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MODERN SEL TECHNIQUES IN AN EFL CLASSROOM

СУЧАСНІ МЕТОДИ СОЦІО-ЕМОЦІЙНОГО НАВЧАННЯ ДЛЯ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

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This article investigates the various Social and Emotional Learning (SEL) techniques that can be used effectively in an English as a Foreign Language (EFL) classroom, the benefits they provide to both students and educators and the implications of incorporating SEL in language education. The abstract begins with a discussion of the current state of SEL and its role in education. According to research, SEL is beneficial in promoting students' social and emotional competence, resilience, and academic success.

The article discusses mindfulness practices, cooperative learning, emotional vocabulary development, and self-assessment strategies, which are all covered in depth. These techniques aim to improve students' self-awareness, self-regulation, interpersonal skills, and empathy, thereby creating a welcoming environment for language learning.

The advantages of implementing SEL techniques in the EFL classroom are numerous, as discussed in the following section. To begin, SEL promotes a positive learning environment that promotes risk-taking and participation. Educators can promote language learning confidence and reduce anxiety associated with language acquisition by addressing students' emotional needs. Furthermore, SEL techniques help students develop effective communication skills, which are necessary for language learning and cross-cultural understanding.

The abstract also looks into the impact of SEL on educators and their teaching practices. Teachers can improve their classroom management skills and adapt their instructional strategies to meet the diverse emotional needs of their students by using SEL techniques. The abstract also discusses potential challenges and limitations in implementing SEL in the EFL classroom, such as time constraints and the requirement for specialized teacher training. Finally, the abstract highlights the importance of a holistic approach to language education that includes not only linguistic proficiency but also emotional intelligence and social skills. It emphasizes the vitality of incorporating SEL techniques into the EFL curriculum to create an inclusive and empathetic learning environment.

Key words: Social and Emotional Learning (SEL), English as a Foreign Language (EFL), language education, SEL techniques, emotional intelligence, language acquisition, inclusive learning environment.

У статті досліджуються різноманітні методи соціо-емоційного навчання, які можна ефективно використовувати під час викладання англійської як іноземної мови у закладах вищої освіти, а також переваги соціо-емоційного навчання для студентів та викладачів. Розкрито сутність соціо-емоційного навчання та його ролі у сучасній вищій

школі, зокрема описано особливості сприяння розвитку соціальної та емоційної компетентностей, розвитку стійкості та успішності у студентів. У статті висвітлено практики усвідомленості, навчання у групах, розвитку емоційного словникового запасу та стратегії самооцінки, що спрямовані на покращення самосвідомості, саморегуляції, навичок міжособистісного спілкування та емпатії. Усі ці уміння сприяють кращому розвитку «м'яких навичок» та академічних досягнень, які є ключовими у 21 столітті.

У статті також зазначено переваги розширення емоційного словника, зокрема уміння розпізнавати та визнавати власні емоції та почуття інших студентів, які вивчають англійську як іноземну мову. Окрім того, наголошено на необхідності викладачів допомагати студентам у висловленнях почуттів, що неодмінно сприятиме розвитку таких компонентів соціо-емоційного навчання, як соціальна обізнаність та соціальна поведінка, навички спілкування, тощо.

Автором окреслено новітні методи соціо-емоційного навчання, які допомагають створити сприятливе та інклюзивне навчальне середовище, в якому студенти відчуватимуть себе в безпеці, не зважатимуть на помилки під час вивчення та продукування англійської мови як іноземної, а також не чекатимуть засудження з боку однокласників чи викладачів. Наголошено, що такий підхід дозволить зменшити тривогу та упереджене ставлення до вивчення іноземних мов у майбутньому, а також сприятиме більш активному та впевненому веденню різноманітних бесід іноземною мовою під час навчання на мовних на немовних факультетах.

Ключові слова: Соціо-емоційне навчання (SEH), англійська мова як іноземна, вивчення мови, методи соціо-емоційного навчання, емоційний інтелект, інклюзивне навчальне середовище.

Problem statement. Social and Emotional Learning (SEL) has emerged as a powerful approach to fostering students' overall development and well-being in the field of education. Incorporating SEL techniques into an EFL classroom has the potential to create a supportive and enriching environment that facilitates language acquisition while also improving students' emotional intelligence.

SEL is an educational approach that focuses on developing students' social and emotional competencies alongside academic skills [1]. As English continues to be a global lingua franca, the importance of providing EFL learners with holistic language education has become evident. By cultivating emotional intelligence, self-awareness, and interpersonal skills, educators can create an inclusive and supportive atmosphere for language learning.

Recent research. According to research, SEL not only boosts achievement, but it also boosts social behaviors (such as kindness, sharing, and empathy), improves student attitudes toward higher education, and lowers anxiety and depressive disorders among students [2, p. 410]. More significant social and emotional competence can increase the probability of high school completion, postsecondary education preparation, job achievement, beneficial family and work relationships, improved mental well-being, reduced criminal behavior, and active community involvement in over time [4, p. 1134].

The main tasks of the research include identifying the key SEL Techniques for the EFL Classroom that can be seamlessly integrated into the EFL classroom. Mindfulness practices, cooperative learning, emotional vocabulary development, and self-assessment strategies are among the techniques discussed. Each technique is accompanied by practical examples and guidelines to help educators understand how to apply them effectively in the language learning context. These techniques aim to promote self-regulation, social skills, and empathy,

all of which are essential for successful language acquisition.

Main content. SEL techniques can be effectively applied in the EFL classroom to promote language acquisition and emotional intelligence. Below are some specific SEL techniques that educators can incorporate into their EFL teaching practices.

Mindfulness and Emotional Regulation which includes *Mindful Breathing*: the teacher introduces simple breathing exercises at the beginning of each class to help students focus and regulate their emotions.

Emotion Check-In when the teacher encourages students to share their feelings at the beginning of the class, fostering emotional awareness and empathy.

To teach the students *cooperative learning and collaboration* the teacher should assign collaborative tasks that require students to work together to solve problems, practice language skills, and build team spirit. By organizing role-playing activities where students engage in real-life language interactions, the students will be able to enhance their communication and social skills.



Fig. 1. CASEL Framework [3]

One of the most prevalent SEL approaches involves *emotional vocabulary development* by creating feelings charts and emotion charades. Teachers create a chart with different emotions and expressions in English, encouraging students to identify and articulate their emotions in the target language. Educators can play charades with emotions, where students act out various feelings and others guess the emotions being portrayed.

Teachers can also naturally foster skills in students through *reflective journals and self-assessment*. Teachers encourage students to maintain reflective journals in English, where they can express their thoughts, progress, and challenges in language learning. After completing language assessments or assignments, teachers ask students to reflect on their performance, identifying strengths and areas for improvement.

Language instructors can organize activities that build positive relationships and a sense of community among students through *role-playing and drama activities* for empathy by having students create short skits that showcase empathy and understanding in various scenarios, allowing them to practice using language in emotionally engaging situations. They may also encourage students to act out real-life situations, such as ordering food at a restaurant or resolving a conflict, to develop empathy and effective communication.

Growth mindset and positive affirmations is another great way to involve students into meaningful discussions. Teachers foster a growth mindset by discussing the idea that intelligence and language skills can be developed through effort and practice as well as encourage students to create positive affirmations in English that promote self-confidence and a positive attitude towards language learning.

An important component of SEL in EFL context involves integration into *gratitude practices*, when students maintain a gratitude journal in English, and write down things they are thankful for, promoting positive emotions and language use. They may also form a gratitude circle in class, where they take turns expressing their appreciation for each other's efforts and achievements in language learning.

SEL can also be fostered via developing *conflict resolution and communication skills*, namely role-playing conflict scenarios and active listening, when the students are presented with conflict scenarios and are guided through effective communication strategies to resolve the conflicts in English. Teachers may also engage students in active lis-

tening exercises, such as paraphrasing what others have said, to enhance their listening and empathetic skills.

By incorporating these specific SEL techniques into the EFL classroom, educators can create a nurturing and supportive learning environment that empowers students to thrive both linguistically and emotionally. SEL not only enhances language acquisition but also equips students with valuable life skills that promote their overall well-being and success in a globalized world.

The benefits of incorporating SEL techniques in the EFL classroom are manifold. Firstly, SEL creates a positive and inclusive learning environment where students feel safe to take risks and participate actively in language activities. By addressing emotional needs, educators can reduce language learning anxiety, a common barrier to language proficiency. Moreover, SEL empowers students to develop effective communication skills, essential for cross-cultural understanding and global citizenship. When adult-student interactions result in encouraging student-teacher relationships, allow teachers to act out social-emotional competencies for students, and foster student engagement, they support SEL [5].

SEL techniques go beyond traditional language instruction, promoting students' holistic development and well-being. Some of the key benefits of incorporating SEL in the EFL classroom include *reducing language learning anxiety* as learning a foreign language can be intimidating and anxiety-inducing for many students. SEL techniques help create a *supportive and empathetic learning environment*, where students feel safe to take risks and make mistakes without fear of judgment. This reduction in language learning anxiety enables students to engage more actively and confidently in language activities.

Another advantage of incorporating SEL into EFL setting is *improving language learning outcomes* when students' emotional and social needs are addressed, they are more likely to be motivated and invested in their language learning journey. SEL techniques enhance students' self-regulation, focus, and perseverance, leading to improved language learning outcomes and overall academic achievement.

SEL also fosters the development of effective communication and interpersonal skills, which are essential in language acquisition. Students learn to express themselves clearly, listen actively, and engage in meaningful language interactions, thereby improving their overall language proficiency.

In an EFL classroom, students come from diverse cultural backgrounds. SEL techniques encourage students to develop empathy, respect, and understanding for one another's cultures and perspectives. This intercultural awareness enhances language learning by fostering cross-cultural communication and cooperation.

Naturally, SEL techniques help students develop a growth mindset, where they view challenges as opportunities for growth rather than as obstacles. This mindset encourages students to persist in language learning, build resilience, and embrace a positive attitude toward language acquisition.

Moreover, by incorporating SEL techniques, educators can create a positive and inclusive classroom culture, reducing behavioral issues and disruptions. Students become more self-aware and considerate of their peers, leading to a more harmonious learning environment.

Undoubtedly, SEL emphasizes the importance of meaningful connections between teachers and students. By understanding students' emotional needs, educators can build trust and rapport, which facilitates effective language instruction and personalized support. Through SEL, students develop a sense of responsibility and empathy towards others, both locally and globally. This fosters the development of compassionate and socially conscious individuals who can contribute positively to a diverse and interconnected world.

Thus, implementing SEL in the EFL classroom has numerous benefits that positively impact students' language learning, emotional well-being, and overall personal growth. By addressing students' social and emotional needs alongside linguistic proficiency, educators can create a holistic and enriching language learning experience that prepares students to thrive in an ever-changing global society.

While SEL has demonstrated numerous advantages, implementing SEL techniques in the EFL classroom presents some challenges. Time constraints, standardized curricula, and the need for specialized teacher training are some of the hurdles educators may encounter. Implementing SEL in the EFL classroom acknowledges that students' academic success is interconnected with their social and emotional well-being. This holistic approach fosters a supportive learning environment that values students as individuals with unique needs and strengths. Besides, educators who incorporate SEL practices develop deeper connections with their students, leading to increased trust, communication, and engagement in the learning process.

One of the most prevalent SEL advantages is that it promotes a positive classroom culture that values

mutual respect, empathy, and cooperation. This culture fosters a sense of belonging in students and provides a safe environment for risk-taking and active participation in language learning activities. Since SEL equips students with essential life skills, such as self-awareness, emotional regulation, and effective communication, that extend beyond the EFL classroom, these skills contribute to students' personal growth and their ability to navigate various social contexts throughout their lives.

Considering one of the significant challenges in implementing SEL in the EFL classroom, one should include time constraints. EFL educators may already face pressures to cover language curriculum content, leaving limited time for integrating SEL practices effectively.

Teacher training and professional development can be another challenge since to effectively implement SEL, educators require training and ongoing professional development. Many teachers may not be familiar with SEL concepts or may need support in adapting SEL techniques to the language learning context. Striking a balance between language instruction and SEL integration can be challenging. Educators need to find ways to seamlessly incorporate SEL techniques without compromising language learning objectives.

Additionally, SEL techniques may need to be culturally sensitive and adaptable to accommodate the diverse cultural backgrounds of EFL learners. Educators should be mindful of cultural differences when introducing SEL practices. While assessing the impact of SEL practices on language learning outcomes can be challenging, traditional language assessments may not fully capture the social and emotional growth that occurs through SEL integration.

Sustaining SEL practices over time requires consistent effort and commitment from educators, school administrators, and stakeholders. Without ongoing support, SEL may become an isolated initiative rather than an integral part of the EFL curriculum. Finally, every student has unique social and emotional needs. Educators must be prepared to provide differentiated support and interventions to address these diverse needs effectively.

Conclusions. Addressing the challenges and implications of implementing SEL in the EFL classroom requires a collaborative effort among educators, school leaders, policymakers, and other stakeholders. Providing adequate resources, training, and ongoing support will help create a sustainable and enriching SEL environment that benefits both language learning and students' overall well-being.

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КОМУНІКАТИВНО-КОГНІТИВНІ ОСОБЛИВОСТІ МЕДІАДИСКУРСУ

COMMUNICATIVE-COGNITIVE ASPECTS OF MEDIA DISCOURSE

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У статті розглядаються особливості медіадискурсу в рамках комунікативних та соціально-культурних тенденцій єдиного інформаційного простору. Основу медіадискурсу визначає поняття «медіатекст», який представлений в комунікативній практиці в таких сферах, як журналістика, реклама і зв'язок із суспільством. У загальному розумінні медіадискурс – це сукупність процесів та продукт мовної діяльності у сфері масової комунікації. У першу чергу дискурс асоціюється з усною мовою, в той час як поняття текст – це продукт мови й мовлення у письмовій формі. Саме тому повне розуміння концепту медіадискурсу неможливе без медіатексту. Важливість вивчення медіатексту зумовлене тим, що саме через нього у лінгвоспільноті формується картина світу. Медіатексти представлені багаторівневою структурою. Мета дослідження полягає у детальному вивченні поняття «медіакультура» та «медіатекст», а також висвітлення соціальних функцій медіакультури. Методологія дослідження ґрунтується на застосовуванні прагмалінгвістичного аналізу, зокрема детальний розгляд медіатексту, його вербальні та невербальні компоненти, комунікативно-когнітивні особливості впливу на сприйняття реципієнта; дискурсивний аналіз – з метою з'ясування та уточнення поняття медіадискурсу. Наукова новизна дослідження визначається тим, що в статті було узагальнено теоретичні засади медіадискурсу в лінгвомедійному вимірі; уточнено визначення термінів медіадискурс, медіатекст, медіакультура; виявлено основні прагматичні функції медіакультури.

З усього вищенаведеного можна дійти висновку, що медіадискурс є значним комунікативним середовищем, у якому транслюються культурні коди, цінності та показники певного соціуму. Медіадискурс має значний потенціал зміни громадських еталонів та моральних орієнтирів, тому його можна зарахувати до невеликої групи соціальних інститутів, що впливають на суспільство в цілому як одна з форм психогенної дії та відіграє важливу роль у формуванні певних психологічних і поведінкових стереотипів.

Ключові слова: медіадискурс, медіатекст, медіакультура, комунікативно-когнітивні особливості.

The scientific article is based on the peculiarities of media discourse within the framework of communicative and socio-cultural trends of a single information space. The basis of media discourse is determined by the concept of «media text», which is presented in communicative practice in such areas as journalism, advertising and communication with society. In a general sense, media discourse is a set of processes and a product of language activity in the field of mass