



2026 TESOL-Ukraine National Convention

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

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

Collection of Convention Proceedings

Kyiv, May 22–24, 2026

Importantly, these strategies do not lower standards; rather, they adapt teaching to real conditions, making learning possible under constraint while also preserving teachers' psychological resources.

Teaching in crisis contexts requires a fundamental shift in perspective. Rather than striving for ideal performance, educators must focus on sustainability, adaptability and presence.

The realities faced by teachers – particularly in contexts such as Ukraine – demand recognition, support, and practical solutions. By redefining success, simplifying practice, and prioritizing both student and teacher well-being, it becomes possible to continue teaching in ways that are both effective and humane. Ultimately, “showing up” is no longer a minimal expectation—it is, in itself, a professional achievement.

REFERENCES:

1. NUS. (2023). *Ponad polovyna opytanykh uchyteliv vidchuvaye profesiine vyhorannia: rezultaty doslidzhennia*. <https://nus.org.ua/2023/01/27/ponad-polovyna-opytanyh-uchyteliv-vidchuvaye-profesijne-vygorannya-rezultaty-doslidzhennya/>
 2. Porges, S. W. (2011). *The polyvagal theory: Neurophysiological foundations of emotions, attachment, communication, and self-regulation*. New York: Norton.
 3. McKinney, R., and C. Keenan. (2017). *Learning & well-being in emergencies: A three-pronged approach to improving refugee education*. Fairfield, CT: Save the Children.
-

Olga SIVAIEVA

Borys Grinchenko Kyiv Metropolitan University

CONCEPTUAL CHALLENGES OF TEACHING ENGLISH TO PHILOSOPHY STUDENTS AS A TOOL FOR PROFESSIONAL REFLECTION

In the contemporary landscape of higher education, English Language Teaching (ELT) for philosophy students must transcend the reductionist paradigms of «functional literacy» to be repositioned as a profound ontological medium. This thesis explicates that the inherent pedagogical frictions within the English classroom – most notably the dialectic between translation and interpretation and the disruptions necessitated by AI-driven mediation – are not merely peripheral obstacles. Instead, they function as essential catalysts for professional reflection. By navigating these linguistic and technological tensions, students delineate a critical «third space», facilitating a rigorous synthesis between their indigenous linguistic frameworks and the universalizing currents of the global academic canon.

The foundational challenge in modern pedagogy lays in liberating English for Specific Purposes (ESP) from its persistent reputation as a mere technical toolkit [1]. For the philosopher,

language cannot be viewed as an external vessel or a neutral conduit for thought; rather, it constitutes the very perimeter of cognitive possibility.

The Gadamerian Synthesis: Drawing upon the philosophical hermeneutics of Hans-Georg Gadamer, this approach redefines the classroom as a site for the «fusion of horizons» [2]. The acquisition of English syntax – for instance, the deterministic logic embedded within the conditional mood – is reframed as a transformative exercise in intellectual decentration. This process compels students to confront their native language not as a transparent mirror of objective reality, but as a contingent ontological system. Consequently, the learner does not merely acquire a language but undergoes a phenomenological shift in how they construct and perceive the world.

The profound semantic chasm between Slavic and Anglophone conceptual systems – illustrated by the cognitive dissonance between terms such as *mind*, *dasein*, and *spirit* – provides fertile ground for ethical and meta-philosophical inquiry.

Valuing Untranslatability as Integrity: Rather than lamenting the absence of lexical equivalence as a pedagogical deficit, this thesis frames untranslatability as an exercise in professional and intellectual integrity. Utilizing Paul Ricoeur's concept of «linguistic hospitality», students are encouraged to «host» foreign concepts within their own cognitive architecture without resorting to «semantic violence» (the forced assimilation of foreign terms into domestic categories) [4]. This disciplined engagement fosters a radical form of intellectual empathy, transforming language acquisition into a core competency for ethical philosophical practice and cross-cultural dialogue.

ELT for philosophy students functions as a formal initiation into a hierarchical, frequently Eurocentric, intellectual hegemony. Without a critical framework, the student risks intellectual colonization by the very medium they seek to master.

The Critical Literacy Paradigm: Educators must empower students to deconstruct the ideological infrastructures underpinning English academic norms. This range of scrutiny extends from the linear pragmatism of the «Five-Paragraph Essay» to the latent biases inherent in the Anglo-American analytical tradition. By identifying English as a value-laden medium, students cultivate the discursive agency required to project their unique philosophical «voice» into the global arena [3]. This ensures that participation in the global dialogue does not necessitate cultural erasure but rather enriches the canon through localized perspective.

In an epoch dominated by Generative Artificial Intelligence, where the linguistic «product» has been commodified and automated, the «process» of articulation re-emerges as a rare and vital intellectual asset.

Combating Reflective Degradation: The «slow thinking» quintessential to philosophical labor is increasingly threatened by the instantaneity of Large Language Models (LLMs). This thesis proposes a «Socratic AI Dialogue» model, wherein AI is strategically repositioned from a «generator of answers» to a «sparring partner» designed to stress-test arguments. This methodology reclaims linguistic struggle not as a hurdle to be bypassed, but as a necessary form of conceptual labor. It is within this friction – the gap between thought and its verbalization – that original philosophical thought is truly birthed.

Ultimately, the instruction of English to philosophers amidst global instability and crisis is a teleological act of hope. By grounding pedagogy in the productive friction of linguistic struggle, the ELT classroom is transformed into a site of Renewal. It evolves from a passive

space of consumption into a transformative arena where the student – reconstituted as an active subject – acquires the power to articulate localized existential truths. In doing so, they provide a much-needed philosophical resonance to an increasingly fractured and digitally mediated world.

REFERENCES

1. Benesch, S. (2001). *Critical English for Academic Purposes: Theory, Politics, and Practice*. Lawrence Erlbaum Associates.
 2. Gadamer, H. (2004). *Truth and Method* (2nd rev. ed.). Continuum.
 3. Kramsch, C. (2009). *The Multilingual Subject: What Foreign Language Learners Say About Their Experience and Why It Matters*. Oxford University Press.
 4. Ricoeur, P. (2006). *On Translation*. Translated by Eileen Brennan. Routledge.
-

Iryna SKRIL

Lviv Polytechnic National University

TRANSLANGUAGING IN ESP FOR INFORMATION TECHNOLOGY: A MULTILINGUAL APPROACH TO DEVELOPING LINGUISTIC AND PROFESSIONAL COMPETENCE

The pedagogical potential of translanguaging is examined as a strategic approach in English for Specific Purposes (ESP) instruction for Information Technology (IT) students. Challenging the traditional monolingual paradigm of “English-only” instruction, the discussion is grounded in contemporary insights from Applied Linguistics and Sociolinguistics, which emphasize the cognitive and epistemic value of learners’ full linguistic repertoires. It is argued that multilingual practices facilitate deeper conceptual understanding, enhance domain-specific communication, and support the development of both linguistic and professional competences in IT education.

Recent European research further substantiates these claims. Jason Anderson conceptualizes translanguaging as a paradigm shift in English language teaching, redefining language use as dynamic and socially situated rather than bounded by monolingual norms [1]. Similarly, Leonet, Saragueta, and Arocena (2024) demonstrate that pedagogical translanguaging reshapes learners’ perceptions of language hierarchies and promotes critical multilingual awareness in classroom settings [2]. The researchers highlight the effectiveness of translanguaging in Ukrainian higher education, showing that the integration of learners’ linguistic resources enhances both inclusivity and learning outcomes in ESP contexts [3, p. 26]. These findings collectively reinforce the relevance of multilingual approaches for contemporary IT education.

A mixed-methods perspective integrates classroom-based interventions with qualitative analysis of learner interactions. Translanguaging is operationalized as the purposeful alternation

TABLE OF CONTENTS

<i>Nataliia ABABILOVA</i> . TRAINING RESILIENT INTERPRETERS FOR UNCERTAIN REALITIES	3
<i>Lidiia AIZIKOVA</i> . INTEGRATING CLIL, EMI AND SIOP IN DIGITALLY SUPPORTED PROFESSIONAL DEVELOPMENT: EXPERIENCE FROM THE PROJECT “ENGLISH FOR IN-SERVICE SCIENCE SECONDARY SCHOOL TEACHERS IN UKRAINE 2.0”	5
<i>Larysa ALEKSIEIEVA</i> . DEVELOPMENT OF COMMUNICATIVE COMPETENCE THROUGH TASK-BASED LEARNING IN EFL CLASSROOMS.....	7
<i>Olena ANISENKO</i> . THE NATURE OF ERRORS AS A NATURAL COMPONENT OF LANGUAGE LEARNING: INSIGHTS FROM THE CELTA PROGRAM	9
<i>Nataliia ANTONENKO, Olena KASATKINA-KUBYSHKINA, Alla FRIDRIKH</i> . ART, ADVOCACY, AND GLOBAL EMPATHY IN THE UKRAINIAN ESP CONTEXT	11
<i>Anetta ARTSYSHEVSKA, Nataliya HRYNYA, Liliia KUZNETSOVA</i> . STRUCTURALISATION OF THE LEGAL SYSTEM AS AN EMPOWERING APPROACH TO TOLES EXAM PREPARATION	13
<i>Liudmyla BABII</i> . FROM THEORY TO PRACTICE: EXPERIENTIAL LEARNING IN PRE-SERVICE EFL TEACHER TRAINING	14
<i>Svitlana BALABAS</i> . THE ‘DUAL-FRONTIER’ APPROACH: INTEGRATING TRAUMA-INFORMED PEDAGOGY AND DIGITAL RESILIENCE IN POST-WAR UKRAINIAN EFL CLASSROOMS.....	16
<i>Olga BANIT</i> . COACHING AS A TOOL FOR ENHANCING UNIVERSITY TEACHERS’ ENGLISH PROFICIENCY	18
<i>Iryna BILIANSKA</i> .IMPLEMENTING THE POSITIVE APPROACH IN WARTIME EFL CLASSROOMS	22
<i>Olena BOCHKAROVA</i> .BECOMING THE TEACHER YOU IMAGINED.....	23
<i>Anzhelika BURAVENKO</i> .WHAT THE COURSEBOOK DOESN’T TEACH ABOUT PRONUNCIATION: FROM THE PHONETICS LAB TO THE CLASSROOM	24
<i>Daryna BUTS</i> .DEVELOPING ENGLISH COMMUNICATIVE COMPETENCE OF FUTURE BORDER GUARD OFFICERS	26
<i>Oksana BYKONIA</i> . RENEWAL BEHIND WALLS: TEACHING ENGLISH IN CHALLENGING CONTEXTS	28
<i>Mariia CHEPEL, Maryna RADCHENKO</i> .BUILDING TRUST, PARTICIPATION, AND RESILIENCE THROUGH COMMUNICATION ACTIVITIES IN EFL CLASSROOM	31

<i>Olha CHEREDNICHENKO</i> . SCROLL, SAVE, TEACH: USING SOCIAL MEDIA CONTENT TO ENERGIZE ENGLISH LANGUAGE LESSONS.....	32
<i>Viktoria CHEREPUSHCHAK, Lilia KUZNETSOVA</i> . MAINTENANCE OBLIGATIONS OF SPOUSES UNDER FAMILY LAW IN UKRAINE.....	33
<i>Oksana CHUGAI, Olga YASHENKOVA</i> . INTEGRATING SOCIAL-EMOTIONAL LEARNING AND INTERCULTURAL PROJECTS IN ESP AND BUSINESS ENGLISH EDUCATION DURING WARTIME	34
<i>Oleh CHUKHNII, Ruslana LUTSIV</i> . ENGLISH-MEDIUM INSTRUCTION IN INTERNATIONAL BUSINESS AND MANAGEMENT EDUCATION: OPPORTUNITIES, CHALLENGES, PEDAGOGICAL IMPLICATIONS	37
<i>Alla DAVYDIUK</i> . METHODOLOGICAL FRAMEWORKS FOR ENHANCING STUDENT VOCABULARY THROUGH ENGLISH LISTENING TASKS	39
<i>Anna DENYSENKO</i> . RETHINKING IELTS READING PERFORMANCE: FROM PRACTICE TO STRATEGIC PERFORMANCE	41
<i>Nataliia DENYSOVA, Yelyzaveta KREMENYTSKA</i> . TEACHING ENGLISH IN THE SECOND YEAR: FROM CONTROLLED PRACTICE TO DISCOURSE-LEVEL PARTICIPATION	42
<i>Nadia DIACHOK</i> . LINGUO-CULTURAL ADAPTATION OF EDUCATIONAL MATERIALS IN CRISIS CONDITIONS: A TRANSLATION STUDIES PERSPECTIVE	44
<i>Natalia DMITRENKO</i> . PROBLEM-BASED ESP LEARNING	46
<i>Hanna DOVHOPOLOVA</i> . THE ROLE OF ASSESSMENT AND SELF-ASSESSMENT IN PROMOTING INDEPENDENT FOREIGN LANGUAGE LEARNING IN HIGHER EDUCATION	48
<i>Nataliya DYACHUK</i> . MODERN ADVERTISING AS A VALUABLE MULTIMODAL RESOURCE FOR MEDIA AND LANGUAGE STUDIES	49
<i>Diana DYMYTRYADI, Volodymyr HONCHAROV, Olena IVASYUTA</i> . THE LEGAL NATURE OF EUTHANASIA AND HUMAN RIGHTS: A LEGAL ANALYSIS	53
<i>Anna FEDIUNINA</i> . TEACHING YOUNG LEARNERS AS AN ACT OF HOPE: PRACTICAL STRATEGIES FOR RESILIENT ELT IN PRIMARY SCHOOL.....	55
<i>Anastasiia GALAI, Igor ZAYATS, Nataliya MYRONENKO</i> . THE INFLUENCE OF CIVIL SOCIETY INSTITUTIONS ON THE FORMATION AND FUNCTIONING OF PUBLIC AUTHORITIES: CONTEMPORARY PRACTICES.....	56
<i>Olena GALYTSKA, Yuliia LYTVYNA</i> . WHY STEM AND ENGLISH ARE A PERFECT MATCH	58

<i>Yuliya GORBENKO</i> . LISTENING MADE EASY: PRACTICAL STRATEGIES FOR DEVELOPING LEARNERS' LISTENING SKILLS	60
<i>Veronika HAIDAR</i> . THE 'OXYGEN MASK' PRINCIPLE: WHY EDUCATOR SELF-CARE IS THE FOUNDATION OF LEARNING	61
<i>Larysa HAPONENKO</i> . KEEPING CLASSES GOING: ELT DURING THE WAR TIME IN UKRAINE	63
<i>Olha HOLOFAIEVA</i> . SHADOWING METHOD: FOSTERING PROFESSIONAL CONFIDENCE OF FUTURE TEACHERS	65
<i>Olena IABUROVA</i> . ENGLISH AS AN ECOSYSTEM: TRANSFORMING LEARNING INTO A SPACE FOR PERSONAL DEVELOPMENT.....	67
<i>Raisa ISTOMINA</i> . LISTEN AND DRAW: MAKING LISTENING VISIBLE FOR YOUNG LEARNERS.....	69
<i>OLENA IVASYUTA</i> . OVERUSE AND UNDERUSE OF HEDGING DEVICES IN EFL ACADEMIC ESSAYS: A CORPUS-BASED STUDY OF ADVANCED LEARNERS	71
<i>Olha KACHANOVA</i> . ENERGY REBOOT: ART-BASED SELF-CARE STRATEGIES FOR ENGLISH LANGUAGE TEACHERS IN CRISIS CONTEXTS.....	73
<i>Iryna KALYNOVSKA</i> . LEXICAL AND SEMANTIC MEANS OF CREATING PRAGMATIC EFFECT IN ENVIRONMENTAL POSTERS ON THE CONSEQUENCES OF RUSSIA'S WAR AGAINST UKRAINE.....	75
<i>Alina KARPEKO, Maryna RADCHENKO</i> . ENHANCING LEXICAL COMPETENCE OF 5 th -GRADE LEARNERS THROUGH NARRATIVE TECHNIQUES	77
<i>Viktoriia KAVARA</i> . GREENING THE CURRICULUM: TEACHING <i>PROFESSIONAL ENGLISH FOR HOSPITALITY</i> THROUGH THE LENS OF SUSTAINABLE DEVELOPMENT.....	79
<i>Oleksandra KAZAROVYTSKA</i> . TEACHING ENGLISH TO SENIOR CITIZENS: CHALLENGES & OPPORTUNITIES	81
<i>Olha KHODAKEVYCH</i> . DIGITAL SCAFFOLDING IN UNCERTAIN TIMES: GRAMMARLY AS A TOOL FOR ACADEMIC RENEWAL AND STUDENT EMPOWERMENT	83
<i>Yuliia KHOLMAKOVA, Yevheniia ARTOMOVA</i> . THE BENEFITS OF USING AI IN TEACHING ENGLISH: A CREATIVE PHONETICS APPROACH	85
<i>Iryna KHOMYAKOVA</i> . DEVELOPING STUDENTS' CREATIVITY IN MODERN UKRAINIAN SCHOOL: A TEACHER'S EXPERIENCE	87
<i>Daria KIRIAKOVA</i> . MULTIMODAL DIGITAL STORYTELLING: CREATING PERSUASIVE NARRATIVES IN ESP	89

<i>Yuliia KLYMOVYCH. THE INTERPLAY OF MEDIA LITERACY AND INTERCULTURAL COMPETENCE IN EFL TEACHING</i>	90
<i>Hanna KNIAZ. BEYOND COMMENTS: BUILDING DIALOGUE THROUGH FEEDBACK</i>	92
<i>Elina KOLIADA. TEACHING PROVERBS AND SAYINGS</i>	94
<i>Myroslava KOLODII. OLD TOOLS, NEW CLASSROOMS: RETHINKING TRADITIONAL ELT METHODS</i>	96
<i>Lina KONDRAT. BOOSTING STUDENT MOTIVATION FOR ENGLISH LEARNING DURING THE WAR IN UKRAINE.....</i>	97
<i>Daryna KORKACH. USING AI TOOLS TO BOOST PROACTIVE LISTENING SKILLS AMONG UPPER-INTERMEDIATE AND ADVANCED LEVEL STUDENTS.....</i>	99
<i>Krystyna KORNIENKO, Maryna RADCHENKO. INTEGRATING SOCIAL-EMOTIONAL LEARNING INTO ESL LESSONS TO PREVENT BULLYING AMONG YOUNG ADOLESCENTS.....</i>	101
<i>Alina KOTKOVETS. BREAKING ICE IN ESP: ENGAGING FUTURE ENGINEERS FROM THE START</i>	102
<i>Alona KOVALENKO. RETHINKING WARM-UP ACTIVITIES IN THE EFL CLASSROOM WITHIN THE HIGHER EDUCATION CONTEXT.....</i>	104
<i>Iryna KOZUBSKA. INTEGRATING ARTIFICIAL INTELLIGENCE INTO ESP TEACHING IN TECHNICAL UNIVERSITIES.....</i>	106
<i>Olena KULCHYTSKA, Oksana ANDRUSCHAK. ‘BLACK SWAN’ AS A NARRATIVE TOOL IN ELT</i>	109
<i>Anna KULICH, Maryna RADCHENKO. PEDAGOGICAL STRATEGIES FOR ENHANCING MIDDLE SCHOOL LEARNERS’ MOTIVATION IN WARTIME EFL CLASSROOMS.....</i>	111
<i>Iryna KULISH. AUTHORIAL TERMINOLOGY IN BORYS JAKUBSKY’S TRANSLATION STUDIES WORK.....</i>	112
<i>Natalia KUZMENKO. HEAR, SEE, FEEL: HOW PERCEPTUAL STYLES INFLUENCE LANGUAGE LEARNING</i>	114
<i>Olena KUZMENKO. THE AI CO-TEACHER: STRATEGIC INTEGRATION FOR MODERN EDUCATOR WORKLOAD RELIEF</i>	116
<i>Olena KUZNETSOVA. FOSTERING PERSONALISATION IN TEACHING</i>	118
<i>Yevheniia KUZNIETSOVA. LEGAL ENGLISH AS A MEANS OF ACCESS TO INTERNATIONAL LAW AND JUSTICE IN WARTIME UKRAINE.....</i>	120
<i>Anastasiia KYRII. THE INTEGRATION OF GAMIFIED BUSINESS ENGLISH CASE STUDY IN UNIVERSITY ESL CLASSROOM</i>	121

<i>Victoria KYRPOTENKO. HELPING YOUNG LEARNERS SPEAK: TOTAL PHYSICAL RESPONSE AND MULTISENSORY ACTIVITIES FOR THE SILENT PERIOD</i>	123
<i>Helen LESCHENKO. METHODOLOGICAL APPROACHES TO DEVELOPING STUDENTS' CRITICAL THINKING IN ENGLISH LANGUAGE INSTRUCTION.....</i>	124
<i>Natalia LIASHKO. BUILDING CREATIVE AND RESILIENT LEARNERS THROUGH INTERDISCIPLINARY APPROACHES</i>	126
<i>Natalia LIUTIANSKA. TRANSFORMING ENGLISH LANGUAGE TEACHING WITH AI.....</i>	129
<i>Yuliia LYSETSKA. TEACHING STUDENTS TO CREATE TRANSLATION MEMORIES IN SDL TRADOS STUDIO</i>	131
<i>Rymma MAIBORODA. TEACHING ENGLISH FOR MILITARY PURPOSES IN THE CONTEXT OF THE RUSSIA'S WAR AGAINST UKRAINE</i>	132
<i>Inna MAKSAK, Maryna RADCHENKO. WRITING FOR SELF-HEALING AND RESILIENCE.....</i>	134
<i>Chris MEAD, Iryna PONOMARETS. PEN PAL COMMUNICATION AS A WAY TO SUPPORT WRITING SKILLS AND STUDENT ENGAGEMENT</i>	136
<i>Iuliia MENDRUKH. APPLYING CLIL PRINCIPLES IN TEACHING ESL TO FINANCE STUDENTS</i>	138
<i>Viktoriia MENDEL, Maryna RADCHENKO. AI-POWERED HANDWRITING INSTRUCTION FOR PRIMARY SCHOOL STUDENTS IN REMOTE LEARNING ENVIRONMENTS</i>	139
<i>Daria MISHCHENKO, Svitlana SMOLINA. DEVELOPING 10th-GRADE STUDENTS' ENGLISH LISTENING COMPETENCE THROUGH THE USE OF AUTHENTIC FEATURE FILMS.....</i>	141
<i>Olena MOSKALETS. AUTONOMY IN THEORY, SILENCE IN PRACTICE: HELP-SEEKING AND POWER DISTANCE IN UKRAINIAN EFL CLASSROOMS ..</i>	143
<i>Lidiia NARIZHNA. THE USE OF MEDIATION IN FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATION</i>	144
<i>Liubov NAVROTSKA. ORACY MATTERS: HOW TALK SHAPES THINKING</i>	147
<i>Nataliia NECHAI, Valentyna ZABOLOTNIKOVA. FINDING THE BALANCE IN THE UNIVERSITY CLASSROOM.....</i>	149
<i>Debbie NELSON, Vladyslava ANTYPKOVA, Olena GALYTSKA, Nataliia HOLODNIUK, Inna KRYVOKHYZHA, Serhii PETRENKO, Anna RAIKHEL, Myroslava SKRYNYK, Olena YANKOVETS. MENTORSHIP THAT MATTERS: SUPPORTING TEACHER WELL-BEING IN CHALLENGING TIMES.....</i>	151
<i>Svitlana NIKIFOROVA, Diana BURIK. INTERCULTURAL COMMUNICATION AND TRANSLATION: OVERCOMING CULTURAL AND LINGUISTIC BARRIERS....</i>	152

<i>Olga OLIINYK</i> . INTEGRATING ARTIFICIAL INTELLIGENCE INTO EFL TEACHING: PRACTICAL TOOLS FOR SCAFFOLDING AND FEEDBACK.....	155
<i>Lidiya ORYSHCHUK</i> . BEYOND THE ALGORITHM: DECONSTRUCTING AI ASSESSMENT AND REDESIGNING AUTHENTIC CLASSROOM TASKS.....	157
<i>Olena PARIYEVA, Olga PARIIEVA</i> . TEACHING EXAM WRITING WITH AI.....	158
<i>Serhii PETRENKO, Malgorzata DURYGIN</i> . HARBORING EMPATHY AND WELL-BEING THOUGHT CROSS-CULTURAL EXCHANGE ACROSS THE OCEAN.....	159
<i>Natalya PLOTNIKOVA</i> . SPEAKING LIKE A MARKETER: TRANSFORMING ENGLISH LANGUAGE TEACHING	161
<i>Olena PODDASHKINA</i> . AUDIOBOOKS AS A RESPONSE TO A RAPIDLY CHANGING ENVIRONMENT	163
<i>Hanna PODOSYNNIKOVA, Tetiana DOKASHENKO</i> . TEACHING PRACTICE REWRITTEN: CREATIVITY, REFLECTION, AND DIGITAL STORYTELLING IN PRE-SERVICE ENGLISH TEACHERS' WRITING	164
<i>Margarita POSTEVKA</i> . THE WAYS OF TRANSLATING TEXTS ON VIRTUAL REALITY ADVANCES	165
<i>Nataliya PROKOPCHUK</i> . EMBODIED LEARNING AS A CATALYST FOR DEVELOPING LEARNERS' COMMUNICATIVE COMPETENCE IN THE DIGITAL AGE	167
<i>Maria PROKOPCHUK, KRISTINA ANTSYBOR</i> . SPECIFICS OF IDEAL AND PRESEDURAL ASPECTS OF ENGLISH TEACHING MATERIALS IN 'EDUCATION. CHILDREN. FUTURE' PROJECT	169
<i>Valentina PRYANITSKA, Oleksandr SHEPEL</i> . DIFFERENTIATED APPROACH TO TEACHING FOREIGN LANGUAGES TO STUDENTS WITH DIFFERENT PROFICIENCY LEVEL.....	171
<i>Anna PRYHODA</i> . WHEN STUDENTS KNOW ENGLISH BUT STILL STRUGGLE TO SPEAK	172
<i>Iryna PRYSIAZHNIUK</i> . MOTIVATING TEENS THROUGH MEANINGFUL FORMATIVE ASSESSMENT	173
<i>Yuliia PUHACH</i> . PREPARING FUTURE EFL TEACHERS TO WORK IN CRISIS CONTEXTS.....	174
<i>Natalia RADKO</i> . UART THAT SPEAKS: CLIL & STEAM THROUGH UKRAINIAN ART	176
<i>Olga RADZIIIEVSKA</i> . ENHANCING FOREIGN LANGUAGE LEARNING IN HIGHER EDUCATION THROUGH THE MOODLE LMS.....	178
<i>Anna RAIKHEL, Inna FELTSAN</i> . VOCABULARY FOR WELL-BEING: A CORPUS-BASED FREQUENCY AND COLLOCATION APPROACH TO ENGLISH ACQUISITION IN THE EFL CLASSROOM.....	179

<i>Yuliia RAKITINA</i> . B2 FIRST WRITING UNLOCKED: STRATEGIES THAT LEAD TO COHERENT ESSAYS	183
<i>Marina ROMANIUKHA</i> . POPULAR SCIENCE COMMUNICATIVE STRATEGIES	185
<i>Adelina RUDAKEVYCH, Nataliia MYRONENKO</i> . EMPOWERING PRE-SERVICE TEACHERS: LEVERAGING AI & METACOGNITIVE STRATEGIES FOR EDUCATIONAL CONTINUITY IN TIMES OF CRISIS	187
<i>Svitlana RYBACHOK</i> . STUDENT ACADEMIC CONFERENCES IN FOREIGN LANGUAGE EDUCATION: TRADITION, TRANSFORMATION, AND INNOVATION	189
<i>Olena RYBACHUK</i> . CHALLENGES OF THE SYNCHRONOUS HYBRID CLASSROOM DURING WARTIME: PRACTICAL SOLUTIONS AND LESSONS LEARNED.....	192
<i>Ilona RYNDA</i> . THE ROLE OF PRIVATE SCHOOLS IN SMALL TOWNS: CREATING AN INNOVATIVE EDUCATIONAL ENVIRONMENT	195
<i>Bohdana SALIUK</i> . USING BRITISH SPORTS CULTURE TO FOSTER INTRINSIC MOTIVATION AND CULTURAL ENGAGEMENT IN ELT	196
<i>Mariia SHANGINA</i> . BEHIND THE PAGE: DECODING MATERIALS FOR CLASSROOM SUCCESS AND DELTA PREPARATION	198
<i>Oleksandr SHEPEL</i> . TEACHING ENGLISH THROUGH MOVIES	199
<i>Halyna SHYKULSKA</i> . DEVELOPING STUDENTS' CRITICAL THINKING THROUGH EFL INSTRUCTION IN HIGHER EDUCATION.....	201
<i>Liudmyla SINNA</i> . TEACHING ON EMPTY: STILL SHOWING UP	202
<i>Olga SIVAIEVA</i> . CONCEPTUAL CHALLENGES OF TEACHING ENGLISH TO PHILOSOPHY STUDENTS AS A TOOL FOR PROFESSIONAL REFLECTION.....	204
<i>Iryna SKRIL</i> . TRANSLANGUAGING IN ESP FOR INFORMATION TECHNOLOGY: A MULTILINGUAL APPROACH TO DEVELOPING LINGUISTIC AND PROFESSIONAL COMPETENCE.....	206
<i>Yuliya SKRIL</i> . DEVELOPING SOFT SKILLS THROUGH CASE-STUDY-BASED TEAM PROJECTS: ENHANCING DISCUSSIONS, ANALYTICAL AND CRITICAL THINKING SKILLS	208
<i>Svitlana SMOLINA</i> . BRIDGING GAPS AND BUILDING PEACE: MEDIATION AS AN ACT OF HOPE IN PRE-SERVICE TEACHER EDUCATION.....	211
<i>Tetiana STAROSTENKO</i> . MENTAL PROGRAMMING IN ENGLISH-LEARNING MATERIALS AS A VEHICLE OF CONCEPTUAL INFLUENCE.....	212
<i>Daryna STOPNYK</i> . BEYOND LANGUAGE: SOFT SKILLS AS THE HIDDEN KEY TO INTERNATIONAL EXAM SUCCESS	214
<i>Andrii SVYRYDENKO, Maryna RADCHENKO</i> . THE ROLE OF PSYCHOLOGICAL SAFETY IN DEVELOPING COMMUNICATIVE COMPETENCE IN EFL CLASSROOM	216

<i>Oleksandra SYDORENKO, Tetiana MARIUK. WHEN MONEY TALKS: TRANSFORMING ELT THROUGH CLIL, STEAM, AND FORENSIC INQUIRY</i>	<i>217</i>
<i>Iryna SYLENKO, Maryna RADCHENKO. THE EFL TEACHER'S ROLE IN FOSTERING STUDENTS' PSYCHOLOGICAL WELL-BEING IN ONLINE LEARNING ENVIRONMENTS</i>	<i>219</i>
<i>Daryna TARAN, Maryna RADCHENKO. ENGLISH CLASSES AS A SAFE SPACE: SUPPORTING STUDENTS TODAY</i>	<i>221</i>
<i>Kseniia TKACHENKO. TEACHING CONNECTED SPEECH TO B1–B2 LEARNERS: FROM RECOGNITION TO SPONTANEOUS USE</i>	<i>222</i>
<i>Galyna TSAPRO, Olena GRYSHCHENKO. WHEN AI GENERATES TASKS: CHALLENGES FOR LANGUAGE TEACHERS</i>	<i>224</i>
<i>Julia TSURKAN. STUDENT-CENTERED LEARNING IN THE NEW UKRAINIAN SCHOOL DURING WARTIME</i>	<i>226</i>
<i>Natalia TSYNTAR. THE APPLICATION OF AI IN EDUCATION</i>	<i>228</i>
<i>Oleksandra TUHAI. ADVANCING ESL LINGUISTIC THEORY: CURRENT TRENDS IN PHILOLOGICAL TRAINING</i>	<i>230</i>
<i>Iryna TYCHYNA. TEACHING LEXICALLY FOR EXAM SUCCESS: BEYOND GRAMMAR FOR CAMBRIDGE EXAMS</i>	<i>232</i>
<i>Mariya TYKHONOVSKA. UNDERSTANDING INCLUSION: BEYOND LABELS, TOWARD LEARNING</i>	<i>233</i>
<i>Liliia VINNIKOVA. SPEAKING-FOCUSED ACTIVITIES AS A MEANS OF INCREASING STUDENT TALKING TIME IN ELT METHODOLOGY CLASSES</i>	<i>235</i>
<i>Valentyna VLASENKO. BENEFITS OF AI USAGE IN TEACHING ENGLISH</i>	<i>237</i>
<i>Olha VOLCHENKO. TRANSLANGUAGING SPACE IN TRANSLATORS' TRAINING</i>	<i>238</i>
<i>Anna VOLOBOIEVA. HOW TO MAINTAIN STUDENTS' MOTIVATION IN ESP CLASSES WHEN AIR ALERTS AND BLACKOUTS ARE PART OF DAILY LIFE</i>	<i>240</i>
<i>Hanna VORONKINA, Viktoria KUROCHKINA, Kateryna STAROSTINA. SOFT SKILLS AS A LIFELINE: NURTURING RESILIENCE AND OVERCOMING LEARNING LOSSES IN THE UKRAINIAN EFL CLASSROOM</i>	<i>242</i>
<i>Zoya VORONOVA. BACKGROUND KNOWLEDGE AND ITS SIGNIFICANCE FOR TRANSLATION</i>	<i>244</i>
<i>Kateryna VUKOLOVA. USE OF AI IN TEACHING ENGLISH: ETHICAL ASPECTS</i>	<i>247</i>
<i>Oleksandra YACHNA, Maryna RADCHENKO. TEACHING ENGLISH WITH LIMITED RESOURCES: CREATIVITY OVER PERFECTION</i>	<i>249</i>

<i>Olena YANKOVETS</i> . THE PECULIARITIES OF TEACHING ENGLISH TO MILITARY PERSONNEL IN THE AGE OF ARTIFICIAL INTELLIGENCE.....	250
<i>Valeriia YURCHENKO</i> . VIRTUAL EDUCATIONAL EXCHANGE AS AN INNOVATIVE APPROACH TO FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATION	252
<i>Olga ZELINSKA</i> . DESIGNING AUTHENTIC LEARNING TASKS FOR LAW STUDENTS IN THE ERA OF ARTIFICIAL INTELLIGENCE	255
<i>Iryna ZUYENOK</i> . BRIDGING ESP UNIVERSITY COURSES AND FUTURE CAREERS (NOTES ON THE WORKSHOP)	256