Christmas. Together, they carry a star that the evil Dragon wants to steal. They face many challenges to protect the star from the villain. The project *Guardians of Dreams* was developed by choreographer K. Tomilchenko and T. Onishchuk, the director of the creative association STB. The soundtrack for the show is created by D. Shurov, a musician and the soloist of Pianoboy. Participants of the show *Everybody Dance!*, as well as acrobats and circus performers, take part in the performance. Costume sketches for the project *Guardians of Dreams* are designed by D. Kuryata, the head of the STB style department. The performance utilizes 3D and LED technologies (2012), video mapping – all these technologies create a modern, highly impressive spectacle, transporting the audience into a magical world of fairy tales.

The interactive performance *Trajectory of an Idea* by choreographer D. Triantaki demonstrates how a person interacts with body extensions and, by acquiring digital technologies, engages with the surrounding environment and the world of ideas. In this production, interactive technologies represent the connection between humans and the world of ideas. These technologies essentially embody mathematical models realized through special algorithms in electronic devices. Sensors convert media in response to specific movements. This means of communication establishes a dual connection, which is why the performance is termed interactive. A distinctive feature of contemporary dance in this context is that the choreography is based on probability theory.

In Poklitaru's ballet *Carmen*. *TV*
(<https://kontramarka.ua/ru/kyiv-modern-ballet-karmentv-radu-poklitaru-82505.html>), which was based on the novella by P. Mérimée and the opera by G. Bizet, the story of passion and love is portrayed through dance. According to Poklitaru (2018), this story is seen through the eyes of José's former fiancée, Micaela, as if she were watching it on television. This perspective helps her cope with the loneliness of being abandoned. In reality, this stage version embodies a grand metaphor of our time, where people choose

to live behind the screen, hiding from reality on dating sites. The ballet is set to Bizet's music but has acquired contemporary dynamics and new intonations. The Spain of the past century, with all its charm and strong characters, is presented in the new colours of the 21st century, where people still love and die for love, but now with the involvement of modern technologies and circumstances. In this performance, Poklitaru (2018) used the television as a digital technology.

Druckrey et al. (2005) notes that M. Stelarc's performance *Exoskeleton* demonstrates that machines cannot replace human corporeality and the way humans express themselves through dance; they can only simulate it. However, the representation of corporeality in the virtual world does not replace the human, but rather expands their possibilities. The use of costumes with sensors that capture and create 3D models of the performers, as well as the ability for the audience to become part of this representation in the virtual world and interact with other viewers, allows for a more accurate and authentic representation of contemporary dance. This creates a post-media object that represents human corporeality and includes interactivity (p.17).

This is a mechanical structure with six limbs, inside which a human is located. The mechanism's actions are determined by the movements of the operator's arms. Different gestures cause the robotic system to move in various ways, transforming hand movements into the movements of mechanical legs, and a human step into the spider-like movement of the automaton. The person acts as the choreographer of the locomotor system and simultaneously as the composer of a digitized cacophony of sounds produced by the pneumatic system and the mechanism's components. The choreographer extracts sounds by "conducting" the dance of the moving structure and the plasticity of the mechanical manipulator. They must not only monitor the direction of the entire system's movement but also listen to the machine's sounds. Thus, this walking mechanism is also a musical automaton.

In the performance "PwVR," choreographer Katan-Schmidt (2008) explores how the language of dance changes when combining contemporary dance, dramaturgy, and

virtual reality. She aimed to determine whether technology can create an artistic means of expression, how the interaction between the dancer and VR takes place, and how choreography is constructed when the choreographer's task is to express a personal vision.

The essence of the choreography lies in the imaginative formation of movements and their transitions from one to another. Visual images serve as instructions for how the performer should move. VR technology created a different environment for interaction, where one performer danced with virtual reality goggles while another was captivated by the movements and began to move in sync with the first performer. Sometimes, the performer without the goggles would create changes in the virtual reality, attempting to pull the other out of the virtual world. Today, modern technologies have formed a cultural space where people without virtual reality goggles are immersed in the virtual world of social networks. This production embodies the image of the media space in which we live, where relationships are simultaneously built in different worlds. The study showed that VR technology did not fully reveal the dancers' imagery, but sometimes the dancers identified with the technology (Katan-Shmid, 2008).

The video performance *Ave* by choreographer M. Shemiunov to the music of O. Karavaychuk is original. The performance features video decorations. The idea of this performance is an attempt to combine objects of video art with modern methods of staging a ballet performance. The result of the experiment is the creation of a living picture, where all elements at play – the dancer, video projection, and choreography – are united by music, existing within a unified concept defined by the idea of the work itself. This fusion creates a powerful stage effect.

CONCLUSIONS

Summarizing the above, it should be noted that at the present stage choreographers turn to the issues of digital culture and artificial intelligence, as well as to the philosophical problems of human existence in this world, when creating choreographic performances. Digital media is a new means of perceiving works of

choreographic art, which emphasizes their spectacular nature. Contemporary performances widely use such expressive innovative dance tools as sensors that control stage and sound design, which are new media art. Unfortunately, not every audience member positively perceives such media products, believing that the artistic value of such choreographic performances is diminished, as seen in performances like Stelarc's *Exoskeleton*. We have considered highly artistic ballet productions such as Poklitaru's *Carmen. TV*, Tomilchenko's 3D show *Guardians of Dreams*, Shemiunov's video performance *Ave*, Katan-Schmidt's choreographic performance *PwVR*, and Triantaki's interactive performance *Trajectory of Ideas*, all of which extensively utilize media technologies. These include sensors controlling stage and sound design, 3D and LED technologies, video mapping, television, multimedia projectors, LED costumes, costumes with sensors creating 3D models of performers, virtual reality goggles, video decorations, virtual reality technologies, and computer graphic-based stage lighting.

Further research include the analysis of artistic features and artistic value of choreographic works of contemporary choreographers in the show projects "Dancing with the Stars", "Ukraine's Got Talent" and "Everybody's Got Talent", as well as the consideration of peculiarities of the use of modern media technologies in them.

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ОСОБЛИВОСТІ ЗАСТОСУВАННЯ СУЧАСНИМИ БАЛЕТМЕЙСТЕРАМИ ЦИФРОВИХ ТЕХНОЛОГІЙ В ПРОЦЕСІ СТВОРЕННЯ ХОРЕОГРАФІЧНИХ ВИСТАВ

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Сучасні цифрові технології, такі як: комп'ютер, веб сайти, 3d моделювання та VR реальність, мультимедіа, комп'ютерна графіка все частіше використовуються сучасними балетмейстерами при створенні перформансів, хореографічних вистав, сучасних хореографічних творів. На сьогоднішній час не кожен глядач може зрозуміти цифрові медіа як новий спосіб сприйняття хореографічного мистецтва. Також, глядач недооцінює об'єкти медіа мистецтва, тобто технологій, за допомогою яких створюється хореографічний твір. Те, що в процесі їх створення були задіяні комп'ютерні технології, нівелює художній задум балетмейстера, знецінює його творчий процес. Таким чином, постановки сучасного танцю, в яких використовуються датчики, що управляють сценічним і звуковим оформленням, не можуть бути зрозумілі всім і сприйняті як нове медіа мистецтво. Цифрові технології не сприймаються як репрезентація аудіо або мультимедійного об'єкту. Так само, як і сам сучасний танець, це створення тілом танцюриста уявного світу. Усе це вибудовується

на певних символах, оскільки хореографічне мистецтво за своєю природою символічне. Таким чином, в сучасному танці створюється нова система рухів та положень тіла у просторі, яка і сьогодні дуже стрімко розвивається та підсилює сприйняття сучасних композицій завдяки використанню в них сучасними балетмейстерами медіа технологій. Наукова стаття призначена для балетмейстерів, вчителів хореографів, викладачів хореографічних дисциплін та керівників хореографічних колективів, які мають бути готовими до створення високохудожніх хореографічних вистав, танцювальних шоу-проектів, перформансів з використанням сучасних цифрових технологій та володіти методикою постановки таких арт продуктів.

Ключові слова: *сучасні цифрові технології, балетмейстер, хореографічні вистави, процес створення хореографічних вистав.*

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COMPETENCY-BASED LEARNING AND ASSESSMENT

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ASSESSING COMPETENCY-BASED FRAMEWORK FOR LINGUIST TRAINING IN THE UK: BENEFITS FOR UKRAINE

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ABSTRACT

This article explores the evolution of competency-based education in the UK, particularly its implications for professional training of linguists. It begins by highlighting the necessity of enhancing students' cognitive abilities to foster engagement in shaping their educational and social environments. The article examines the shift from traditional academic evaluations to competency assessments promoted by the Bologna Process, emphasizing the need for interdisciplinary standards in education. It provides a historical overview of the UK's competency-based approach, tracing its origins in the 1980s and the development of National Vocational Qualifications (NVQs) and national occupational standards. These frameworks, established through stakeholder collaboration, ensure that graduates possess the necessary competencies for their professional roles. The article further discusses the integration of digital skills and adaptability into competency frameworks, reflecting the demands of a rapidly changing labour market. By analysing the UK experience, this study offers insights into enhancing the training of future linguists in Ukraine, aligning educational outcomes with real-world demands while maintaining high standards of professional competency.

Keywords: *linguistics; competency-based approach; competency; competence; the UK.*

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INTRODUCTION

Enhancing the cognitive abilities of students is crucial for developing their capacity to not only understand the world around them, but also to actively shape it.

This active engagement enables students to play a significant role in creating their educational and social environments, while fostering a deeper understanding of the significance of their academic and future professional activities. Such awareness drives self-development and the ability to regulate one's learning processes. In this context, today's higher education institutions focus on the implementation of competency-based training models, particularly for professionals in linguistics (Sysoieva & Mospan, 2019). The Bologna Process highlights the shift from traditional academic evaluation towards assessing the professional and social readiness of graduates, emphasizing the value of "competence" and "competency" as key educational objectives. This approach demands interdisciplinary and integrated standards in education, encouraging students to apply their knowledge to solve practical challenges.

Given these developments, it is essential to examine the UK's experience in applying a competency-based approach. This analysis can provide valuable insights for improving professional training of future linguists in Ukraine, ensuring that their education meets academic and real-world demands.

The Development of Competency-Based Approach in the UK: Past and Present. In the 1980s, the British government pioneered a new competency-based approach, focusing on aligning a specialist's performance outcomes with predefined standards (Knasel & Meed, 1994). This approach aimed to ensure that professionals could meet specific criteria in their respective fields. Today, this emphasis on competence is institutionalized through associations of managers who develop competency standards that are subsequently approved at the national level, ensuring consistency and quality across various professions.

It is important to note that the concept of competence, now a cornerstone of professional education and training in the UK, emerged from the "competence movement" of the 1980s-1990s (Lester, 2015). This movement was driven by the introduction of the New Training Initiative, which sought to integrate professional standards into the training of specialists across diverse fields (Department of Employment, 1981). By 1986, working groups had begun developing professional standards and National Vocational Qualifications (NVQs), initially focusing on skilled

trades but later extending to various professional fields. For roles requiring high levels of expertise, specialized frameworks were created to set out the minimum standards for practice. These standards define a professional's core roles through competencies, each comprising skills that meet specific criteria used for professional assessments.

John Raven's seminal work, "Competence in Modern Society" (1984), offered a comprehensive definition of competence, describing it as a multi-faceted phenomenon composed of various components, some cognitive and others emotional. These components contribute interchangeably to effective behaviour. Raven (1984) identified 37 types of competencies, such as "readiness" and "ability", as well as psychological attributes such as "responsibility" and "confidence". Early British models of competence assessment were rooted in functional competence, i.e., the ability to perform professional duties according to approved standards. This approach laid the groundwork for subsequent competency frameworks.

Between 1996 and 1998, Cheetham & Chivers (1996) developed an integrated model comprising five categories of competencies: cognitive competence (theories, concepts, knowledge, understanding), functional competence (practical skills and "know-how"), personal competences (behavioural attributes), ethical competences (grounded in values) and meta-competences (critical thinking). This model remains influential today, offering a holistic perspective on professional development.

More recently, updates to these models have emphasized adaptability and digital skills, reflecting changes in the global labour market. The rise of digitalization and remote work has shifted the focus towards competencies such as digital literacy, problem-solving in tech-rich environments and the ability to adapt to evolving workplace technologies. This is especially relevant in sectors such as education and healthcare, where rapid technological changes have reshaped professional roles (Storey et al., 2018).

At the same time, the UK's approach to competence remains broader than that in the USA. In the USA, competencies are typically viewed through the lens of specific behavioural traits relevant to professional performance. However, in the UK, the

concept encompasses not only behavioural attributes but also foundational knowledge, critical thinking skills and value-based orientations. This distinction has become even more significant as UK institutions adapt their frameworks to include new skill sets such as cultural intelligence and global awareness, reflecting the increasingly interconnected nature of professional environments.

As perceived by the authors of this article, “competence” refers to the application domain of a specialist’s knowledge, skills, and abilities, while “competency” represents the internalized set, namely, a foundational knowledge base of the individual. The term “competence” is used in two related senses: as didactic units that define the key knowledge and skills outcomes of the educational process, and as psychological characteristics that the educational process aims to develop. According to the Tuning project (2012), competences are “a dynamic combination of knowledge, understanding, skills and abilities” developed or obtained by the learner in the process of study. The competences fostered by an educational programme can be differentiated into the subject-specific and the generic, often referred to as “transferable skills” (p. 10).

In today’s educational programmes, the language of competences is used to define academic and professional profiles. The Tuning project highlights how “competence language” provides a framework for describing common reference points across various subject areas, without prescribing specific methods. This flexibility has been crucial for institutions as they adapt to the increasing need for interdisciplinary skills and cross-cultural competencies. Today, “competences” encompass knowledge and understanding (theoretical insights in an academic field), knowledge as action (practical application in specific contexts) and knowledge as being (the integration of values into professional practice) (Goria et al., 2019).

Current literature continues to distinguish between subject-specific competences and general competences. Subject-specific competences remain vital for ensuring diversity in educational programmes, as they ensure that graduates are well-prepared for specific fields (Avis, 2017). Meanwhile, general competences, such as critical thinking, communication, and adaptability, have gained prominence, especially as employers seek candidates with a broad range of personal qualities. The Tuning project’s list of general

competences, organized into instrumental, interpersonal and systemic categories, has become a reference for many universities. These competences are often further subdivided into specialized skills that students acquire throughout their studies (Bourn, 2018).

Consequently, professional competency today is seen as a complex integration of personal attributes, knowledge, skills and competences needed for effective professional performance (Brock, 2015). It encompasses both traditional skills and new digital abilities, such as data analysis and online communication. As a specific form of knowledge organization, professional competency reflects one's cognitive development, efficient information processing and creative problem-solving capabilities. It allows professionals to adapt to the demands of dynamic environments and solve complex tasks (Humburg & Velden, 2017).

Thus, while the core principles of the UK's competency-based approach remain grounded in the frameworks established in the late 20th century, recent adaptations reflect the needs of a rapidly changing professional landscape. Today's competency frameworks emphasize adaptability, digital skills and a holistic view of professional development, equipping professionals to thrive in a globalized and technologically advanced world.

RESULTS

In the UK, a fundamental component in designing professional competencies and skills of higher education graduates is the system of national occupational standards. These standards precisely define the expectations for specialists in their professional activities. Each professional standard, referred to as an "element of competence", describes two main aspects: 1) the outcomes that should be achieved and 2) the quality of processes and conditions under which these outcomes are attained (Loisy & Coulet, 2018).

The development of professional standards involves several key stages: 1) researching (conducted by experts and consultants to determine professional roles and functions); 2) justifying (formalizing these functions into standards); 3) discussion

(engaging practitioners from various industries to refine and validate the standards) (Quality Assurance Agency, 2004).

Another critical component in the British approach is the national vocational qualification (NVQ). Each NVQ includes a set of national occupational standards that correspond to specific job activities. NVQs are structured with several competency units (ranging from 6 to 15), each containing relevant national occupational standards. Thus, professional competency becomes the primary focus of standardization, with each competency serving as an element of a particular NVQ (Kogan Page Editorial, 2019).

The UK's technology for designing professional competencies encompasses three basic concepts: 1) standards (what a specialist should be able to do); 2) training (how they can learn these skills); 3) assessment (how it can be determined and formally assessed that they can perform these skills) (Quality Assurance Agency, 2004).

These interconnected concepts characterize not only the British higher education system but also reflect similar frameworks in other countries, albeit with different terminologies. For instance, in the UK, a standard exclusively refers to what a specialist should achieve professionally, while in other countries (e.g., Germany), the entire model is often termed a standard.

As can be seen, the British practice emphasizes the necessity of a productive dialogue between the labour market and the higher education sector. This interaction is essential for developing the professional competencies and skills of graduates (Kogan Page Editorial, 2019). However, experience shows that this dialogue does not always yield positive outcomes, as each sector has distinct priorities, values and goals. A more effective approach is to “transform” labour market needs into specific demands for specialists that the higher education sector can address. For employers, understanding the following is crucial: 1. What should employees be able to do? 2. How should they perform these tasks. 3. What level of professionalism is expected?

These considerations define “labour market outcomes”, which are the focus of professional standards. In contrast, higher education typically operates using the language of educational programmes, curricula, courses, teaching methods and assessment strategies. Therefore, it is vital for higher education representatives to know:

1. What should specialists learn? 2. How will they learn this? 3. How will the content and quality of education be assessed?

Establishing “feedback” between both sectors starts with formulating learning outcomes, which specify what graduates will be capable of after completing their educational programmes (see Fig. 1).

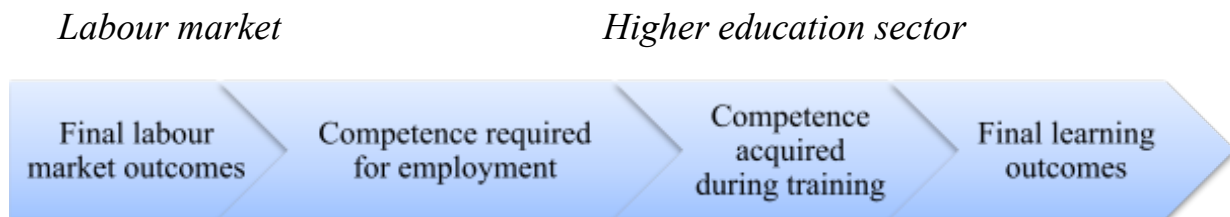


Figure. 1. Transforming labour market competence requirements into higher education sector standards

Thus, the transformation of competency requirements from the labour market into educational requirements represents a critical stage in the British approach to designing professional competencies and skills for higher education graduates.

This transformation can be summarized as follows:

1. A professional education and training standard comprises two parts: outcomes and processes. Labour market outcomes are aligned with the outcomes defined in the professional education and training standards. Labour market requirements significantly influence learning outcomes and define them through a range of competencies. In contrast, the processes included in the professional education standard are determined independently by educators, as labour market requirements do not dictate the learning outcomes.

2. In both sectors, there are corresponding components (labour market outcomes and professional education outcomes) and non-corresponding components (other requirements). The labour market is primarily interested in the competencies acquired during education that can be transferred to employment. Other educational requirements may be influenced by legal standards and the education system’s infrastructure; however, they do not directly impact professional education standards. Conversely,

non-academic requirements from the labour market, such as work experience, are outside the purview of higher education.

3. The connection between the employment sector and higher education is grounded in employment sector requirements, expressed as “outcomes” or “competencies required for employment”. These requirements should be transformed into learning outcomes, namely, competencies acquired through education (Hayward et al., 2021).

The methodologies employed in this transformation include a) a consistent and structured description of learning outcomes based on employment activities; b) a systematic approach to transforming labour market outcomes into learning outcomes; c) achieving learning outcomes in specific environments, particularly workplaces.

Additionally, there is a reciprocal relationship between the higher education sector and the labour market that reflects their interaction. This relationship aims to clarify labour market requirements, enhance training processes through job opportunities, align educational programmes with the evolving demands of the labour market through continuous monitoring and assess the outcomes of professional education (Hayward et al., 2021).

In 2004, the Quality Assurance Agency for Higher Education introduced a new procedure for developing and publishing subject benchmark statements, including a detailed review process for existing standards. This procedural development was in response to various subject communities’ requests for assistance in establishing and approving new standards. The finalized version resulted from comprehensive consultations regarding the draft criteria and guidelines for standard creation, managed by the Agency’s Steering Group for Benchmarking (Quality Assurance Agency, 2004).

The establishment of educational standards was one of several interrelated recommendations in the 1997 report by the National Committee of Inquiry into Higher Education (Dearing, 1997). This report advocated for the development of national qualification frameworks, program specifications and a code of practice for quality assurance in higher education. The standards themselves articulate the expectations for academic standards, thereby instilling confidence among employers, the public, and

other stakeholders in the quality of qualifications and degrees awarded by higher education institutions.

At the institutional level, educational standards provide general requirements for knowledge, skills and abilities for developing bachelor's and master's programmes, steering them towards professional standards to clarify necessary competencies. For interdisciplinary programmes, it is recommended to use multiple standardized descriptions of subject areas, each covering specific fields. Although educational standards are not legally binding, UK universities typically adhere to their recommendations, as this enhances the quality of professional training and facilitates further accreditation by professional communities (Quality Assurance Agency, 2004).

Therefore, the flexibility of the UK educational standards and their primarily advisory nature allows higher education institutions to adapt creatively to labour market changes and educational policies. At the same time, their existence ensures a benchmark that maintains consistency in educational outcomes across diverse programmes and institutions. This balance fosters high education standards while enabling innovation and responsiveness to the evolving needs of industries and students.

DISCUSSION

In 2002, the Quality Assurance Agency established the first educational standard for the field of "Linguistics" (Linguistics Subject Benchmark Statement) at the bachelor's level, followed by a fourth edition in September 2023. This document not only provides general information but also contains sections detailing the nature and scope of linguistics, subject knowledge and understanding, as well as skills related to teaching, learning and assessment. The programme learning outcomes focus on equipping students with a variety of intellectual skills, discipline-specific skills and generic skills. Detailed content for each skill type is outlined in Table 1 (Quality Assurance Agency, 2023).

Expected Learning Outcomes for the Bachelor's Degree in Linguistics

Intellectual skills	Discipline-specific skills	Generic skills
<i>To earn a Bachelor of Arts degree in "Linguistics", students are required to be able to:</i>		
<p>Demonstrate deep knowledge and understanding of the structure of linguistic science and its theoretical foundations.</p> <p>Specify, illustrate and apply leading linguistic concepts to new data.</p> <p>Characterize, apply and evaluate key components of formal linguistic models at various levels of linguistic analysis.</p> <p>Demonstrate awareness of linguistic theories and their interpretations, as well as an understanding of the criteria for evaluating alternative theories.</p> <p>Demonstrate an understanding of the relationship between data and theory, particularly the key role of hypotheses and the technologies for their verification, and apply this knowledge during analysis.</p> <p>Demonstrate an understanding of empirical and theoretical issues and problems, identifying and collecting relevant data for their effective resolution.</p> <p>Demonstrate an understanding of the phenomenon of alternative analysis and develop criteria for assessing its validity.</p> <p>Justify the main trends in the development of linguistic fields and disciplines, and identify fallacies in the arguments of others.</p> <p>Effectively use information and communication technologies to solve standard tasks in professional activities.</p>	<p>Characterize, evaluate and effectively use appropriate technologies for data collection and analysis, while identifying technical challenges that may arise during the analytical process.</p> <p>Consider the diversity of ethical and legal principles in the context of data provided by subjects during field and laboratory research.</p> <p>Apply methods for data collection and processing in accordance with defined research objectives and evaluate the obtained results.</p> <p>Demonstrate an understanding of basic techniques for data analysis, evaluating and applying appropriate actions for analysing different types of data.</p> <p>Demonstrate an understanding of data and analysis results presented in the form of graphs, syntactic trees, tables, matrices and other diagrams, and report accordingly using these formats.</p>	<p>Formulate hypotheses and develop effective technologies for testing them.</p> <p>Plan, design and conduct research and surveys both collaboratively and independently.</p> <p>Participate in scientific discussions, articulating one's viewpoint competently in both oral and written forms.</p> <p>Seek out and process various data formats, synthesizing them succinctly and clearly.</p> <p>Present information from different sources logically and coherently in oral presentations.</p> <p>Apply IT skills to create electronic documentation.</p> <p>Independently interpret, evaluate and utilize data presented in diagrams, tables and graphs, competently reporting on the results achieved.</p> <p>Organize the process of personal learning and self-education.</p>

Source: based on the information provided by Quality Assurance Agency (2023)

Table 1 indicates that graduates of the "Linguistics" programme at UK universities acquire both general and specific (professional) competencies. These competencies are further categorized into those related to cognitive activities, such as formulating and solving cognitive tasks, understanding and addressing non-standard solutions and problematic situations, as well as engaging in productive and reproductive

cognition, research and intellectual activities. Additionally, competencies for activity encompass the means and methods of activity, including planning, designing, modelling, forecasting, research activities and navigating various types of work. Information technology competencies involve the ability to receive, process and disseminate information, transform information, use mass media and multimedia technologies and demonstrate computer literacy, including proficiency in Internet technologies (Quality Assurance Agency, 2023).

To illustrate the practical implementation of these standards, it is important to consider the experience of the Newcastle University, in particular a comprehensive description of its educational programme for “Linguistics” (Bachelor of Arts). This description outlines how future specialists gain intellectual, practical and transferable skills throughout their professional training. The specific content for each type of skill is detailed in Table 2 (Newcastle University, 2024).

Table 2

Learning Outcomes for the Educational Programme “Linguistics” (Bachelor of Arts) at the Newcastle University

Intellectual skills	Practical skills	Transferable skills
<i>To obtain a higher education qualification (Bachelor of Arts), students must be able to:</i>		
Collect, analyse and evaluate data. Analyse and critically assess arguments. Compare and evaluate different intellectual theories. Enhance knowledge of the English language. Study foreign languages.	Practice critical argumentation within the field of linguistics. Collect, analyse and evaluate linguistic data. Compare different linguistic concepts. Understand the relationship between data and theory in the process of studying the English language. Address analytical, psychological and cultural challenges that may arise during language learning, particularly in English. Use a foreign language for communication and/or as a form of linguistic data.	Use the target language fluently, flexibly and effectively in both spoken and written forms. Coordinate various projects. Use information technologies. Understand the essence and social significance of the future profession, the main issues of disciplines defining specific linguistic fields and their interconnections within a holistic system of knowledge. Engage in business communication both verbally and in writing. Work collaboratively in teams as well as independently.

Source: based on the information provided by the Newcastle University (2024)

The Newcastle University (2024) follows the guiding principles set forth in the educational standard for the “Linguistics” while also maintaining the autonomy to define the practical orientation of its educational programme. This flexibility allows the university to consider both organizational and content-specific aspects within its unique educational environment.

Thus, The UK stands as a leading European nation that consistently develops methodologies aimed at enhancing professional training of specialists. The implementation of a competency-based approach to professional training in the 1980s served as a catalyst for a significant shift in the paradigm of professional education across various fields. This transformation initiated the emergence of a current individual capable of critical thinking and skilled in applying acquired professional knowledge, abilities and competencies in their professional activities.

CONCLUSIONS

The educational framework established by the Newcastle University exemplifies the effective integration of a competency-based approach within the field of linguistics. By aligning its curriculum with national standards while retaining the flexibility to adapt to its unique educational context, the university fosters graduates who possess robust linguistic knowledge, critical thinking skills and practical competencies. The UK’s systematic development of methodologies for professional training has facilitated the emergence of skilled individuals capable of navigating the complexities of their fields, enhancing both individual and societal outcomes.

For Ukraine, several innovative recommendations can be considered in the ongoing development of higher education in linguistics and other professional fields, i.e., teacher education (Mospan, 2016). First, institutions should be empowered to create dynamic, modular curricula that allow for real-time adjustments based on labour market trends (Mospan, 2022) and emerging technologies. This approach would enable universities to swiftly integrate new topics or competencies as they become relevant, ensuring that programmes remain current and applicable. Additionally, establishing dedicated interdisciplinary innovation hubs within universities can foster collaboration among students from linguistics and other fields, allowing them to work on projects that

address real-world challenges. These hubs can serve as incubators for creative solutions, enhancing teamwork and students' problem-solving skills. Moreover, implementing tech-enhanced learning experiences, such as virtual reality (VR) or augmented reality (AR), can simulate real-world linguistic applications, deepening students' engagement and understanding while equipping them with practical skills in a controlled yet dynamic setting.

To ensure that curricula continuously align with market needs, it is also advisable to form industry-centric advisory boards that include industry leaders, alumni, and educators, facilitating direct feedback loops for swift adaptation to evolving workforce demands. Incorporating gamification strategies into the learning process will make education more engaging and competitive, while collaborative learning experiences, such as team-based language projects or competitions, can enhance student motivation and improve outcomes. Finally, establishing global partnerships for knowledge exchange can provide opportunities for student exchanges, joint research initiatives, and collaborative projects with leading universities in Europe and beyond, enhancing educational quality and offering students diverse perspectives.

By implementing these innovative recommendations, Ukraine can significantly enhance the quality of its higher education system, particularly in the field of linguistics, and better prepare its graduates to meet the demands of a rapidly evolving labour market.

Further research should focus on studying successful practices from leading European universities, leveraging their insights to foster a culture of continuous improvement and adaptation in Ukrainian higher education.

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ДОСЛІДЖЕННЯ КОМПЕТЕНТНІСНОГО ПІДХОДУ ДО ПІДГОТОВКИ ЛІНГВІСТІВ У СПОЛУЧЕНОМУ КОРОЛІВСТВІ: ПЕРСПЕКТИВИ ДЛЯ УКРАЇНИ

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У статті досліджено розвиток компетентнісної освіти у Сполученому Королівстві, особливо її вплив на професійну підготовку майбутніх фахівців із лінгвістики. Першочергово підкреслено необхідність покращення пізнавальних здібностей студентів з метою їхнього ефективного занурення в освітньо-соціальне середовище закладу вищої освіти. У статті проаналізовано перехід від традиційного академічного оцінювання до компетентнісного, згідно доктрини Болонського процесу, а також заактуалізовано впровадження міждисциплінарних освітніх стандартів. Крім того, у статті подано історичний огляд зародження компетентнісного підходу у Сполученому Королівстві, зокрема прослідковано його витоки в 1980-х роках й проаналізовано шлях затвердження Національних професійних кваліфікацій (NVQ) та національних професійних стандартів. Ці стандарти, затверджені завдяки співпраці зацікавлених сторін, забезпечують наявність у випускників необхідних компетенцій для майбутніх професійних ролей згідно швидко змінюваних умов міжнародного ринку праці. На основі позитивних аспектів британського досвіду запропоновано шляхи ефективного покращення професійної підготовки майбутніх фахівців із лінгвістики в ЗВО України.

Ключові слова: лінгвістика; компетентнісний підхід; компетенція; компетентність; Велика Британія.

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LITERARY AWARENESS AND THE READING EXPERIENCE: AN EVIDENCE-BASED ASSESSMENT

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ABSTRACT

In the Humanities, particularly in literature education, students' responses to literary texts tend to be taken for granted. It is assumed that their ability to read and account for the reading experience does not require pedagogical intervention. Not only this is not a given, but any method or strategy used should be followed by evidence-based assessments to make sure they achieve the intended teaching learning objectives. Here we present a workshop on literary awareness conducted online in Ukraine in 2023 with forty-five participants and describe how it has been assessed. Despite the harsh conditions under which the participants were, ten pre-and post-tests and fifteen evaluation sheets were returned. The data of this pilot study was analysed quantitatively and qualitatively, and the results show that the objective of increasing participants' sensitivity to the use of verbal patterns was achieved. These findings may stand as evidence to support a programme for sensitizing readers to literary texts.

Keywords: *evidence-based assessment; literary awareness; reading experience; reader response, stylistic patterns.*

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INTRODUCTION

The second half of the 20th century witnessed a shift in language and literature teaching. This was the time when communicative approaches were seen as the most effective way to prepare new generations for the world's rapidly changing technological and globalized environment. Consequently, reflection and innovation were emphasized, and language educators turned to the linguistic creativity of imaginative texts as key skills to be learned (McRae 1991; Hall 2001; 2014; 2017; 2022). This conceptual

change also affected English as additional language (EAL) settings where the use of literary texts regained centrality albeit under a different light (see Brumfit and Carter, 1986; Maley, 1989; Carter and Nash, 1990; Zyngier, 1994a; 1999; Carter and McRae, 1996; Watson and Zyngier, 2007; 2022; Paran, 2008; Hall, 2010; Zerkowitz, 2012). A fertile ground for stylistics, the area began to blossom in language and linguistics departments around the globe, and multiple stylistics approaches spawned (cognitive, pedagogical, empirical, corpus, multimodal, historical) (Sotirova, 2015; Burke, 2023). Among them, literary awareness, a branch of pedagogical stylistics, aimed at enhancing learners' sensitivity to the verbal artistry of imaginative texts and their role in human life. The ultimate aim was to promote learners' autonomy in substantiating their response to artistic productions. Supporting the inclusion of literary awareness courses in the curriculum, Zyngier (1994b) argued that informed response to literary texts is a skill that may be acquired and developed, resulting in more sophisticated readings.

It is true that response is a personal, non-transferable experience available to any literate person (van Peer and Chesnokova, 2022). However, to help understand the reading process, distinguishing three moments may be useful. These moments are not necessarily discrete or sequential. Much overlapping may occur, and boundaries tend to be fuzzy. However, for pedagogical purposes this conceptual framework may come in handy. Moreover, we hold that pedagogical interventions should always be assessed (Zyngier, *op. cit.*), and in the educational context, there have been few empirical studies that examine the interventions which promote the development of these moments (see Fialho et al., 2011).

More specifically, the first moment occurs when the signals on the page are perceived and processed. It also comprehends the immediate emotional reaction and the first non-formal, verbalised (or not) impression (e.g., laughter, curiosity, anxiety, etc.). By emotions, following Frijda (1986), we understand fine-tuned evaluation mechanisms with both bodily and mental aspects, which are partly codified culturally. 'Non-emotional' linguistic structures are also responsible for the reactions (Miall and Kuiken, 1994; van Peer and Chesnokova, 2019).

In the second moment, those aspects of the text which caused the initial reaction are taken into account, giving way to linguistic awareness, an intra textual event in which readers may look for clues in the text to justify their emotional response.

The third moment involves placing the text as a part of a wider system where history, ideologies, literary tradition, and conventions interact. Readers may then create links with other cultural artefacts, including theoretical postulations that may support their understanding.

In an effort to validate pedagogical applications of literary awareness, studies have observed face-to-face workshops carried out in different contexts and levels of schooling and proficiency in English over the years (Zyngier, 1994a; 1999; Fedorova et al., 2006; Chesnokova, Zyngier and Viana, 2007; Viana and Zyngier, 2017; 2020). More recently, to verify if an online and a more compact version also worked, a 9-hour workshop was held in November 2023 with students and staff of Borys Grinchenko Kyiv Metropolitan University. It was carried out via zoom, bearing in mind there was a time zone difference of 5 hours between the lecturer (Brazil) and the audience (Ukraine). A factor to be additionally considered was the situation in Ukraine, a country still suffering the effects of the war with Russia and experiencing missile alerts at the time of the workshop and of the writing of this article. This contextualization is necessary as it may have affected the experiencing, interpreting and textual production. As the numbers obtained and the time length of the sessions do not allow us to arrive at conclusive statements, this article offers initial results of qualitative and quantitative analyses to show how a pedagogical experience may be evaluated based on evidence.

The following questions guided this pilot study:

1. Does distance learning work as effectively as a face-to-face interaction?
2. Can it still be effective regardless of external conditions?

The next sections describe the workshop and present the results obtained.

METHOD

One week before the workshop, a single-blinded pre-test was completed by the participants. The instructions were sent out by email by the first author of this article.

The completed assignments were then received, numbered and forwarded to the second author with the performers' anonymity preserved.

The test comprehended a stylistic analysis of two literary pieces. The first one was 'Acquainted with the Night' by Robert Frost, a 109-word poem rich in stylistic devices, which include syntactic parallelism enhanced by anaphora. The second text was a 98-word prose passage from *Mrs. Dalloway* by Virginia Woolf, starting with 'Up in the sky swallows swooping, swerving, flinging themselves in and out, round and round, yet always with perfect control as if elastics held them...' until 'Beauty was everywhere'. This extract is highly foregrounded on lexical, syntactic and phonological levels and presents an allusion. These devices help evoke a feeling of exhilaration, a celebration of beauty. To avoid possible influence of the authors' names on the participants' reaction, no authorship or background information was provided (see sample in the Appendix).

The workshop was held by the second author of this article. The timeline consisted of six sessions (90 minutes each), scheduled at intervals of 1–2 days. Time for production was allocated after each pattern was presented and discussed. There was also room for extra-class work, and the sessions were conducted as a mixture of lecturing and interaction.

Participants¹

Enrolment in the workshop was voluntary. Though the university curriculum does not comprehend a course on literary awareness, we expected enough interest from both students and staff members involved in teaching EFL, English Stylistics, Applied Linguistics, World Literature and Empirical Research Methods.

A total of 45 participants enrolled: 30 students (MA and PhD, age 21–25) and 15 staff members (age 28–72). Due to practical reasons, there was some turnover in attendance, but the core group consisted of 20 participants. The students' majors were English Philology and Translation Studies. Given the formal entrance requirements to such programs, the selection criteria guaranteed the C1 – C2 levels of proficiency in

¹ This research project has been approved by the Borys Grinchenko Kyiv Metropolitan University Ethics Committee.

English, which ensured full comprehension not only of the lecturer's information and instructions, but also of the language and implications of the texts used as extra reading materials. On their part, the staff members who enrolled were actively involved in teaching at graduate and post-graduate levels. Therefore, participants were considered to be quite proficient in English.

The Sessions

The topics selected for the workshop were vagueness, repetition, comparison, free indirect discourse and register mismatch (for detailed description and exemplification, see Zyngier 1994a). Vagueness was chosen for being a pattern commonly used by authors to express doubt, opinion and attitude towards something. The occurrence of linguistic imprecision produces spots of indeterminacy (Ingarden, 1979; Brinker, 1980) which demand more involvement of the reader. A semantic feature of style, this pattern is responsible for blurring the text and helps to provide means of 'colouring' the discourse. In the workshops, participants experienced ways in which different linguistic devices fuzzify the discourse such as pluralization, use of adverbials and adjectives, listings, modality, among other elements (see sample of a participant's account in the Appendix).

The second workshop focused on repetition, a device for meaning making if we understand that each of the repeated units is independent of the other (see Chesnokova and Yakuba, 2011, p. 103–105). When it occurs, repetition may become stylistically significant. Literary awareness assumes that once repetition is seen as creating an effect, participants will be in a position to account for their reaction. The same goal of making participants aware of how language may work to create certain effects applied to comparison, free indirect discourse and register mismatch.

RESULTS

Here we describe the results obtained from the pre- and the post-tests, and the evaluation sheet handed out to the participants at the end of the workshops. These are instruments that may allow us to arrive at an evidence-based overall assessment (for more of such procedures, see Chesnokova, Zyngier and van Peer, 2016; 2017). The

pre-tests reveal the stage the participants were before being exposed to the experience, whereas the post-tests indicated what was obtained at the end. To a certain extent, they may track and measure development. The pre-test also enabled us to categorize participants' level of awareness. As to the evaluation sheet, we expected it would work as an instrument where participants could voice their opinion irrespective of what they had actually learned.

Pre-Test

From the types of responses received in the pre-test, it was possible to identify three different groups: (1) highly sensitized participants who produced complex analyses and were fully aware of stylistic devices, (2) those also aware of devices, but who produced briefer and more superficial analyses, and (3) 'naïve' participants that showed no awareness of foregrounded patterns or literary devices. The sample in the Appendix is illustrative of Group 3.

An interesting observation is that the samples from the first and second groups seemed to have been strongly influenced by American New Critics like C. Brooks, R.P. Warren and W.K. Wimsatt (for details, see Newton, 1988, especially Chapter 2). It is clear that here participants draw all the information from the text itself and overlook the effect of the experience. They assume the text is an organic and independent whole, and focus on themes, structure and literary devices. As Newton (1988, p. 39) explains, New Critics 'advocated "intrinsic" criticism – and impersonal concern for the literary work as an independent object – and opposed "extrinsic" critical approaches, which concerned themselves with such matters as authorial intention, historical, moral or political considerations, and audience response'. This kind of approach and layout is typically found on the internet, and the fact that participants may have had access to cannot be disregarded (see, for instance, LitCharts or SparkNotes). Two days of preparation for the test were allowed, and we noticed that much of the output of both groups was rather similar in terms of organization and elements pointed out. Regarding the layout, literary devices were often itemized and bulleted, resembling materials

available online. As the fact that they may have copied from the internet cannot be confirmed, we recommend that before selecting texts researchers check whether their analysis can be found online. Nowadays, uncontrolled use of AI, ChatGPT in particular, often violates academic integrity rules by preparing output that may be easily copied. In this sense, we do not know whether we are assessing the learner's production or what they copied from the internet.

Still, it was rather rewarding to realize that some participants did not go elsewhere for help, especially those we categorized as Group 3. Here, the respondent mentioned lack of prior knowledge of the text, and the analysis was rather unique. Although seven were classified in Group 3, in the Appendix we provide the only example of a participant who also handed in the post-test.

Notwithstanding these problems, we considered the pre-test as a whole validated, as asking participants to review their previous analysis in the post-test at the end of the workshops and checking whether they would like to change their initial answers after the experience minimized possible initial external interference.

Post-Test

Once the workshop was over, the participants were asked to do a post-test, always on a voluntary basis. This involved revisiting their initial responses and editing them freely, changing any items they considered relevant (see the Appendix). Due to various factors and circumstances, out of 31 pre-tests, only 10 post-tests were submitted. Table 1 below shows the number of post-tests returned and the initial grouping of the participants.

Table 1. Post-tests by groups

PARTICIPANTS	GROUP 1	GROUP 2	GROUP 3	UNCLASSIFIED
2	x			
4		x		
5		x		
6	x			
13		x		
15		x		
16	x			
18			x	
22	x			
23				x
TOTAL	4	4	1	1

In the pre-tests of the poem, participants in Group 1 focus on the text and present bulleted sections with separate descriptions of the devices. The subjects of the sentences are inanimate agents such as ‘the poem’, ‘the speaker’, or a literary device. There is no open mention of an experiential response. Change takes place in the post-test, with the omission of bullets and the introduction of a personal response, together with a reference to the devices as a way to substantiate the analysis. Group 1 participants now mention their personal reaction. In the pre-test of the prose passage, they tend to concentrate on the feeling, determining what linguistic devices contributed to the effect created. Similar editing in this direction occur in the re-analysis of the prose passage, where the subjects become ‘the author’ and ‘the reader’, the former creating effects, and the latter experiencing them.

Comparable shifts occur with participants from Group 2 when they edit their previous analyses and introduce the linguistic choices and the effect they felt. For instance, Participant (henceforth – P) 4 added the following to the post-tests of both poem and prose passage:

(Post-test)

Poem:

The general mood of the poem can evoke feelings of longing, sadness and loss in the listener. The repetition of "I have" emphasises the routine and repetitiveness of the poet's experiences, which may indicate his constant state of loneliness. Also, the repetition of "And" in the second and third stanzas can reflect the endlessness, the continuity of his walks and internal conflicts.

Prose passage:

The poem [sic] evokes a sense of aesthetic delight and inner harmony. The phrase "Up in the sky swallows swooping, swerving, flinging themselves in and out, round and round, yet always with perfect control as if elastics held them" evokes the lightness and grace of nature.

The repetition in the phrase "round and round" creates a sense of endlessness, continuity of movement, which may reflect the eternal cycle of nature. Also, the phrase "and the sun spotting now this leaf, now that, in mockery, dazzling it with soft gold in pure good temper" emphasises the beautiful and unpredictable nature of nature.

The repetition of the word "beauty" emphasises the main idea of the poem and presents beauty as a real truth that surrounds us everywhere. The poem evokes a sense of gratitude and detachment from everyday life by celebrating the beauty in ordinary things.

Here P4 indicates being very attentive to possible repetitions and the effects literary devices triggered, focusing on the ‘mood’, ‘the experiences’ and ‘evoking’.

Regarding Group 3, only one participant (P18) returned the post-test (see Table 1 above and the Appendix). Changes in the same direction seem to have occurred. The analysis reveals the participant’s awareness of how repetition is responsible for the impact created and for the foregrounding of the first and last lines. The change effected in the prose passage is even more striking. From the mention of only the visual imagery and sounds that help reconstruct the scenery in the reader’s mind in the pre-test, P18 now concentrates on the strong appeal of the passage and enumerates the many devices that may have been responsible for this effect. While in the pre-test the contrast between the long sentence and the final short one is noticed, in the post-test emphasis is given to the various patterns responsible for creating vagueness.

Only one participant could not be classified in Groups 1, 2 or 3 as the post-test submitted already presented the experiential responses the course targeted. For this reason, this participant did not see any need to change the first analysis of the prose text, although the literary devices that had led to the experience and which the course also offered were not spelled out. For the poem, however, the participant highlighted some of the changes in his or her reaction.

What we can conclude from a comparison of the pre- and post-tests submitted is that most of the participants realized the relevance of an experiential reading and the need to support it with a description of the literary devices perceived. In sum, even in a

very short period of time, sensitization to choice, effect and reader response seem to have occurred.

Evaluation sheet

Added to the pre- and post-tests, an evaluation sheet was sent to the group at the end of the workshop. It was anonymous, and 15 were returned, which indicates that half of the participants evaluated the course on a voluntary basis.

The seven items relating to each workshop got a very high ranking (Total Average: 4.5 out of 5; see Table 2).

Table 2. **Workshop assessment by topics**

WORKSHOP	AVERAGE
Introduction to literary awareness	4.8
Vagueness	4.4
Repetition	4.2
Comparison	4.8
Free indirect discourse	4.7
Literature as a system	4.9
Register mismatch	4.0
AVERAGE	4.5

As can be seen from Table 2, the ratings were quite positive, though register mismatch and repetition ranked lower than the other sessions. Two participants attributed zero to these items, but did not justify their grading. We do not know whether they disliked these sessions or just missed them. We are inclined to accept the latter, as their assessments were overall quite enthusiastic. One participant also attributed 6 to 'Literature as a system' although it was asked that they rated the sessions from 0 to 5.

In addition, we used AntConc 4.2.4 (Anthony, 2023) to analyse word frequency in the responses. To this purpose, we prepared one txt file containing all their answers, excluding questions and instructions, resulting in a corpus of 3,080 tokens and 843 types, which indicates small variation in terms of items. This means the wording of evaluations was rather consensual and in the same direction. Despite the fact that strong generalizations are not possible here due to the size of the sample, the results can be useful for an overall estimate of the participants' assessment.

The most frequent 4-word lexical bundles in the corpus, ranking 22 and with a frequency of 2, were the following (see Table 3 below).

Table 3. **Most frequent lexical bundles**

LEXICAL BUNDLES
a rather interesting and
a very interesting and
and easy to understand
be as effective as
can be highly effective
content was well presented
contributed to the overall
easy to understand manner
full of interesting information
in an accessible manner
interesting and easy to
it was quite useful
list was extremely helpful
the instructions were clear

As these lexical bundles indicate, the wording of the assessments was quite positive. This result is also confirmed with an examination of their most frequent words (with the grammatical words filtered): ‘learning’ (41), ‘workshop’ (23), ‘distance’ (22), ‘experience’ (16) and ‘interesting’ (15).

The participants predictably focused on the educational side of the sessions (‘learning’ and ‘workshop’) and compared it to conventional practices (thus ‘distance’). On a positive note, ‘experience’ was mentioned 16 times, which indicates personal involvement in the sessions. The main collocates for ‘experience’ were ‘learning’, ‘distance’, ‘interesting’, ‘workshop’ and ‘valuable’. The participants also mentioned that ‘[t]he balance between informative content and manageable tasks made the *learning experience* [italics are ours] enjoyable and accessible for all’. This noun phrase collocated with ‘valuable’, ‘convenient and efficient’, as well as ‘holistic and informed’.

In its turn, the main collocates of ‘learning’ appeared to be ‘distance’ (21), ‘experience’ (11) and ‘effective’ (10). The first item on the list is clearly connected to the mode of interaction, while the second and the third ones reflect the high degree of the learners’ immersion in the sessions and the result obtained.

We also analysed the assessment corpus for the parts of speech frequency used based on Lingualyzer (Linders and Louwse, 2023). We then compared the data obtained to Biber et al.'s corpus (1999), as Table 4 below shows. Biber et al.'s findings are derived from the 40 million-word Longman Spoken and Written English corpus (LSWE), which comprises 37,244 texts of four core registers (approximately 5 million words each): conversation, fiction, news and academic prose. All the findings are normalised to frequency of occurrence per 1 million words. We decided to compare our corpus to Biber et al.'s conversational and academic sub-corpora to see where the corpus would situate itself.

Table 4. **Parts of speech ratio: three corpora compared**

	Biber et al. (1999) conversational	Biber et al. (1999) academic	Our corpus
Nouns	15%	30%	23.5%
Verbs	12.5%	10%	17.9%
Adjectives	2.5%	10%	10.6%
Pronouns	16.5%	4%	8.5%

Table 4 indicates that in terms of nouns and pronouns our corpus stands halfway between academic and conversational modes, although it shows a clear predominance of verbs and a slight one of adjectives.

DISCUSSION AND CONCLUSION

The results obtained add evidence to the effectiveness of literary awareness as a sustainable methodology. The participants have shown to have developed sensitivity despite the brevity of the course and highly unfavourable external circumstances that included the long-term ones (the ongoing war in the country) and the short-term risks (occasional air alerts that at times overlapped with the sessions).

This study aimed at describing a pedagogical intervention with the purpose of sensitizing participants to the workings of verbal art. Despite the contextual constraints and the small corpus obtained, the results suggest that distance learning may work as effectively as a face-to-face interaction when it comes to promoting awareness to reading experience. Yet more fine-grained comparative investigations should be carried

out to see in what ways the two modes differ. It has additionally demonstrated that the workshops can be also effective even under difficult external conditions.

We have also shown how the experience can be assessed thus emphasizing the need to evaluate the results of the intervention based on the data obtained. This report supports our initial argument that literary experience can be enhanced and developed. The methodology has proven to be sustainable, irrespective of the online mode of interaction. From a more global perspective, this conclusion may be valid to participants in more distant or unfavourable situations. As Hall (2014, 263) states, ‘more is needed in the stylistics and stylistics pedagogy of other languages and contexts’. Looking at the participants’ production in terms of their choice of theme, content and mood could also be revealing, especially with focus on a variety of settings.

PROSPECTS FOR FURTHER RESEARCH

This study also sparks off further investigations. One of them could compare the types of verbs used in our assessment corpus. To this purpose, Halliday’s (1971) description of verbal processes may be quite useful. In terms of adjectives, both Biber et al.’s (1999) academic and our assessment corpora show a much higher frequency than the conversational corpus. In our case, participants relied heavily on adjectives, none of which had negative weight: ‘interesting’ (15), ‘valuable’ (12), ‘effective’ (12), ‘useful’ (10), ‘literary’ (10), ‘engaging’ (8), ‘informative’ (7), ‘clear’ (7), ‘structured’ (6), ‘creative’ (6), ‘accessible’ (6) and ‘beneficial’ (5).

Another line of investigation could look into the adjectives in Biber et al.’s (*ibid.*) academic corpus and see how they compare. It is clear that an academic corpus also contains much evaluation, which justifies the high frequency of adjectives, but at this stage, we are not aware of their semantic prosody. What we can say is that our corpus presented adjectives with highly positive connotations.

The data obtained were very rich and also involved numerous in-class productions and home assignments. Looking into these would cast light on the skills acquired, on the ability developed for autonomous usage of the patterns discussed, and on the influence

of contextual factors. It would also be interesting to replicate the workshop using different patterns in the same context to see how the outcomes compare.

It is never enough to stress the need for instruments and methods that will help teachers validate their practice. This study has shown that responses to reading experience cannot be taken for granted, and that the methodology already tested for developing awareness can be applied to different settings. It is true that results will always be provisional and that practices will keep adapting to the times, especially if the teachers exert a critical look. Still, they serve as temporary ground to move forward.

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APPENDIX: Example from P18

(Pre-test)

Poem:

I have never read this poem, the mood of it is very evident, it reflects stillness of night, its romantic flair and solitude. It centers on one persona walking alone, who encounters only a watchman, for whom being out at night is nothing but a job, so their role is this poem is insignificant, they are simply a decoration, like city lights or a clock. However, the one walking through the night is a more active character. They may be just observing the night's stillness, and they understand that this night city may seem gloomy and sad, mostly silent with occasional noise alarming no one, and dark only somewhere disturbed by light. However, they understand the melancholic beauty of the night time, they are the only one conscious of it. And this main idea of the poem provided is highlighted and framed by identical opening and closing lines - I have been one acquainted with the night.

Prose passage:

I don't recognize this passage, so my interpretation is only based on this given fragment and not influenced by any background information about the author or the whole original writing. However, this piece has quite optimistic and life-asserting vibe due to enumeration of different forms of nature, like swallows, flies, sun, each involved in various constantly changing actions. These little events underline liveliness of nature, as if even inanimate and ethereal objects possess souls and enjoy being in constant motion, too. This passage is full of visual images and sounds, so that a reader can easily reconstruct the scenery, they might have once witnessed themselves, in their mind and understand how beautiful it indeed is. Putting all this description of nature in one very long and very complex sentence also contributes to this creation of uninterrupted, active and thus beautiful life of nature, uninfluenced in any manner by an observer. And the final short sentence of the fragment summarizes it.

(Post-test)

Poem:

*The poem conveys the feeling of loneliness, achieved by repeating words **I have been one, I have walked, I have outwalked, I have looked down, I have passed by, I have stood still and stopped in the first three stanzas**. But the main idea of the poem and the concentration of emotions are in the first and in the last lines that are also repeated and thus foregrounded and that also may serve as a headline – I have been one acquainted with the night.*

Prose passage:

As a reader I feel mesmerized, enchanted and immersed in the beauty of the nature. Accumulation of verbs combined with alliteration (swallows swooping, swerving, flinging themselves), epithets (dazzling it with soft gold in pure good temper), adverbs (in and out, round and round), occasional repetitions (all of this, calm and reasonable as it was, made out of ordinary things

as it was, was the truth now; beauty, that was the truth now), inclusion of parenthesis (it might be a motor horn), comparison (as if elastics held them), and personification (the sun spotting now this leaf, now that, in mockery, dazzling it) – they all contribute to vagueness and fuzzifying in the passage [underlining by participant, bold by us].

ЛІТЕРАТУРНА ОБІЗНАНІСТЬ ТА ДОСВІД ЧИТАННЯ: ОЦІНЮВАННЯ ДОКАЗІВ

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У гуманітарних науках, зокрема в контексті навчання іноземній мові й літературі, реакція студентів на художні тексти, як правило, сприймається як даність. Вважається, що їхнє вміння працювати із текстом і пояснювати свій досвід не потребує педагогічного втручання. Насправді це не так, і будь-який метод чи стратегія, що використовуються, повинні супроводжуватися науково обґрунтованим оцінюванням, щоб пересвідчитися, що їх застосування призводить до досягнення поставлених цілей у викладанні й навчанні. У цій статті пропонується аналіз результатів семінару з художньої обізнаності, який проходив в онлайн-форматі в Україні у 2023 році за участі 45 студентів. Незважаючи на несприятливі зовнішні обставини, в яких перебували слухачі, 10 учасників семінару виконали доекспериментальне і післяекспериментальне завдання. Окрім того, по завершенні семінару 15 осіб на добровільних засадах заповнили форму оцінювання. Після проведення якісного і кількісного аналізу цих матеріалів встановлено, що, незважаючи на очевидні обмежувальні обставини та компактність курсу, методологія продемонструвала свою ефективність та сталість. Доведено підвищення чутливості учасників до використання мовних моделей, а також покращення їхньої здатності розуміти текст і усвідомлено застосовувати такі моделі у власному писемному мовленні. Це є суттєвим аргументом на користь включення курсу з розвитку художньої обізнаності у різні навчальні плани.

Ключові слова: доказова оцінка; літературна обізнаність; досвід читання; читацький відгук, стилістичні закономірності.

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DIFFERENTIATED INSTRUCTION AT HIGHER EDUCATION INSTITUTIONS: BIBLIOMETRIC ANALYSIS

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ABSTRACT

The article examines the implementation of differentiated instruction in higher education institutions through bibliometric analysis using Scopus database data and Bibliometrix software. Differentiated instruction addresses diverse student needs, interests, and capabilities, aligning with global educational trends emphasizing flexibility, inclusivity, and lifelong learning. Historically focused on special and gifted education, recent studies highlight its broader applications, including STEM, language learning, and online education. The analysis includes 129 relevant publications, representing 13% of all differentiated instruction related research in Scopus. The main areas in the research topic are foreign language teaching, inclusive education, innovative pedagogies, and teacher training. Prominent trends include the integration of differentiated instruction in technology-enhanced learning, its impact on student engagement and academic performance, and its role in fostering inclusivity and equity. The study underscores the necessity of teacher readiness and training to implement differentiated instruction effectively. By mapping current knowledge and identifying gaps, the article provides a foundation for advancing differentiated instruction practices in higher education institutions, emphasizing its potential to enhance student outcomes and educational equity in a digitalised context.

Keywords: *differentiated instruction, higher education, higher education institution, bibliometric analysis, Bibliometrix, Biblioshiny*

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INTRODUCTION

Personalisation of the educational process is one of the requirements for modern education. The EDUCAUSE Horizon Report 2023 (Educause, 2023) notes that social trends include growing demands for convenience and flexibility in teaching methods, expanding and strengthening requirements for equitable and inclusive teaching and learning, and changes in the student population due to the need for lifelong learning and

workplace learning. The ‘Vision of the Future of Education and Science of Ukraine’ defines education's focus as the individual at different stages of life, and the main tasks of education are to ensure the development and realisation of each participant in the educational process (Ministry of Education and Science of Ukraine, 2023). The priorities of education include person-centred education, as well as barrier-free and inclusive education, taking into account each student's needs, interests and capabilities. One of the strategic goals of higher education development is to create an environment that provides maximum learning opportunities. Differentiated learning is one of the ways to achieve the realisation of the diverse educational needs, interests and goals of students. The first scientific studies using the term ‘differentiated instruction’ appeared in the 1960s. However, until the early 1990s, these were isolated studies aimed at researching the education of students with special needs and gifted students. An analysis of the papers indexed by the Scopus scientometric database with the search terms TITLE-ABS-KEY(‘differentiated instruction’) AND (EXCLUDE AFFILCOUNTRY, ‘Russian Federation’) shows that the topic of differentiated instruction is widely studied, with a total number of 983 documents found. However, the number of publications related to differentiated instruction and higher education institutions is 129 documents, which makes up 13% of all publications in the Scopus scientometric database on differentiated instruction. As the studies concerning differentiated instruction and higher education institutions may include a wide range of topics, bibliometric analysis can be used to understand the studied and unexplored areas. Bibliometric analysis based on the quantitative analysis of bibliographic characteristics of documents provides a basis for identifying trends and patterns inherent in a sample of publications.

LITERATURE REVIEW

There are a few studies presenting a bibliometric analysis of differentiated instruction in general and in higher education in particular. Shareefa & Moosa (2020) analyse the most-cited publications on differentiated instruction in Scopus between 1990 and 2018. The characteristics they explore about the publications are areas of publications, patterns of citations, most frequently used keywords, authors' countries, authors' collaborations, and journals where the documents were published. The main groups of keywords except for ‘differentiated instruction’ included ‘differentiation’, ‘curriculum’, ‘mathematics’, and ‘reading’. The related to them keywords included ‘learning preferences’, ‘gifted (students)’, ‘inclusion’, ‘teacher literacy’, ‘problem-based learning’, ‘elementary school’, ‘interactive learning environment’, and ‘word reading’. The USA authors contributed the most to the topic. Top-3 journals publishing articles on differentiated instruction (‘Gifted Child Quarterly’, ‘Exceptional Children’, and ‘Educational Leadership’) deal with teaching gifted students and inclusive education, which also indicates trending areas in the selected period of time. Sun & Xiao (2021)

confirm the statement that the leadership in the differentiated instruction study belongs to the USA. Their analysis of publications indexed by the Web of Science database between 2000 and 2020 shows that Web of Science contains more documents on the studied topic than Scopus. The main trending areas concerning differentiated instruction include assessment, universal design for learning, and STEM education. Hadi, et al. (2023) performed an analysis of publications in Scopus between 1961 and 2023 that included 746 documents. Compared to the analysis by Shareefa, & Moosa (2020) there is a significant difference in leading journals and authors. This indicates active development of the topic and proves the need for regular bibliometric analysis performance to provide the current stage of the topic study. Some of the keywords mentioned in the previous publications are also mentioned as trending by Hadiy et al. (2023). However, there are also several new ones such as ‘e-learning’, ‘educational computing’, ‘learning systems’, which shows that differentiated instruction has also gone digital. The development of differentiated instruction studies is covered in the paper by Utami et al. (2024). Similarly, to Shareefa, & Moosa (2020), they used as the basis for the study Scopus scientometrics database and such indicators as journals, countries, researches, and citation. Cluster analysis was used to trace connections between keywords, authors of publications, countries, etc. The only study found that deals directly with the bibliometric analysis of differentiated instruction in higher education is by Au-Yong Oliveira et al. (2022). The study analysis 24 papers on differentiated instruction published between 2002 and 2022. The keywords used for the search are ‘differentiated instruction’ and ‘higher education’. The following research areas are defined within the search results: learning styles, blended learning, hybrid learning, teaching and learning strategies, flipped classroom, e-learning, universal design for learning, English as a foreign language, etc. Taking into consideration the rapid development of differentiated instruction topic and the small amount of the previous research with bibliometric analysis, the author, considers the sphere of the current research timely and relevant.

RESEARCH OBJECTIVES

The purpose of this study is to determine the level of research on the implementation of differentiated instruction at higher education institutions (HEIs) and to outline the prospects for further research on the topic in the context of digitalisation of education. In accordance with the objective, the following tasks have been identified: to analyse publications on differentiated instruction in the Scopus scientometric database; to identify the main areas of research on differentiated instruction at higher education institutions; to determine the prospects for further research on the topic in the context of the digital transformation of education, in particular the implementation of

differentiated instruction at a university using learning and content management systems (LCMS).

RESEARCH METHODS

In the article, the bibliometric analysis method is used to obtain and process data from Scopus scientometric database. Bibliometric analysis belongs to quantitative research methods and is used to analyse scientific publications to explore the current stage of the research on the chosen topic, trends and potential research areas. Bibliographic analysis includes the following stages of performance: defining keywords of the search, specification of the search using filters, export of data, and data analysis and visualisation using software (Wang & Su, 2020). For the analysis of the data obtained from Scopus, Bibliometrix software was used, specifically the web-interface application for Bibliometrix - Biblioshiny. Clustering by Coupling analytics and Conceptual Structure analysis were used. Descriptive analysis was used to interpret the data analytics performed in Biblioshiny.

RESULTS

From the analysis of recent studies, we can see that the search query ‘differentiated instruction’ presents higher education only in terms of training future teachers and in-service training of practicing teachers. In order to determine the state of research on differentiated instruction in higher education institutions (HEIs), there is a need to specify the search query. To refine the search, it was decided to add the keywords ‘university’, ‘higher education institution’, ‘higher education’ and ‘HEI’. The search terms TITLE-ABS-KEY (‘differentiated instruction’ AND university) AND (EXCLUDE (AFFILCOUNTRY, ‘Russian Federation’)) in the Scopus database found 90 publications; TITLE-ABS-KEY(‘differentiated instruction’ AND ‘higher education institution’) and (EXCLUDE (AFFILCOUNTRY, ‘Russian Federation’)) – 5 publications; TITLE-ABS-KEY(‘differentiated instruction’ AND ‘higher education’) and (EXCLUDE (AFFILCOUNTRY, ‘Russian Federation’)) – 39 publications; TITLE-ABS-KEY(‘differentiated instruction’ AND hei) and (EXCLUDE (AFFILCOUNTRY, ‘Russian Federation’)) – no publications found. After comparing the search results and removing duplicate sources, the total number of publications related to differentiated instruction and higher education institutions is 129 documents, which is 13% of all publications in the Scopus scientometric database on differentiated instruction.

The analysis by Author's Keywords with the Global Citation Score allows us to identify 9 main clusters, as shown in *Table 1*.

Table 1

Results of Clustering by Coupling analytics in Biblioshiny (Bibliometrix)

Keywords	Cluster	Frequency	Centrality	Impact
differentiated instruction – conf 89.8% differentiation – conf 60% english for specific purposes – conf 100% inclusion - conf 100%	1	44	1.637	2.631
professional development - conf 60% and materials - conf 100% content literacy - conf 100% instructional strategies - conf 50%	2	2	0.371	0
inclusive education - conf 50% special education - conf 100% differentiating instruction - conf 100% diversity - conf 50%	3	3	0.518	1.75
differentiation - conf 40% active learning - conf 100% gifted education - conf 100% identification - conf 100%	4	2	0.392	0
differentiated instruction - conf 10.2% higher education - conf 71.4% administration/supervision - conf 100% bibliometrix - conf 100%	5	5	1.995	0
flipped classroom - conf 50% block mode - conf 100% collaboration - conf 50% flipped learning - conf 100%	6	2	0.341	1.25
higher education - conf 28.6% cognitive development - conf 100% emi - conf 100% english-medium instruction - conf 100%	7	2	0.589	0
self-efficacy - conf 100% differentiated instructional - conf 100% foreign language teaching - conf 100% kazakhstan - conf 100%	8	2	1.22	0
english language teaching - conf 100% backward design model - conf 100% blind students - conf 100% curriculum - conf 100%	9	2	1.22	3.579

The cluster analysis helps identify the main directions and trends in studying the relevant topics. Clusters 1, 7, 8 and 9 are united by a focus on foreign language learning, including English. Cluster 1 deals with differentiated instruction for ESP and inclusive education. This cluster is the largest, with the second-highest centrality (1.637) and impact (2.631). The Impact/Centrality graph (*Fig. 1*) shows that the publications included in this cluster are the most cited and, at the same time, contain numerous recent studies. This indicates that the topic of differentiation in foreign language teaching in higher education is one of the leading ones among those presented in the

Scopus scientometric database. Cluster 7 focuses on the cognitive aspects of differentiated instruction in higher education, especially in English language teaching. This cluster has a moderate centrality and no impact, which demonstrates the relative novelty of this topic and the lack of citations, probably due to the narrow specificity of this area and the recent indexing of publications in Scopus. Cluster 8 focuses on the application of differentiated instruction in foreign language teaching, with an emphasis on independent learning and ensuring students' personal effectiveness. This cluster has a high centrality (1.22) and no impact, which may be due to the specific geographical context of the publications in this cluster (Kazakhstan). Clusters 3, 4 and 9 are united by their focus on groups of students with special educational needs. Cluster 3 contains publications that focus on the use of differentiated instruction in the context of inclusive and special education, emphasising the importance of taking into account the diversity of students. On the Impact/Centrality graph (*Fig. 1*), it is located moderately above the impact line and slightly to the right of the centrality line with values of 1.75 and 0.518, respectively, reflecting the high level of citations of publications in this cluster and the relative longevity of interest in these topics, which are still in the focus of contemporary scholarship. Cluster 4 focuses on the application of differentiated instruction for gifted students, emphasising active teaching methods and giftedness identification. The low centrality (0.392) and lack of influence indicates little interest in this topic in the past and a lack of recent publications. Comparing the data from this cluster with the indicators for the study of the use of differentiated instruction for gifted students in general, we can conclude that this topic has remained relevant at the school level but has not gained popularity in higher education. Cluster 9 focuses on the specific application of differentiated instruction in English language teaching, particularly focusing on inclusion (blind students) and curriculum development. This cluster has a high centrality (1.22) and the highest impact (3.579), but unlike Cluster 1, it is small. This suggests that this cluster contains a few documents, including publications with a high citation index. Cluster 2 is concerned with designing and implementing differentiated instruction, including teacher training and developing appropriate materials. It focuses on content literacy, professional development, teaching strategies and materials. The low centrality (0.371) and lack of impact indicate that this topic has not been developed significantly within higher education. Cluster 5 is related to research aspects of differentiated instruction in higher education, including administrative aspects and bibliometric analysis. It has the highest centrality (1.995), which demonstrates the significant interest in the development of the topic of differentiated instruction in higher education in modern research. The absence of influence in this case indicates the novelty of the research. Cluster 6 considers innovative pedagogical approaches, especially the concepts of flipped classroom and collaboration in the context of differentiated instruction. This cluster has a low centrality (0.341) and moderate impact (1.25), which

indicates the citation of publications on this topic published in previous years, but a small number of more recent studies.

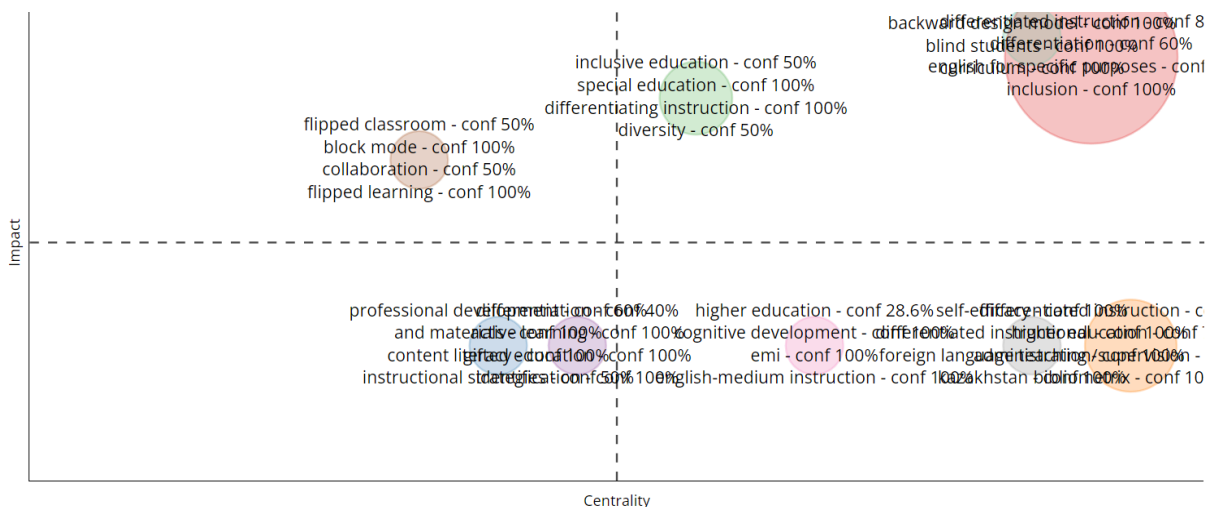


Fig. 1. Results of Clustering by Coupling Analytics in Biblioshiny (Bibliometrix)

The bibliometric analysis of keywords on differentiated instruction in higher education shows that research on differentiated instruction in higher education covers a wide range of topics, from inclusive education and language teaching to innovative pedagogical approaches and specific contexts of application. The most influential clusters focus on the general principles of differentiated instruction, inclusion and English language teaching.

The analysis of the network of co-occurrences based on the annotations of scientific publications (Fig. 2) from the Scopus scientometric database identifies 3 clusters and reflects the interconnection of terms in research related to differentiated instruction in higher education.

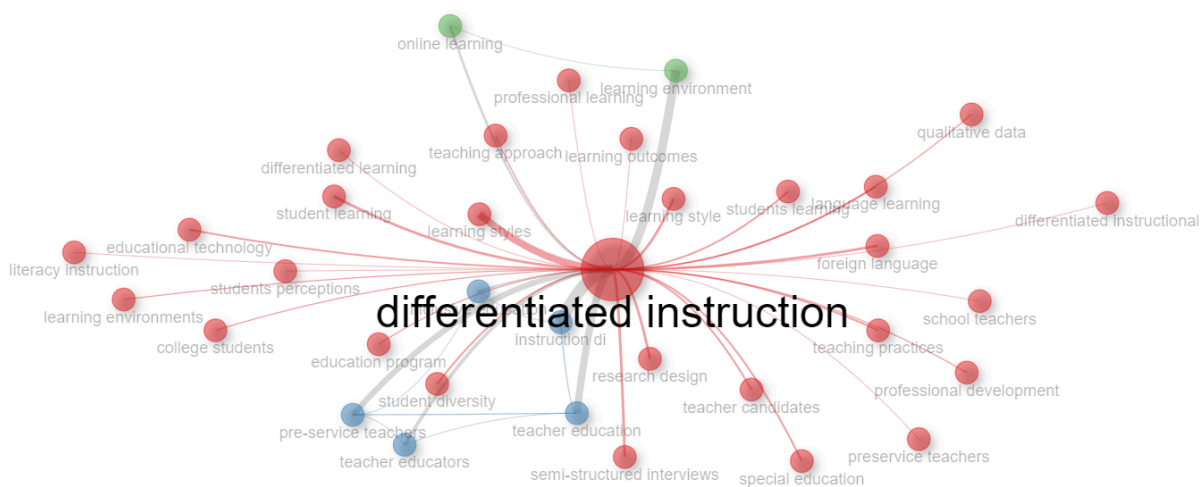


Fig. 2. Results of Conceptual Structure Analysis in Biblioshiny (Bibliometrix)

Cluster 1 (red) is the largest and covers a wide range of topics related to differentiated instruction, including foreign language teaching, consideration of learning styles, diversity of students in groups, classes and teaching approaches, educational technologies and environment, special and inclusive education, and professional development of teachers and lecturers. The term ‘differentiated instruction’ has particularly strong links with the terms ‘learning styles’, ‘student learning’, and ‘teaching approach’, which emphasises the importance of adapting teaching methods to the needs of students. The topics ‘special education’, ‘literacy instruction’, and ‘foreign language’ are located on the periphery but have direct links to the central node, indicating specific areas of application of differentiated instruction. Cluster 2 (blue) focuses on teacher training and inclusive education. The terms ‘pre-service teachers’ and ‘teacher education’ have a strong connection to each other and to the central node, indicating the importance of preparing future teachers to use differentiated instruction. Cluster 3 (green) focuses on online learning and learning environments. It reflects the growing importance of technology and online platforms in differentiated instruction.

The network of meetings demonstrates the complex interplay between different aspects of differentiated instruction in higher education, highlighting its multifaceted nature and wide application in different contexts of the educational process. In the analysed list of research studies, there is a strong emphasis on preparing teachers to implement differentiated instruction, inclusive education and taking into account student diversity are essential topics and technology and online learning are seen as having a significant role to play in the context of differentiated instruction. Among the newest and potential areas of studying the implementation of differentiated instruction in higher education are the study of the effectiveness of differentiated instruction in online environments, the study of the impact of differentiated instruction on student learning outcomes in different disciplines, the development of specific differentiated instruction strategies for inclusive education in higher education institutions.

The results of the analysis are presented in more detail in *Table 2*.

Table 2.

Results of Conceptual Structure Analysis in Biblioshiny (Bibliometrix)

Node (keyword)	Cluster	Betweenness	Closeness	Page Rank
differentiated instruction	1	553.179	0.029	0.416
foreign language	1	0	0.015	0.016
learning styles	1	0	0.015	0.024
professional development	1	0	0.015	0.012
student diversity	1	0	0.015	0.014

students learning	1	0	0.015	0.014
college students	1	0	0.015	0.012
language learning	1	0	0.015	0.014
special education	1	0	0.015	0.014
teaching practices	1	0	0.015	0.014
literacy instruction	1	0	0.015	0.01
differentiated instruction	1	0	0.015	0.01
education program	1	0	0.015	0.012
educational technology	1	0	0.015	0.014
learning environments	1	0	0.015	0.012
learning outcomes	1	0	0.015	0.01
learning style	1	0	0.015	0.016
preservice teachers	1	0	0.015	0.01
qualitative data	1	0	0.015	0.012
research design	1	0	0.015	0.016
student learning	1	0	0.015	0.016
differentiated instructional	1	0	0.015	0.01
professional learning	1	0	0.015	0.01
school teachers	1	0	0.015	0.01
semi-structured interviews	1	0	0.015	0.016
students perceptions	1	0	0.015	0.01
teacher candidates	1	0	0.015	0.014
teaching approach	1	0	0.015	0.012
pre-service teachers	2	0.367	0.016	0.04
teacher education	2	0.229	0.016	0.043
instruction di	2	0.162	0.015	0.042
inclusive education	2	0.063	0.015	0.025
teacher educators	2	0	0.015	0.028

learning environment	3	0	0.015	0.032
online learning	3	0	0.015	0.022

DISCUSSION

Bibliometric analysis presented the results with an indication of the main areas of study in differentiated instruction. The author is going to specify the research in each area to provide a deeper insight into differentiated instruction study. In scientific publications with the keywords ‘differentiated instruction’ and ‘higher education’, the following main areas can be traced: flipped classroom technology, inclusive education, student-centred learning, teaching English, online learning, adaptive learning. Altemueller & Lindquist (2017) consider differentiated instruction as one of the tools that can be used in the implementation of flipped classroom technology in the context of meeting the educational needs of students with learning difficulties in inclusive settings. Kwan, et al. (2024) note that flipped classroom technologies, as a student-centred approach, encourage the use of differentiated instruction. Differentiated learning improves student learning outcomes and promotes teacher-student interaction (Chiang & Wu, 2021). Liou, et al. (2023) also refer to differentiated instruction as a solution that can provide students with various learning opportunities and meet the educational needs of students with different academic abilities and strengths. Differentiated instruction increases students' interest in learning, promotes self-direction and independent thinking, improves academic performance, and provides a favourable learning environment. Kohnke & Moorhouse (2022), describing the experience of implementing differentiated instruction, note that one of the obstacles to the implementation of differentiated instruction is the high workload of teachers who initially do not even consider this approach to the organisation of the educational process. However, after getting acquainted with differentiated instruction technologies, teachers note their usefulness in organising work with inclusive online classes in higher education institutions. The need for a proactive approach to creating an inclusive educational environment is declared by Attachoo & Imsa-ard (2024), which includes proactive communication, implementation of differentiated instruction and ongoing support for students. Differentiated learning is recommended to take into account the different capabilities and special needs of students. At the same time, when implementing differentiated instruction, it is recommended to take into account the risks associated with lowering teachers' expectations of certain groups of students, including over-simplification of learning materials or narrowing of topics compared to the curriculum of the discipline. Onyishi & Sefotho (2020) also point out the limited time frame for teaching disciplines as one of the problems of implementing differentiated instruction. A survey of 382 teachers trained in differentiated instruction in inclusive

classrooms found that more information is needed on how to develop rubrics; targeted student assessment; how to manage a large class when implementing differentiated instruction; how to use differentiated instruction without diluting the content of the curriculum; changes in classroom structure to accommodate small groups; and the need for more training on differentiated instruction and the provision of a variety of teaching aids. The authors note that differentiated instruction should form a critical part of the curriculum for teacher training colleges and pedagogical faculties of universities. Hernandez, et al. (2023) note that the quality of differentiated instruction has declined with the transition to online learning due to the lack of readiness to use online tools to implement such learning. In online learning, students tend to rely on self-motivation and self-direction. They can potentially distance themselves from the learning group if they do not get the same results as in face-to-face learning, leading to dissatisfaction with learning outcomes, obstacles to academic performance and loss of motivation. Saban & Atay (2023) found that (English) teachers prefer to differentiate students by level of knowledge more than by interests or learning profile and to differentiate the learning environment over differentiating content, process or product. Supplementary materials for low-achieving students and grouping are used, while text variation, interest grouping and allowing students to complete assignments in different formats are rare. The use of differentiated instruction has been shown to be effective in self-study English language courses (Meşe & Mede, 2022): groups that used differentiated instruction improved their language skills significantly more than groups that used a generalised approach. Students positively evaluated online practices used for differentiated instruction, such as formative assessment, differentiated speaking tasks in a survey on group work organisation. This approach can also be seen in the study by Kupchyk & Litvinchuk (2020): to implement differentiated instruction, students were pre-tested and divided according to their level of knowledge into homogeneous groups, into which content, teaching methods and assessment tools were already differentiated. The use of methods that correspond to the level of knowledge of students in individual groups, constant feedback and reflection allow for a highly motivating learning environment and increase the likelihood that learners will be interested in improving their language competence. Elyas, et al. (2020) take a different approach to the use of differentiated instruction in the process of learning a foreign language. They suggest starting from the cognitive profiles of learners and taking into account the cognitive diversity in different environments where learners can learn English for different purposes and needs. It is recommended that at the higher education level, consideration should be given to the use of differentiated instruction when planning teacher and lecturer training programmes, in-service training programmes and courses, and when establishing criteria for evaluating teachers' work with the classroom/group. Boelens, et al. (2018)

examine differentiated instruction in the context of blended learning. The study shows that the most commonly used strategy for differentiated instruction in the context of blended learning was to provide students with additional support during the educational process. The three main strategies for responding to student diversity among teachers are ignoring, adapting and transforming. Adaptation involves providing additional support in existing blended learning schemes, while transformation involves changing blended learning schemes to meet the needs of students. Differentiated learning is seen as a way to improve the quality of blended learning by personalising it to reflect the diversity of learners.

In scientific publications with the keywords ‘differentiated instruction’ and ‘higher education institution’ and ‘differentiated instruction’ and ‘university’, the main areas of research are the impact of differentiated instruction on the academic achievements of students, the level of involvement of students in learning, training and professional development of teachers and teachers, assessment strategies, inclusive education, teaching English as a foreign language and the use of innovative technologies. Gebremeskel, et al. (2024) consider differentiated instruction in the context of multiple intelligences to improve university students' reading skills. Teaching strategies based on the theory of multiple intelligences take into account the individual characteristics of students and improve academic performance and satisfaction. The results of the study demonstrated the positive impact of differentiated instruction based on the theory of multiple intelligences on various aspects of students' reading skills. Moallemi's study (2024) notes the positive impact of differentiated instruction on student engagement in the educational process at the university. The variety and choice of content is positively perceived by students. Although not all students interact with the differentiated approach in the same way, it allows everyone to engage in learning at their own level. At the same time, the role of the teacher remains key, as students cannot always choose what is best for them. Therefore, two-way feedback is important for analysing interests, assessing readiness and learning profiles and ensuring student engagement. The importance of differentiated instruction in creating equal opportunities for success for all students, especially in diverse learning environments, is also emphasised in the study by Chua et al. (2024). Letzel-Alt, et al. (2024) and Nketsia, et al. (2024) raise the issue of differentiated instruction teaching teachers and future teachers. They found a connection between two areas of differentiated instruction: strategies and readiness, and a correlation between the roles of participants and their self-assessment of readiness to implement distance learning. Practicing teachers showed a higher level of readiness than students of pedagogical specialities. The results of the study indicate that each of the principles of differentiated instruction (content, process, educational environment, readiness, interest and learning profile) is important in the preparation of future teachers and in-service teacher training. Obrovská, et al. (2023) describe different levels of pro-

and re-activity of differentiation strategies of teacher education students in relation to the diversity of students in the classroom during their practice placement. The study demonstrated that future teachers unevenly differentiate their teaching practice, proactively responding to students who stand out, moderately addressing the needs of high-performing students, but being reactive to the individual educational needs of the majority of the class. A number of studies on differentiated instruction focus on teaching English as a foreign language. Synekop (2020) investigates the use of webquest technology to implement differentiated teaching of professional English. The main approaches to differentiated instruction using webquests are distinguished: student-centred, experience-based, reflective and collaborative. The flexibility of webquest technology allows organising differentiated instruction based on language learning styles and foreign language proficiency. Learning styles and language proficiency levels are also used as a basis for organising differentiated instruction in Spanish language teaching in a study by Jiménez & Ponce (2021). The learning was focused on the areas of competence that each student needed to improve, and the learning materials and activities were designed for the students' learning styles, which helped them significantly improve their final test scores. Synekop (2020) also investigated the influence of the level of self-learning skills on the implementation of differentiated instruction in teaching English for specific purpose. Students with a high level of self-organisation have better results in individual learning, while students with a lower level of self-organisation get better results in social regulation (peer, group, teamwork). Sarzhanova, et al. (2023) study the relationships between differentiated teaching, pedagogical and technological competences of students studying at a foreign language faculty. According to the regression analysis, both pedagogical competence and technological competence, individually and together, have a significant impact on students' self-efficacy in differentiated teaching. The study by Rafi & Pourdana (2023) emphasizes the importance of combining diagnostic assessment and collaborative learning for the successful integration of a differentiated approach in inclusive education. The results showed that conducting electronic diagnostic assessments positively impacted the outcomes of groups of students with both individual and group learning, however, students who worked collectively achieved better results compared to individual participants. The research by Estaiteyeh & DeCoito (2023) emphasizes the importance of integrating the principles of equity, diversity, and inclusion into teacher training programs to enhance their ability to implement differentiated instruction. Key outcomes of teacher training include the ability to develop inclusive curricula that take into account the diverse levels of preparedness, interests, and profiles of students. The main successes are related to the ability to differentiate the learning process, although the content and products remain more challenging to implement. Krishan & Al-rsa'i

(2023) investigate the impact of technology-oriented differentiated instruction on student motivation and use a quasi-experimental approach to assess the effectiveness of this teaching method. The results showed that technology-oriented differentiated instruction significantly enhances students' motivation to study science compared to traditional methods. This underscores the importance of adapting teaching strategies to the needs and interests of students. The technological approach to responding to the diversity of students in groups is also considered by Balchin & Bouzakis (2022). A wide range of technological tools available now can take into account the individual differences of students, allowing for modifications in the content of lessons, tasks, modes of learning, teaching and learning strategies, assessment strategies, and the level of difficulty, which, in turn, enhances student engagement in the educational process and their learning outcomes. Palahicky (2015) notes that when using learning management systems as the means of technology-oriented differentiated instruction, a teacher is limited in pre-designing a course that would correspond to the needs of learners, as the needs should be identified first. The course will require constant tailoring according to the students' progress. This makes the issue of developing a methodology for creating a differentiated course using learning management systems relevant.

CONCLUSIONS

This study presents a comprehensive bibliometric analysis of differentiated instruction in higher education institutions, addressing its development, current research trends, and potential for future exploration. The findings underscore the increasing importance of differentiated instruction as a strategy for meeting diverse educational needs, including in the context of digital transformation.

The analysis of 129 publications from the Scopus database reveals that while differentiated instruction research has expanded beyond its initial focus on special and gifted education, its application in higher education institutions remains limited compared to primary and secondary education. Nine main clusters of research were identified, reflecting a broad range of topics, including foreign language teaching, teacher training, flipped classroom technologies, and inclusive education. Notably, the most influential clusters focus on using differentiated instruction to enhance student learning outcomes, promote equity, and integrate innovative teaching methods.

The study highlights critical challenges in implementing differentiated instruction, such as the need for teacher training, balancing workload, and developing adaptive strategies to address diverse student needs effectively. Technology-oriented approaches to differentiated instruction, such as blended learning and online instruction, offer promising solutions but require further exploration to optimize their use.

Prospects for Further Research. Future research should investigate the impact of differentiated instruction on academic performance across disciplines, develop strategies

tailored for inclusive education, and explore the integration of differentiated instruction into online learning environments.

This study provides a foundation for advancing differentiated instruction practices, reinforcing its role in creating flexible, equitable, and inclusive educational experiences in higher education.

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ДИФЕРЕНЦІЙОВАНЕ НАВЧАННЯ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ: БІБЛІОМЕТРИЧНИЙ АНАЛІЗ

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Стаття розглядає за допомогою бібліометричного аналізу наукових джерел з наукометричної бази даних Scopus та програмного забезпечення Bibliometrix питання впровадження диференційованого навчання в закладах вищої освіти. Диференційоване навчання враховує різноманітні потреби, інтереси та можливості студентів, що відповідає глобальним освітнім тенденціям, таким як гнучкість навчання, інклюзивність та навчання протягом життя. Історія диференційованого навчання розпочалась зі спеціальної освіти та навчання обдарованих дітей, однак нещодавні дослідження підкреслюють його ширше застосування, включаючи STEM, вивчення мов та онлайн-освіту. Аналіз включає 129 публікацій, що становлять 13% від усіх досліджень у Scopus, пов'язаних з диференційованим навчанням. Основні напрямки дослідження включають викладання іноземних мов, інклюзивну освіту, інноваційні педагогічні методиками та підготовку вчителів. Освітні тренди включають інтеграцію диференційованого навчання в навчання за допомогою цифрових технологій, його вплив на залученість учнів та академічні досягнення, а також його роль у сприянні інклюзивності та рівності. Дослідження підкреслює необхідність готовності та підготовки

викладачів для ефективного впровадження диференційованого навчання. Створюючи мапи поточних знань та виявляючи прогалини в дослідженнях диференційованого навчання, стаття закладає основу для вдосконалення практик диференційованого навчання в закладах вищої освіти, підкреслюючи їхній потенціал для покращення результатів студентів та забезпечення освітньої рівності в цифровому середовищі.

Ключові слова: диференційоване навчання, вища освіта, заклади вищої освіти, бібліометричний аналіз, *Bibliometrix*, *Biblioshiny*

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CHALLENGES AND INNOVATIONS IN SCIENTIFIC AND TECHNICAL TRANSLATION: TERMINOLOGICAL COMPLEXITIES AND ‘FALSE FRIENDS’

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This article explores the dynamic changes in scientific and technical terminology at the start of the 21st century, driven by global advancements in science, technology, and international cooperation. The focus is on the complexities faced by translators in identifying, characterizing, and translating new terms, especially those complicated by ‘false friends of translators.’ The study analyses the processes of terminology formation, the polysemy of terms, and the challenges posed by synonymy and the absence of equivalent terms in the target language. The research employs methods such as literature review, comparative analysis, and lexical-semantic analysis to understand the formation and usage of terminology in English and Ukrainian. It also highlights the influence of English on global terminological vocabulary, particularly in economic and computer sciences. The article emphasizes the importance of accurate translation in scientific communication and suggests strategies for improving translation practices through standardization, training, and collaboration. This research aims to contribute to the ongoing development and standardization of Ukrainian scientific and technical terminology, ensuring clarity, precision, and effective communication in specialized fields.

Keywords: international cooperation; polysemy; scientific terminology; synonymy; translation challenges.

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INTRODUCTION

The beginning of the 21st century is characterized by global changes in all fields of science and technology, processes of their integration and international cooperation. Any changes in the socio-economic and scientific-technical spheres are accompanied by certain changes in the language system. The digital transformation of education due to the COVID-19 pandemic has launched virtual classes. In its turn, virtual educational discourse causes the emergence of new language patterns in English language teaching (Mospan, 2023). Moreover, language can change and develop because the meaning of certain phrases changes in the context of language use (Strongman, 2017). The scientific and technical revolution is one of the most important phenomena of modern times, bringing significant changes to the linguistic model of the world. Scientific and technical terminology is a broad layer of vocabulary that is intensively developing and actively interacting with other layers of vocabulary. It can happen because of the adaptation of developments and changes in the social life system, such as education level, culture, social, and technology mastery (Harya, 2016). One of the most common

reasons for the enrichment of terminological vocabulary is translation, and it is translators who face the problem of identifying patterns in the formation of new terms, their structure, and semantics. For example, Belozerskaya et al., (2010), Dyakov et al., (2000), Pavel (2001), Strongman (2017) deal with issues of normalization and standardization of terminology, intensification of translation activities, and optimization of teaching scientific and technical literature translation. Sysoieva & Mospan (2018) discuss the issues of concepts in the international and national educational contexts and their translation. On challenges in teaching translation professional terminology focus Balliu (2013), Boyko & Koltsova (2023), Killman (2018), Radetska, & Mazur (2023), and Tatu (2016).

In this article, we will examine issues related to defining, characterizing, functioning, and forming terms in scientific and technical literature, the emergence and use of terms known as “false friends of translators”, and the peculiarities of translating these lexical units.

RESEARCH OBJECTIVES

The particular aspect of our research is dedicated to the investigation of the complexities involved in defining and characterizing scientific and technical terms, including their polysemy, systematic relationships, and contextual usage and identification of the most common challenges faced by translators in the translation of scientific and technical terminology, particularly issues related to “false friends of translators” and the absence of equivalent terms in the target language. In the case of the translation of scientific and technical texts, a considerable percentage of translation quality depends on finding optimal correspondences for the specialized language units or terms used to convey the text message (Faber, 2019). Terminology is the basis for specialist communication and should be used with precision in classifications. The complexity of technical content and of specialist knowledge, as well as the overlapping of specialties and fields, makes it increasingly relevant to pay attention to the accuracy of terminology, especially across languages and geopolitical frontiers (COTSOES, 2002). The overarching focus of our research lies in the development of strategies and recommendations for improving the accuracy and consistency of scientific and technical term translation, contributing to the standardization of Ukrainian terminology.

RESEARCH METHODS

To address the challenges of defining, characterizing, and translating scientific and technical terminology, the following research methods will be employed.

Literature review and analysis of existing literature, including books, journal articles, and conference papers authored by leading specialists aim in gaining a comprehensive understanding of the current state of research on scientific and technical terminology, identifying key concepts, definitions, and methodologies used in the field, as well as gaps in the current research.

Comparative analysis in order to analyse scientific and technical terms in English and Ukrainian, focusing on terms that are frequently mistranslated or have multiple

meanings, develop a clearer understanding of how terms function in different linguistic and technical contexts, and identify common pitfalls in translation.

Lexical-semantic analysis to analyse the lexical and semantic properties of terms, including their definitions, polysemy, and systematic relationships to provide a detailed characterization of term properties and propose improvements for terminological consistency and clarity.

By employing these methods, the research aims to: deepen the understanding of scientific and technical terminology formation and usage; identify and address common challenges in the translation of scientific and technical texts; develop recommendations for improving the accuracy and consistency of term translation and contribute to the enrichment and standardization of Ukrainian scientific and technical terminology.

RESEARCH RESULTS

The number of terms and professional jargon formed by specialists in the process of professional communication for their professional knowledge exceeds the number of common vocabulary by at least five times. The lexical composition of scientific and technical literature is characterized by the use of numerous scientific and technical terms, i.e., words or phrases that denote certain scientific or technical concepts. It is often difficult to draw a clear line between terms and common words due to the polysemy of some words. For example, well-known words like “atom”, “vitamin”, and “cosmos” do not play the role of terms in everyday life, while equally common and well-known words like “water”, “direction”, and “pressure” are terms in scientific and technical contexts.

Scientific and technical translation deals with:

- terminological vocabulary;
- general scientific vocabulary;
- common vocabulary

The presence of terms is one of the defining characteristics of a scientific and technical text. Research indicates that in scientific and technical texts, terminological vocabulary accounts for 25%, while general scientific and common vocabulary accounts for 75%.

Due to the complexity and controversy surrounding the definition of the concept of a term, many attempts have been made in linguistics to define terms. Whereas natural language concepts are based on prototypes, classical terminological definitions (CTDs) are based on necessary and sufficient conditions. The socio-cognitive approach to terminology rejects both the possibility and the desirability of CTDs (Hacken, 2010). In this article, we will the definition of a term, which states that a term is a word or verbal complex that correlates with the concept of a certain organized field of knowledge (science, technology), entering into systematic relations with other words and verbal complexes and forming a closed system characterized by high informativeness, unambiguity, accuracy, and expressive neutrality. Terminologies – the lexical components of specialized languages – emerge from theoretical and technological innovation: new scientific insights and novel tools enrich the conceptual and practical

environment of the specialists, and in the process expand their vocabularies (Geeraerts, 2015)

A term can only exist as an element of a terminology system, understood as an ordered set of terms that adequately express the system of concepts of a theory describing a specific specialized field of human knowledge or activity.

In the modern language of science and technology, the following characteristics of a term are distinguished:

- a term is unambiguous within one terminology system;
- a term is systematic (some scholars consider the systematic nature of a term to be dual: As an element of the terminology system and as an element of the language system);
- a term has a clear definition;
- a term is independent of context;
- a term must be precise;
- a term must be short (this requirement should not be achieved at the expense of precision, especially considering that the differentiation of scientific and technical concepts is an objective prerequisite for the use of multi-word terms to most accurately denote a specific concept);
- a term is expressively neutral;
- a term should not have synonyms or homonyms that could hinder mutual understanding;
- a term should be euphonic and comply with the rules and norms of a certain language.

Having listed the main characteristics that modern terminologists attribute to terms, it should be noted that these characteristics are more desirable than mandatory for a large amount of terminological units. Many scholars believe that a terminological unit cannot be considered incomplete or unnecessary just because it lacks a certain property, even though it has been used by users for some time.

A term functioning in different fields of science and technology can be polysemantic. A scientific and technical translator dealing with texts on a specific topic must understand the nature of scientific and technical terms in texts. The translator's task is to determine the affiliation of a term to a specific field and find the appropriate translation for this term. For example, the term "storage" means "memory" in computing, but in other fields, it is used in the sense of "warehouse" or "storage". The technical term "frame" can be translated as: frame (in any device), bed (in machines), skeleton (in construction), shot (in cinema and television), structure, body, truss, etc.

Another phenomenon that contradicts the basic requirements for terms but exists in modern terminology is synonymy. Sometimes the same concept (or object) can be denoted by different words. For example: cargo – freight, radiation – emission, subscriber – user. In such situations, the translator is responsible for avoiding misinterpretation of the term when describing a specific subject situation in a particular scientific-technical field.

Bowker (Bowker, 2020, p. 264) reminds us that terminology is an inevitable part of the translation process, where translators spend considerable time researching,

selecting and deciding upon the most adequate solution for terms in each of their briefs. However, the main problem in translating scientific-technical texts is the absence of corresponding lexical elements in the target language. This raises the issue of creating new terms that would correspond to both the relevant field of science and the standards of terminology.

Terms can be formed in any language in three main ways:

- using the internal resources of the language;
- inventing artificial words;
- direct borrowing of term elements.

It has been calculated that about 90% of new words that appear in each language are terms. Modern Ukrainian terminology is also actively enriched with new units. One of the ways to assimilate such borrowings is to combine them with native or long-borrowed terms, for example: marketing analysis, dumping prices, etc.

In most developed languages of the world, such as English, German, French, etc., direct borrowing is not the main way of creating new terms; instead, various ways of creating new terms using the internal resources of the language (assigning new meanings to existing words, building new words with derivational affixes, compounding bases, forming phrases, and creating abbreviations) are prevalent. However, in the Ukrainian language, the percentage of borrowings at the current stage of language development is very significant.

Any language inevitably undergoes foreign influence, or even influences other languages. Borrowings can be direct (directly from the source language) or indirect (through the mediation of third languages). One of the largest sources of enrichment of international terminological vocabulary in the past century has been the English language (especially in economic and computer terminology). One of the biggest problems for translators, especially in technical translation, is the so-called “false friends of translators”, which arise from the direct borrowing of foreign elements. “False friends of translators” are words and phrases that coincide in form with Ukrainian internationalisms, but express a sufficiently different meaning. Historically, “false friends of translators” are the result of mutual language influence, sometimes arising from accidental coincidences, and in related languages, they are based on common prototype words.

There are approximately several thousand words in English and Ukrainian that can be called “false friends of translators”. These words are found among four parts of speech, namely: noun, adjective, adverb, and verb. Homonymy of parts of speech usually does not cause misunderstandings; the greatest difficulties are caused by words belonging to analogous or adjacent semantic fields and can be found in similar contexts.

In Ukrainian, such words can be conditionally divided into two groups:

- words that have similar spelling and pronunciation but entirely different meanings;
- words that coincide in one of the meanings with the Ukrainian equivalent, but differ in others.

Words in the first group pose less “danger” for translators are given in the Table 1.

False Friends Comparison

Word in English	Word in Ukrainian	Apparent Meaning	Meaning (English)	Meaning (Ukrainian)
Accurate	Точний	Appears to mean 'neat' (not "акуратний")	Means 'exact, correct'	Means 'exact, precise'
Actual	Дійсний	Appears to mean 'current' (not "актуальний")	Means 'real, true'	Means 'valid, effective'
Agitator	Підбурювач	Appears to mean 'campaigner' (not "агітатор")	Means 'a person who stirs up public opinion'	Means 'instigator, provocateur'
Advocate	Прихильник	Appears to mean 'lawyer' (not "адвокат")	Means 'supporter of a cause'	Means 'supporter, adherent'
Aspirant	Претендент	Appears to mean 'postgraduate student' (not "аспірант")	Means 'a person with aspirations'	Means 'candidate, contender'
Clay	Глина	Appears to mean 'glue' (not "клей")	Means 'earthy material'	Means 'clay (material)'
Corpse	Труп	Appears to mean 'body of a building' (not "корпус")	Means 'dead body'	Means 'dead body'
Collaboration	Співпраця	Appears to mean 'enemy support' (not "посібник ворогові")	Means 'working together'	Means 'cooperation, collaboration'
Fabric	Тканина	Appears to mean 'factory' (not "фабрика")	Means 'cloth'	Means 'fabric, textile'
Novelist	Письменник-романіст	Appears to mean 'short story writer' (not "новеліст")	Means 'writer of novels'	Means 'writer of novels'
Physician	Лікар-терапевт	Appears to mean 'physicist' (not "фізик")	Means 'medical doctor'	Means 'general physician'
Preservative	Консервант	Appears to mean 'condom'	Means 'a substance used to preserve food'	Means 'a substance used to preserve food'

Principal	Директор школи	Appears to mean 'principle' (not "принцип")	Means 'head of a school'	Means 'head of a school'
Production	Виробництво	Appears to mean 'product' (not "продукція")	Means 'process of making something'	Means 'production, manufacturing'
Prospect	Перспектива	Appears to mean 'street name' (not "проспект")	Means 'possibility or future opportunity'	Means 'prospect, outlook'
Rapport	Добрі відносини	Appears to mean 'report' (not "рапорт")	Means 'harmonious relationship'	Means 'good relations'

Much greater difficulties arise when translating words belonging to the second group (see Table 2). Here, the translator must demonstrate knowledge not only of the languages used in the translation but also of the subject matter of the text.

Table 2

False Friends Comparison

Word in English	Word in Ukrainian	Apparent Meaning	Meaning (English)	Meaning (Ukrainian)
Aggressive	Енергійний, настирливий	Appears to mean 'aggressive' (hostile)	Means 'forceful or hostile'	Can mean 'energetic, persistent'
Cabinet	Меблева секція	Appears to mean 'cabinet' (furniture)	Means 'cupboard or small storage'	Means 'section of furniture, but also government'
Camera	Фотоапарат	Appears to mean 'camera' (photography)	Means 'device for taking photos'	Means 'photo camera', but also 'cell' (as in jail)
Champion	Борець, захисник	Appears to mean 'champion' (winner)	Means 'winner of a contest'	Can mean 'fighter, defender'
Conductor	Диригент	Appears to mean 'conductor' (transport)	Means 'person leading an orchestra'	Can mean 'orchestra conductor', but also 'bus or train conductor'

Correspondence	Відповідність	Appears to mean 'correspondence' (letters)	Means 'communication via letters'	Can mean 'conformity, match', but also 'article in a newspaper' or 'letter exchange'
Element	Стихія	Appears to mean 'element' (basic part)	Means 'basic or fundamental part'	Means 'natural element' (fire, water, etc.)
Patient	Терплячий	Appears to mean 'patient' (hospital)	Means 'person under medical care'	Means 'patient (medical)', but also 'tolerant'
Phrase	Вираз	Appears to mean 'phrase' (words)	Means 'group of words'	Can mean 'expression', but also 'saying'
Professor	Викладач	Appears to mean 'professor' (academic rank)	Means 'academic teacher'	Means 'teacher, lecturer', but can mean 'professor'
Scandal	Прикрий випадок	Appears to mean 'scandal' (controversy)	Means 'a public controversy'	Can mean 'unfortunate incident', but also 'scandal'
Solid	Твердий	Appears to mean 'solid' (strong)	Means 'firm or hard'	Means 'solid (hard)', but also 'serious, substantial'
Specialty	Фах	Appears to mean 'specialty' (niche)	Means 'a specific area of expertise'	Means 'profession, expertise', but can mean 'specialty'
Type	Друкарська машинка	Appears to mean 'type' (kind)	Means 'category or kind'	Can mean 'typewriter', but also 'category'

Differences in pairs of “false friends of translators” arise due to mismatches in conceptual content, the presence of realia, stylistic characteristics, and lexical compatibility. A specific approach to the classification of phenomena, properties, and relations of objective reality is characteristic of the semantics of all languages. For instance, the English word "artist" means a generalized concept of a representative of art or certain types of art:

Artist – a gifted/talented artist;

Performer, actor – a dramatic artist;

Master of their craft – an artist in words;

Swindler, cheat (U.S.) – he is an artist with cards.

In Ukrainian, this concept primarily refers to a professional actor (which in English is translated as “actor” – “кіноактор”). Secondly, it refers to meanings such as “painter, representative of the arts” (English – “artist”) and colloquially as “master of their craft”.

Differences in the subject-logical content of English and Ukrainian “false friends of translators” are often related to discrepancies in realia. For example, the head of any higher educational institution in Ukrainian is referred to as “ректор”, whereas in English, the term “rector” only applies to heads of several colleges at Oxford. The English equivalents of the term “ректор” are “president”, “principal”, or “vice-chancellor”.

It is also crucial to consider differences in the stylistic characteristics of words that are associated during translation. Words with identical dictionary meanings can differ due to functional-stylistic and expressive-emotional connotations. These difficulties can arise not only in literary texts, as one might initially think, but also in scientific and technical texts. For example, the English word “compilation” means “compiling, collecting facts” and is stylistically neutral, whereas the Ukrainian counterpart “компіляція” has a negative connotation – “a non-original work built on borrowed material”.

Significant challenges also arise from the possibility of incorrect lexical compatibility between English and Ukrainian words. Lexical compatibility characteristics are not always provided or fully disclosed in bilingual dictionaries, so translators must rely on their intuition and knowledge of traditions. For instance, the words “industry” and “індустрія” in the sense of “industry” generally coincide, but are not always interchangeable. When referring to heavy, machine-building, socialist, capitalist, modern, or light industries, the equivalents “промисловість” and “індустрія” are correct in both Ukrainian and English. However, when talking about, for example, the construction, mining, or food industry, it is not customary in Ukrainian to use the term “індустрія”.

The presence of various kinds of semantic discrepancies can be explained by the fact that an international term, assimilated by speakers of a particular language, falls under the influence of national culture, adding new meanings to the initial set of meanings.

Errors related to the incorrect use of “false friends of translators” are common not only among those who are just beginning to learn foreign languages and translate, but also among quite experienced specialists. This leads to many semantic calques and cases of violation of lexical compatibility and stylistic conformity, not only in the process of translation but also in the use of the native language.

The influence of “false friends of translators” on the translation of scientific and technical texts can cause significant misunderstandings, so the use of bilingual dictionaries (such as the Anglo-Ukrainian dictionary by Horot et al, (2006) Large modern English-Ukrainian, Ukrainian-English dictionary by Zahnytko & Danyliuk (2012), terminological, stylistic dictionaries (such as Longman Lexicon of Contemporary English by McArthur (1992), dictionaries of realia (such as The Roydon

Encyclopedia Thousands of Facts (1985)), dictionaries of “false friends of translators” and other reference books is not only desirable but necessary in the process of translating scientific and technical literature.

To address the issue of translating “false friends of translators”, there has been an increasing trend in recent years toward aligning the meanings of international terms and gradually overcoming semantic discrepancies. The International Organization for Standardization (ISO, 2019) has developed a special document – International Unification of Concepts and Terms, which emphasizes the need to give technical and scientific terms the same meaning in all languages to facilitate communication and increase contacts in scientific and technical fields. Therefore, although it is not possible to completely eliminate “false friends of translators” due to the established nature of certain terms in the terminological systems of many fields of science and technology in different languages, it is quite realistic to construct new terms with this problem in mind.

CONCLUSIONS

Scientific and technical texts are marked by a high concentration of specialized terminology, with these terms comprising roughly 25% of the overall vocabulary. The remaining 75% consists of general scientific and common language. However, the polysemy of certain words often blurs the line between terms and everyday vocabulary, making it difficult to distinguish between the two.

Modern terminologists suggest several key characteristics for terms, such as unambiguity, systematic nature, clear definitions, independence from context, precision, brevity, expressive neutrality, and euphony. Despite these ideals, not all terminological units consistently exhibit these qualities.

Translators face significant difficulties due to the polysemy and synonymy of terms, as well as the lack of direct lexical equivalents in the target language. The issue is compounded by “false friends of translators”, which are words that appear similar in form but differ in meaning between languages, leading to potential misunderstandings if not accurately interpreted and translated.

New terms are typically created using the internal resources of a language, the invention of artificial words, or the direct borrowing of term elements. In more developed languages, the creation of new terms from internal resources is more common than direct borrowing. However, in Ukrainian, the proportion of borrowed terms remains notably high.

The influence of foreign languages, particularly English, has significantly enriched international terminological vocabularies, especially in fields such as economics and computing. Borrowings can be direct or indirect, often giving rise to “false friends of translators” and creating challenges for accurate translation.

Achieving effective translation necessitates a deep understanding of both the source and target languages, along with a strong grasp of the text’s subject matter. Utilizing bilingual dictionaries, as well as terminological and stylistic reference materials, is crucial to avoid misinterpretation and to ensure accuracy in translation.

PROSPECTS FOR FURTHER RESEARCH

The national terminology of the Ukrainian language is in the process of formation, and the translation of scientific literature from other languages serves as the main way to enrich professional terminological systems and standardize them. Translators have the opportunity to compare and evaluate the appropriateness of using a particular terminological element in the source and target languages. Moreover, the accuracy and adequacy of the translation directly affect the success of scientific and technical communication between specialists from different countries. Therefore, considering terms as a subject of particular attention in the training and practical activities of translators of scientific and technical literature is undoubtedly a relevant issue that requires comprehensive research.

Efforts to normalize and standardize scientific and technical terminology should be continuously pursued to enhance understanding and communication across disciplines. This standardization is essential for ensuring that terms are used consistently and accurately, reducing ambiguity and misunderstandings in scientific discourse.

For translators, access to adequate training and resources is vital. This includes providing comprehensive dictionaries and other reference materials that are essential for improving the accuracy of translations. Well-trained translators equipped with the right tools are better positioned to handle the complexities of scientific and technical language, ensuring that translations are both precise and faithful to the original text.

Collaboration among linguists, terminologists, and translators is also crucial. The dynamic nature of terminology, which evolves with advances in science and technology, necessitates ongoing research and cooperation. By working together, these professionals can address the challenges of translation and keep terminologies up-to-date with the latest developments.

When developing new terms, it is important to consider both the specific field of science and the established standards of terminology. This ensures that new terms are clear, precise, and fit seamlessly into the existing body of terminology, thereby facilitating better communication and understanding in specialized fields.

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ВИКЛИКИ ТА ІННОВАЦІЇ НАУКОВО-ТЕХНІЧНОГО ПЕРЕКЛАДУ: ТЕРМІНОЛОГІЧНІ ТРУДНОЩІ ТА «ФАЛЬШИВІ ДРУЗИ ПЕРЕКЛАДАЧА»

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У статті досліджуються динамічні зміни, які відбуваються в процесі формування та перекладу науково-технічної термінології на початку 21-го століття, спричинені глобальним прогресом у науці, техніці та міжнародній співпраці. Особлива увага зосереджена на складнощах, з якими стикаються перекладачі під час ідентифікації, характеристики та перекладу нових термінів, особливо тих, які ускладнюються наявністю «фальшивих друзів перекладача». У дослідженні аналізуються процеси формування термінології, полісемія термінів, а також проблеми, пов'язані з синонімією та відсутністю еквівалентних термінів у мові перекладу. У дослідженні використовуються такі методи, як аналіз літературних джерел, порівняльний аналіз та лексико-семантичний аналіз, щоб зрозуміти процеси формування та використання термінології в англійській та українській мовах. Також підкреслюється вплив англійської мови на глобальну термінологічну лексику, зокрема в економіці та комп'ютерних науках. Стаття наголошує на важливості точного перекладу в науковій комунікації та пропонує стратегії вдосконалення практики перекладу через стандартизацію, навчання та співпрацю. Це дослідження має на меті сприяти постійному розвитку та стандартизації української науково-технічної термінології, забезпечуючи ясність, точність та ефективну комунікацію у спеціальних галузях.

Ключові слова: міжнародне співробітництво; полісемія; наукова термінологія; синонімія; виклики перекладу.

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HIGHER EDUCATION IN CRISIS

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TRANSFORMATION OF HIGHER MEDICAL EDUCATION IN CRISIS IN UKRAINE

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ABSTRACT

This article explores how Ukrainian higher medical education operates in times of crisis. In the tough years of 2020-2024, Ukrainian students faced new challenges, namely a shift from traditional to distance education, including hybrid and blended learning with time. All educational process participants were forced to master previously unknown educational platforms and change the format and methods of future medical specialists' professional training. In the current crisis, considering students' and teachers' views and experiences is the main decision-making source aimed at improving the national higher education transformation. The research focuses on the students' experience and attitude to blended learning. The results of the survey conducted among Bogomolets National Medical University students are used as a basis, giving a clear insight into the rapid higher medical education shift to a new format, such as blended learning. Made in Google Forms, the questionnaires were randomly sent to students online. In the crisis conditions, national medical institutions reorganized educational services into a blended format autonomously and within a short time due to various technical capabilities and financial resources. The obtained data suggest that the crisis conditions have accelerated national higher medical education digitalization. Moreover, they also make it possible to identify positive and negative trends in the national higher medical education transformation and outline promising learning formats from the student's perspective in the future.

Keywords: *higher medical education, blended learning format, crisis conditions, digital technologies.*

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INTRODUCTION

In the current crisis conditions, the modern world is facing some challenges affecting national higher medical education. The demand for the national higher education transformation is caused by global crises (pandemics, military conflicts, and climate change), rapid digital technology development and its need to be integrated into the educational process, and increasing medical training requirements because of the growing need for quality healthcare services.

The war, economic hardships, and other emergencies affect national higher medical education accessibility and quality. Both blended learning usage in extreme conditions and providing practical training for future medical specialists with limited resources require the educational process to be adapted to the crisis conditions. Medical personnel outflow and its impact on the national higher medical education system and the need for training specialists able to operate in unstable crises lead to doctor shortages and cause a necessity to search for new approaches to medical specialists' professional training.

The development of new educational programs focused on emergencies requires competencies and the use of simulation training, virtual reality, and other technologies to enhance future doctors' practical skills require innovative approaches to be implemented in national higher medical education. The social and ethical aspects of medical specialists' professional training in higher educational institutions require the psychological stability formation of both medical students and research and teaching staff. Medical education also plays a crucial role in establishing ethical principles and humanity.

During the COVID-19 pandemic, the national higher education system has undergone a shift from traditional to distance, then to blended or hybrid learning (Abysova et al., 2023; Londar & Pietsch, 2023; Mospan et al., 2022; Mospan, 2023). In 2020-2024, national higher medical education underwent a shift from traditional to distance education (Mospan & Slipchuk, 2020), including hybrid and blended learning with time. Identification of the factors influencing academic mobility and its types that are the most popular among higher education students made it possible to clarify

academic mobility's importance for academic success and future career development (Slipchuk et al., 2021). In the current crisis conditions, national higher medical education transformation is accompanied by adapting all educational process participants to new realities and gaining reorganization experience through educational process digitalization. Interactive methods enable the educational process to be brought as close as possible to real-life practical professional activities and develop certain competencies (Spivakovskyy et al., 2020).

Thus, the research focuses on the higher medical education transformation in the current crisis conditions and investigates the attitude of national higher medical education students on the example of Bogomolets National Medical University and higher medical education digital transformation in 2021-2024.

RESEARCH METHODS

The research objectives were achieved through creating and conducting a Google Forms survey among Bogomolets National Medical University students. The questionnaires were randomly sent to students online. The survey is based on the responses of 119 students enrolled in Bogomolets National Medical University master's programmes. For better visualization, the collected data is presented in the form of comparison tables. The survey results are of great statistical importance for determining trends in the studied phenomenon.

RESULTS

Students' attitude to blended learning. It is worth mentioning that during the COVID-19 pandemic, students were more enthusiastic about online learning than their teachers, finding it interesting (54.6%) and somewhat tiring (19.3%) (Table 1).

Table 1

Students' Attitude to Online Learning

Positive		Negative	
Interesting	54.6%	Tiring	19.3%
Supporting	43.7%	Ineffective	15.1%
Effective	31.9%	Dull	12.6%
Entertaining	39.5%		

The survey results demonstrate that the majority of students (88.2%) have a positive attitude toward online learning, while their negative perception is much lower (11.8%) (Table 2).

Table 2

Students' attitudes to digitally-based distance learning

Positive	88.2%
Negative	11.8%

However, for the majority of respondents, digitally-based distance learning has become a new experience (64.7%), indicating a gradual increase in students' awareness of educational technologies (Fig. 1).

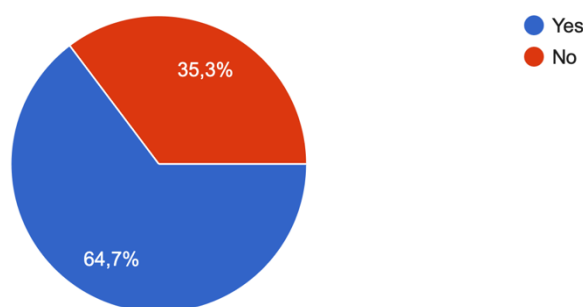


Figure 1. Digitally-based distance learning as a new experience for students

In current crisis conditions, the minority of student respondents (31.1%) faced no problems with online learning ICT devices. However, others complained about such problems as slow internet connection (56.3%), lack of computer access (8.4%), and lack of home Internet access (21.8%). The small lack of computer access percentage is possibly due to a new ICT device purchase as a necessary part of education in a digital environment. On the other hand, the lack of home Internet access percentage increase may be caused by a variety of reasons in the current crisis.

Another example of students' positive attitude to distance learning is the feedback given by the respondents majority (88.2%) on gaining new online learning experience in

2021. Moreover, students have developed communication and digital skills. It is worth emphasizing that these indicators have increased significantly since 2021. At the same time, a gradual decline in time management skills has been observed that may be possibly explained by the increase of time spent in front of the computer. Additionally, students reported an improvement in online communication with teachers (59.7%) and collaboration in online classes (43.7%) (see Table 3).

Table 3

Skills acquired by students during online learning

Skills	Components	Frequency %
Digital literacy skills	Communicate online with teachers	59.7
	Organize homework in digital format	52.9
	Search for educational information	52.1
	Manage time for learning and rest	50.4
	Use alternative online educational resources	50.4
	Communicate online with groupmates	48.7
	Collaborate at online classes	43.7
	Share educational resources with groupmates	40.3
General skills	Communicative skills	51.3
	ICT skills	47.9
	Professional skills	35.3
	Linguistic skills	20.2
Soft skills	Time management	42.0
	Teamwork	59.7
	Networking	52.9
	Creative thinking	48.7
	Conflict resolution	28.6

In the future, students are prone to support the shift to a blended learning format within national higher medical education. In particular, the number of fully digitally-based online learning supporters is gradually decreasing (39.5%). The same tendency also applies to online courses (11.8%). On the contrary, the number of traditional learning supporters is increasing to 68.1%.

The positive blended learning attitude within national higher medical education is confirmed by the student's choice to get high-quality higher medical education at Bogomolets National Medical University (59.7%) and their intention to continue graduate professional careers in Ukraine (69.7%). The percentage of students planning to continue their professional career after Bogomolets National Medical University

graduation in the EU and other countries is much lower, namely 31.1% and 22.7%. According to the survey results, a list of messengers used in Bogomolets National Medical University's blended learning format is presented in Table 4.

Table 4

Messengers that universities use at digitally based distance learning

Messengers	Frequency %
Telegram	90.8
Viber	88.2
WhatsApp	21.8
Facebook	11.8

The main distance learning platform at Bogomolets National Medical University is called LIKAR_NMU. Focused on providing interactive cooperation among educational process participants, LIKAR_NMU is the university's digitally-based distance learning platform used to create a proper educational environment and to organize both distance learning and support blended learning formats. On the LIKAR_NMU digitally-based distance learning platform, students can find teaching and methodological materials of all educational program's academic disciplines (including video lectures and practical classes), a list of distance courses placed on the Coursera platform (47 distance courses), links to departments' social media pages, and semester examination regulations. They can also make a request to the library in the distance learning conditions, etc.

In the current crisis conditions, it is worth mentioning that students can make an online request to Bogomolets National Medical University Library to order a set of books and receive information concerning the library's resources. Open-access scientific databases are also at students' disposal (see Table 5).

Table 5

Scientific databases

№	Scientific databases	
1	Research4Life: - Hinari - OARE	https://www.research4life.org/
2	BioMed Central	https://www.biomedcentral.com/

3	BioOne	https://bioone.org/
4	Bioline International	https://www.bioline.org.br/
5	Cambridge University Press	https://www.cambridge.org/core
6	Directory of Open Access Journals (DOAJ)	https://doaj.org/
8	De Gruyter Open	https://sciendo.com/
9	Elektronische Zeitschriftenbibliothek (EZB)	https://ezb.ur.de/ezeit/
10	Free Medical Journals	http://www.freemedicaljournals.com/
11	PubMed	https://pubmed.ncbi.nlm.nih.gov/
12	SCOPUS	https://www.scopus.com/search/form.uri?display=basic#basic

In

the crisis conditions, the organization of the higher medical education blended learning format is a priority, contributing significantly to further public health development, health preservation and promotion, and disease prevention.

CONCLUSIONS

Identification of the national higher medical education transformation patterns, the main trends featuring certain stages of its functioning as an educational system with the correlation of different areas of medical scientific research in the crisis conditions, interrelations with other sciences and educational practices opens up opportunities for the gained knowledge fruitful usage, determining prospects and improvement ways of national higher medical education. In the current crisis conditions, the research has shown that there is a tendency to support national higher medical education blended learning format in the future. Prospects for further research include continuing to study tendencies within the national higher medical education transformation.

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ТРАНСФОРМАЦІЯ НАЦІОНАЛЬНОЇ ВИЩОЇ МЕДИЧНОЇ ОСВІТИ В КРИЗОВИХ УМОВАХ СЬОГОДЕННЯ

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У статті досліджується реакція національної вищої медичної освіти в кризових умовах у 2020 – 2024 рр. У складних 2020 – 2024 рр. здобувачі освіти та викладачі зіткнулися з новими викликами – переходами від традиційної до дистанційної, а потім до гібридної чи змішаної освіти. Всі учасники освітнього процесу були вимушені опанувати невідомі раніші освітні платформи, змінити формат та методи професійної підготовки майбутніх лікарів. Урахування ставлення та досвіду здобувачів освіти та викладачів у кризовій ситуації сьогодення є джерелом для прийняття рішень щодо покращення трансформації національної вищої медичної освіти. Дослідження сконцентровано на вивченні досвіду та сприйнятті здобувачами освіти та викладачів змішаного формату навчання. Дослідження базується на результатах опитування здобувачів освіти та викладачів Національного медичного університету імені О.О. Богомольця, які дають чітке уявлення про швидкий перехід вищої медичної освіти до нового формату – змішаного навчання в кризових умовах сьогодення. Анкетування розроблені у форматі Google Forms та розіслані вибірково здобувачам освіти онлайн. Підкреслено, що в кризових умовах національні медичні університети автономно і протягом короткого часу

реорганізували освітні послуги на змішаний формат через різноманітні технічні можливості та фінансові ресурси. Отримані дані свідчать про те, що кризові умови прискорили цифровізацію національної вищої медичної освіти. Окрім того, результати опитування дають змогу не лише визначити позитивні та негативні тенденції трансформації національної вищої медичної освіти, а також окреслити перспективні формати навчання очами студентів та викладачів у майбутньому. Визначено, що організація змішаного формату навчання здобувачів вищої медичної освіти у кризових умовах має пріоритетне значення, істотно сприяє подальшому розвитку охорони здоров'я населення, збереженню й зміцненню здоров'я людей та запобіганню різноманітним захворюванням.

Ключові слова *вища медична освіта; змішаний формат навчання; кризові умови; цифрові технології.*

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AUSTRIAN SCHOOL VISIT BY A UKRAINIAN STUDENT IN TIMES OF WAR: IMPLICATIONS FOR PEACE EDUCATION

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This paper explores the impact of short-term international educational exchange programs amidst conflict. It builds on the premise that intercultural interactions are crucial for developing and cultivating mutual understanding, respect, collaboration, and peace. More specifically, the manuscript focuses on a specific case study where Ukrainian students visited an Austrian school amidst ongoing conflict. It examines the program through the lens of both Ukrainian and Austrian students. Methodologically, we collected empirical data through questionnaires which contained both open-ended and closed-ended questions. The qualitative data was analysed through triangulated coding with three coders, deriving the main and subcategories inductively. The findings highlight significant benefits for Ukrainian students through cultural immersion and interactions with Austrian peers. Despite challenges such as language barriers, the short-term exchange contributed to broadening perspectives and nurtured intercultural competencies. The study underscores the importance of structured planning, language support, and inclusive activities in optimizing educational exchange programs to promote mutual understanding in multicultural settings with the overall aim of contributing to a more peaceful coexistence of humanity, which is the primary goal of peace education. Finally, the paper suggests avenues for developing future initiatives to enhance peace education through cross-cultural learning.

Keywords: student exchange, Ukraine, Austria, student experiences, peace education, war

INTRODUCTION

The temporary mobility of people, in particular of students, which is the focus of this article, has a long tradition. One first big movement started in the 17th century. Starting in Britain, the so-called “Grand Tour” became a regular feature of aristocratic education in Europe (Chaney, 1998). Although it was primarily restricted to the higher nobility and caused by the enthusiasm for classical culture (with a focus on Italy), it established mobility in education. Today, for example, the EU has established “student mobility” as part of the ERASMUS+ program (<https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-individuals/pupil-mobility>). More than 1,745,000 children and young people have taken part in this program alone since 2014 (see Fig. 1).

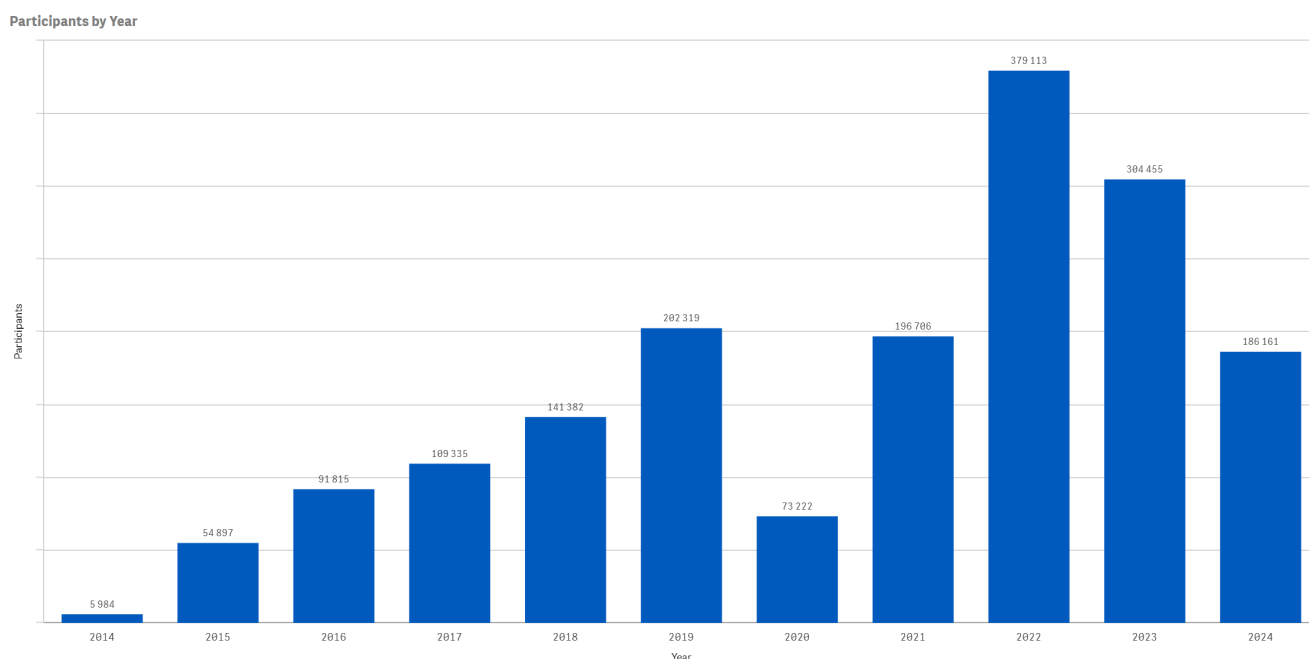


Figure 1: Participants in school-based Erasmus+ programs 1.1.2014 – 31.5.2024 (Source: Erasmus+ data dashboard)

Today, the need for exchange programs is usually associated in the literature with globalization and associated social developments. Our world is socially, economically, and technologically highly interconnected (Ritzer, 2007). The accelerating process of globalization has positive (Maringe et al. 2013) and negative (Cantle, 2012) sides and effects. One consequence of globalization is a huge increase in our exposure to cultural

diversity (Perry & Southwell, 2011). Economic developments and technological transformation have increased global flows of people, and migration is increasing for several reasons, involving people of all races, classes, and ages. Especially, the number of people displaced by war and natural disaster has increased rapidly during the last 15 years. This and the global interconnectivity make demands upon us all, at least in the field of education, if we are to respond appropriately. School education should help the next generation, in particular, to prepare for challenges of all kinds. “The ability to adapt quickly and effectively to unfamiliar cultural environments is becoming one of the key skills demanded by an internationalized economy and rapidly changing domestic context” (Campbell, 2000, p. 31).

In this context, active experiences are of crucial importance (Dewey, 1938). The best way to understand the unfamiliar is to actively engage with it. Intercultural competence grows from intercultural experiences (Huggins, 2015). Student exchange programs are one way of making this possible.

The theory behind modern exchange programs (of varying duration) is usually based on two concepts: expanded immersion and glocalization. Expanded immersion (Swain & Johnson, 1997) was originally strongly connected to language learning. The didactic idea is to expose learners to the subject matter as comprehensively as possible. This relates to content aspects, objects, time/duration, and location. In the context of exchange programs, it is primarily the temporary change of location that specifies the learning experience. The second concept, glocalization, emphasizes another fundamentally spatial dimension, namely the interaction between the global and the local within a globalized world. Roudomentof (2016) defines it in the following way: “Glocalization indicates that the growing importance of continental and global levels is occurring together with the increasing salience of local and regional levels. Tendencies toward homogeneity and centralization appear alongside tendencies toward heterogeneity and decentralization. [...]. It points to the interconnectedness of the global and local levels.” (Roudomentof, 2016, p. 9). The idea in the context of school exchange programs are that a well-prepared and accompanied, saturated stay in another

(foreign) place within a structurally similar context (or the arrangement of formal learning in schools with its typical configurations) creates a fruitful learning setting for experiencing and reflecting on an unfamiliar environment. On the one hand, the pupils are familiar with school, which is similar all over the world. On the other hand, the language, subjects, procedures, and much more differ from what they are used to at home. Thus, a familiar and an unfamiliar local context create experiences and reflective learning opportunities to foster intercultural competencies (Deardorff, 2009). The origin of these ideas can be drawn back at least to Wilhelm von Humboldt (see below).

Kendall and Rodger (2015) identify a list of advantages drawn from exchange and learning away programs, most important relationships, both peer relationships and those between staff and students, positive impact on resilience, self-confidence and wellbeing, and on knowledge, skills and understanding (p. iii-v).

In addition to these educational aspects, another facet has played a role in the context of exchange programs, at least since the Second World War: that of temporarily relieving and normalizing the everyday lives of students. As mentioned, school provides a familiar structure that can convey a sense of security. If children and young people can now be taken out of a potentially traumatic context (natural disasters, wars), at least temporarily, there is hope that this will provide at least temporary relief. At the same time, pupils at the host school are given the opportunity to come into direct contact with the experiences of those affected.

In the context of this project, the potentially traumatic context is defined by Russia's war against Ukraine. Thus, one goal of the school exchange project is to experience peace.

The concept of peace, defined not merely as the absence of war but as a pursuit of harmonious human coexistence, has evolved throughout history. It encompasses resolving conflicts peacefully, achieving justice, harmonizing with nature, and fostering civic engagement. Strategies to attain and sustain peace include strength, justice, transformation, politics, sustainability, and peace education. Education plays a crucial role in nurturing understanding, tolerance, and non-violent conflict resolution among

individuals and communities (Harris & Morrison, 2004, p. 13-20). The UNESCO preamble underscores the importance of constructing peace within human minds, recognizing that peace education is fundamental. According to its preamble (UNESCO, 1945), its mission is to foster peace and security through collaboration among nations in education, science, and culture, promoting justice, the rule of law, and human rights worldwide. Similarly, the United Nations' Universal Declaration of Human Rights (UNGA, 1948) emphasizes education's role in promoting understanding, tolerance, and friendship among all peoples to support the United Nations' peacekeeping efforts.

Peace education is both a philosophy as well as a practical approach (Morrison, 2012), and intercultural exchange is one way of promoting tolerance among nations, which prevents conflict and war. Mutual understanding and cultural curiosity are important components of Wilhelm von Humboldt's (1767-1835) philosophy of education (e.g., Humboldt, 1792; 1793; 1809). His educational ideal of *Bildung* includes exposure to "a manifoldness of situations" (Bacher, 2023). Humboldt's concept entails encountering diversity in educational content, personal experiences, and social interactions, fostering curiosity and respect for cultural differences. By engaging with diverse perspectives through education, travel, and interpersonal relationships, individuals develop empathy, tolerance, and a holistic understanding of the world. This approach not only expands intellectual horizons but also cultivates a mindset that values multiculturalism and inclusion. Humboldt argues that embracing diversity prevents discriminatory attitudes by normalizing cultural differences and promoting a cosmopolitan worldview. Consequently, individuals are encouraged to transcend their comfort zones and, thereby, contribute to a society where tolerance and appreciation prevail over prejudice and discrimination (Bacher, 2024, p. 8-10). Thus, cultural exchange programs are an important component of peace education. Given the ongoing war in Ukraine and its uncertain development, the topic of fostering peace through educational field trips abroad is currently of high relevance.

The paper delves into the potential benefits of short-term educational exchange opportunities to promote mutual understanding, tolerance, and a peaceful coexistence of

humanity. It focuses on a particular exchange program where Ukrainian students visited a school in Vienna, Austria, for a week, despite the challenging circumstances in their home country. The structure of the paper is organized as follows: It begins with an overview of the context of long-term and short-term educational opportunities abroad for Ukrainian students during wartime. Following this, the paper introduces the research methodology employed for the empirical study conducted. Subsequently, a summary of the analysed data is presented, followed by a discussion of the findings. Finally, conclusions are drawn from the study's outcomes, and avenues for further research in this area are explored.

Research Objectives. The goal of the empirical part of this paper is to analyse and discuss a short-term educational visit of Ukrainian students to an Austrian secondary school during wartime through the lens of both the Ukrainian and Austrian students involved. It further aims to provide insights into the experiences and potential benefits and challenges of such opportunities. Through this case study, the paper will contribute to the understanding of how temporary educational exchanges can support Ukrainian students in maintaining their educational trajectory amidst ongoing conflict. Given the rarity of such short-term exchange programs, the findings of this paper can serve as a blueprint for developing future exchange initiatives during periods of conflict. If organized and conducted effectively, such programs can offer opportunities for mutual exchange and, therefore, promote peaceful coexistence of humanity.

Educational Opportunities Abroad for Ukrainian Students during Wartime.

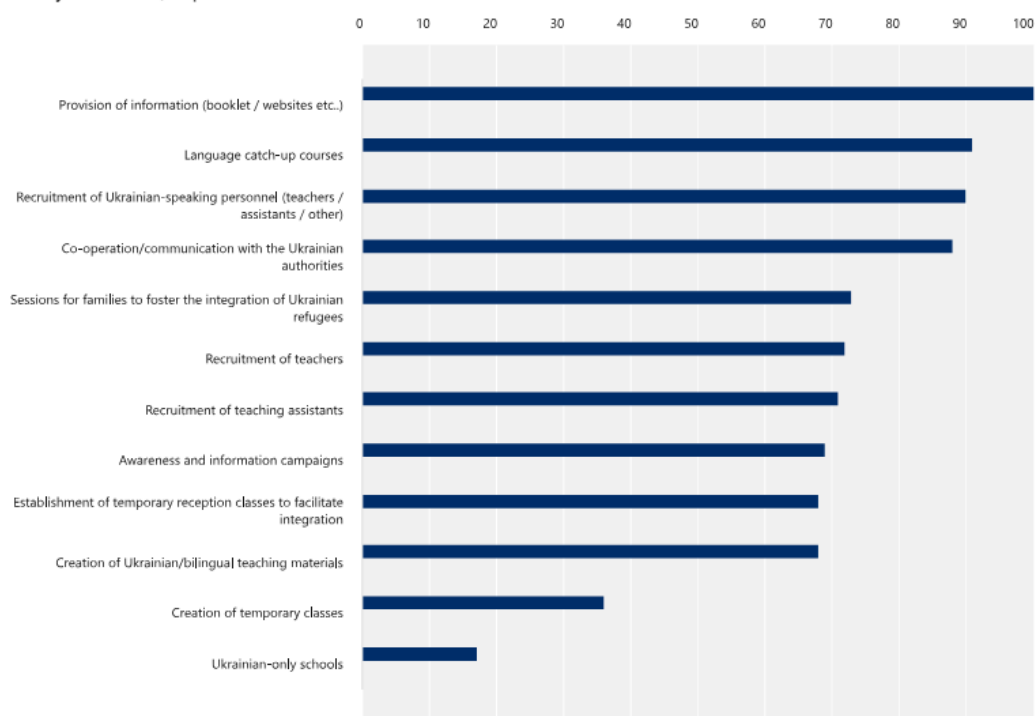
The Russian invasion of Ukraine on February 24, 2022, has deeply impacted the educational landscape in Ukraine and promoted the need for innovative strategies to maintain educational continuity. The war has forced many Ukrainian families to make difficult decisions regarding their children's education, which has resulted in a significant number of students who have sought educational opportunities abroad. For various reasons, including language similarities, a significant number of Ukrainian students have resettled in Poland (cf. Herbst & Sitek, 2023, p. 576). Meanwhile, those who remain in Ukraine face difficult circumstances. According to Chovpan (2023) the

“inability to accurately predict when it will be possible to return home [...] forces people to preserve their children's future peculiarly, preserving their place in Ukrainian schools” (p. 12).

Recent research highlights the challenges and adaptations required for integrating Ukrainian students into new educational environments. The OECD (2023a) reports that the majority of its member states have established temporary reception classes to support the integration of Ukrainian refugee students into their education systems. In primary education, such classes are established in 68% of OECD countries (OECD, 2023a, p. 26). This trend underscores the importance of structured and supportive environments to facilitate the academic and social integration of displaced students. Figure 2 provides an overview of measures to support the enrollment of Ukrainian refugee students in schools in OECD countries.

Figure 1. Measures to support the enrolment of Ukrainian refugee students in schools in OECD countries (2023)

Primary education, in per cent of countries



Note: The figure only includes instances where countries answer "Yes" and then excludes "No", "Not applicable" and "Missing" answers. 3 out of 28 countries have not answered this question. Readers are kindly invited to consult the database on "Ensuring a continued learning for Ukrainian refugees" for further information.

Measures are ranked in descending order of the share of countries and other participants adopting them at the national level.

Source: OECD (2023) [Survey on Ensuring Continued Learning of Ukrainian Refugee Students](#)

Figure 2: OECD, 2023a, p. 26.

The European Commission points out that in the majority of the European countries “education authorities support the recruitment of, or collaboration with, Ukrainian teachers” (European Commission / EACEA / Eurydice, 2022). An example of collaboration between Austrian and Ukrainian teachers is described in this paper.

In Austria, a significant number of Ukrainian refugee students have been integrated into Viennese classrooms, as compared to rural areas (Woltran, Hassani & Schwab, 2023, p. 12f). The situation of Ukrainian refugee students in Vienna has been analyzed by Woltran, Hassani, and Schwab (2023). The researchers highlight the need for additional language support and the dual burden of adapting to new educational systems while maintaining connections to their Ukrainian schooling through remote learning (Woltran, Hassani & Schwab, 2023, p. 8).

Despite the extensive research on long-term integration and adaption of Ukrainian students in foreign educational systems, studies focusing on short-term educational opportunities abroad remain scarce. This gap largely exists due to the rarity of such opportunities during times of war. One notably short-term program has been reported by the Austrian European Office, which is part of the Viennese Board of Education (Bildungsdirektion Wien). This opportunity enabled forty Ukrainian students from a school in Kiev, Ukraine, along with ten accompanying persons, to visit two secondary schools in Vienna, Austria, for a week. During the visit, the students participated in regular classes alongside the local students, engaged in extracurricular activities (e.g., sport events), and went on field trips (e.g., sightseeing tours) (cf. Europabüro, 2024).

RESEARCH METHODS

The goal of this form of exchange was primarily to enable the Ukrainian students to attend a school for a week in a carefree manner and without having to worry about air raid alarms. Since the beginning of the conflict, lessons have had to be shortened in Ukrainian schools to enable students and teachers to take shelter. Students and teachers have had to cope with symptoms of trauma (OECD, 2023b, 20).

From April 22 to April 26, 2024, 20 students aged between thirteen and sixteen from Kiev joined a secondary school in Vienna. Around 900 students attend the specific Austrian school, taught by more than 80 teachers. The Ukrainian students were accompanied by their school's principal and four teachers, including one responsible for communication in English. The Austrian school and the school's parent association supported their visit. At the Viennese school, the Ukrainians were given lunch meals. Additionally, they received weekly tickets for the public transport system and a goodie bag with the school's logo, including bookmarks, flask, and pencils.

The Ukrainian students arrived at the school on Monday at nine o'clock and were welcomed with a musical performance and impulse films. Students of the Austrian school subsequently showed the Ukrainian students the school building before they were welcomed in the respective classes they had been assigned to (two Ukrainian students in Austrian classrooms). After two lessons, they were brought to the school's assembly hall, where they had the pleasure of viewing a school musical performance. On Tuesday they participated in the lessons according to the timetable of the Austrian school classes. In the afternoon they were accompanied to the Prater in Vienna. After joining two lessons at school on Wednesday, they were picked up for a city tour through Vienna. Multilingual Austrian students assisted with the translations. In the afternoon an optional extra-curricular sports activity was offered, namely frisbee training. The program for Thursday consisted of classes in the morning, lunch, and an excursion to Schönbrunn. This afternoon parent-teacher meetings were held at the Austrian school. On Friday, their last day, the Ukrainian students joined the Austrian classes again before saying good-bye to their host students. On this day, twenty younger Ukrainian students, aged between ten and thirteen, joined four lessons each. However, these additional, younger students do not form part of the research conducted for this study. After lunch, the Ukrainian students left the school.

Within three weeks following the intercultural exchange in Austria, we surveyed both the Ukrainian and the Austrian students about their experiences with the school visit. The sample ($n = 70$) comprised 19 Ukrainian students and 51 Austrian students.

We conducted two separate questionnaires (one for the Ukrainian and one for the Austrian students). The Ukrainian questionnaire was provided in Ukrainian, while the Austrian version was in German, allowing each group to respond in their respective native languages to capture their emotions accurately. Also, the symbolic meaning of the Ukrainian language and the linguistic identification under the current circumstances during wartime plays an important role, as pointed out by Warditz and Meir (2024). The results of the Ukrainian students were sent back to Austria by their English-speaking Ukrainian teacher and then translated into English.

Both the questionnaire for the Ukrainian as well as the Austrian students contained three open-ended questions as well as two closed ones. The open-ended questions given to the Ukrainian students were as follows:

- (1) What did you find interesting, fascinating, or surprising about your time at an Austrian school? Please concentrate on three aspects and write a paragraph (4-8 lines) to each of these points. Did you join activities with the Austrian students? If yes, which ones, and how did you experience them?
- (2) How did you interact with the Austrian students? What did you talk about? How did you communicate?
- (3) How would you rate this experience for the Austrian students? In what way could the Austrian students profit from your visit at their school?

The closed-ended questions for the Austrian students were:

- (4) Would you recommend this form of exchange? (yes-no question) and
- (5) Did you like your stay with the Austrian students? (Likert scale ranging from 1-10).

The open-ended questions presented to the Austrian students were similar:

- (1) What did you find interesting, fascinating, or surprising about the week with the Ukrainian students? Please concentrate on three aspects and write a paragraph (4-8 lines) to each of these points. Were there any joint activities? If yes, which ones, and how did you experience them?
- (2) How did you interact with the Ukrainian students? What did you talk about? How did you communicate?

(3) How would you rate this experience for the guests? In what way could the Ukrainian students profit from their visit?

The closed-ended questions for the Austrian students were:

(4) Would you recommend this form of exchange? (yes-no question) and

(5) Did you like the weeks with the Ukrainian students? (Likert scale ranging from 1-10). The resulting data was analyzed using the software MAXQDA. We conducted a qualitative content analysis (Kuckartz & Rädiker, 2022) through triangulated coding with three coders, deriving the main and subcategories inductively. The findings of this analysis will be detailed in the following section.

RESEARCH RESULTS

The following section provides a summary of the analysis of the students' answers in the questionnaires, including both open-ended and closed-ended questions. First, we will present the results of the Ukrainian students followed by those from the Austrian students.

1. Ukrainian Students' Perceptions

According to the Ukrainian students ($n = 19$), the Austrian school experience was an enriching and memorable one, which provided them with opportunities to expand their knowledge, develop their independence, and immerse themselves in a new cultural environment. The Ukrainian students consistently reported that they fully enjoyed the exchange program and would recommend this form of exchange. The Ukrainian students' experiences described in the three open-ended questions will be summarized in the following subsections (1.1.-1.3.) and illustrated with citations:

1.1. Overall Experience of the Ukrainian Students

Some of them indicated that they were impressed by the interactive and engaging teaching methods, the modern technological equipment, and the friendly and supportive teachers:

"I was very interested in the Austrian school because I had the opportunity to study new subjects and expand my knowledge. I enjoyed communicating with my classmates and learning about

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their culture and customs. I was especially impressed by the modern teaching methods and the pleasant classroom atmosphere” (Text 1).

The Ukrainian students also noted that the classrooms were spacious and well-equipped, with specialized rooms for subjects like biology and computer science:

“The school itself was fascinating. The school seems to be small, smaller than ours, but there is really a lot of space. There was enough space for large and interesting classes, a nice dining room and a large gym. Also, the choir and the school performances were really exciting” (Text 16).

They enjoyed participating in activities like frisbee and volleyball with their Austrian peers, which allowed them to practice their language skills and learn about the local culture. Moreover, they were captivated by the school's unique location and the school performances featuring live music and acrobatics. The assessment system, with grades ranging from 1 to 5 (where 1 is the highest), was an interesting difference from the students' home education system:

“It is very interesting and unusual that the school grades are "reversed" from 5 to 1, where 1 is the highest grade” (Text 12).

1.2. Communication with the Austrian Students

The Ukrainian students indicated that the interactions with the Austrian students were positive, as they demonstrated openness, curiosity, and a desire to learn about each other's cultures and traditions:

“Our interaction was friendly. We communicated in English. We talked about lessons, free time during breaks, and homework. We also shared information about our hobbies” (Text 1).

Despite the language differences, the students found common ground and developed a sense of camaraderie, sharing their experiences and learning from each other. In some cases, they even used non-verbal communication, such as gestures, to facilitate understanding. The primary language of communication with the Austrian students was English, which allowed them to overcome the language barrier and engage in friendly conversations:

“Thanks to the fact that we study English at school, we had the opportunity to communicate with them in an international language, I understand that my level of English is far from perfect, but

it was enough to be able to understand each other. For me, it became a motivation to study English in more depth” (Text 3).

The students discussed various topics, including their respective school systems, subjects, hobbies, and cultural differences. According to the Ukrainian students, the Austrian students were welcoming and helpful, guiding them around the school and explaining the daily routines:

“I talked to Austrian students during lessons, breaks, and extracurricular activities. We talked about different topics such as school, hobbies, music, sports, and travelling” (Text 15).

1.3. Possible Benefits for the Austrian Students

From the Ukrainian students’ perspective the exchange was also beneficial for the Austrian students, as they gained valuable insights into Ukrainian culture, traditions, and language during the visit. Accordingly, they developed intercultural communication and cooperation skills, became more open to diversity, and expanded their worldview:

“I believe that the Austrian students also benefited from this experience. They had the opportunity to get to know Ukrainian culture and also to practice communicating in English. My visit could also help them to better understand the diversity of the world and the value of intercultural communication” (Text 16).

The exchange allowed them to learn new perspectives, practice English, and make new friends. It was a rewarding experience that fostered mutual understanding and tolerance between the two groups:

“Visits help them to gain a deeper understanding of different cultures, learn new language aspects and see the world through the lens of another nationality. In addition, communicating with other people can arouse interest in global issues, develop intercultural skills and support a spirit of tolerance and mutual understanding” (Text 15).

The Ukrainian students also benefited, as they had the opportunity to share their experiences, learn from their Austrian peers, and practice their language skills. Both sides expressed interest in further exchanges and visits, highlighting the positive impact of such cross-cultural interactions:

“I would say that this experience was quite good for the Austrian students. We may have shown them some new solutions to problems, taught them a little bit of Ukrainian, and generally conveyed a lot of new information to them” (Text 17).

2. Austrian Students' Perceptions

The experiences for the Austrian students (n = 51) were varied. Some of the participants found the exchange enriching, while others found it frustrating due to the language barrier and lack of integration. 41% of Austrian students indicated they would recommend this form of exchange, while 33% would not. The remaining 26% did not provide an answer. The average rating of their experience was 5.72 out of 10. Some students who did not recommend the student exchange or did not provide an answer noted that it could be beneficial with better organization, clear objectives, and appropriate didactic implementation. They suggested extending the duration of the exchange program, considering the two-day bus journey, as illustrated in the following quote:

"I don't know exactly what the goal of this week was, so it's hard to give a recommendation. I also don't know how much of this trip was planned by our school, but I found it very interesting that they took a bus for 2 days to get here, spent 5 days in Vienna, and then took another 2 days to drive back home" (Text 5).

The Austrian students' experiences described in the three open-ended questions will be summarized in the following subsections (2.1.-2.3.) and illustrated with citations:

2.1. Overall Experience of the Austrian Students

Many Austrian students found the exchange interesting, appreciating the opportunity to learn about a new culture and interact with peers from a different background. Some were particularly fascinated by the Ukrainian students' traditional clothing, language, and their ability to adapt to the new environment:

"I found it interesting that I was able to get to know a new culture and learn how they arrived here. What surprised me was that the two Ukrainian students came in traditional clothing and showed us what they wear in their country. But what I found most fascinating was definitely the language, because there really is a big difference compared to the German language, and Ukrainian sounds really cool" (Text 8).

However, others highlighted varying proficiency levels in the English language, which made communication challenging. Several students observed that there were few organized joint activities, leading the Ukrainian students to often keep to themselves, spending time on their phones or talking among themselves:

“We only had one activity with them, which was a text about Austrian culture in an English class, but unfortunately, they didn't understand much because they didn't speak English very well” (Text 49).

Some Austrian students expressed disappointment regarding the lack of meaningful interaction and felt the exchange program was not worthwhile due to the short period of time:

“I was surprised that it was even possible to arrange such an exchange in such a short amount of time” (Text 29).

The texts underscore the importance of effective planning and support to ensure meaningful cultural exchange and learning opportunities for all participants.

2.2. Communication with the Ukrainian Students

In general, the Austrian students indicated that the level of interaction and communication with the Ukrainian students varied. Some of them were able form meaningful connections:

“I found both of them very nice, even though one was a bit more reserved. We found a few things in common and also talked about other people. Communication went quite well because one of them spoke English very well (Text 1)”.

Other students reported that they had limited or no interaction at all:

“Personally, I did not converse with the two of them. However, my classmates communicated with the exchange students in German, English, and Russian” (Text 24).

The Austrian students reported that the Ukrainian students who visited the Austrian school had varying English proficiency levels, which made communication challenging at times. Some Austrian students were able to converse with the Ukrainians in English, while others relied on Russian-speaking classmates to translate. Discussions ranged from their activities in Vienna and the school curriculum to cultural differences between Ukraine and Austria, as well as casual conversations about hobbies and interests:

“We talked about the activities they did in Vienna and about the school. Additionally, we discussed Ukraine and Austria. Most of the time, we spoke English, but one of the two students also tried to speak German with us” (Text 38).

Despite the language barriers, the Austrian students indicated that they made efforts to make the Ukrainian visitors feel welcome and comfortable. Nevertheless, a few students wrote that they felt uncomfortable in interacting with the Ukrainian students, citing distress or a general lack of common ground.

2.3. Possible Benefits and Challenges for the Ukrainian Students

The Austrian students assumed that the Ukrainian students who visited their school for a week had mixed experiences. While they were able to take a break from the war and see some of the sights and attractions in Vienna, the Austrian students assumed that the class time itself was not particularly beneficial. Due to the language barrier, they were largely unable to participate in or understand the lessons, and often just sat passively in the classroom:

“I don't know what activities the students were offered outside of school, but I think it's sad that after a week with limited opportunities for exchange, they have to return to the war zone” (Text 31).

Some students reported that the Ukrainian visitors seemed to be uncomfortable:

“To be honest, I think the two of them felt rather uncomfortable in class. Being in another country with people you don't know well and having difficulty communicating is not easy for anyone (Text 19)”.

They also emphasized logistical issues regarding the accommodation of the Ukrainian students. Providing a translator or organizing more activities outside of the classroom may have made the experience more meaningful:

“I think they probably had a nice time and saw a lot of Vienna. Maybe it would have been better to have a translator at school who could translate for everyone or something similar. It was surely nice for them to have a break from the war” (Text 47).

The consensus of the Austrian students seems to be that the week-long visit was not ideally structured to help the Ukrainian students, though it did offer them a temporary respite from the conflict at home. Moreover, they suggest that more thoughtful planning and a longer duration could have allowed for greater cultural exchange and more learning opportunities.

DISCUSSION

The exchange program yielded valuable insights into the experiences of both Ukrainian and Austrian students. Ukrainian students benefited significantly from the cultural immersion, enhancing their academic and social skills while fostering cross-cultural understanding. Positive interactions with Austrian peers highlighted the potential for future collaborations and friendships. However, challenges such as language barriers and varying expectations affected the exchange's outcomes for both groups. The Austrian students' perception on the effectiveness of the program varied. While they valued that the exchange offered opportunities for intercultural learning, they believe that more support in managing language differences and organizing inclusive activities could improve future programs. Despite these challenges, the exchange contributed to broadening perspectives and nurturing intercultural competencies among participants.

The study underscores the importance of structured planning, language support, and inclusive activities in facilitating meaningful exchanges. Future initiatives can build on these insights to optimize learning experiences and promote mutual understanding in multicultural educational settings.

While some students expressed ideas about mutual exchange, tolerance, and peaceful coexistence fostered by short-time school exchange programs abroad, we found that the theme of promoting peace through these programs was not as prominent among students as initially anticipated. It is important to note that we did not explicitly prompt students to reflect on this aspect. Including their perspectives on this topic would have added valuable insights to our study. However, we consciously avoided addressing the topic of war due to the possibility of traumatization.

The obvious limitation of this study lies in its restriction to one case, respectively one specific exchange program at one school. Nevertheless, we consider this study to be an important initial contribution because of the lack of studies within this specific frame (short term exchange programs). Naturally, it would make sense for this issue to be investigated more extensively in the future.

CONCLUSIONS

This study explored the impact of a short-term educational exchange program involving Ukrainian students visiting an Austrian school during wartime. The specific exchange program that was analysed and discussed in this study provided Ukrainian students with a valuable opportunity to experience a different educational environment and culture amidst the challenges of war. Their experiences were overwhelmingly positive and emphasized the benefits of cultural immersion, language practice, and personal growth. Ukrainian students appreciated modern teaching methods, spacious classrooms, and engaging in extracurricular activities like sports and sightseeing. They found interactions with Austrian peers enriching and allowed them to enhance their understanding of Austrian culture and establish friendships. Austrian students had a mixed response to the school visit. While some found it enriching to learn about Ukrainian culture and interact with international peers, others noted challenges such as language barriers and limited structured activities. The exchange raised awareness among Austrian students about global issues and cultural diversity but highlighted the need for better organization and support to maximize the program's benefits.

Comparing these findings with existing literature underscores the transformative potential of short-term educational exchanges in promoting intercultural understanding and tolerance. However, it also reveals areas for improvement, such as clearer objectives transmitted to the students, enhanced language support, and more inclusive activities. Future exchange programs could benefit from longer durations, comprehensive planning, and integration into curriculum objectives to deepen learning outcomes for both Ukrainian and Austrian students. This study contributes to the broader discourse on peace education through cultural exchange by demonstrating the practical implications of such initiatives during times of conflict. By fostering mutual understanding and empathy through direct interactions, educational exchanges play a crucial role in promoting peaceful coexistence of humanity.

Prospects for Further Research. Looking ahead, this study lays a foundation for future research and methodological advancements in the field of exchange programs, especially in the context of peace education. The insights gained from this research suggest avenues for further exploration and development of educational strategies that support cross-cultural learning in diverse contexts. Employing a more detailed mixed-methods research design that integrates qualitative and quantitative approaches can enrich our understanding by capturing both specific experiences and broader trends and impacts on participants' attitudes and perceptions. Future research may also benefit from gaining perspectives from a wider array of stakeholders involved in these exchanges (e.g. teachers, school principals, accompanying persons, program organizers). Understanding their roles, challenges, and perspectives on the outcomes of educational exchanges can provide a comprehensive view of the program's effectiveness and impact. Additionally, exploring the role of educational policies and governmental support in facilitating international educational exchanges during crises presents a compelling field of investigation.

Furthermore, the impact of educational exchanges on peacebuilding efforts in conflict-affected regions can be explored in more depth. Research may delve into the potential of how such programs contribute to mutual understanding, respect, and peace. In this context, investigating the potential of virtual exchange programs as alternatives to physical exchanges during conflict or crises becomes pertinent. Analysing the efficacy of virtual platforms in promoting these interactions can reveal innovative ways to maintain the continuity of peace education even amidst logistical challenges, ensuring that more students have the opportunity to engage in mutual exchange and learning.

By pursuing diverse avenues for further research, we aim to deepen our understanding of the transformative potential of educational exchange programs in promoting peace. Enhanced insights from such research can guide the design of effective educational exchange programs, impact governmental and institutional

policies, and encourage a global culture of mutual understanding, and thereby lay the groundwork for a more peaceful world.

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ВІЗИТ УКРАЇНСЬКОГО УЧНЯ ДО АВСТРІЙСЬКОЇ ШКОЛИ ПІД ЧАС ВІЙНИ: НАСЛІДКИ ДЛЯ МИРОТВОРЧОЇ ОСВІТИ

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Ця стаття досліджує вплив короткострокових міжнародних освітніх програм обміну в умовах конфлікту. Вона ґрунтується на припущенні, що міжкультурна взаємодія має вирішальне значення для розвитку і культивування взаєморозуміння, поваги, співпраці та миру. Зокрема, рукопис фокусується на конкретному прикладі, коли українські учні відвідали австрійську школу в умовах триваючого конфлікту. Ми розглядаємо програму через призму поглядів як українських, так і австрійських учнів. Методологічно ми збирали емпіричні дані за допомогою анкет, які містили як відкриті, так і закриті запитання. Якісні дані були проаналізовані за допомогою триангуляційного кодування з трьома кодувальниками, виводячи основні та підкатегорії індуктивно. Отримані дані свідчать про значні переваги для українських студентів через культурне занурення та взаємодію з австрійськими однолітками. Незважаючи на такі виклики, як мовний бар'єр, короткостроковий обмін сприяв розширенню поглядів та формуванню міжкультурних компетенцій. Дослідження підкреслює важливість структурованого планування, мовної підтримки та інклюзивних заходів в оптимізації програм освітніх обмінів для сприяння взаєморозумінню в мультикультурному середовищі з метою сприяння більш мирному співіснуванню людства, що є основною метою миротворчої освіти. Насамкінець у статті пропонуються шляхи розвитку майбутніх ініціатив щодо посилення миротворчої освіти через крос-культурне навчання.

Ключові слова: студентський обмін, Україна, Австрія, студентський досвід, миротворча освіта, війна

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GOING UKRAINE: A CASE OF HUMAN TRAFFICKING PREVENTION IN PROSOCIAL STYLISTICS INTEGRATED TEACHING

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This paper describes the practical linguistic and pedagogical experience of teaching stylistics for social purposes in Ukrainian (Borys Grinchenko Kyiv Metropolitan University) and French (Université Paul-Valéry Montpellier 3, France) universities. It meets the challenges of integrating the social domain into linguistic and non-linguistics disciplines thanks to various cognitive structures verbalised through literary devices in media discourse. The social impact of teaching Stylistics is predetermined by the necessity of raising awareness of societal wartime issues in Ukraine and abroad. The case study refers to the project on preventing human trafficking implemented with the support of the CEFRES (French Research Center in Humanities and Social Sciences) fellowship program for Ukrainian scholars. The methods of field observations, surveying in the educational process, and discussions on incorporating war-related topics into humanities with European colleagues were applied during the stay at EMMA (Études Montpelliéraines du Monde Anglophone). The results suggest an overview of the content and conceptual interoperability across linguistic and non-linguistic disciplines at Paul Valery Montpellier University 3 and an evaluation of potential cross-cultural pedagogical activities between the universities. The findings uncover insights into the methodological domain of using literary tools (metaphor, storytelling, schemata, and sensory language) to promote student sociolinguistic awareness through learning experiences.

Keywords: human trafficking; metaphor; storytelling; schemata; integrated teaching; sensory language; prosocial stylistics; social sciences; awareness; collaboration.

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INTRODUCTION

The paper presents an example of integrated humanities and social sciences taught in collaborative live activities conducted at Paul Valéry Montpellier University 3 (UPV), Montpellier, France. This pedagogical stay became possible thanks to the fellowship program dedicated to Ukrainian researchers in humanities and social sciences granted by the French Institute in Ukraine, the Ministry of Europe and Foreign Affairs (France) (MEAE) & Campus France, and the French Research Center in Humanities and Social Sciences (CEFRES) in Prague, the Czech Republic. The author became a laureate of the non-residential fellowship program “CEFRES Actions for Ukraine” UMIFRE 13 CNRS-MEAE UAR 3138 CNRS. This initiative refers to the CEFRES topic “*Research Area 1. Displacements, “Dépaysements” and Discrepancies: People, Knowledge, and Practices*” in 2023 with the initiative *Changing Young Minds: Student Awareness of HT under War Conditions*².

This CEFRES Project (Project 1) covers four interdisciplinary directions of exploring the cognitive potential of using linguistic tools in creating impactful anti-trafficking educational products in response to increased HT risks for young people in Ukraine based on the research conducted under the four parameters: metaphor, schemata, sensory language, and storytelling. Later, in May 2024, the author won a scholarship for a high-level scientific stay in France, generously hosted by EMMA (Études Montpelliéraines du Monde Anglophone), an administrative department of Paul Valéry Montpellier University 3, with the project *Prosocial Stylistics: Wartime Narratives on HT* (23 September – 07 October 2024) aimed at exploring narratives about wartime refugees in the political and media discourses on human trafficking (HT) and identifying the linguistic prerequisites for creating impactful educational materials and fostering prosocial pedagogical practices during the Russia-Ukraine war at a Ukrainian university (Project 2).

² The Russia-Ukraine war has prompted a reassessment of international relations, foreign policy strategies, and the activation and development of EU measures, among other responses, and caused political shifts and a rise in HT risks for Ukrainian refugees across the globe (Author, 2023).

The article describes the matrix of four areas of teaching stylistics by assessing the potential of promoting the social dimension amid other disciplines and across the two universities – Borys Grinchenko Kyiv Metropolitan University (BGKU) and Paul Valery Montpellier University 3 (UPV). Four aspects should be considered:

- 1) stylistics as an integral discipline of EFL teaching,
- 2) the compatibility of prosocial stylistics with linguistic disciplines,
- 3) HT prevention as a social dimension of stylistics and the studies at BGKU: metaphor, schemata, sensory language, and storytelling,
- 4) blending prosocial stylistics and integrated teaching of humanities at UPV.

Stylistics as an integral discipline of EFL teaching. In this paper, the English language is seen as EFL concerning linguistic disciplines (grammar, speech skills, translation, writing) and as a language of teaching in non-linguistic humanities such as political studies, international relations, history, media literacy, etc.), which governs the exploration of the potentialities of the integrated teaching of English studies in BGKU and UPV establishing the parallels between national and European linguistic education.

The compatibility of stylistics with linguistic disciplines. Stylistics offers multiple perspectives in the exploration of language use. As Professor Sandrine Sorlin fairly noted, stylistics is the most “undisciplined” child of linguistics” and “welcomes interdisciplinary collaborations” (Sorlin, 2016). Linguistic stylistics goes far beyond the use of figurative language in writing and appreciation of literary works. For this study, stylistics is well-interoperable with cognitive grammar, metaphor theory, narrative stylistics, the studies of sensory language, pragmatics, creative writing, and translation.

Recent research in stylistics has highlighted how cognitive grammar provides a novel framework for analysing texts, emphasising that our physical interaction with the world influences both our production and interpretation of language (Giovannelli & Harrison, 2022) and offering a theoretical framework for teaching metalinguistic awareness (Healey & Gardner, 2021). The achievements of cognitive grammar and cognitive stylistics can be used with prosocial aim through the explorations of

schemata-charged language (Author, 2022) and its potential to influence social perceptions.

Narrative stylistics can help focus students' imaginative thinking on socially relevant issues and craft engaging experiences through "precise linguistic choices" (Healey, 2024). This is another perspective of raising awareness of social problems through media stories.

Teaching prosocial stylistics can be formally referred to as Pedagogical Stylistics, mostly seen as a guided analysis or instructor-supported experiences (Jaafar & Ganapathy, 2022) with "diverse contexts and areas, including empirical approaches, corpus stylistics, creative writing, literary-linguistic criticism, students as researchers, critical discourse, academic register, text-world pedagogy, cognitive stylistics, classroom discourse, language of literary texts, L1/L2 education, EFL learners, and multimodal stylistics" (Zyngier & Watson, 2022). Pedagogical Stylistics is also understood as a form of societal intervention amid the ongoing crisis in democratic societies. Examples include the practice of a course-based research experience when broad-based stylistic analyses of political discourse are conducted within classroom settings and disseminated within public settings, thus enhancing personal and societal agency by focusing directly on the way language is used by politicians to coerce, manipulate, and persuade audiences (Hanauer, 2022).

Other dimensions of stylistics are increasingly exploring representations of sensory perceptions of the world (olfactory, gustative, aural, tactile, visual) and how the body activates language (Pillière & Sorlin, 2024); how reading poetry invites experiencing it through auditory senses (Van Peer & Chesnokova, 2024). Likewise, it can also be empirically explored how sensations narrated by HT victims activate co-experiencing, and thus fulfill a warning function concerning the hottest social issue.

HT prevention as a social dimension of stylistics and the studies at BGKU: Metaphor, schemata, sensory language, and storytelling. The experience of introducing the social domain into the course program of the Stylistics of the English Language as an optional component at BGKU relies on the studies conducted in the previous three years. In these studies, B.A. students aged 20-22 were exposed to media

content on HT. Two aims were achieved in this process: 1) students raised their awareness of war-related risks as part of primary prevention measures taken at the pre-employment stage during the ongoing educational process; 2) students provided valuable data in their responses to the questionnaire items. They showed increased reader responses to media texts augmented with spiderweb metaphors representing the specific characteristics of HT situations and enabling students to visualise being in the same condition (Author, 2023); to the language means saturated with containment schemas in media texts on HT (Author, 2022); to verbalised sensory modalities (visual, auditory, tactile) actuating the sensations of HT victims (Author, in press); and to immersive reading and storytelling techniques (Author, 2018).

Blending prosocial stylistics with UPV humanities and integrated teaching activities. Two major aspects should be brought into the focus of this study: how to organise the integrated modes of teaching interaction and how to promote a prosocial stylistics paradigm in the humanities across the two universities. In this regard, the paper provides an overview of co-teaching such learning modules as International Relations, US Policy Studies, British History, Translation and Writing, Creative Writing, Critical Reading, and Media, at Paul Valery Montpellier University 3, Montpellier, France, when the topics of HT and the Russia-Ukraine war were integrated into the current thematic modules taught by the colleagues from the Paul Valery Montpellier University 3.

Most often, educators tend to blend adjacent disciplines, for instance, chemistry and biology, or language and literature, etc. (Cushing, 2022; Kone, 2023; Bouchet, 2024; Vo & Cao, 2024; Abdelhamid & Katz, 2024; Lei & Zhang, 2024), however, the question arises as to whether it is possible to set a larger amplitude in integrating humanities disciplines and to what degree. The efficacy of such an integrated lesson lies in the student's ability to explore a topic from the perspectives of multiple disciplines, establishing connections between subjects, helping students view the issue holistically, transfer knowledge across different areas, and study a specific problem in a cohesive and unified manner (Margalitashvili et al., 2024) and promotes critical thinking,

problem-solving, and decision-making, mirroring the complex challenges faced in the real world (Kupp & Mueller, 2024).

The analysis of co-teaching experiences requires evaluating the scenarios of the degrees of interpenetration of social sciences and linguistics between the two universities. For instance, whether prosocial stylistics can follow the path of corpus stylistics and pedagogical stylistics enriching ever-evolving applications to other areas, such as digital humanities, sociolinguistics, stylistics, translation studies, materials design, language teaching and teacher development, media discourse, discourse analysis (O’Keeffe & McCarthy, 2022), etc.

With non-traditional integrative ways of organising education becoming increasingly popular, collaborative teaching has been acknowledged as a strategy for internationalisation and fostering connections between universities, helping to promote a global perspective in higher education (Borsetto & Saccon, 2023; Yepikhina et al., 2023; Ngelambong et al., 2024). Different forms of interaction include sharing information, coordination, collaborative learning, and offering mutual support (Yepikhina et al., 2023) pursuing multiple vectors of integrated teaching according to effectiveness and benefits, challenges, applicability, alignment in curricula, and teamwork by using various methods to bridge the gaps in the organisational and conceptual co-teaching frameworks (Svobodová et al., 2024; Bouchet, 2024; Lee, 2024; Amrina et al., 2024).

Thus, as an integral discipline of teaching EFL and linguistics in general, stylistics can acquire the social dimension of its application aimed at promoting societal agenda, for instance, the social aspect of stylistics could be used to address HT prevention by employing language in ways that highlight the importance of awareness, empathy, and action against trafficking. In this regard, BGKU could be a reference institution or academic program, where techniques of cognitive stylistics such as metaphor, schemata, sensory language, and storytelling are used in education to raise awareness or promote critical thinking in students. Metaphors and schemata are cognitive tools that shape how we understand and interpret social issues, sensory language evokes emotions and experiences, making a message more powerful and memorable, and storytelling can

humanise the issue of HT, helping students be more cautious in their interactions in potentially dangerous situations. The experience of teaching humanities shared by lecturers at UPV contributes to integrating prosocial stylistics into teaching activities suggesting that language can be used in educational contexts not just for skill development but also for fostering social awareness and ethical values in students. Combining prosocial stylistics with other educational approaches or interdisciplinary teaching may help create a more holistic environment for building students' socially relevant competencies.

RESEARCH QUESTIONS AND OBJECTIVES

The paper aims to assess the potentialities of integrated teaching at the level of the disciplines taught at BGKU and UPV and at the level of organising collaborative activities between the two universities. The research questions derive from the metanalysis and reflections on the linguistic and didactic aspects of interactive lecturing at UPV during the scientific scholarship stay:

- 1) How can cognitive stylistic means be used to raise awareness of HT as a societal agenda?
- 2) Is it possible to set a larger amplitude in integrating humanities disciplines and to what degree by teaching prosocial components in stylistics?
- 3) What are the common points of integrated teaching to synthesise linguistic and non-linguistic knowledge?

To this end, the following objectives should be met:

- 1) to define prosocial stylistics in the framework of the given initiative,
- 2) to briefly summarise the state of the art within the framework of Projects 1 and 2,
- 3) to analyse the experience of integrating prosocial stylistics with the disciplines at UPV in the role of a visiting lecturer,
- 4) to establish a common ground for joint teaching activities between UPV and BGKU in the network of linguistic disciplines, in particular, for the development of an integrated teaching model by including seminars and workshops conducted

at UPV into the regular course program of the Stylistics of the English language in BGKU.

The paper further outlines the results of Project 1 and the developments within the framework of Project 2. In particular, it explains the prerequisites of prosocial stylistics and describes the practical experience of using the elements of Project 2 in humanities at UPV.

METHODS

For implementing Project 1, the cognitive-linguistic, psycholinguistic, and narratological approaches combined with empirical research techniques (surveying, experiment, statistical analysis) were used (Author, 2022; Author, 2023). The media content on HT was analysed through the prism of metaphorisation of HT, schemata organisation, sensory language, and survival media stories, covering four areas of the potential use of linguistic tools in primary prevention classroom activities.

To implement Project 2 as the fourth component of Project 1, the methods of literature review and field observations were used to meet the objectives of the *Prosocial Stylistics: Wartime Narratives on HT* initiative. The language case study covered the bulk of narratives about wartime refugees in the political and media discourses on HT. This stage also included experimental teaching of prosocial stylistics at UPV in the network of such disciplines as International Relations, US Policy Studies, British History, Migration, Translation and Writing, Creative Writing, Critical Reading, and Media, Theatre and Fiction Discourse, at UPV. In particular, the media material containing wartime narratives on HT was selected to meet the need to raise the targeted awareness of this global problem. The teaching techniques comprised brief presentations of Projects 1 and 2, live Q&A sessions, media text analysis, critical reading, comparative analysis of the global and Ukrainian political, historical, and media discourse, and discussions.

RESULTS

In this study, the pedagogical concept of prosocial stylistics is built on the findings of Project 1 and the state of the art of Project 2. In the framework of this initiative,

prosocial stylistics can be defined as a type of contemporary stylistics consisting of two complementing processes:

1) the tools of cognitive stylistics (metaphor, schemata, sensory language, and narratives) are used to raise awareness of the social problems among students as alternative resources in social campaigns, and

2) students should be encouraged to analyse media texts about social problems from a stylistic perspective and share their perceptions in critical reading activities.

Parallel to these processes, research has been done by collecting responses to the texts about social problems for qualitative and quantitative studies (surveying, discussions, open-answer questions, and statistical processing). Table 1 provides an overview of the work done in the framework of the overall CEFRES-supported research at BGKU. The data obtained, and the findings received in implementing the initiative became the point of departure for further collaborative interactions with the teaching team at UPV.

Table 1. The findings of Project 1 and the state of the art of Project 2.

Project 1 – Study 1: The study on the cognitive metaphor comprised an experimental reading of three media texts in three conditions (authentic, manipulated without explicit metaphors, and manipulated with enhanced metaphorisation of HT). The respondents showed a greater emotional response to the texts on HT enhanced by the deliberate use of metaphors representing the image of a spiderweb. Their emotional involvement was revealed through their identifying themselves with trafficked people, imagining sounds or voices, imagining themselves in a trafficking situation, and reflecting on their safety in the future. These findings suggest the potential for using the *spiderweb* metaphor in anti-trafficking primary prevention education (Author, 2023).

Project 1 – Study 3: The study on schemata examined the role of image schemas in media texts on HT, exploring their potential as “warning” signals in anti-trafficking campaigns. In an experimental reading of two different texts (expository text (T1) and a media narrative (T2) within two groups of respondents, it was revealed that the media narrative text evoked stronger emotional involvement. Students reported a sense of danger, responding to the *containment* and *scale/process/up* schema clusters; the expository text had a weaker emotional response to *up*, *blockage*, and *counterforce* schemas. These findings suggest framing could be an effective methodology for raising awareness of HT (Author, 2022).

<p>Project 1 – Study 2: The study on sensory language explored the transportation effect in survival stories. The respondents showed greater involvement in a story in which visual, acoustic, and tactile sensations of HT victims were verbalised. Significant results confirmed that sensory language contributed to a greater transportation effect in survival stories (Author, 2024).</p>	<p>Project 2 – Part of Study 4: The <i>Prosocial Stylistics: Wartime Narratives on HT</i> initiative constitutes Project 2 aimed at collecting perceptions of survival stories told by HT victims during the Russia-Ukraine war as reflected in European political and media discourse that will extend the bulk of empirical data for a broader perspective on student vulnerability to HT in wartime conditions. This direction has wider perspectives of exploration discussed: interactive scenarios in classroom activities, interactive environments, multimodal storytelling, and fictional engagement in HT prevention.</p>
<p>Project 1 – Study 4: The study on HT media narratives analyses the structure of media scenarios of HT.</p>	

At the scientific linguistic level of the fellowship program, the author delivered a seminar on *Prosocial Stylistics: Wartime Narratives on HT* at EMMA (UPV). “Look at this, your seminar has been advertised throughout the university... Go Ukraine!”, – Professor Sorlin said in a letter to the author (*Séminaire: Elina Paliichuk (Borys Grinchenko Kyiv Metropolitan University & CEFRES) “Prosocial Stylistics: Wartime Narratives on Human Trafficking”* | EMMA, n.d.).

The seminar received generous attention from professors and students of UPV. It was delivered offline at EMMA premises and broadcast online via Zoom. The review of Project 1 and Project 2 was presented, giving room for extensive discussion and deep involvement of the audience in the problem of HT and the risks arising from the situation in Ukraine. Such issues as migration, interviewing refugees, the image of traffickers, using literary and multimodal dimensions of HT representation, policies, and NGOs, gender studies, psychology of victims, and other topics were raised during the discussion. The seminar was followed up with professional networking with EMMA’s professors and students who showed interest in the situation in Ukraine, migration problems, student mobility in the EU, and HT risks. Apart from the seminar, the literature review was done to meet the project demands of the initiative with a focus on media and political discourses, presenting social issues in the classroom, stylistics, pragmatics, narratology, linguistic analysis, etc.

The pedagogical level of the stay was implemented by the author attending the lectures and practical sessions at UPV's campus where the developments of Projects 1 and 2 were smoothly integrated into current topics and modules. These activities were followed up with a reflection on the common thematic and methodological points, outcomes of integrating prosocial stylistics into current modules, and prospects for collaboration between UPV and BGKU. Below are descriptions of the exchange of live teaching practices at UPV and a forecast of the possible integration of UPV humanities into prosocial stylistics and other disciplines at BGKU. The author also presented the linguistic techniques of impactful communication through prosocial stylistics in UPV classes.

To assess mutual pedagogical cooperation prospects, the author summarised the results of the scientific stay according to the classes attended and taught, the instructor, what was done at UPV, and potential areas of integrating UVP experience into teaching stylistics at BGKU.

1. **Pragmatics/Prof. Sandrine Sorlin:** The author attended a live lecture on strategies of influence in a speech delivered by Prof. Sorlin. The theory was combined with interactive activities. Students presented projects on speech maxims, played out respective dialogues, and analysed the case studies. After that, the approaches to teaching stylistics in UPV and BGKU were discussed, and the author presented a manual on text stylistics *The Cookery Book of Text Interpretation* (Author, 2024). Takeaways for BGKU and prospects of collaboration include 1) introducing interactivity through students preparing theoretical material with examples and playing out respective communicative discourse; 2) the idea of language manipulation can be taken advantage of for the concept of deceptive language used by traffickers, thus the study of manipulative language should be integrated into prosocial stylistics, for instance, to raise awareness of the speech acts used by potential traffickers.
2. **American History and International Relations/Raphaël Ricaud:** Dr. Raphaël Ricaud gave a lecture on Cold War US propaganda and the ethics and pragmatics

of American propaganda to show the students that there was such a thing as American propaganda during the first stages of the Cold War and that US citizens and their representatives were uneasy about the term, but not necessarily the means. The case study was a Voice of America script, which caused outrage in Congress in the late '40s. The students would have to try to figure out why. Dr. Ricaud noted that Master students majoring in History were interested in what the author could bring to the table, which meant the author should select the means of presenting prosocial stylistics arsenal in a more accessible way, considering the complexity of linguistic terms. The author described how metaphors and schemas can serve as a package for ideological messages and frame citizens' political worldviews. The author used examples of highlighting the HT situation during wartime in the media and the results of surveying BGKU students' perceptions. Another session was dedicated to the Cold War during the early sixties. Master's students, different from the previous class described, were offered to study one of two speeches: the famous *John F. Kennedy New Frontier speech* or the *Ich bin ein Berliner* speech. Dr. Ricaud guided them through the analysis of the speech(es). The author suggested the approaches for linguistic analysis to reveal the hidden messages of the speeches and offered the toolkit for the analysis of public speeches regarding various historical and social situations. Takeaways for BGKU and prospects of collaboration include 1) students at BGKU can explore the language of US anti-trafficking policies and media campaigns; 2) the author can prepare material for critical reading of US documents and stylistic analysis of the register-dependent language; 3) students at BGKU can be offered to analyse the use of persuasive language, metaphors, and framing in policy documents and public speeches; 4) students at BGKU can be offered to use case studies and media portrayals of HT to explore narrative strategies that shape public opinion and policy; 5) apart from Stylistics, particular elements of the American History class at UPV can be incorporated into the curriculum of culture-oriented linguistics as in the framework of EFL teaching; 6) students at UPV in their turn can analyse international treaties and diplomatic efforts on HT and use prosocial

stylistic techniques to highlight the emotional and human impact of trafficking in global discussions, as well as examine speeches and statements from global leaders through metaphor and framing to encourage awareness and action.

3. **British History and Social Movements/Marc Lenormand:** Before the author attended the class on British History and Social Movements, Dr. Lenormand noted that the class might seem rather remote from linguistics. The class on 20th-century history taught to the third-year students looked more specifically at Britain in the First World War, and another class for MA students who were going to become English teachers focused on the nations of the British Empire in the First World War. Integrating those topics and prosocial stylistics, the author gave a talk about the HT situation in wartime and discussed the Russia-Ukraine war as experienced by Ukrainian students. The parallels between the historical and contemporary dimensions were analysed in a range of social issues: conscription campaigns, HT risks, political negotiations, and the use of language opportunities. Takeaways for BGKU and prospects of collaboration include 1) investigating the historical context of HT, including the abolition of the slave trade; 2) students at UPV can analyse the potential of using narrative framing and metaphor to draw parallels between historical slavery and modern-day trafficking; 3) students at UPV can analyse historical and contemporary public speeches and literary works, identifying prosocial stylistic choices that call for action. Moreover, Dr. Lenormand shared the collection of texts that can be used for building vocabulary on the UK, History, and War for the EFL classes at BGKU.
4. **Translation and Writing/Adriana Serban:** Dr. Serban welcomed the author to the film translation class taught for the second year of UPV's Master's program in translation. The class consisted of a practical subtitling workshop. Another class was dedicated to professional writing for the students in the first year of the Master's degree in translation. Both classes were taught as interactive workshops. During the class, the author was given a floor to present the prerequisites of prosocial stylistics that helped UPV's students boost their writing skills regarding

persuasiveness and emotional impact. Dr. Serban also described other activities. One of them is a workshop with the use of the *Transverso* platform during which students translated from French into their mother tongues and then into English. Takeaways for BGKU and prospects of collaboration include 1) engaging the BGKU students to participate in the collective *Transverso* workshop by adding the Ukrainian language; 2) enhancing the UPV's students' writing skills regarding the social advertising and planning communication programs dedicated to hot topical issues, for instance, HT; in particular, encouraging students to translate texts related to HT, focusing on maintaining prosocial stylistic elements (e.g., emotional appeal, metaphors), having students write pieces on HT in different genres (news articles, letters, reports) using persuasive stylistic strategies to evoke empathy and action. The author was also invited to take part in the conference *Translation – Languages – Teaching* to be held on 3-4 April 2025, Montpellier, EMMA and ReSO, Université Paul-Valéry Montpellier 3, France.

5. **Stylistics/Virginie Iché:** Dr. Iché invited the author to the language class dedicated to the analysis of the representation of immigrant dignity in the US during which students talked about how authors try to convince and/or persuade their readers, appeal to the reader's reason and emotions), and how in turn students have to be convincing/persuasive when writing their analysis. As far as this was not a research-based class, the author had to select an appropriate methodological approach to share the means of stylistic analysis. In particular, the author offered alternative linguistic ways of textual analysis and told the students how metaphors, schemata, sensory language, and stories help render more specific and impressive messages to the audience. Takeaways for BGKU and prospects of collaboration include 1) analysing media and literary texts about HT for stylistic choices that affect reader perception (e.g., tone, imagery, framing) through focusing on identifying the emotional manipulation techniques used in anti-trafficking campaigns, such as visual metaphors and sensory language, as well as discussing how different framing (e.g., victim vs. survivor) can influence the reader's emotional and cognitive response; 2) at the same time, BGKU

students can use the knowledge of stylistic means in critical reading activities, focusing on how different outlets use prosocial stylistic strategies (visuals, language, metaphors) to raise awareness; 3) students can be suggested to create their anti-trafficking campaigns (videos, social media posts) using prosocial stylistics such as emotional language and compelling narrative and study how media campaigns use sensory language and visual storytelling to elicit emotional responses and promote social change.

As a result of networking with EMMA's professors at UPVs, other directions of collaboration may include the possible joint action concerning migration issues with Dr. Judith Misrahi-Barak, the author of *Revisiting Slave Narratives I: Les avatars contemporains des récits d'esclaves* (2022) Presses Universitaires de la Méditerranée, the potential integrating literary, theatrical and multimodal representations of HT into the prosocial paradigm of teaching stylistics at BGKU – this idea was offered by Prof. Jean Michel Ganteau, the author of *The Ethics and Aesthetics of Vulnerability in Contemporary British Fiction* (2015), Routledge, *Victimhood and Vulnerability in 21st Century Fiction* (2017), Routledge, and other seminal works, who specialises in Contemporary British Literature; inspired by the talent of Lily Robert-Foley, the author of *Jiji*, a novel in prose poems and conceptual writing (Omnia Vanitas Press, 2016), *Money, Math and Measure* (Essay Press chapbook series, 2016), *m*, a book of poetry-critique-collage (Corrupt Press, 2013), and *graphemachine*, a chapbook of visual poetry (Xerolage, 2013), the activities at BGKU may include creating short stories or poems depicting the experiences of HT, using imagery, sensory language, and emotional appeal to foster empathy, using metaphors to explore the trapped, isolated experiences of victims, and organising group storytelling exercises that discuss potential outcomes of escape or social reintegration. BGKU students have also been invited to attend the workshop on experiential translation on November 29, 2024, via Zoom.

DISCUSSION

The consideration of the experience gained during the scientific stay at UPV shed light on the positive outcomes yet not deprived of some constraints. The potential to introduce a larger range of humanities into an EFL class on Stylistics is assessed positively due to bridging language and social sciences in a network of disciplines. The benefits of pursuing integrated teaching by instructors of different universities lie in the added value in the framework of the content of the courses and methodological joint efforts which can be made possible through academic mobility programs and virtual classes. Interactive and practical learning presupposes active engagement and application of theory to real-world problems; interdisciplinary connections in the successful integration of linguistics, history, translation, and social issues into cohesive learning experiences; focusing on social relevance by highlighting critical global challenges like HT.

This integrated teaching experience offers multiple avenues for institutional partnerships and cross-cultural academic exchange (currently there are negotiations about the possible signing of a collaboration agreement between the BGKU and UPV); and encourages innovative thinking through stylistic analysis, narrative strategies, and multimodal activities. These approaches suggest a forward-thinking and aligning academic learning with societal needs.

The constraints of implementing integrated teaching presuppose that more efforts should be made to ensure the introduction of the required preliminary contexts for students of linguistic specialties; likewise, students of non-linguistic disciplines need a deeper understanding of linguistic theories of effective writing, persuasion, cognitive mechanism of shaping public opinion, etc. Another challenge involves the question of the compatibility of the course programs, which is a matter not only of instructors' flexibility and creativity but also administrative and organisational readiness to co-teaching activities across Ukrainian and European universities in general.

CONCLUSIONS

The experience of implementing scientific research initiatives and teaching practice at UPV helps analyse the potentialities and challenges of integrated teaching across two dimensions: 1) the integration of social sciences into the Stylistics of the

English Language as EFL at BGKU; and 2) integrating non-linguistic humanities through co-teaching practices at UPV by introducing the prosocial aspects of stylistics. To answer the research questions of the paper, the author admits the possibility of using cognitive stylistic means to raise awareness of HT as a societal agenda both in linguistic and non-linguistic classes by adapting linguistic theories, and developing the techniques and analogies based on specific case studies. The adaptation of the practical use of the language for social purposes can help educators set a larger amplitude in integrating humanities disciplines by teaching prosocial components in respective disciplines. The co-teaching experience described per class gives some insights into the methodological syntheses of linguistic and non-linguistic knowledge and proves that the prosocial dimension of stylistics can be used not only for teaching linguistic skills but also for encouraging positive social behaviours among Ukrainian and European students.

PROSPECTS FOR FURTHER RESEARCH

Further prospects include the targeted consideration of each opportunity of co-teaching and the development of the methodological and organisational basis for implementing integrated teaching in BGKU in joint efforts with UPV. A more detailed study is required to design the co-teaching activities in US and British History and International Relations, for instance, the work of NGOs in preventing social problems like HT. As for linguistic disciplines, this area of co-teaching between the two universities in the form of joint seminars and workshops in pragmatics, creative writing, media analysis, and translation in virtual classrooms and e-learning courses seems more feasible. Based on the experience of raising awareness of HT and the war aggression against Ukraine among UPV personnel and students through prosocial stylistics, it is also possible to replicate the methods of research and pedagogical activity for promoting other socially relevant topics in educational discourse such as environmental, racial, human rights, migration and refugees, world security, and other topical issues by using stylistic tools like metaphor, schemata, sensory language, and storytelling in a class and encouraging students' prosocial behaviours.

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У статті описано практичний лінгводидактичний досвід викладання стилістики для соціальних цілей в українському (Київський університет імені Бориса Грінченка) та французькому (Університет Поль-Валері Монпельє 3, Франція) університетах, що є відповіддю на виклики інтеграції соціальних наук у лінгвістичні та нелінгвістичні дисципліни на основі когнітивних структур, вербалізованих за допомогою стилістичних засобів у медійному дискурсі. Соціальний вплив викладання стилістики зумовлений необхідністю підвищення обізнаності суспільства з проблемами воєнного часу в Україні та за кордоном. Прикладом може слугувати проект із запобігання торгівлі людьми, реалізований за підтримки програми стипендій CEFRES (Французький дослідницький центр гуманітарних і соціальних наук) для українських науковців. Під час перебування в ЕММА (Études Montpelliéraines du Monde Anglophone) були застосовані методи польових спостережень, анкетування в навчальному процесі, а також обговорення з європейськими колегами питань інкорпорації тем, пов'язаних з війною, в гуманітарні науки. Результати пропонують огляд змістовної та концептуальної сумісності між філологічним та нефілологічними гуманітарними дисциплінами в Університеті Поля Валері Монпельє 3, а також оцінку потенційної крос-культурного педагогічного співробітництва між університетами. Результати дослідження розкривають розуміння методологічного виміру використання стилістичних засобів (метафори, сторітелінгу, схем і сенсорної мови) для розвитку соціолінгвістичних навичок студентів.

Ключові слова: торгівля людьми; метафора, сторітелінг, обра-схема, інтегроване навчання, сенсорна мова, просоціальна стилістика, соціальні науки, обізнаність, співробітництво.

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TRENDS IN UNIVERSITY AUTONOMY IN THE EU IN THE PRE-PANDEMIC DECADE

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The pre-pandemic decade (2010–2019) is likely to have become an era of rapid spread and development of university autonomy in the EU. Therefore, the article makes an effort to reveal the trends in developing university autonomy in the pre-pandemic decade, which could contribute to understanding this phenomenon in the post-pandemic times. The systematic examination of 24 scientific resources published primarily on the Web of Science Core Collection database in 2010–2019 makes it possible to reveal the following trends in university autonomy development on organizational, financial, academic and staff levels. The research covers the time frame from 2010 to 2019 – the official beginning of the COVID-19 pandemic. The research insights show that in the pre-pandemic decade, university autonomy is characterised by diverse implementation and uneven distribution in the EU, as well as different access to financing. This diversity and unevenness may have affected the universities' decision-making during the COVID-19 pandemic. The research results can contribute to the understanding of the phenomenon of university autonomy. This research is made within the framework of the implementation of the European Union project Erasmus + “University autonomy in the development of democratic values in higher education: experience of EU countries for Ukraine.”

Keywords: university autonomy; higher education policy; trends; the pre-pandemic decade; the EU.

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INTRODUCTION

The pre-pandemic decade (2010–2020) is likely to have become an era of rapid spread and development of university autonomy in the EU. Since 2011, the European University Association (EUA) has released four comparative reports on the topic of university autonomy in higher education systems in Europe. The reports aimed at evaluating and ranking the higher education systems along four dimensions of

autonomy – organisational, financial, staffing, and academic autonomy. They have concluded that due to the diversity of national legislative frameworks in the EU member-states, there is no unique model of university autonomy (Pruvot & Estermann, 2017). In addition to these reports, there is evidence of university autonomy development in scientific literature, where authors discuss trends and challenges to new forms of university management in Europe. Among them, are the following trends and challenges: 1) different understanding of the university autonomy at the national and transnational levels. New political, social and economic conditions impact the policy of the EU member-states and European universities, which should respond to this changing context. In the case of England and the EU, Alexiadou & Findlow (2014) point to the tensions between the humanistic role of the university and “the pressures for the creation of the ‘knowledge economy’ that are shared at the national and transnational levels” (p. 371); 2) Brexit brought new challenges and even threats to the higher education sector, particularly to the university autonomy. Among these threats are “loss of research funding from EU sources; loss of students from other EU countries; the impact on the ability of the sector to hire academic staff from EU countries; and the impact on the ability of UK students to study abroad” (Mayhew, 2017, 155).

Additionally, in the scientific literature, there is an attempt to investigate trends in university autonomy. Although, the recent EUA’s report (Pruvot & Estermann, 2017) makes an effort to “review and summarise a series of trends identified in the respective dimensions of university autonomy” (p.53), it considers cross-cutting trends in increasing and decreasing levels of university autonomy in the certain countries in the EU. Namely, the report shows that “there is no natural trend towards increased university autonomy in Europe” (p. 59). Besides, Krüger et al. (2018) identify major trends in the reforms undertaken in the EU member-states. Nagy et al. (2014) highlight general trends in financing higher education.

Based on the said above, this paper assumes that the pre-pandemic decade is likely to demonstrate both positive and negative trends in developing university autonomy in the EU. On the other hand, diverse understanding and lack of a unique

model of university autonomy could affect the challenges caused by the COVID-19 pandemic. This evidence could be valuable for describing the pre-pandemic state of play of the phenomenon of university autonomy, as well as understanding the issues of its development.

Therefore, the **research objective** is to reveal the trends in developing university autonomy in the EU in the pre-pandemic decade (2010–2019), which could contribute to understanding this phenomenon in the post-pandemic times.

METHODOLOGY

This theoretical research aims at the systematic examination of assumptions of the research issue – university autonomy in the EU in the pre-pandemic decade, and revealing the trends in its development. The research covers the time frame from 2010 to 2019 – the official beginning of the COVID-19 pandemic. Due to scarce evidence about university autonomy in the scientific literature, the data is gathered from 24 scientific resources (12 articles, 7 proceedings paper, 4 book chapters, and 1 report) found, primarily on the Web of Science Core Collection database, and published from 2010 to 2019. However, despite the limited amount of publications, we believe that this material may be sufficient for featuring the state of play of university autonomy in the EU in the pre-pandemic decade (2010–2019).

The thematic literature review is applied to reveal the trends regarding four dimensions of university autonomy – organisational, financial, staffing, and academic autonomy. Besides, the thematic literature review makes it possible to track geographical distribution of university autonomy.

RESEARCH RESULTS

Phenomenon of university autonomy. University autonomy is considered as “the legal, political and financial relationships between state authorities and universities in different national contexts” (Kohtamäki & Balbachevsky, 2018, 180), or as “university governance and the relationship between the state and higher education

institutions” (Pruvot & Estermann, 2017, 7). According to Pruvot & Estermann (2017), “university autonomy has four dimensions:

1. Organisational autonomy (academic and administrative structures, leadership and governance).

2. Financial autonomy (ability to raise funds, own buildings, borrow money and set tuition fees).

3. Staffing autonomy (ability to recruit independently, promote and develop academic and non-academic staff).

4. Academic autonomy (including study fields, student numbers, student selection, as well as the structure and content of degrees)” (p. 7).

It is worth mentioning, that there is a lack of interconnection between these four dimensions of university autonomy, except for staffing and academic autonomy, which are significantly linked to each other (Orosz, 2018). Consequently, in this research the trends in developing university autonomy will be revealed on four levels – organisational, financial, staffing, and academic.

Scope of spreading university autonomy in Europe. This paper makes an effort to trace the spreading of university autonomy in Europe in the pre-pandemic decade as well. Table 1 shows, that 24 countries evidence the spreading of this phenomenon. However, the distribution of university autonomy in Europe is likely to impact countries in different ways as there are some countries in Europe (Romania, the UK, and Portugal), which frequently report their experience and challenges.

Table 1

**Evidences of geographical distribution of university autonomy in Europe
(2010–2019)**

Countries	Evidences	Years of evidences
Spain	(Elena, & Sánchez, 2012)	2012
Sweden	(Teelken & Deem, 2013)	2013
the UK	(Teelken & Deem, 2013; Alexiadou & Findlow, 2014; Mayhew, 2017)	2013-2017

the Netherlands	(Teelken & Deem, 2013; Krüger et al., 2018)	2013-2018
Portugal	(Magalhães et al., 2013; Marques, 2014; Krüger et al., 2018)	2013-2018
Hungary	(Nagy et al., 2014; Erina & Erins, 2015)	2014-2015
Germany	(Massih-Tehrani et al., 2015; Shattock, 2014)	2014-2015
Latvia	(Erina & Erins, 2015)	2015
Bulgaria	(Erina & Erins, 2015)	2015
the Czech Republic	(Erina & Erins, 2015)	2015
Cyprus	(Erina & Erins, 2015)	2015
Estonia	(Erina & Erins, 2015)	2015
Slovakia	(Erina & Erins, 2015)	2015
Poland	(Erina & Erins, 2015)	2015
Malta	(Erina & Erins, 2015)	2015
Slovenia	(Erina & Erins, 2015; Bohinc, 2017)	2015-2017
Romania	(Butum et al., 2015; Erina & Erins, 2015; Marinas & Prioteasa, 2015; Cojocaru et al., 2018)	2015-2018
Lithuania	(Erina & Erins, 2015; Bileviciute et al., 2019)	2015-2019
Norway	(Maassen et al., 2017)	2017
Austria	(Krüger et al., 2018)	2018
Denmark	(Krüger et al., 2018)	2018
France	(Krüger et al., 2018)	2018
Finland	(Krüger et al., 2018; Kohtamäki & Balbachevsky, 2018)	2018
Kazakhstan	(Milosz, 2018)	2018

Consequently, based on the evidences presented in Table 1, we can assume that the middle of the pre-pandemic decade (2015) is likely to have become an intensive phase of distribution and implementation of university autonomy in Europe.

Furthermore, the thematic literature review makes it possible to reveal the trends regarding four dimensions of university autonomy – organisational, financial, staffing, and academic autonomy in the EU in 2010–2019.

Organisational autonomy. The decade before the COVID-19 pandemic, the universities in the EU experienced governance reforms in higher education. Namely, Austria, Denmark, Finland, France, the Netherlands and Portugal, were the countries in which significant reforms had been introduced since the 1990s. The reforms aimed at reducing the direct state control and promoting mechanisms that could give more autonomy to higher education institutions (Krüger et al., 2018). The state initiated governance reforms and introduced them through legislation. University autonomy has been distributed from central government, but on central government's terms, as in Italy, or in Germany (Shattock, 2014). Elena & Sánchez (2012) worries, that "introduction of a new model of management – a collegial model, that can be a constraint of a necessary changes in quality teaching and research" (p.48). According to Krüger et al. (2018), the policy reform and a new governance model at the university were implemented by "several actors with diverse interests" and depended on external factors. For example, in Kazakhstan a model of decentralization of the university was implemented with the support of the consortium of 17 partners – the EU universities, ministries and non-governmental bodies (Milosz, 2018).

Analysing the impact of governance reforms on university autonomy in Portuguese, Magalhães et al. (2013) assumed that "the regulation efforts undertaken at the European and national levels reflect a trend towards coordination of devolved governance processes (meta-governance)" (p. 234). The authors also believe that governments need to guarantee that increasing university autonomy and self-governance could achieve the goals of the governance reform.

It is worth mentioning, that university autonomy is interpreted in various ways and "practices of autonomy within the university" are also implemented differently (Maassen et al., 2017). It is likely to occur due to imbalance of legislation on national and international levels. Namely, Bohinc (2017) evidences the gap between the EU documents regarding the questions of university autonomy and national legal framework. In the case of Slovenia, "the current university system as regulated by the

Higher Education Act is inadequate” ... and “requires the higher education legislation to be amended” (p. 508).

As a result of the governance reforms, university alliances have been established in Europe in an attempt to influence the R&D in higher education. These alliances (namely, EUA, EURASHE, LERU, UNICA, Coimbra group) are “new players in the increasingly complex multi-actor, multi-level governance in this policy domain” (Vukasovic & Stensaker, 2018, 349). The university alliances have differences and commonalities in the structures, identities, and roles of the transnational actors in European knowledge governance. Fumasoli et al. (2018) revealed these types of actors – an expert group, university alliances, student unions, the academic associations, and an advocacy coalition of individuals.

In addition, research universities with autonomous status are becoming the centres of technology development and economic innovation. Their academic and administrative structures include external stakeholders – trustees or regents from the USA and external board members from the EU. These governance structures are seen as a marker of university autonomy. Taking into account, that “a number of trustees of US research universities sit on the boards of directors of large corporations with research interests”, Mathies & Slaughter (2013) found that trustees are “an important channel connecting universities to innovation and economic development” (p. 1286). Besides, an executive science network plays a significant role in relations among universities and industry.

Other investigations show the effectiveness of the governance reforms regarding new management. Bileviciute et al. (2019) believe that a new management model of university governance have helped the university in Lithuania survive in the situation of greater competition and reduced state funding.

Academic autonomy brings the universities both benefits and challenges. On one hand, universities receive freedom in organizing programmes, particularly a higher degree of autonomy in organizing doctoral programmes by comparison to bachelor and master programmes (Cojocarui et al., 2018). On the other hand, the inconsistency between national and the EU-research policy and short-term employment contracts may

create obstacles in receiving benefits.

Thus, Massih-Tehrani et al., (2015) revealed the gap between national and the EU-research policy. Namely, “European research policy is guided by the discursive model of a global knowledge economy”, while, in the case of Germany, the national model of academic autonomy finances diverse research topics and universities (p.55). The opposite policy between 'Global Research Universities' and the German Research Foundation could impact the future of German higher education – while technical universities receive benefits from European competition, “universities focusing on social sciences and the humanities are losing ground” (p.55).

Alpatov & Bortnikova (2016) believe, that academic freedom must be protected by employment guarantees – tenure. Tenure ensures the continuity of scientific cooperation, which is impossible with short-term employment contracts and the constant movement of scientists from university to university in search of a job.

Staff autonomy. Despite the contemporary management approaches in the universities which should stimulate equality of opportunities and diminish regimes of inequality, there is evidence of inequality in the universities of the Netherlands, Sweden and the UK. Teelken & Deem’s data (2013) show “that these new governance approaches actually re-emphasise the existing status quo in various ways and enable more subtle forms of discrimination despite the existence of a veneer of equality” (p. 520).

Financial autonomy. Analysing higher education financing models in the countries of Central and Eastern Europe, Erina & Erins (2015) found significant differences in financing models, i.e. differences in the volume of financial support, study crediting systems, and tuition fees. However, they revealed common features as well: “1) increase of the state funding for higher education; 2) granting of larger autonomy in financial resource management; 3) ensuring of direct correlation between performance results and the allocated funding; 4) promotion of diversification of the sources of finance, as well as establishment of cooperation among research institutions, enterprises and municipalities” (Erina & Erins, 2015, 186).

Nagy et al. (2014) highlight general trends in financing higher education based on the evidences from the universities of Germany, Great Britain, France, Poland and Slovenia. Among them, are the following ones: diversification of the sources of funding; significance of tuition fees and third-stream incomes; allocation of funds in the form of state loans or favourable taxation regulations. Besides, the allocation mechanisms of direct institutional support have been changed in terms of separate funding of teaching and research; wide spreading the formula funding; block grants as a form of allocation of state funds; significant freedom of universities in spending financial resources; increasing the significance of performance contracts. However, the main trend in financial autonomy is that, “the mixture of funding elements varies from country to country” (Nagy et al., 2014, 181).

The option of diversifying funding for EU universities may challenge university governance and determine which key areas of university governance need to be influenced. Marinas & Prioteasa (2015) point to the increased competition for funding among universities under the scarcity of public resources in order to enhance efficiency and quality. They believe, that “in the future, shifting priorities for public funding to sectors like social protection, health, environment, climate change, energy is likely to occur because of the demographic trends, ageing population and other global challenges” (p. 801).

For example, universities in Portugal are mainly financed by the State Budget. However, the universities are encouraged to search for an alternative revenue “through the provision of specialized services, or by means of signing agreements” (Marques, 2014, 151). The universities in Romania attempt to access financial resources as beneficiaries or research partners in innovation projects. For this reason, Romanian universities are focused on adapting curricula to meet the labour market demands and harmonizing their programmes with those in the universities in Europe. Besides, the public policy in higher education in Romania makes an effort to increase the autonomy of financial management and to encourage the diversification of financing sources and inter-university partnerships (Butum et al., 2015).

Conclusions. The literature review makes it possible to reveal general trends

regarding university autonomy in the EU in the pre-pandemic decade, as well as specific trends in terms of four dimensions of university autonomy.

Thus, in the pre-pandemic decade in the EU the following general trends regarding university autonomy were observed: 1) different understanding of the concept of university autonomy at the national and transnational levels; 2) cross-cutting trends in increasing and decreasing levels of university autonomy in the EU; 3) threats to the university autonomy from Brexit due to loss of research funding and students from other EU countries; reduction in the ability to hire academic staff from EU countries; and the ability of UK students to study abroad.

In terms of four dimensions of university autonomy, the other specific trends were traced:

Organisational Autonomy

- University autonomy is seen as a collegial model of management initiated and distributed from central government through legislation.
- A new governance model at the university is implemented by transnational actors (regents from the USA and external board members from the EU) with diverse interests.
- The university alliances established in Europe attempt to influence the R&D in higher education.
- University autonomy is interpreted in various ways at national and international levels.
- University autonomy within the university is implemented differently.
- The gap between the EU legislation regarding university autonomy and national legal framework.

Academic Autonomy

- Universities receive freedom in organizing degree programmes.
- There is a gap between national and the EU-research policy.
- Uneven distribution of benefits from European competition between technical universities and universities of social sciences and the humanities.

- Lack of protection of academic freedom due to short-term employment contracts.
Staff Autonomy
- New governance approaches may enable more subtle forms of discrimination and inequality.
Financial Autonomy
- Significant differences in financing models, i.e. differences in the volume of financial support, study crediting systems, and tuition fees. These models vary from country to country.
- The option of diversifying funding for EU universities.
- Increasing competition for funding among universities under the scarcity of public resources in order to enhance efficiency and quality.

The research insights show that in the pre-pandemic decade, university autonomy is characterised by diversity of implementation and uneven distribution in the EU, as well as different access to financing. This diversity and unevenness may have affected the universities' decision-making during the COVID-19 pandemic. The research results can contribute to the understanding of the phenomenon of university autonomy.

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ТЕНДЕНЦІЇ УНІВЕРСИТЕТСЬКОЇ АВТОНОМІЇ В ЄС У ДЕСЯТИЛІТТЯ ПЕРЕД ПАНДЕМІЄЮ

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Десятиліття перед пандемією COVID-19 (2010–2019), ймовірно, стало епохою швидкого поширення та розвитку університетської автономії в ЄС. Тому в статті зроблено спробу виявити тенденції розвитку університетської автономії в десятиліття перед пандемією COVID-19, що могло б сприяти розумінню цього явища в постпандемічний час. Систематичне дослідження 24 наукових джерел, опублікованих переважно у базі даних Web of Science Core Collection у 2010–2019 роках, дає змогу виявити наступні тенденції розвитку університетської автономії на організаційному, фінансовому, академічному та кадровому рівнях. Дослідження охоплює період з 2010 по 2019 рік – офіційний початок пандемії COVID-19. Отже, на підставі отриманих даних, можна припустити, що середина десятиліття (2015 р.) перед пандемією, ймовірно, стала інтенсивною фазою поширення та впровадження університетської автономії в Європі. Результати дослідження показують, що в десятиліття до пандемії університетська автономія характеризується різним впровадженням і нерівномірним розподілом в ЄС, а також різним доступом до фінансування. Ця різноманітність і нерівномірність ймовірно могли вплинути на прийняття рішень університетами під час пандемії COVID-19. Результати дослідження можуть сприяти розумінню феномену університетської автономії. Це дослідження виконано в рамках реалізації проекту Європейського Союзу Erasmus+ «Університетська автономія у розвитку демократичних цінностей у вищій освіті: досвід країн ЄС для України».

Ключові слова: університетська автономія; політика вищої освіти; тенденції; десятиліття перед пандемією; ЄС.

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