

SPECIFIC ASPECTS OF DEVELOPMENT OF ENGLISH COMMUNICATIVE COMPETENCY AT DROHOBYCH IVAN FRANKO STATE PEDAGOGICAL UNIVERSITY

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The study of the English language education is considered to be crucial in the context of its globalization, modernisation and digitalization. A special attention should be given to the English language education in higher educational institutions. Based on a survey of students of Drohobych Ivan Franko State Pedagogical University (DIFSPU), it is presented the implementation of new legislative initiatives regarding the conceptual framework for teaching English in higher educational institutions. This article examines the assessment of English language proficiency among first-year DIFSPU students through entry diagnostic testing, exploring the pedagogical specifics of English instruction and the integration of digital technologies into the educational process. The study highlights the significance of initial diagnostic control in identifying structural gaps in students' language preparation upon entering university. Furthermore, it analyzes the specific features of developing English communicative competency at the university and demonstrates how modern digital tools, platforms, and blended learning environments can be leveraged to address diverse student needs, optimize instruction, and bridge the gap between secondary and higher education standards. The article scrutinizes that in modern challenges the students' internal motivation is the driving force for successful English learning. The findings offer practical recommendations for teachers and academic staff to design differentiated language curricula supported by effective digital solutions.

Keywords: language proficiency, English communicative competency, screening test, national multi-subject test, digital tools.

Хомишак О. Б. Специфіка розвитку англомовної комунікативної компетентності в Дрогобицькому державному педагогічному університеті імені Івана Франка

Вивчення проблем англомовної освіти є актуальним завданням в умовах її глобалізації, модернізації та цифровізації. Особливу увагу привертає організація освітнього процесу з англійської мови в ЗВО. На основі опитування студентів Дрогобицького державного педагогічного університету імені Івана Франка проілюстровано імплементацію законодавчих ініціатив щодо концептуальних засад викладання англійської мови в закладах вищої освіти. Стаття присвячена оцінюванню рівня володіння англійською мовою серед студентів першого курсу Дрогобицького державного педагогічного університету імені Івана Франка за допомогою вхідного діагностичного тестування, а також дослідженню педагогічних умов викладання англійської мови та інтеграції цифрових технологій в освітній процес. У дослідженні наголошується на важливості первинного діагностичного контролю для виявлення структурних прогалин у мовній підготовці студентів при вступі до університету. Крім того, проаналізовано особливості розвитку англомовної комунікативної компетентності в університетському середовищі та продемонстровано, як сучасні цифрові інструменти, платформи й середовища змішаного навчання можуть використовуватися для задоволення різноманітних потреб студентів, оптимізації навчання та подолання розриву між стандартами загальної середньої і вищої освіти. Досліджено, що в умовах сучасних викликів рушійною силою для успішного вивчення англійської мови є внутрішня мотивація студента. Отримані результати містять практичні рекомендації для вчителів і академічного персоналу щодо розробки диференційованих мовних програм, підкріплених ефективними цифровими рішеннями.

Ключові слова: рівень володіння мовою, англомовна комунікативна компетентність, вхідний контроль, національний мультипредметний тест, цифрові технології

Introduction. The achievement of educational goals requires the involvement of stakeholders (e.g. direct participants (teachers, students) and indirect influencers (the government)). The state is a keynote influencer, viewing education as a tool for national unity, promoting competencies, or post-war renewal. Teachers must balance these diverse stakeholders' views in the classroom [21, p. 9].

Since 2015, English has been a priority in Ukrainian state policy, considered as the "language of success" [18]. The number of foreign language instructional hours in secondary schools was increased. The declaration of 2016 as the "Year of the English Language" was a pivotal decision that raised public awareness, triggered systemic changes, and led to updated methodes and teacher training programs under the "New Ukrainian School" reform, making English education more modern and internationally focused.

Ukrainian scientists [4; 9; 10] investigated how a Master's level English for Academic Purposes (EAP) course influenced students' motivation to pursue research after graduation.

Meanwhile, other reasearchers [15; 19] have studied the most effective teaching methods including the Content and Language Integrated Learning Method for teaching English at an aviation university and in Ukrainian education. Another research [3; 6; 14; 16; 20; 22; 23; 24] synthesized studies to explore the negative and positive impacts of the rapid shift to learning English as a Foreign Language at educational institutions in various countries.

The latest research [13; 23] focused on the significant challenges and transformations in teaching and learning English in Ukrainian higher education, specifically triggered by the dual crises of the COVID-19 pandemic and the ongoing wartime.

Other quasi-experimental studies [1; 2; 3; 5; 11; 12; 13] investigated online teaching and learning of English the impact of Kahoot!, a gamification-based educational technology, on English vocabulary acquisition for academic purposes and students' motivation.

However, the main **objective** of our study is to analyse the current English language proficiency level of students of Drohobych Ivan Franko State Pedagogical University (DIFSPU) in order to

highlight the modernization of English instruction in HEI.

Research methods. To solve the stated problem, we used both theoretical methods (analysis and synthesis of scientific publications, legislation) and empirical research methods (screening test, group interview, pedagogical observation, quantity and quality analysis, the generalization and interpretation of the current degree of English language teaching in DIFSPU based on the questionnaire.

The survey was held in DIFSPU among 79 students to identify their motivation, satisfaction, problems, and quality of English language education within the higher educational institution (HEI).

Research results. Let us consider how English language instruction is presented in HEIs based on the sample of DIFSPU.

The Concept of Foreign Language Learning for students at DIFSPU was developed in 2022, aligning with the CEFR [7]. Its purpose is to modernize foreign language training and enhance student competitiveness. The key goal is to create organizational and didactic conditions to form general and professionally oriented foreign language communicative competencies. The Concept implementation began in the 2023/2024 academic year and lasted for four years, covering all academic levels (Bachelor's, Master's, PhD) and including the training of research and teaching staff. The target proficiency levels are Bachelor's (B1+ (Strong Threshold), Master's (B2 (Advanced), PhD (B2+ (Complex Advanced)) [8].

In order to clarify the real-life scenario of English instruction in Ukraine we suggest considering the data from the Ukrainian informational internet portal Osvita.UA. In 2024, the average score of National Multi-Subject Test (NMT) participants in English block was 149.1 [17]. A score of 149 on the 100–200 scale of the NMT in English is an above-average indicator (close to the median of the total pool of applicants' results) and corresponds to completing approximately half or slightly more of the test items. According to the CEFR, such a score generally corresponds to a transitional level from A2 (Pre-Intermediate) to a confident or basic B1 (Intermediate). This is a completely

acceptable result, indicating a basic readiness to comprehend English sources at the level of a general HEI.

Meanwhile, in DIFSPU 79 students of various faculties were interviewed. The table below shows the results of the “screening” test held at the beginning of the 2024/2025 academic year. The students were asked to do a test aimed at identifying their English language proficiency.

Table 1
Results of DIFSPU students’ “screening” test

Level	Number	%
A 1	17	22
A 2	39	49
B 1+	15	19
B 1	3	4
B 2	5	6

From the survey, it is clear that the majority of students, in total 71 %, demonstrated levels of A1 (22%) and A2 (49%). The highest level B2 accounts for 6 per cents of participants with just a 2 percent difference between levels B1. 19 % students demonstrated level B1+ indicating that further successful study would require additional work on developing language skills, as academic environment required a stable B1 level.

Despite these issues, several systemic challenges have been identified during our survey regarding students’ satisfaction with the quality of instruction:

Table 2
How would you rate the quality of English language teaching at your HEI?

Answer	Number	%
Very poor	3	4
Poor	13	16
Satisfactory	42	53
Good	19	24
Excellent	2	3

The overall picture suggests a system in transition. There are dedicated efforts and skilled educators, but they are working within a system that faces challenges related to pedagogical modernity, resource disparities, and the realities of diverse student’s intelligence. The quality

of English language teaching in DIFSPU is rated by students as “satisfactory” (53%) to “good” (24%) on average, with significant variation depending on the specific faculty, and even the individual instructor.

The next question’s most common responses from students (37%) prove that the use of English as EMI for specialized subjects is an officially growing, but not yet widespread, phenomenon among students. It is often implemented on an episodic basis, with individual lecturers or faculties adopting it for a single course or for specific sections of a curriculum.

Table 3
Are specialized disciplines taught in English at your institution?

Answer	Number	%
Yes	27	34
Yes, rarely	29	37
No	23	29

A smaller minority (34%) is less common and typically applies to specific programs that have a strong focus on internationalization. It includes certain departments, and specialized programs designed to prepare students for study abroad. The negative response for a large portion of students (29%), can be outlined as the traditional model of instruction in the university remains dominant across most disciplines and institutions.

Future profession is, no doubt, the strongest motivation for most students (21%) in learning English. The survey consistently shows that students, especially in non-linguistic fields, view English proficiency as a critical factor for securing a good job and achieving professional success. They recognize that English is the language of business, IT, and academia, and that it opens doors to better-paying positions both in Ukraine and abroad.

20 % students are highly motivated by the desire to consume information in its original form. Accessing international research, scientific publications, and specialized literature is crucial for students’ studies and future careers. Watching movies, TV series, and broadcasts in English (18%) is a popular and engaging way to improve language skills while also staying up-to-date with global culture.

Many students (9 %) see this as a key part of their “personal development” and a hobby.

Another major driver is the practical need for English in travel. 8% students are highly motivated to be able to communicate effectively while traveling, participating in exchange programs, and for potential relocation or academic mobility.

This motivation is particularly strong for students aiming for specific academic programs or seeking to continue their education abroad. For many (7%), a high level of English is a prerequisite for entering international Master's or PhD programs, or for participating in exchange programs like Erasmus+, etc.

14 % students of DIFSPU study English because it is a mandatory subject. While not a primary, intrinsic motivation for most students this factor still plays a significant role, particularly in the initial stages of a university program. The mandatory nature of the subject ensures that all students, regardless of their personal inter-

ests, are exposed to the language. However, this extrinsic motivation is the most effective when teachers use modern, engaging methods that connect the curriculum to students' pragmatic goals.

In general, the attitude among university students shows that English is an essential, modern skill, not just an academic subject. Their motivation is predominantly pragmatic and career-oriented, reflecting Ukraine's push for global integration. The primary motivation for Ukrainian university students to learn English is a strong understanding of its use for their future. While traditional reasons like passing exams and fulfilling requirements exist, they are overshadowed by a powerful desire for career advancement, access to global knowledge, and the ability to participate in an increasingly internationalized world. This pragmatic attitude provides a solid foundation for educators to use modern, interactive teaching methods that directly connect classroom learning to students' real-world goals.

Table 4

What is your main motivation for learning English?

Answer	Number	%
For the successful completion of exams (NMT, international certificates)	1	1
For admission to an educational institution abroad	5	7
For future professional growth	17	21
For travel and communication abroad	6	8
For access to international information (news, research, literature)	16	20
For watching movies/TV series and reading authentic books/broadcasts	14	18
For personal development	7	9
It is a mandatory subject	11	14
For communication with family/friends living abroad	2	2

Table 5

What digital tools (resources) do you often use for learning English?

Answer	Number	%
YouTube (TED Talks)	17	21
Mobile apps (Duolingo, Memrise, etc.)	13	16
Streaming services (Netflix, HBO Max, etc.)	7	9
Artificial Intelligence (ChatGPT, Grammarly, other AI tools)	18	23
Specialized educational online platforms (Promova, Coursera, Khan Academy, etc.)	5	6
Online games with English communication opportunities	4	5
E-books (online libraries)	2	4
Online translators	12	15
I do not use digital tools	1	1

As we see, the use of digital tools by university students is highly valued. The tools YouTube/TED Talks (21%) are ubiquitous and integrated into both formal and informal learning. Students are highly motivated by the ability to access authentic, engaging content on any topic. They use it for general listening practice, to learn about a specific subject in English, or for cultural exposure. The informal, real-world context of these videos makes them a preferred choice over traditional classroom materials. The mobile apps (Duolingo, Memrise, etc.) (16%) are extremely popular for the gamified approach. Students use them for vocabulary building, grammar drills, and quick, on-the-go practice. Their accessibility and ability to provide immediate feedback make them a core component of many students' self-study routines. Tools like Google Translator (15%) are used extensively, primarily as a pragmatic aid for quick translation of words or phrases while reading, and for drafting basic communication. Their use is widespread, but students often recognize their limitations and are learning to use them more critically.

Artificial Intelligence (ChatGPT, Grammarly, etc.) represents tools that are increasingly becoming part of the student's toolkit, often for more specific or advanced tasks. Students (23 %) use tools like ChatGPT for a wide range of language-related tasks, including text editing, improving stylistics, and clarifying concepts. Grammarly is highly valued for its ability to correct grammar and spelling in academic writing, making it a critical tool for preparing papers or presentations in English. A significant portion of students view AI as a valuable tool for enhancing learning and self-directed education, although there are still some issues regarding academic integrity. 9% students widely use streaming services for passive learning. They improve their listening skills and expand their vocabulary by watching movies and TV shows in English with or without subtitles. This is often viewed as a form of "edutainment" that effectively combines leisure with language acquisition. Specialized educational online platforms (Promova, Coursera, Khan Academy, etc.) are rarely used by students for particular purposes (6%). These platforms are typically used by students with a high level of intrinsic motivation for specific courses,

such as professional development or to supplement their university curriculum. Their use is not as widespread as YouTube due to more structured and often more demanding nature.

E-books and online libraries (4%) are not a key resources for students, particularly in humanities and technical fields, for accessing academic literature and reading for pleasure. Their use is tied directly to the curriculum and students' personal interests. Online gaming with English communication opportunities (5%) is a more niche category. It is popular among students who are also gamers and provides an authentic, low-pressure environment for real-time communication practice.

The data indicate that DIFSPU students are enthusiastic and proficient users of digital technology for language learning. They favour tools that are easily accessible, provide authentic content, and align with their pragmatic goals of professional advancement and intellectual growth. The widespread use of platforms (YouTube, obile apps) for daily practice, complemented by a growing adoption of AI for academic support, highlights a shift towards a self-directed, digitally-enhanced learning model that extends far beyond the traditional classroom.

Meanwhile, the students suggested additional resources and opportunities to improve English proficiency. They highlighted free English-speaking clubs, access to international online courses, internships abroad, more lessons with native speakers, and profession-oriented meetings.

Conclusion. The analysis of the average score of the NMT in English in 2024 (149.1 points) and DIFSPU students' questionnaire answers allows us to identify systemic trends and draw key conclusions for the modernization of general and higher education in Ukraine:

1. Deep educational environment inequality (regional and social gap). The stable maintenance of the average indicator at the level of 149 points alongside a significant number of maximum results indicates a polarization of knowledge. There is a tangible gap between the quality of preparation in specialized lyciums of large cities and educational institutions in small communities or villages. This indicates that access to quality foreign-language education still depends too heavily on the family's finan-

cial situation and the ability to hire tutors, which requires the state to equalize the resource provision of basic schools.

2. The need for flexible adaptation of HEIs. First-year students arrive at universities with varying levels of preparation, higher education institutions are obliged to abandon “averaged” English language programs. An effective solution is the introduction of mandatory entry diagnostic testing and a differentiated approach: providing remedial courses for students with gaps and advanced academic modules (ESP/EAP) for stronger entrants.

3. The priority of modernization of pedagogical education and teacher professional development. The quality of students’ results is a direct reflection of the methods mastered by the school teacher. The teacher retraining system requires a cardinal update: shifting the focus from academic grammar to communicative technologies, the integration of digital tools, and modern assessment methods to prevent a situation where school education falls behind private educational platforms.

Information on the use of Artificial Intelligence. No artificial intelligence tools were used in the preparation of this article.

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