

Святогірська лавра – ця православна святиня, розташована в Донецькій області, зазнала численних обстрілів. Пошкоджено храми, келії, історичні будівлі. Це не просто руйнування релігійних споруд, це напад на духовність і віру українського народу.

Ці приклади – лише невелика частина величезної трагедії, яка розгортається в Україні. Кожен зруйнований об'єкт – це біль, це втрата, це рана на тілі нашої країни. Втрати культурної спадщини не лише матеріальні, але й духовні, оскільки вони загрожують національній ідентичності України.

Окрім фактичних руйнувань, війна завдала психологічних травм дітям та педагогам. Доступ до освіти на окупованих та прифронтових територіях було обмежено. Тисячі педагогів, втратили або скоро втратять роботу, багато освітян виїхали за кордон або були мобілізовані, а значить відбувається втрата кваліфікованих кадрів.

Оцінка збитків є складним процесом, який триває. Необхідно враховувати не лише прямі руйнування, але й довгострокові наслідки війни, тому саме міжнародна допомога може відіграти вирішальну роль у відновленні освітньої та культурної інфраструктури України.

UDC: 373.5:808.1'81'26

**Fedoriv, Yaroslava**

Candidate of Sciences (Ph.D.) in Philology, Associate Professor

ORCID: 0000-0001-5915-9428

*National University of "Kyiv-Mohyla Academy"*

**Kytaieva, Susanna**

Candidate of Sciences (Ph.D.) in Pedagogical Sciences, Associate Professor

ORCID: 0009-0006-5801-7923

*National University of "Kyiv-Mohyla Academy"*

**Pirozhenko, Iryna**

ORCID: 0000-0001-5061-1625

*National University of "Kyiv-Mohyla Academy"*

*National University of Security Service of Ukraine*

**Fedoriv, Mariya**

ORCID: 0009-0000-8460-970X

*National University of "Kyiv-Mohyla Academy"*

## TEACHING EFL STUDENTS TO USE ORAL REFERENCING IN ACADEMIC PRESENTATIONS

*When presenting research at academic conferences, effective oral communication is a necessary skill for EFL students, which implies the ability to verbally cite sources accurately and naturally. This paper explores strategies for teaching Master-level EFL students how to incorporate verbal citations into their presentations. It outlines instructional techniques, best practices, and offers practical exercises aimed at enhancing students' ability to integrate citations while maintaining fluency, coherence, and credibility in their spoken discourse.*

**Introduction.** In academic settings, presenting research findings requires more than just fluency in English; it demands the ability to reference sources in a way that maintains credibility and audience engagement. While written citations follow specific formatting guidelines (e.g., APA, MLA, or Chicago), verbal citations require a more thoughtful approach. Unlike written academic work, where readers can verify sources through reference lists, spoken presentations must provide concise and relevant citation details in real-time.

For Master-level EFL students, this poses specific challenges, such as determining which citation elements to include, integrating them smoothly into speech and maintaining a fluid presentation. The relevance of this research lies in addressing these challenges by exploring strategies for effectively teaching verbal citations in academic presentations. This paper aims to contribute to the field by identifying practical techniques that can help EFL students to develop their presentation skills, thus enhancing academic communication abilities.

**Literature Review.** The development of academic communication skills has been widely explored, with several key texts offering effective strategies for teaching EFL students. Bailey (2011) in *Academic Writing: A Handbook for International Students* emphasizes the importance of mastering academic conventions and improving writing clarity for non-native English speakers. He highlights strategies for structuring essays and developing arguments. Swales and Feak (2004), in *Academic Writing for Graduate Students: Essential Tasks and Skills*, offer an in-depth analysis of the writing process, specifically targeting graduate students. They provide guidance on crafting well-supported academic

arguments, emphasising the importance of sourcing and effectively integrating literature. Osborn and Osborn (2017) in *Public Speaking* focus on the skills necessary for effective verbal communication, addressing how the principles of public speaking can enhance presentations, including the role of citation and clear communication of research. These resources, among others, underline the importance of credibility delivered both in writing and speaking, as central to academic success.

**The Role of Verbal Citations in Academic Speaking.** Verbal citations serve multiple purposes in academic presentations. They enhance a speaker's credibility by referencing authoritative sources, which strengthens their arguments. Additionally, they demonstrate research depth, signalling thorough preparation and engagement with the topic. Citations also provide transparency, allowing listeners to evaluate the validity of the information presented. Finally, they help avoid plagiarism, as failing to acknowledge sources in spoken presentations constitutes academic dishonesty, just as it does in writing.

To achieve these objectives, students must learn how to introduce sources concisely, highlight their relevance, and integrate them into their discourse.

**Key Components of Verbal Citations.** Unlike written citations, which follow strict formatting rules, spoken citations require adaptability to fit the flow of speech. An effective verbal citation typically includes key elements such as the author's name relevant to credibility, the title of the work that provides important context, and the publication or source, such as a journal, website, or institution. Additionally, the date is required when the date is significant, and the author's qualifications may be mentioned if their expertise strengthens the credibility of the information.

For example, instead of saying, "According to a 2020 study in the *Journal of Linguistics*..." a more natural citation for a spoken presentation might be:

In a 2020 study published in the *Journal of Linguistics*, Professor Peter Roach, a leading expert in phonetics, argues that...

#### **Teaching Strategies for Effective Verbal Citations.**

##### 1. Analysing Authentic Examples.

Students can benefit from listening to real conference presentations, TED Talks, and academic panel discussions where speakers use verbal citations effectively. For this purpose, instructors should guide students in identifying different citation styles and discussing why they are effective.

##### 2. Scaffolding Citation .

Providing students with structured citation templates can help them to develop confidence. The purpose of verbalizing the reference is to acquaint the reader with the summarized text. The first sentence, therefore, includes the name of the author of the summarized text, its title, and the main idea. It uses the present tense. Below are some possible patterns that you may use in your summaries (Yakhontova 2003, p. 98):

According to Charles G. Morris in his book *Psychology*, ... (main idea)

Charles G. Morris in *Psychology* discusses ... (main topic)

Charles G. Morris in his book *Psychology* states/describes/explains/claims/argues that ... (main idea)

In Charles G. Morris' discussion of firstborns in *Psychology*, ... (main idea)

In his book *Psychology*, author Charles G. Morris states/describes/explains/claims/argues that ... (main idea)

Overall, common oral citation patterns include:

According to [Author], a [Position] at [Institution], in a [Year] study published in [Source], ...

Research by [Author] in [Publication] suggests that...

[Author] argues in [Title] that...

Gradually, students can be encouraged to modify these templates to sound more natural.

##### 3. Integrating Citations into Mini-Presentations.

To develop fluency, students should incorporate citations into short presentations, such as summarizing a research article. Building on Yakhontova's example on globalization (2003, 102-3), a sample oral summary can be structured as follows:

Damon Anderson, an Australian teacher, in his article "The Keys to a Civil Society—Diversity, Tolerance, Respect, Consensus" argues that throughout history, societies have typically followed a more uniform path in their development. They often viewed differences with prejudice. However, globalization has shifted the focus toward embracing diversity. Despite this progress, the transition has been challenging. Anderson emphasizes that education plays a crucial role in reducing biases against diversity.

Recording these presentations for peer and self-assessment can help students to refine their delivery.

#### 4. Role-Playing Conference Scenarios.

Simulating an academic conference setting helps students to practise citations in a realistic context. This can involve panel discussions, Q&A sessions, and formal paper presentations. Students can ask each other questions based on the citations and summaries presented. This allows for practice in responding to questions while appropriately citing sources.

##### Sample Q&A Interaction:

Student A: You've mentioned that Damon Anderson argues that globalization has shifted societies towards embracing diversity. Can you elaborate on the specific educational strategies he mentions that could reduce biases against diversity?

Student B: According to Anderson, education is key in fostering tolerance and understanding, helping individuals to challenge preconceived notions about diversity. He suggests that curriculum reforms and exposure to diverse perspectives can play a significant role in mitigating biases.

#### 5. Emphasizing Intonation and Pausing.

Students should practise using pauses and emphasis to make citations sound natural. For instance:

Damon Anderson [PAUSE], an Australian teacher [PAUSE], in his article "The Keys to a Civil Society—Diversity, Tolerance, Respect, Consensus," [PAUSE] argues that societies have historically developed [PAUSE] along more uniform paths, often viewing differences with prejudice. [LONG PAUSE]

#### 6. Providing Peer Feedback and Self-Assessment Opportunities.

Peer reviews and instructor feedback should focus on clarity, natural delivery, and appropriateness of citation use. Self-reflection through analysing video recordings can also help students to recognise areas for improvement.

#### Challenges and Solutions

Challenge	Solution
Overloading citations with unnecessary	Prioritize key elements relevant to audience understanding
Lack of fluency and hesitations	Practise through structured speaking exercises and gradual
Difficulty integrating citations naturally	Use modelling, repetition, and peer feedback to develop smooth

**Conclusion.** Mastering verbal citations is essential for EFL students preparing to present research at academic events (conferences, panel discussions, diploma defence). By teaching structured citation techniques, providing opportunities for practice, and fostering awareness of credibility, educators can equip Master students with the skills they need to effectively present research. As students gain confidence in citing sources orally, they enhance both their academic speaking abilities and their professional communication skills.

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**Федорова Світлана Олександрівна**

ORCID: 0000-0002-1327-7629

*Київський столичний університет імені Бориса Грінченка.*

### ХУДОЖНЯ ІЛЮСТРАЦІЯ ЯК ЗАСІБ ФОРМУВАННЯ СОЦІАЛЬНО-ГРОМАДЯНСЬКОЇ КОМПЕТЕНТНОСТІ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ

У Державному стандарті дошкільної освіти (Базовий компонент 2021) ключовою компетентністю дитини дошкільного віку, що має бути сформована в результаті дошкільної освіти, є соціально-громадянська компетентність. Означена компетентність відповідає інваріантному складнику освітнього напрямку «Дитина в соціумі».

Державний стандарт дошкільної освіти (далі ДСДО) визначає соціально-громадянську компетентність як здатність дитини до прояву особистісних якостей, соціальних почуттів, любові до Батьківщини; готовності до посильної участі в соціальних подіях, що відбуваються в дитячих осередках, громаді, суспільстві та спрямовані на покращення спільного життя [1].