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Зростаємо разом – викладання з вірою та стійкістю: матеріали 27-ї Міжнародної науково-практичної конференції (англ. мовою), Івано-Франківськ, травень 2025 р. / уклад. І. Малишівська, О. Білик, Н. Пилячик. Івано-Франківськ, 2025. 422 с. Електронне видання.

Збірник містить матеріали 27-ї Міжнародної науково-практичної конференції «Зростаємо разом – викладання з вірою та стійкістю» (травень 2025 р., м. Івано-Франківськ). Захід організовано за ініціативи ГО «TESOL-Україна» спільно з кафедрою англійської філології факультету іноземних мов Прикарпатського національного університету імені Василя Стефаника.

До видання увійшли дослідження викладачів закладів вищої освіти, вчителів англійської мови ліцеїв та коледжів України, а також студентів, які представили власні наукові розвідки. Тематика публікацій охоплює актуальні питання лінгвістики, перекладознавства, літературознавства й методики викладання англійської мови із фокусом на використанні інноваційних інформаційно-комунікаційних технологій в умовах сучасних викликів.

Збірник буде корисним для науковців, викладачів-практиків, здобувачів освіти різних рівнів, а також усіх, хто зацікавлений у викладанні та вивченні англійської мови як іноземної.

Відповідальність за достовірність викладеного матеріалу, відсутність плагіату, коректність висновків, правильність цитування наукових джерел і посилання на них несуть автори публікацій.

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PREFACE

We are proud to present this Collection of papers of 2025 TESOL-Ukraine National Convention "RISING TOGETHER – TEACHING WITH HOPE AND STRENGTH", compiled by the members of the Association. This volume brings together a wide range of contributions that reflect both the professional expertise and the creative resilience of our teaching community.

The papers in this Collection showcase the successful implementation of new teaching methods and technologies during particularly challenging times. They offer valuable insights into how our educators have adapted to change, embraced innovation, and remained committed to providing high-quality English language instruction. By sharing these experiences, our members not only contribute to the professional development of their peers but also strengthen the collective knowledge and practice within the Association.

Of special significance are the papers in which teachers reflect on their participation in international events and conferences and share their presentations. These contributions demonstrate the Association's active engagement in the global professional community and provide a window into current international trends and approaches in English language teaching. The reflections inspire continued learning, motivate participation in global dialogue, and promote a culture of collaboration and growth. We are especially privileged to include in this volume a number of papers written by students, presented side by side with those of their teachers. This joint publication represents a meaningful collaboration between educators and learners, highlighting the strength of mentorship and the success of the teaching process. It celebrates the students' academic achievements and recognizes their ability to think critically, communicate effectively, and contribute to scholarly discourse.

This collection is more than a record of professional activity; it is a testament to the shared commitment, passion, and progress of our community. We hope it will serve as a source of inspiration, reflection, and further development for all who engage with it.

President of the TESOL-Ukraine Association
Olena Ilienko

creation), emotional intelligence (audience awareness), and adaptability (students learn to tailor messages for different contexts). Furthermore, teachers can use varied presentation frameworks – TED Talks, PechaKucha, and Ignite Talk – that can be adapted to classroom activities. These formats expose students to global communication standards and encourage them to explore their unique voice and presentation style.

Developing public speaking skills within English lessons is not only possible but essential. Through the deliberate use of storytelling, visual aids, structured preparation, and psychological support, learners can overcome anxiety, embrace creativity, and emerge as articulate presenters. Empowering students with these skills ensures they are learning a language and gaining the confidence to use it powerfully. Ultimately, the classroom becomes a stage – not for performance alone, but for authentic expression, intellectual growth, and meaningful connection.

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THE INFLUENCE OF THE LEAD-IN ON THE FOLLOW-UP STAGE IN ENGLISH LANGUAGE TEACHING

According to Dörnyei & Scott (1995), lead-in is the most important and pivotal happening, because it awakens "factors in the minds of the learners" through activating prior knowledge, establishing a meaningful context, providing a context in which language is used, and arousing the students' interest in the topic. Not just a warm-up. The lead-in plays an essential role in shaping learners' strategies when interacting with the material and responding to post-reading tasks. When two student

groups work on the exact core text with different lead-ins, what they do with the text regarding comprehension, feelings, and language output can look very different. This difference shows how the lead-in can influence cognitive and emotional processing and is, in the end, also reflected in the effect of learning. A well-crafted lead-in does not simply present the topic; it also activates thinking and motivation, encouraging the learner to approach the content with increased attention and a sense of purpose.

According to schema theory, understanding is enhanced when the new material is integrated with the available knowledge structures. Such lead-ins that trigger these cognitive structures, such as through personal questions, videos, images, or discussion items, allow students to relate content to their experiences. For instance, an emotionally resonating video introduction may stimulate a subjective approach to a text. In contrast, a text-based, data-driven introduction may trigger learners to frame their understanding of a text analytically or systematically. Even with the same material, how you set it up with the lead-in can direct the path of interpretation your students take and the themes they use.

Besides framing interpretation, the lead-in frames how learners are to attend to the lesson's goals. Depending on the perspective by which a story is introduced, it can result in learning outcomes at the other end of the spectrum. If the lead-in is a moral problem, students may be sucked into discussion, ethical reasoning, or reflective writing. If the lead is on grammatical points, students can focus on music structure and form in the gap-fill activities. A poor fit between the lead-in and the lesson's objectives can confuse or alienate learners, so an introduction that fits with the task design is key to coherence and effectiveness.

Engagement and motivation are also strongly related to the quality of the lead-in. Active participation and better memory retention occur when learners are engaged and find the lesson interesting. Good lead-ins are often multimedia-rich, involve real life or authentic materials to connect learners personally to the topic. If students feel emotionally invested or intellectually engaged, it is more likely that they will be willing to participate in activities in a meaningful way. It has also been suggested that

a lead-in topic, which seems unconnected or too abstract, may result in shallow learning and passivity.

Lastly, lead-in factors are also shown to influence the kind of language learners produce. A story- or emotion-based introduction may lead to narratives, descriptive language, and idiomatic language. On the other hand, a factual or academic lead-in is more likely to give rise to formality of lexis, ordering of argument, and grammatical accuracy. The register and the functions that emerge in student output are frequently predicated on how the topic has been presented. So if the ideal goal is communicative fluency and unrehearsed performance, the lead-in should encourage open, reflective discussion. If the emphasis is on accuracy, the lead-in would steer learners toward more focused and monitored language production.

To sum up, the lead-in is not just a warm-up or an introductory task but also a part of educational strategy that shapes learners' attitude to what they will work upon, thus determining how they understand, comprehend, and react to the matter of instruction. It sets expectations, primes relevant knowledge, and primes attention towards particular cognitive and linguistic aims. With identical texts, different lead-ins can have a night-and-day effect. Teachers should create lead-ins pertinent to the lesson's purpose, intellectually engaging, and emotionally stimulating to make the follow-up meaningful and successful.

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