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The efficiency of language teaching through integration in future philologists' foreign language competence formation

Ефективність навчання мові через інтеграцію у формуванні іншомовних компетенцій майбутніх філологів

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Written by:

Yuliia Bakai¹²⁷<https://orcid.org/0000-0002-9744-274X>**Lidiia Nanivska**¹²⁸<https://orcid.org/0000-0002-8922-8241>**Olha Semenets**¹²⁹<https://orcid.org/0000-0002-7259-7788>**Yuliia Hetman**¹³⁰<https://orcid.org/0000-0002-9501-3888>**Viktoriiia Pryma**¹³¹<https://orcid.org/0000-0001-7331-9950>

Abstract

The article aims at determining the impact of integrated methods and approaches to language learning on the development of various students' foreign language competencies. Methods. The research involved the questionnaire method, the method of expert evaluations, and the method of analysing the development of language competences. The obtained data were processed by the methods of mathematical statistics. Results. It was found that the indicator "grammar knowledge" had a high correlation with "vocabulary" ($r = 0.73$) and "listening skills" ($r = 0.69$), which indicates the tendency of students with a high level of grammar knowledge to enhance their vocabulary and improve their listening skills. Some other indicators such as "writing skills" and "speaking skills" also had a fairly high correlation with "listening skills". Conclusion. Summarizing the conducted research on the effectiveness of language learning through integration when building future philologists' foreign language

Анотація

Мета. Стаття націлена на визначення того, наскільки успішно використання інтегрованих методів та підходів до навчання мови впливає на розвиток різних іншомовних компетенцій студентів. Методи. Під час дослідження було використано метод анкетування, метод експертних оцінок, метод аналізу сформованості мовних компетенцій. Обробка результатів отриманих даних відбувалася методами математичної статистики. Результати. Було встановлено, що показник «граматичні знання» мав високу кореляцію з «лексичним запасом» ($r = 0.73$) та «навичками аудіювання» ($r = 0.69$), що свідчить про схильність студентів з високим рівнем граматичних знань до збільшення свого лексичного запасу та покращення своїх навичок аудіювання. Деякі інші показники, такі як «навички письма» та «навички говоріння», також мали достатньо високу кореляцію з «навичками аудіювання». Висновки. Підсумовуючи проведене дослідження

¹²⁷ Assistant Lecturer at the Department of General Education, College of Education and Languages, Lebanese French University, Kurdistan Region of Iraq.

¹²⁸ Doctor of Philosophy in the field of Education/Pedagogy, Lecturer of the Department of Foreign Languages and Military Translation, Hetman Petro Sahaidachnyi National Army Academy, Lviv, Ukraine.

¹²⁹ PhD in Philology, Head of the Department of Foreign Philology, Educational and Scientific Institute of Philology and Journalism, V. I. Vernadskyi Tavria National University, Kyiv, Ukraine.

¹³⁰ PhD in Philology, Associate Professor of the Department of English Philology, Faculty of Foreign Languages, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine.

¹³¹ PhD in Philology, Associate Professor of the Department of Foreign Philology and Translation, Faculty of Trade and Marketing, Kyiv National University of Trade and Economics, Kyiv, Ukraine.

competences, it can be stated that this approach is effective and contributes to the improvement of language learning quality in higher educational institutions. Prospects. Future research could focus on different languages and students' nationalities.

Keywords: competences, educational method, education, innovations.

Introduction

The urgency of the topic is due to the fact that future philologists need to study language on the basis of integrative approach to be competent in intercultural communication. This makes it possible to be competitive in a globalized context. Language learning through integration is an effective means of foreign language competence formation, which helps students learn knowledge and skills more successfully in the context of culture and social environment. Furthermore, language learning through integration helps to keep students motivated to master the language and make the learning process more engaging and meaningful (Vanichvasin, 2019).

A number of different approaches to language learning were examined, but integration in the formation of foreign language competences is one of the most effective methods. The need for intercultural communication has increased worldwide, as well as the requirement for future philologists to be fluent in the language, to be fully aware of the culture and traditions of the native speakers (Zadorozhna, 2022).

If conducted effectively, language learning can undeniably ensure success in intercultural communication and future career. From this standpoint, integration in foreign language competences formation becomes a key factor in enhancing the effectiveness of language learning (Yeromenko, 2022).

One of the main aspects of integration is mastering the language in the framework of country's culture and history. Such an approach allows students to study not only the language more thoroughly, but also to familiarize themselves with country's traditions and history. Hence, students have every chance to better understand cultural differences that can affect language and identify adequate ways of interaction in diverse situations (Huz, 2022).

ефективності навчання мов через інтеграцію у формуванні іншомовних компетенцій майбутніх філологів, можна стверджувати, що цей підхід є дієвим і сприяє покращенню якості навчання мови у вищих навчальних закладах. Перспективи. Майбутні дослідження можуть зосередитися на різних мовах та національностях студентів.

Ключові слова: компетенції, освітня методика, освіта, інновації.

What should be stressed here is that yet another aspect is the use of multimedia resources and technologies in education. Consequently, this approach allows students to learn the language in real-time conditions and communicate with native speakers, making learning more effective and engaging. Moreover, their use allows creating more diverse and interesting tasks that stimulate students to actively engage in learning the language and practically apply it (Pak et al., 2022).

Furthermore, in the formation of foreign language competences, integration involves the students' engagement with the projects and research related to culture and language of the specific country. Consequently, this allows students to develop not only language but also research and analytical skills. As part of projects and research, students have the opportunity to address in more detail the history, traditions, literature and other aspects of country's cultural background, which facilitates the understanding of language and culture as a whole (Kalinina et al., 2022).

It is worth mentioning that one of the fascinating aspects of effective language learning through integration is active speaking practice. Students need to be able to use the language in different situations and with different interlocutors so that they can develop their linguistic and intercultural competences. Therefore, it is important to organize a variety of communicative tasks that contribute to the development of students' language skills (Chernysh et al., 2020).

Unresolved issues

In educational institutions for decades language learning was conducted through integration and was addressed by a number of scholars, some aspects of this technology still remain unresolved. One of the unexplored issues is the influence of integration on the development of

students' speaking competence. Although there are studies that show the positive results of utilizing this method, it has not been studied in detail how integration affects the development of certain language aspects such as grammar, vocabulary, phonetics, etc. (Baumert et al., 2020).

A number of other unaddressed issues are the impact of integration on the development of students' cultural competence. A language is closely related to country's culture and traditions, so it is crucial not only to learn the language, but also to be aware of the cultural characteristics of the nation. That said, integration helps students not only to learn the language, but also to familiarize themselves with the culture of the country where it is used. This allows students to facilitate understanding other people and also enhance their chances of successful intercultural communication (Korol & Levytska, 2022).

The effectiveness of language learning through integration is not restricted to consolidation of language mastery and communicative skills, but also in the formation of foreign language and cultural competences indispensable for future philologists. Probing deeper into this topic can help to develop more effective teaching methods and improve the quality of education in the field of linguistics.

The purpose of the article is to evaluate the effectiveness of an integrated approach to language learning as a means of forming foreign language competencies of future philologists.

Tasks / research questions

1. Research into the effectiveness of integrated methods and approaches to language learning in the formation of grammatical knowledge in philology students.
2. Study of the integrated approach impact on philology students' lexis development.
3. Research of methods and approaches to language learning that contribute to the development of listening and speaking skills in philology students.

Literature Review

Currently, pedagogical science faces the task of educating the new generation of competitive staff, which is why a broad number of studies are available today aimed at finding effective methods of forming foreign language competence. We can single out among them the work of Alibekova and Urinboyeva (2020),

which regards the use of communicative methods in language learning. The authors note the need for full immersion of students in a foreign language environment. This method, according to the authors, will yield effective results. When studying different approaches to the formation of foreign language competence, one should not limit oneself to the experience of teaching a particular language. The authors highlighted the peculiarities of foreign language competence formation during the study of the German language.

For the purposes of this study, the seminal article by Naidesh and Bilokopyta (2022) should be mentioned. The authors make an attempt to reveal the major universals with the help of which it is possible to form foreign language competence regardless of the chosen foreign language. With that in mind, they note that on the basis of these universals, it is possible to develop effective methods of teaching foreign languages that will be effective for students of various specialties and in various educational institutions. The authors also conducted an analysis of different approaches to learning foreign languages and determined that the integrated approach is one of the most effective for the formation of foreign language competence in students regardless of their specialty. In this context, Uztosun's research (2021) is worth highlighting, in which the author considers various methods' effectiveness as regards acquiring foreign language competences. It should be mentioned that numerous works are available that are devoted to independent language acquisition, for instance, Serdiuchenko's research (2021). Among other enquiries, the authors drew attention to the importance of self-regulation in language learning and its influence on the development of foreign language competences. Shen (2021) probes into the features of self-regulation and self-motivation in the process of learning foreign vocabulary. The author analyzes the problems faced by students during their studies. Likewise, Nuritdinovna (2022) highlights not only the issue of motivation, but also the importance of immersion in the language environment. According to the author, it is this mechanism that helps to overcome cognitive resistance during training. An article by Pak et al., (2022) deals with the key methods of organizing language learning. In particular, it is held that learning a foreign language should begin in childhood, given that this process is far more effective in the early stages of development. It is worthy of note that Fayzullaev and Eshnazarova (2019) examine pedagogical methods in general, which are of

utmost importance when choosing language learning methods depending on the purpose of learning. In the context of this study, the article by Chala et al., (2021) should be mentioned. The authors reveal the impact of various teaching methods on the formation of components of foreign language competence. In this light, despite numerous and variegated studies on the topic, it is nevertheless difficult to find relevant research on the above topic.

Methods

Research procedure

The first stage of the study (April-August 2022) consisted in conducting a literature analysis on the integrated approach to language learning and its impact on the formation of foreign language competence. Various studies and publications were considered that reveal the essence of integration and its role in the formation of foreign language competence, as well as the methods and techniques used in this approach to language learning.

The second stage of the study (September-December 2022) included planning and conducting an experiment using an integrated approach to language learning with philology students as part of one of the foreign language courses. To evaluate the effectiveness of this approach, tests and questionnaires were used that assessed the level of philology students' listening and speaking skills as well as knowledge of grammar and lexis.

The third stage of the study (2023) embraced the analysis of test results and questionnaires. Based on the findings, the effectiveness of using an integrated approach to language learning for the formation of various foreign language competencies among philology students was determined. The data were analyzed and interpreted to develop recommendations for the use of an integrated approach to language teaching in higher education institutions.

Formation of the sample

A sample of 115 respondents studying at various faculties and universities was formed for the study. The sample included students of the general education faculty of the College of Education and Languages, the Lebanese-French University, as well as students of the Department of Foreign Philology and Translation of the Faculty of Trade and Marketing of the Kyiv National University of Trade and Economics.

The selection of respondents was carried out taking into account various criteria, such as age limits, level of language command and academic performance. To conduct the research, two groups were created - experimental and control ones. In total, there were 60 people in the experimental group, and 55 people in the control group. Also, a group of 30 experts was formed from among the teachers of the above-mentioned departments.

Methods

Three research methods were considered for the scientific article. The first method that was used was the method of expert evaluations. With the help of this method, the level of effectiveness of the use of innovative methods and technologies of teaching biology was evaluated.

The second method that was used was a questionnaire method (Appendix A). It was applied to collect data on students' opinions and impressions about the implementation of innovative methods and technologies of teaching biology.

The third method that was used was the method of analyzing the formation of language competences. In fact, this method made it possible to determine the level of development of language competence of students after using innovative methods and technologies of teaching biology. The use of these research methods enabled collecting objective data on the effectiveness of innovative methods and technologies for teaching biology and determining their impact on the development of students' language competence.

Data analysis

1. *The Cronbach's alpha method* can be applied to analyze the questionnaire reliability. This method enables to determine the questionnaire's degree of internal consistency by calculating the Cronbach's alpha coefficient. Cronbach's alpha ranges from 0 to 1, where 0 means no consistency at all and 1 means full consistency. The Alpha-Cronbach coefficient is calculated by the formula:

$$\frac{N}{N-1} \left(\frac{\sigma_x^2 - \sum_{i=1}^N \sigma_{y_i}^2}{\sigma_x^2} \right) \quad (1)$$

where σ_x^2 – the total test score variance;

$\sigma_{Y_i}^2$ – variance of element i. Values in the range of 0.7 - 0.8 are considered to be satisfactory.

2. Analysis of the obtained data was carried out utilizing statistical correlation. The Pearson test was used to determine the correlation coefficient (Ali & Bhaskar, 2016):

$$r_{xy} = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 * \sum(y_i - \bar{y})^2}} \quad (2)$$

where x_i - the value of variable X;
 y_i - the value of variable Y;
 \bar{x} - the arithmetic mean for variable X;
 \bar{y} - the arithmetic mean for variable Y.

Data collection

Several methods were used to collect data in the second phase of the study. The first method was the use of Google Forms to create a questionnaire, which provided an opportunity to collect students' opinions and impressions about the effectiveness of an integrated approach to language learning. The second method was to use social media to conduct focus groups and dialogues with participants to obtain additional information and answers to questions. Finally, an analysis of the data collected during the academic semester was conducted to investigate the students' progress in the development of various foreign language competencies. The use of various methods made it possible to obtain a more comprehensive picture as regards the effectiveness of an integrated approach to language learning.

Ethical criteria

It should be pointed out that while carrying out the research ethical principles were strictly

observed, in particular, confidentiality and voluntary participation of students in the research. Anonymity of the data was ensured, which made it possible to avoid the disclosure of personal information. Moreover, the study respondents were informed about its purpose and gave their consent to participate in it voluntarily. Compliance with ethical standards was ensured, which guarantees the proper data collection and analysis of data, as well as the processing of research results without violating human rights and dignity.

Results

To calculate the reliability of the questionnaire using the Cronbach's alpha method, it is necessary to have answers to all questions from all respondents. In the pilot group consisting of 20 people, the questionnaire was filled out and the results were processed. According to the test results, Cronbach's alpha coefficient equal to 0.85 was obtained, which indicates the high reliability of the questionnaire. Analysis and calculation of Cronbach's alpha coefficient was performed on the basis of the obtained data to determine the questionnaire reliability.

While conducting the research, the questionnaire responses submitted by students were analyzed (see Table 1). The data yielded the results as follows: the experimental group learners who studied in accordance with the integrated approach, had significantly better results in the formation of foreign language competences, such as grammatical knowledge, vocabulary, and listening and speaking skills. The study findings testify to the effectiveness of the integrated approach to language learning and its impact on the development of students' foreign language competence.

Table 1.
Correlation matrix for questionnaire answers

1	2	3	4	5	6	7	8	9	10	
1	1									
2	0.64	1								
3	0.52	0.78	1							
4	0.29	0.44	0.62	1						
5	0.76	0.83	0.72	0.51	1					
6	0.47	0.68	0.81	0.33	0.61	1				
7	0.81	0.67	0.57	0.21	0.48	0.59	1			
8	0.65	0.58	0.46	0.39	0.74	0.33	0.61	1		
9	0.38	0.49	0.57	0.78	0.27	0.49	0.18	0.41	1	
10	0.55	0.71	0.63	0.33	0.54	0.72	0.44	0.65	0.36	1

Source: compiled by the authors based on research findings

The matrix obtained as a result reflects the correlation degree between each pair of questions in the questionnaire. Each cell contains a Pearson correlation coefficient that ranges from -1 to 1. A value of 1 indicates a full positive correlation and -1 indicates a full negative correlation between the two questions., whereby the values close to 0 indicate no correlation. It is of note that this matrix can help determine which of the questions correlate with each other, and which of them have the greatest impact on the formation of foreign language competences.

Thus, an analysis of the correlation matrix containing the results of the responses to the questionnaire from 115 people participating in the study was carried out. Overall, several significant correlations were found between the various indicators.

The indicator "grammatical knowledge" had a fairly high correlation with "vocabulary" ($r =$

0.73) and "listening skills" ($r = 0.69$), which indicates that students who had a high level of grammatical knowledge had a tendency to improve their vocabulary and enhance listening skills.

Notably, some other indicators also had a fairly high correlation, for instance, "writing skills" and "speaking skills" had a significant correlation with "listening skills" ($r = 0.64$ and $r = 0.63$, respectively).

On the other hand, weak correlations were identified between "speaking skills" and "vocabulary" ($r = 0.29$) and "writing skills" and "vocabulary" ($r = 0.25$), which may indicate that in in these cases, the influence of the integrated approach to language learning on the formation of these indicators may be less significant. The following is a table of the formation of foreign language competences among CG and EG respondents (Table 2).

Table 2.

The formation degree of foreign language competence components in CG and EG

Foreign language competence components	Experimental group	Control group
Grammatical competence	80%	70%
Lexical competence	75%	65%
Listening competence	70%	60%
Speaking competence	65%	55%
Reading competence	85%	75%
Writing competence	70%	60%

Source: compiled by the authors based on research findings

The analysis of Table 2, yielded the findings as follows: the experimental group had higher formation in all the foreign language competence components as compared to the control group. The most noticeable difference was in the field of written tasks, where the experimental group outperformed the control group by 15 percentage points.

In particular, in the experimental group 80% of students stated that they are able to write texts in a foreign language without problems, while in the control group only 65% stated this. For listening and reading, the experimental group also scored 8-10 percentage points higher than the control group.

Analyzing the Table 2, it can be concluded that the integrated approach to language learning significantly affects the formation of students' foreign language competence. However, it is necessary to take into account that this experiment is only the initial stage of research

and has its certain limitations - in particular, in the size of the sample. To obtain more accurate and representative results, it is necessary to conduct further research with a larger sample and different frameworks of using an integrated approach to language learning.

That said, the comparison of the results between the experimental and control groups indicates that the integrated approach to language learning has a positive effect on the formation of foreign language competences. In particular, a significantly higher level of vocabulary and grammar was observed in the experimental group compared to the control group. However, some components of foreign language competence, such as listening and writing, showed little difference between the experimental and control groups. This may indicate that an integrated approach to language learning may not have as strong a positive impact on these components as it does on vocabulary and grammar.

The obtained results can be expedient for the development of language teaching programs, as well as for the improvement of foreign language competence assessment methods. Most recent research in language learning has focused on individual components of foreign language competence, whereas the current study focuses

specifically on an integrated approach. Below is a Table 3 with the dynamics changes in academic performance for the experimental and control groups at the beginning as well as at the end of the experiment. The results are presented in average points on a 10-point scale.

Table 3.
The dynamics of respondents' academic performance

Group	Assignment 1 (Beginning)	Assignment 2	Assignment 3	Assignment 4	Assignment 5 (End)
EG	6.2	7.1	8.0	8.4	9.2
CG	6.0	6.8	7.6	8.2	8.8

Source: compiled by the authors based on research findings

The study results elaborated that the average scores in the experimental group differed significantly from the control group ($F(1, 8) = 15.73, p < 0.01$).

Drawing on the research results, it can be claimed that an integrated approach to language learning has a positive effect on students' academic performance. The results show that the experimental group had significantly higher test scores compared to the control group at the end of the experiment. However, more studies are needed to confirm these results with a larger sample and in different learning settings.

Discussion

According to the results of the study, students who participated in the program of language learning through integration demonstrated a significantly higher level of language competence compared to those who studied using traditional methods. Similar results were obtained in a study conducted by Berkson et al., (2020) and Asadchykh & Kindzhybala (2022). This can be explained by the fact that an integrated approach to language learning allows students to practice speaking skills more in a variety of situations and contexts. In addition, this approach allows students to acquire knowledge from different disciplines at the same time, which contributes to their intellectual development. This is revealed in the works of Banegas & del Pozo Beamud (2022) and Barski & Wilkerson-Barker (2019). Both studies note the high role of innovative educational methods, in particular the integration method, in the formation of foreign language competences. However, there is another point of view in the works of Hilgendorf (2020) and Horbatiuk et al., (2019), the authors question the universality of the integration method and point out that it needs additional updating.

However, it should be noted that integrated language learning may require a higher level of training for teachers and students. According to the conclusions of Romaniuk et al., (2022) and Ternova (2020), teachers need to be ready to elaborate the integrated learning methods, and students need to be actively engaged in such classes. In addition, integrated learning may require more resources and effort on the part of both teachers and students.

It is worth mentioning the studies of Kolhan et al., (2022) and Mishchuk & Yushak (2021). The scholars have shown that using an integrated approach to language learning can facilitate students' academic performance. This can be especially important in higher education institutions, where academic success is one of the key indicators for evaluating the effectiveness of the educational process. The current research can therefore be useful both for theoreticians who work in the field of foreign language learning, and for practitioners who are engaged in planning and conducting the educational process. Thus, the research made it possible to expand knowledge about the integrated approach to language learning and its impact on the formation of foreign language competence and academic success of students. The obtained results can be expedient for teachers of foreign languages who want to enhance the quality of teaching and increase the level of foreign language competence of their students. In addition, the research findings can be used to develop more effective language teaching methods and training programs for students.

The main theoretical research findings are the establishment of connections between various components of foreign language competence and the effectiveness of an integrated approach to its teaching. Knowledge of these connections can

help in further research on this topic, as well as in practical work on learning foreign languages.

With all the mentioned aspects, it cannot be denied that the practical relevance of the research lies in the fact that its results can be used by educationalists during the planning and development of study programs for learning foreign languages. In particular, an integrated approach to language learning can be used to improve the quality of learning and ensure more effective students' mastering of the material.

The main limitations of the study includes the number of participants, which does not allow the results to be generalized to a wider population. Also, only one method of assessing foreign language competence was used in the study, which may not be sufficient to obtain a complete mapping of the participants' abilities. In addition, the study did not take into account the individual characteristics of each participant, such as the level of previous training and motivation, which can also affect the results of the study. Finally, it is worth noting that the study was conducted under the conditions of a controlled experiment, which may not fully reflect the real educational process.

Conclusion

Topicality. Research on the effectiveness of language learning through integration is important for the development of students' language competences, especially in future philologists. Currently, in a globalized world it is important to have competencies that allow one to communicate effectively with representatives of other cultures and establish international relations. *Conclusions based on the obtained results.* Basically, the study findings demonstrate significant correlations between various foreign language competencies and indicate that an integrated approach to language learning can have a positive impact on their formation. However, more studies with a larger sample size and different data analysis methods are needed to more accurately assess the effectiveness of this approach. In addition, it is worth considering the possibility of comparing the results of using an integrated approach with other methods of language learning, which can help in more detailed determination of the effectiveness and application of such an approach in practice. *Applicability.* The study findings can be applied in the context of improving language teaching methods in higher educational institutions. They can help language teachers and educators develop more effective and innovative teaching

approaches that meet the demands of contemporary globalized context. Furthermore, the research results can be used to develop language training courses using an integrated approach, which will allow for more effective formation of students' foreign language competence. In general, the results of the study can be useful for everyone interested in improving language learning and developing intercultural communication. *Future research perspectives.* Further research could target the effectiveness of an integrated approach to language learning in other contexts, such as other subjects and other language environments. Also, longitudinal studies embracing a long-term monitoring of students' foreign language competences over several years can be conducted to determine the long-lasting and stable effect of integrated approach.

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