

A Crisis-Driven Framework for Designing Adaptive EFL Methodologies for Philology Students

Fedoriv, Yaroslava; Semiankiv, Iryna; Pirozhenko, Iryna

National University of "Kyiv Mohyla Academy"

yaroslava.fedoriv@ukma.edu.ua; i.semiankiv@ukma.edu.ua; i.pirozhenko@ukma.edu.ua

Current approaches to digital transformation in English as a Foreign Language (EFL) education often assume stable access to electricity, devices, and the internet. In crisis contexts, however, such conditions cannot be guaranteed. Long-term power outages, weak connectivity, and general infrastructural instability make a complete reliance on digital tools impractical and, in some cases, pedagogically inappropriate. This paper questions the assumption that digitalization is always necessary and proposes a crisis-driven methodological framework that prioritizes resilience, flexibility, and human-centered solutions.

The study addresses a threefold challenge impacting the quality of EFL instruction for philology students: 1) Resource constraints (limited access to electricity and internet), 2) High rates of teacher professional burnout due to unstable workloads and constant adaptation, and 3) Deepened student demotivation resulting from pervasive instability and a lack of control over the learning environment. Philology students require particularly intensive engagement with texts, discourse analysis, and advanced language use, which searches for sustainable, high-quality instructional solutions especially urgent.

The central innovation of this research is the introduction of the "Adaptive Minimum-Maximum" (AMM) Concept within EFL methodological guidelines. The crisis-responsive methodological AMM framework, introduced by the authors, categorises learning activities into two flexible modes.

- (1) The Minimum (Crisis) Mode relies on low-tech or no-tech solutions, such as printed texts, paper-based collaborative tasks, guided self-study, and structured discussion. These activities require minimal resources while supporting core language competencies and learner autonomy.
- (2) The Maximum (Stabilization) Mode incorporates digital tools when conditions allow, supporting extended practice, assessment, and access to additional learning materials.

The proposed methodological guidelines incorporate specific strategies to address the psycho-emotional load. For students, activities focus on promoting micro-successes and utilizing highly relevant, authentic philological texts to boost intrinsic motivation and a sense of purpose (Deci & Ryan, 2000). For teachers, the framework offers standardized, modular lesson plans that minimize preparation time and streamline assessment processes across both modes, actively

contributing to the reduction of burnout (Maslach & Leiter, 2016).

In conclusion, this research provides an evidence-based alternative to technology-dependent pedagogies. By substantiating the need for adaptive EFL methodological guidelines, this framework offers a sustainable, people-centered response to crisis, proving that quality language competence development can be maintained by prioritizing pedagogical flexibility and psychological well-being over digital tools. The findings offer a valuable model for educational institutions worldwide facing similar unpredictable infrastructural or humanitarian challenges (Hockly, 2020; Hodges et al., 2020).

References

1. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
2. Hockly, N. (2020). Low-tech/no-tech: The limits of technology. *ELT Journal*, 74(3), 362–367.
3. Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review*, 27(March), 1–12.
4. Maslach, C., & Leiter, M. P. (2016). Burnout. *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*.

6. Інноваційні практики та експериментальні дослідження в методиці викладання іноземних мов

Innovative Practices and Experimental Research in Foreign Language Teaching Methodology

UDC 378.147:811.111:37.091.33

ESP for Pedagogy Students: A Project-Based Approach

Vinnikova, Liliia

Borys Grinchenko Kyiv Metropolitan University

l.vinnikova@kubg.edu.ua

Current trends in higher education emphasize the need to prepare future teachers who are capable of effective professional communication, continuous self-development, and participation in international academic and educational contexts. As a result, English for Specific Purposes (ESP) has become an essential component of teacher education programmes. ESP courses for pedagogy students should not only develop language proficiency but also support professional competence and pedagogical thinking. In this regard, project-based learning (PBL) is considered an innovative and effective approach to ESP instruction in higher education (Hutchinson & Waters, 1987).