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ENHANCING PRE-SERVICE ENGLISH TEACHERS' PROFESSIONAL LINGUISTIC COMPETENCE: BLENDED LEARNING

Professionally oriented linguistic competence (POLC) is defined as the enhancement of future specialists' mastery of professionally focused language material for use in both spoken and written forms. This competence encompasses several subcompetences, primarily phonetic, lexical, and grammatical. It is presumed students already possess high-level competencies in reading and writing techniques.

The practical implementation of blended learning involves organizing the educational process such that traditional classroom learning is complemented by distance learning and self-study, using digital tools and applications like Microsoft Teams, Mentimeter, Slido, Padlet, etc. The article outlines the in-class and out-of-class stages of learning.

The purpose of the article is to present tasks that aid in mastering POLC, which is fundamental to developing prospective teachers' speech and sociocultural competences.

Methodology: a complex of interrelated theoretical methods, including the analysis and synthesis of scientific publications from Internet resource databases, and the generalization of pedagogical experience. These research methods draw on the principles of blended and contextual learning.

The scientific novelty involves designing tasks for the development of pre-service English teachers' POLC in the academic course «Practice of English Speaking and Writing».

Conclusion: Blended learning has the potential to be effective in today's university education, as it supports the necessary interactivity, aligns with educational content, and provides ample time for self-study. It facilitates a learning environment close to real-world, quasi-professional activities, optimizes the teacher's time, and enhances the efficiency of developing future specialists' POLC.

Key words: pre-service English teachers, professionally oriented linguistic competence, quasi-professional tasks, stages of blended learning.

Problem statement. Given special conditions such as pandemics and wars, which have reduced traditional face-to-face interactions, there is a growing need to ensure the availability and effectiveness of continuing education without time or regional constraints. The boundaries between fixed premises and schedules are becoming less distinct. In this scenario, the traditional roles and tasks of teachers are evolving, and the content of professional training systems for future specialists is being rethought. The transformation of the teacher's role in higher education—characterized by increased communication with students via electronic educational resources—underscores the relevance of blended learning (BL).

The training of pre-service foreign language teachers, such as those at Kyiv National Linguistic University, demands extensive time for independent study. For instance, the 9-credit course «Practice of English Speaking and Writing» – part of the educational and professional program «Ukrainian Language and Literature, English Language, Editing of Educational Publications» – spans two semesters and 136 hours are dedicated to classroom instruction, 134 hours – to independent work [1]. Given the current challenges including the martial law, and heightened anxiety, developing an effective methodology that optimizes the educational process is essential.

From our perspective, properly organised BL can provide students with appropriate technologies, promote independent learning by ensuring a balance between synchronous and asynchronous activities, and resist superficial teaching methods. This approach will lead to a deeper educational experience. Given that higher education is usually the final stage of formal education for future professionals, focusing on the development and improvement of the professionally focused communicative competence of pre-service English teachers is particularly meaningful.

Analysis of educational research and publications. The professional training of prospective teachers of foreign languages (FL), particularly English, is addressed in the research of several scholars. G. Boretska focuses on written communication, O. Vovk on grammatical competence in intensive teaching, Y. Holovach on phonetic competence, L. Zeni on the theoretical and methodological foundations of training future teachers to teach FL, V. Perlova on listening and pronunciation skills, and T. Stechenko, S. Tanana, and S. Shuklina on grammatical and socio-cultural competences, respectively, in various types of speech activity. Despite the diversity and significance of this research, the problem of developing professionally focused communicative competence in BL remains insufficiently explored both theoretically and practically.

Presentation of the main material. We interpret the BL of pre-service FL teachers as a technology designed for the purposeful acquisition and systematization of knowledge. This approach aims to form and improve their speech, linguistic, socio-cultural, learning and strategic competences with a professionally focused component. It is characterized by an integrated paradigm that combines distance and traditional learning, effectively enriching the learning process while simultaneously actualizing students' self-study learning.

The BL content field is considered an interactive space that serves as a catalyst for educational synergy, promoting holistic interaction among students, the teacher, and the curriculum. It encompasses a repertoire of synchronous and asynchronous learning modes and ways of interaction, including synchronous-individual, synchronous-asynchronous, asynchronous-individual, and asynchronous-synchronous. The latter type is based on previous scientific and theoretical research [4].

Synchronous-asynchronous and asynchronous-synchronous interactions in IM learning refer to a hybrid model. In this model, synchronous activities occur in real time with participants engaged simultaneously, such as in online or classroom-based classes. Asynchronous interaction – available at any time – implies that asynchronous-synchronous interaction can be immediate or delayed, and it may not require participants to engage simultaneously, for example, through pre-recorded videos or online forums. It should be noted that pair and group work can be implemented not only in classroom sessions with a teacher during synchronous learning but also during students' independent work in online or offline modes, i.e., in asynchronous interactions. The teacher can form groups or pairs or allow students to choose their partners, making the independent learning process sufficiently interactive. The POLC of university students, as future FL teachers, can be developed through the use of modern information technologies that simulate remote interaction and create a personalized learning process.

For instance, educational platforms such as MS Teams, along with applications like Padlet and Mentimeter, are good examples of facilitating both postponed and real-time interactions between participants in the learning process, embodying asynchronous-synchronous interaction. The Padlet app allows instructors and students to interact on a virtual whiteboard, where they can write posts or give feedback on each other's posts. With Mentimeter, students can respond and comment on posts anytime during a window of 7 – 14 days; this can occur during synchronous online or traditional offline lessons. It is crucial to note that students can complete tasks either asynchronously on their own or in group/pair settings, which combine asynchronous and synchronous elements in interactive self-study. This type of pair or group independent work involves students giving feedback on individual tasks published by their classmates. The collective activity of students in the asynchronous content field not only empowers each student individually but also fosters unity among them. This opens up new opportunities for immersion in the practice of foreign language communication and enhances interactivity in the BL environment.

In the study, the flipped model of BL is based on the premise that students first work through learning materials at their own pace and time, outside the formal framework of the university, following instructions carefully. The material may be read again or supplemented with references from other sources until students understand it. Students take notes on important aspects and on material they do not understand. They then publish the results on a common educational platform.

The out-of-class stage aims to develop lexical, grammatical, phonetic, listening, reading, and speaking skills. The key to improvement is the use of a learning (cognitive) strategy that involves the use of supports. For example, the set of tasks utilizes a support for practicing the pronunciation of the phonetic phenomenon of elision, which varies by speaker's accent, speech rate, and clarity. However, in this article, we only touch on this issue briefly, as educational and strategic competence will be the subject of a separate study. The main components of professionally focused grammatical and lexical competence are knowledge and relevant skills. These contribute to the development of the ability to correctly arrange one's own FL statements lexically and grammatically in both oral and written forms and to understand the statements of others, with a focus on the professional sphere. Simultaneously, enhancing POLC is not merely about the language material itself, but rather about how students use it within the context of professional activities during problem-solving situations.

The out-of-class stage focuses on identifying specific professional contexts and issues relevant to the field of study and the future careers of language teachers. When students independently explore contexts with professional components, they must engage with the language material and prepare for the in-class stage. This preparation helps them tackle professional tasks that are educational in form but professional in content, gaining personal significance as they shape their understanding of their future careers. A quasi-professional task, which models a problem situation closely resembling real professional and pedagogical scenarios they might encounter,

serves as a partial analogue to a professional task. We view this quasi-professional activity for pre-service FL teachers as a transitional stage from educational to professional activity. It is designed to develop and enhance the professional motives and interests of students within the fields of teaching foreign languages and cultures, pedagogy, psychology, sociology, and linguodidactics.

Contemporary researchers argue that teaching grammar within a meaningful framework connected to the real-life use of the FL enhances learning. J. Anderson notes that «teaching grammar in context provides a meaningful framework that is connected to reality in the language being learned...students need to experience grammatical conventions in different contexts in order to control and use them correctly» [2]. Similarly, without context, issues of grammatical correctness remain unresolved and suggests that exposure to grammar in its practical application, particularly through textual examples, is crucial for understanding [6,72]. The underlying rationale is that students frequently struggle to apply grammatical rules learned in isolation to their writing. Therefore, grammar instruction should be integrated directly into writing practice [3; 5].

This aligns with our study, which explores various methods of contextualizing lexical and grammatical concepts and structures to improve students' speech competence. By engaging with academic and authentic texts, listening to professional blogs and podcasts, and writing abstracts, students can more effectively use lexical and grammatical conventions in communication. The underlying rationale is that learning these conventions as part of the process of speaking, reading, and writing helps students apply grammatical rules more effectively in their writing and communication, thereby integrating grammar instruction directly into practical usage.

The in-class stage consists of interactive, synchronous sessions held either in the classroom or via video conferencing. This format enables real-time interaction between students and the teacher. Under the teacher's guidance, students consolidate their acquired knowledge using active and interactive learning methods. The process begins by assessing the students' understanding of the material through quizzes, test tasks, and problem-solving activities. Following this assessment, students are organized into small groups for role-plays or debates. Quasi-professional tasks are also employed to monitor and deepen students' knowledge, emphasizing practical application. Additional activities include analyzing and discussing problem situations in groups, commenting lexico-grammatical notions, and further analysis. For instance, a vocabulary dictation (dictogloss) focusing on «Cognitive and Metacognitive Learning Strategies in Foreign Language Teaching» tests students' grasp of complex words and modal forms like «must + perfect infinitive» and «should + perfect infinitive».

Here are examples of BL tasks for the topic «Learning Strategies», which are part of the «Educational Studies» content module. These tasks are used for second-level Master's degree students in higher education. The course is tailored for students specializing in 014 Secondary Education, within educational and professional programs that include «Ukrainian Language and Literature, English Language, Editing of Educational Publications»; «French Language and Western European Language, Foreign Literature, and Methods of Teaching Foreign Languages and Cultures in Higher Education Institutions».

Out-of-class stage

Asynchronous-Individual, MS Teams, Slido

Task 1.1. Watch the video on metacognition. Has the speaker missed out any sounds?
https://www.ted.com/talks/brendan_conway_smith_metacognition_an_important_skill_for_modern_times

Task 1.2. Read the pronunciation box and principles of linking with final consonants. Study the examples in the chart. Then listen to the example sentences and practice saying them aloud.

Pronunciation box	
In order to improve fluency, it is important to connect the final sound of one word or syllable to the initial sound of the next, especially in the same thought group. If you say each sound perfectly, but in isolation, your speech will sound unnatural.	
It is important not to drop final consonants, or your speech will be unclear because one word may be confused with another. <i>Time is money</i> should not sound like <i>Tie is money</i> .	
Do not link a word that ends with a consonant to one that begins with another consonant by inserting a vowel sound between them. This will cause you to add an extra syllable that will confuse your listener. <i>The date began with a three</i> should not sound like <i>The data began with a three</i> .	
Principles of linking	Examples
Link the final consonant sound of one word to the vowel sound at the start of the following word without pausing.	Students learn English in classes held around the world. Practice makes perfect in acquiring new skills over time. We sold items made in Africa thousands of miles away.
If the same consonant sound concludes one word and starts the next, avoid adding a vowel sound in between. Instead, extend the duration of the consonant sound without repeating it.	They want to seek knowledge to better understand it. They want to take control of discipline.

<p>If a word finishes with the consonant sounds <i>k</i>, <i>p</i>, <i>t</i>, <i>g</i>, <i>d</i>, or <i>b</i>, and the subsequent word starts with a consonant, refrain from inserting a vowel sound between the consonants. Maintain the last consonant of the first word and connect it to the second without any break.</p>	<p>Class schedules often need <u>t</u>weaking to accommodate student needs. They grow some of the best <u>c</u>offee you can drink.</p>
<p>It is possible to omit <i>t</i> or <i>d</i> when they are next to other consonants.</p>	<p>They managed <u>t</u>o come up against difficulties and obstacles. We couldn't <u>t</u> point out <u>c</u>onstructive criticism. What <u>w</u>ere you able to comply with? She didn't <u>t</u>manage to gain a foothold on the career ladder?</p>

Task 1.3. Which principle of linking applies to these phrases? Write 1 where the sounds are joined, 2 where the same sound is held together, and 3 where the final consonant sound is not released. Then listen and repeat to check your work.

<ol style="list-style-type: none"> 1. an educator 2. growing competence 3. special level 4. stuck in practice 5. can't cover words 	<ol style="list-style-type: none"> 6. Basic commodity 7. household expenditure 8. global expansion 9. climate change 10. educational issues
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Task 1.4. Mark the places where sounds should be linked. Help yourself improve linking sounds by listening carefully and pointing out problems.

<ol style="list-style-type: none"> 1. Each group will present their project next week. 2. Find different sources for your research paper. 3. The language lab helps students practice their pronunciation skills. 4. She had to take time to think through the grammar rule. 5. Every student in the class has a unique way of learning. 6. Learning a foreign language opens up many doors to understanding different cultures.

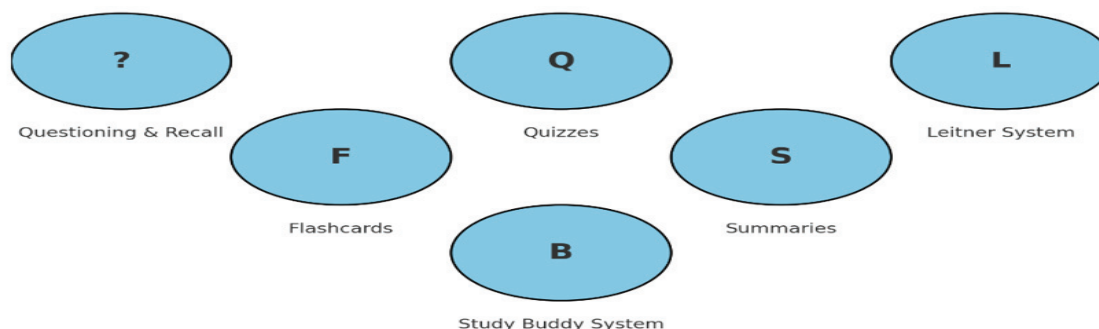
Task 1.5. Practice saying the sentences below and underline where there might be elision. Record and listen to yourself (response). Then submit sending it to the teacher.

<ol style="list-style-type: none"> 1. Where in the world do the most people achieve higher education degrees? 2. These are called the fundamental principles of collaborative learning 3. Well, we realise that most people won't be able to do that ... 4. Obviously, what we need to improve our learning outcomes is a more interactive curriculum 5. They spend most of their pathway exploring various educational disciplines to broaden their knowledge.

Asynchronous-Synchronous, Mentimeter / Slido / Padlet

Task 2.1. Work in pairs (in groups of three). When we think about learning, we typically focus on getting information into students' heads. What if, instead, we focus on getting information out of students' heads? Think about what it is needed or obliged to do during retrieval practices to be successful at boosting learning (see Table 1). Write five rules beginning You must / mustn't / can't/ have to / don't have to / have got to / are supposed to / you are likely to ...

Table 1



Task 2.2. Now change groups or work with another pair. Remember one of the rules that you wrote, and try to retell it to your new group. Discuss and provide feedback on each other's rules. Consider their relevance, clarity, and effectiveness. Now decide and write down your group's best rules.

Asynchronous-Individual, MS Teams, Q: Skills for Success 5

Task 3.1. Read the vocabulary box below. Study the examples in the chart. Is the author trying to align or distance you from the idea in bold? Write A (align) or D (distance). Circle all the relevant evaluative language.

Vocabulary Box: Evaluative language		
In academic discourse, authors typically eschew expressions such as «I think that» or «in my opinion,» opting instead for evaluative language designed to align readers with an idea (that is, persuade them to accept it) or distance readers from a certain viewpoint. This strategic use of language serves to either enlist the reader's agreement with a proposition or to create a sense of skepticism towards it. As you engage with an argument, it is crucial to discern the writer's underlying purpose and critically assess the merits of their position, determining your own stance based on the evidence and reasoning presented. For example: 1. As some proponents of traditional English teaching methods argue for their structured approach, it was supposed to foster a solid grammatical foundation. However, critics contend that this method often lacks engagement and fails to adequately prepare students for real-life conversational fluency. 2. While some educators champion the use of stringent grammar drills and extensive vocabulary lists, in fact , it was supposed to enhance students' proficiency and accuracy in English. Yet, as contemporary research points out , instead of fostering a genuine linguistic competence, this approach may actually hinder communication skills by prioritizing form over function, leaving students well-prepared for written tests but poorly equipped for real-world interactions.		
Part of speech	Aligning language	Distancing language
Connectors	<i>In fact, instead, rather, actually</i>	<i>Unfortunately, despite</i>
Reporting verbs	<i>Argue, prove, point out</i>	<i>Claim, assume, pretend</i>
Modal verbs	<i>Will, can</i>	<i>May, was supposed to</i>
Adjectives	<i>Clear, evident, likely</i>	<i>Possible, unlikely, mistaken</i>
Nouns	<i>Truth, fact, reality</i>	<i>Suggestion, claim, assumption</i>

1. Supporters of intensive language learning programmes argued that students were supposed to achieve fluency at an accelerated pace.
2. The reality is that, while progress was noticeable, it did not always meet these ambitious expectations.
3. Furthermore, the teachers were supposed to create a classroom environment close to the mother tongue, but they made the mistake of thinking that immersion alone would be enough.
4. In practice, students needed a more structured approach to grammar and vocabulary to advocate their immersion experience.

Task 3.2. Read the vocabulary box below. Study the examples in the chart. Go online for more practice with reporting verbs <https://q3e.oxfordonlinepractice.com/app/dashboard/book/133/unit/02/lesson/02/activity/09>

Vocabulary Box: Reporting verbs		
In the process of writing academic papers, it's common to present information, ideas, or research from other authors. The verb used in the main clause is key to revealing your stance towards these sources, capable of reflecting a supporting, distancing, or neutral attitude.		
Example	Type of verb	Explanation
The authors prove that limited exposure to the target language outside of the classroom can significantly hinder progress.	Supporting	Prove means «to use facts or evidence to show that something is true». The authors have provided enough support to convince you that limited exposure to the target language outside of the classroom has negative consequences.
The authors say that limited exposure to the target language outside of the classroom can significantly hinder progress.	Neutral	Say means «to give information». You are reporting the author's information without expressing your own opinion.
The authors claim that limited exposure to the target language outside of the classroom can significantly hinder progress.	Distancing	Claim means «to say that something is true, although it has not been proved and other people may not believe it». You do not completely accept the authors' conclusion about limited exposure to the target language outside of the classroom.

1. Adverbs can also have a supporting or distancing effect on a sentence. For example, «The authors argue **convincingly** ...» means you are persuaded by the argument, whereas «The authors **supposedly** prove that ...» shows doubt about their conclusions.
2. In academic style, adverbs of manner, which answer the question «how?», are preferably positioned in the middle of the sentence, rather than in their more common final position following the verb. General use: He studied the problem thoroughly. Academic style: He thoroughly studied the problem.

Task 3.3. Read the sentences. Do the words in bold have a supporting, neutral or distancing effect? Choose the correct answer.

1. Research **clearly demonstrates** that early exposure to multiple languages enhances cognitive flexibility and linguistic proficiency in children, supporting bilingual education from a young age.
 - a. supporting
 - b. neutral
 - c. distancing
2. The evidence **validates** the arguments that immersive language learning environments significantly improve language acquisition speed and depth compared to traditional classroom settings.
 - a. supporting
 - b. neutral
 - c. distancing
3. The authors **incorrectly suggest** that the age at which one starts learning a second language is the sole determinant of achieving native-like proficiency, overlooking factors such as motivation, exposure, and learning context.
 - a. supporting
 - b. neutral
 - c. distancing
4. The graph **shows** the relationship between the number of hours spent in language immersion programs and the level of language competence achieved, indicating a strong positive correlation.
 - a. supporting
 - b. neutral
 - c. distancing
5. Educators **state** that a certain degree of cultural immersion is essential in language learning, as it not only facilitates a deeper understanding of the language but also enriches the learner's appreciation of the culture associated with the language.
 - a. supporting
 - b. neutral
 - c. distancing

Task 3.4. Choose five ideas, opinions, facts, or statistics about learning strategies from the scientific articles (1-5). Use reporting verbs and evaluative language to show your attitude.

Asynchronous-Synchronous, MS Teams, On screen C2

Task 3.5.1. Read the grammar box below. Study the examples in the chart. Then rewrite the sentences using nominalisation.

Grammar box: Nominalisation

In order to create a more diverse piece of writing, nominalization—transforming a verb into a noun—can be employed. This involves making the required adjustments, such as changing an adverb to an adjective or selecting verbs that complement the newly formed noun.

For example: Educational attainment **is improving** due to enhanced teaching methods. **The improvement** in educational attainment is a result of enhanced teaching methods.

They didn't **explain** the significance of critical thinking in the curriculum. They didn't provide **an explanation** for the omission of critical thinking skills from the curriculum.

In academic writing, there's a preference for nouns over their corresponding verb or adjective forms. This practice, known as nominalization, shifts the focus to things and concepts (using nouns) rather than to actions, events, and characteristics (using verbs and adjectives).

1. Interest in online language platforms are increasing as a result of the global shift towards remote learning.
 1. The ... results from the global shift towards remote learning.
 2. The ... in the interest in online language platforms.
2. The number of certified ESL teachers nationally has surged because of growing demand for English language instruction in non-English speaking countries.
 1. There ... nationally due to the growing demand for English language instruction in non-English speaking countries.
 2. The ... has led to a surge in the number of certified ESL teachers nationally.
3. Interactive learning methods are booming due to their effectiveness in engaging students and improving language retention.
 1. The ... is causing a boom in their use.
 2. The ... is due to their effectiveness.
4. Teaching methodologies will be changing following a new study on the impact of immersive language learning environments.
 1. A ... in changes to teaching methodologies.
 2. Changes ... a new study on the impact of immersive language learning environments.

Task 3.5.2. Rewrite the sentences using nominalisation. Can you suggest reasons why nominalisation is common in academic writing?

1. They won't decide on the location for the educational hub until next year. (postpone)
The _____ until next year.
2. They will only announce the the teams after the deadline for submissions. (issue)
The _____ after the deadline for submissions.
3. They will recommend an immediate ban on using AI. (make)
They _____ ban on using AI.
4. They didn't disclose their plans for the future of the site after the boarding school closes.(give)
A _____ for the future of the site after the boarding school closes.
5. The educational establishments rapidly improved their facilities after the bad review. (undergo)
The _____ after the bad review.

Task 3.6.1. You are an English teacher. Students often study by re-reading their textbooks, highlighting vocabulary, and/or reviewing their notes with the hope that they stick. They cram, and feel fairly confident that they know the information. And indeed, cramming pays off – they tend to do well on a test. But if you have ever asked students about material you covered earlier in the semester, only to find that they've forgotten most everything. Criticise applying this learning practice saying what could be done in the present, what should have been done better or shouldn't have been done in the past. Use four critical statements relying on the scientific articles (Student A 1-2, Student B 3-4) analyzed. Follow the evidence and reasoning where it is necessary.

Article	Critical statement	Evidence
1. How Task Difficulty and Academic Self-Efficacy Impact Retrieval Practice Guidance https://www.frontiersin.org/articles/10.3389/fpsyg.2023.1260084/full		
2. Strengthening Concept Learning by Repeated Testing https://www.researchgate.net/publication/259210050_Strengthening_concept_learning_by_repeated_testing		
3. The Critical Importance of Retrieval for Learning https://www.researchgate.net/publication/5574966_The_Critical_Importance_of_Retrieval_f_or_Learning		
4. The science of effective learning with a focus on spacing and retrieval practice https://www.researchgate.net/publication/362093173_The_science_of_effective_learning_with_a_focus_on_spacing_and_retrieval_practice#fullTextFileContent		

Task 3.6.2. Work in pairs. Read your groupmates' statements. Decide if you agree or disagree with the statement. Make notes on 4-5 points to support your argument. Add in the speech suitable discourse markers. Record your conversation and submit it to your teacher via the MS Teams.

Task 4. Read the vocabulary box below. Study the examples in the chart. Then replace the words in bold with their more complex synonyms from the list.

Vocabulary box
 One way of memorising complex words is connecting them with simpler, more commonly used synonyms or near-synonyms. The words might not be strictly interchangeable, but relating words to simpler ones can help you to see the characteristics of the more complex words. For example: **A cursory** look at the statistics **informed** us that the **predominant** problem was funding. This could be said: **A brief** look at the statistics **told us** that the **main** problem was funding.

- | | | | |
|----------------------|--------------------|------------------|----------------|
| Discrepancies | Innumerable | Speculate | Nuances |
| Curb | Recognition | Venturing | |

1. There are countless ways to approach learning a new language, each with its own set of benefits. 2. He is trying to control the classroom dynamics to foster a better learning environment for all students. 3. I found some slight differences in the pronunciation of certain words between the two dialects. 4. He prefers setting out on his journey at dawn to experience the quiet streets and the first light of day. 5. The author received a lot of praise for his insightful analysis on the impact of technology in modern education. 6. It can be hard to appreciate the nuances between colloquial and formal language use without extensive exposure to the language in different contexts. 7. People can only guess at the future of education, but many agree that it will continue to evolve with technology.

In-class stage

Synchronous-Individual/Synchronous-Collaborative, offline / MS Teams

Task 5.1. *Work in pairs. Read the sentences below and cross out all the d and t sounds that are missed out (Student A 1-3, Student B 4-6). Are the sentences true? Explain your answer and correct the false sentence.*

1. Cognitive learning strategies are not just about improving academic performance; they're about 2. The true measure of cognitive learning strategies lies not just in academic success but in preparing students to do the right thing when 3. Students engaged in cognitive learning strategies often set a higher learning expectancy for 4. Educators who employ learning strategies in their teaching methods can expect to 5. By utilizing cognitive strategies, students not only master the material but also develop a genuine want to 6. And now implement metacognitive strategies to prepare students for

Task 5.2. *Take turns to complete the sentences using information from the scientific articles (1-5) and your own ideas. Try to respond to what your partner says about learning strategies. Then ask a follow-up question.*

Task 5.3. *Work in a group of three. Discussing the following:
Looking at your answers in task 5.2, discuss the choice you would make. Decide which sentence (1-6) was the most worthwhile to you. Why?*

Task 5.4. *Present the results of your discussion to the rest of the group. Did anyone complete the sentences the same way?*

Task 6.1. *Listen to the text read aloud by the teacher at normal speed, usually twice. The first time, you just listen to get a general understanding. The second time, you may take notes, but the teacher still reads at normal speed.*

Task 6.2. *Work in pairs (groups) to reconstruct the text. Use your notes and memory to recreate the text as closely as possible to the original, focusing on the meaning as well as the form.*

- Task 6.3.** *Work in pairs. Match the modal forms (1-2) to their use (a-e):*
- a) regret or criticism for not following the recommended course of action
 - b) **recommended action**
 - c) a **missed** obligation in the past
 - d) conclusion about a past action based on evidence
 - e) a strong inference about a past action with high certainty

<i>1. must have done</i>	<i>2. should have done</i>

Task 6.4. *Compare your version with the original text given below. Identify differences, discuss why certain choices were made, and correct errors.*

In the evolving arena of foreign language education, the blend of cognitive and metacognitive strategies is vital for nurturing deep understanding and self-awareness in students. These approaches, foundational to the process, ensure students actively engage with the language through innumerable interactive means—reading, writing, speaking, and listening. Such engagement is instrumental in building contextual linguistic skills and comprehension, addressing the nuances of language learning.

Cognitive strategies emphasize the significance of active language practice and vocabulary expansion, encouraging learners to venture into the use of mnemonic devices, context clues, and word associations. These methods are pivotal in bolstering vocabulary retention, underpinning effective communication. Introduced from the onset, they facilitate a solid lexical foundation, essential for language proficiency and helping to curb discrepancies in language acquisition.

Metacognitive strategies, focusing on planning, monitoring, and evaluating learning processes, guide students to set realistic goals and adaptively refine their learning tactics. This process involves critical self-reflection practices like journaling or self-questioning, enhancing learners' awareness of their learning styles and progress. It's speculative to say that educators play a crucial role in this, offering feedback that nurtures students' evaluative skills and self-confidence, leading to the recognition of their own learning journey.

Ultimately, the thoughtful incorporation of these strategies equips educators to foster a learning environment that promotes autonomy and linguistic skill enhancement. Through active engagement and reflective learning, students are empowered to take charge of their educational journey. This approach lays a foundation for lifelong language acquisition and self-directed learning, preparing students to navigate the complexities of language with confidence.

Task 7.1. *There are four scenarios of students' academic experiences. Read carefully and analyze the study habits and approaches described. What learning strategy does each scenario illustrate?*

Scenario 1: Majo spent hours rereading the textbook chapters to prepare for the upcoming exam, believing that familiarity with the content through repeated reading was the best study method. However, this approach did not involve actively recalling the information, a key component of retrieval practice. In reflection, he realized that ...

Scenario 2: Jane crammed for their biology final the night before, going through the entire semester's material in one long session. She believed that immersing herself in the subject matter would solidify her understanding. Unfortunately, this approach led to poor retention of information. She ...

Scenario 3: Steve often found himself struggling during exams, unsure of why his study methods weren't translating into better grades. He spent a lot of time highlighting text and summarizing notes but didn't assess the effectiveness of these strategies. He...

Scenario 4: Jonathan used to study for his quizzes by quickly reading through the textbook and notes the night before the quizzes. He felt confident about the material at the time but would often perform poorly on the quizzes. He ...

Task 7.2. *Complete the scenarios, thinking of study methods that could have been for a more effective learning experience or expressing absence of necessity in order to write a professional reply.*

Task 7.3. *You have written the forum comments as some fourth-year university students about what they would like to change about learning strategies application. Make up sentences with the modal structures expressing absence of necessity in the present and the past.*

Task 7.4. *Think about your own learning strategies. What do you utilize well and what could you do better? Make a note of the (meta)cognitive strategy you would like to use or improve in future.*

Task 7.5. *Work in pairs. You are going to discuss which learning practices from your university years will be the most meaningful for you as a prospective English teacher. Talk to each other about why these learning strategies might be pivotal to you in the future and decide which two would be of great value.*

Summing up the above, we can conclude BL has the potential to be effective in today's university education, as it supports the necessary interactivity, aligns with educational content, and provides ample time for self-study. It facilitates a learning environment close to real-world, quasi-professional activities, optimizes the teacher's time, and enhances the efficiency of developing prospective pre-service English teachers' POLC. This competence can be developed through the use of modern information technologies that simulate remote interaction and create a comprehensive and personalized learning process. Within the framework of BL, a set of tasks has been created and defined by the method of interaction (asynchronous-individual, synchronous-individual, asynchronous-synchronous (collaborative), synchronous-asynchronous (collaborative) and the place of implementation (in-class stage (synchronous online and/or offline learning) and out-of-class stage (online and/or offline modes)). Further research in the study will be devoted to the problem of enhancing professionally focused educational and strategic competence at the tertiary level.

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ЗМІШАНЕ НАВЧАННЯ ПРОФЕСІЙНО ОРІЄНТОВАНОЇ ЛІНГВІСТИЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ І ВИКЛАДАЧІВ АНГЛІЙСЬКОЇ МОВИ

Професійно орієнтована лінгвістична компетентність (ПОЛК) концептуалізується як оволодіння та удосконалення майбутніми фахівцями професійно орієнтованим мовним матеріалом з метою його використання в усному і писемному мовленні та охоплює низку компетентностей, основними з яких є фонетична, лексична, граматична. Передбачено, що компетентності у техніці читання і письма вже сформовані у студентів на високому рівні.

Практична реалізація технології ЗН – це така організація освітнього процесу, де традиційне навчання в аудиторії доповнюється дистанційним й самостійним навчанням за допомогою цифрових інструментів та застосунків Microsoft Teams, Mentimeter, Slido, Padlet тощо. Окреслено позааудиторний та аудиторний етапи ЗН.

Мета статті: представити завдання задля оволодіння ПОЛК, на основі якої формується мовленнєва та лінгвосоціокультурна компетентності майбутніх учителів і викладачів англійської мови (АМ).

Методологія: використано комплекс взаємопов'язаних теоретичних методів аналізу та синтезу наукових публікацій з баз даних Інтернет-ресурсів; узагальнення педагогічного досвіду. Означені методи дослідження ґрунтуються на ідеях змішаного та контекстного навчання.

Наукова новизна: проєктування завдань ЗН формування ПОЛК майбутніх учителів і викладачів АМ під час викладання навчальної дисципліни «Практика усного і писемного мовлення англійської мови».

Висновки. ЗН має потенціал бути ефективним в умовах сьогоденної університетської освіти, оскільки підтримує необхідну інтерактивність, узгоджується з навчальним контентом та передбачає значну кількість часу для самостійної роботи, дозволяє максимально наблизити навчальний процес до реальних ситуацій в умовах квазіпрофесійної діяльності, дає змогу оптимізувати часові витрати викладача, а також підвищити ефективність процесу формування ПОЛК майбутніх фахівців.

Ключові слова: майбутні вчителі та викладачі АМ, професійно орієнтована лінгвістична компетентність, квазіпрофесійні завдання, етапи змішаного навчання.

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