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**ENGLISH AS A LINGUA FRANCA OF THE MODERN WORLD:
MULTIMODAL LEARNING TECHNOLOGIES**

Abstract. *The paper examines the multimodal potential of modern pedagogical technologies as tools for enhancing educational practices. Student-centered interactive learning unlocks creativity and improves self-study skills, promoting critical thinking, problem-solving abilities, and overall academic performance. By using technologies such as presentations, mind maps, and brainstorming, the teacher can create an atmosphere of cooperation and trust among group members, which in turn boosts engagement and positive outcome. Pursuit for a balanced combination of traditional and innovative methods is based on the relevance of researched technologies in preparing students for future professional activity, aligning with the practices of modern companies.*

Keywords: *innovative approach, pedagogical technology, critical thinking, presentation, mind map, brainstorming.*

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**АНГЛІЙСЬКА МОВА ЯК ЛІНГВА ФРАНКА СУЧАСНОГО СВІТУ:
МУЛЬТИМОДАЛЬНІ ТЕХНОЛОГІЇ НАВЧАННЯ**

Анотація. *У статті досліджується мультимодальний потенціал педагогічних технологій як інструментів вдосконалення освітніх практик. Інтерактивна взаємодія у студентоцентрованому навчанні розкриває творчий потенціал та покращує навички самоосвіти, сприяє розвитку критичного мислення, здатності розв'язувати проблеми та підвищенню загальної академічної успішності. Використання таких технологій, як презентації, ментальні карти та мозковий штурм, зміцнює можливості співпраці та довіру між членами групи, підвищує загальну зацікавленість, що призводить до позитивних результатів. Прагнення до збалансованого поєднання традиційних та інноваційних методів ґрунтується на актуальності досліджуваних технологій у підготовці студентів до майбутньої професійної діяльності, узгодженої з практиками сучасних компаній.*

Ключові слова: *інноваційний підхід, педагогічна технологія, критичне мислення, презентація, ментальна карта, мозковий штурм.*

Introduction. The increasing economic and sociocultural interrelationships between Ukraine and other members of the world community, along with the consolidation of the global information society, requires a broader and deeper mastery of foreign languages. As a result, there is an urgent need to train specialists who are proficient in languages, including business communication, searching and processing information, and understanding the linguistic and cultural features of the interlocutor.

English has become the modern lingua franca, serving as a means of international communication in the realm of business and various Internet communities. With an increasing number of English learners, its global significance continues to grow. David Crystal, the author of *The Cambridge Encyclopedia of the English Language*, has observed that the number of English speakers has increased from 1.5 billion to over 2.3 billion in the last two decades [1].

The digitization of society is accompanied by the intensive use of information and communication technologies (ICT), which serves as a valuable tool for the use of modern multimodal learning technologies.

The concepts of "digital native" and "digital immigrant", introduced by Marc Prensky [2] in the early 21st century, point to the need for innovative, ICT-oriented learning technologies. Scientists Mary Kalantzis [3, 4], Bill Cope [3,4], V.H. Kremen, V.Yu. Bykov, O.M. Spirin, S.O. Sysoieva [5] focused on implementation and use of information and communication technologies in education.

The studies conducted by Gunther Kress [6], Theo van Leeuwen, Jay Lemke, Jeff Bezemer, Tony Buzan [7], and Michael Crowe [8] are important in studying multimodal educational practices and innovative pedagogical technologies.

The ongoing expansion and dynamic evolution of computer-mediated communication via various platforms and social networks, and its integration into educational processes determines the necessity for further research into multimodal technologies for English language learning.

Problem statement. This paper aims to provide a deeper insight into modern multimodal pedagogical technologies for English language teaching, focusing on improving the quality of educational services and personalizing the approach to learning in a digital environment.

Research results. Modern pedagogical technologies are designed to develop students' initiative and creative approaches to acquiring knowledge. In this case, the teacher assumes the role of a tutor, providing guidance and pedagogical support to the learner rather than being solely a source of information [9].

Interactive learning based on student-centered education helps develop positive collaboration skills and foster trusting relationships among group members. It builds abilities in dealing with objections, promotes responsibility and perseverance. Behavioral, emotional, and cognitive engagement can significantly improve student's academic performance.

Presentation proves to be an effective tool for promoting critical thinking, encouraging independent research, as well as time management. As part of the modern learning environment, presentations have become one of the important ways to activate speaking activity and inspire multimodal practice involving auditory, visual, kinesic, and proxemic modes. This activity provides English learners with an opportunity for deep immersion in the context.

While working, students have the opportunity to become familiar with new vocabulary, learn the grammatical organization of foreign language texts, and pay attention to phonetic features and pronunciation nuances. The teacher can use presentations for both individual or group projects. The development of such materials appears to be a useful instrument for self-study.

Computer-mediated communication offers numerous multimedia tools for achieving multimodal impact during presentation. Using a combination of verbal and nonverbal methods, such as diagrams, tables, timelines, mind maps, photos, collages, animated images, emojis, color, font, location, size, proportions, volume, intensity, tempo, rhythm, speed, sequence, body language, eye contact, and distance stimulate various channels of perception including visual, auditory, and kinesthetic.

There are special programs, such as Microsoft PowerPoint, Canva, and Google Slides, designed to assist in the creation of presentations. They offer sets of templates to facilitate the work. The slides model is the most common form of presentation for English language learning. It divides the content into distinct sections, which may contain both textual and visual or audio elements.

Working on presentations can serve as a source of motivation for both teachers and students. Furthermore, presentations enable the demonstration of creative potential and artistic expression by supplementing research with additional modalities beyond written text. Such opportunities for expression are not limited to a single mode of communication.

Today's young people possess proficient computer technology skills and are capable of producing multimedia digital content. As a result, they tend to seek out foreign language information from various sources including but not limited to videos, podcasts, social media posts, online platforms, and hosting sites when preparing presentations.

Creating and presenting enhances language immersion, encompasses fundamental abilities such as speaking, listening, reading, and writing, facilitates comprehension, and improves information structuring abilities.

Preparing a presentation requires not only conducting research, but also considering the target audience [10]. One of the challenging moments is the question and answer session, which allows the students to practice their public speaking skills and interact with the audience. These practices help to manage anxiety, develop concentration, and maintain focus during crucial moments. Successful performance strengthens the sense of self-worth and develops the ability to cope with stress.

Oral presentations are especially relevant in building a personal brand as part of the preparation for future professional activities.

Mind maps are a valuable tool for unlocking creativity and mental potential, and organizing and presenting thoughts. They enhance students' learning abilities and aid in clarifying thoughts by visualizing and arranging information.

Multifaceted nature, hierarchical structure, the use of associative logic, creation of links between parts of the whole, visualization of images are distinguishing features of this technology [7].

Mind maps are the result of an analysis of material synthesized and presented in a series of visual images. They start from a core concept and expand it radially.

Usually, a mind map starts with the main idea drawn at the center of the sheet. Subtopics are then branched out from the center and can be connected to each other. These subtopics are further divided into smaller branches. The number of branches can be as large as desired. It is essential that the design's size must be appropriate. The students may incorporate theme-related photos, illustrations, or words.

To create a mind map, the traditional method involves drawing or writing on paper by hand. Alternatively, electronic methods through online tools such as Miro, Canva, and MindMup can be employed, offering a wide range of graphic models and image insertion options.

The use of mind maps in English language learning can be useful in the following situations:

- to demonstrate the flow of the lesson and its main points, providing the student with an understanding of the plan and helping them to focus on key points;
- to activate prior knowledge [11] when students, under instructor guidance or individually, create a mental map of the material that has been learned;
- during critical reading the data included in the mind map gives a general idea of what will be read or heard. In addition, the clues contained in the map can lead to certain conclusions and assessments;
- to create a simple or extended plan for retelling a text. It is possible to create clusters of keywords arranged by color, font size, font type or other characteristics;
- to teach new vocabulary, phrasal verbs, creating a tree-like structure of word families, correlated collocations, and parts of speech coordinated by certain features;
- to control, when students fill in gaps with missing elements or develop existing design;
- to recognize gaps in knowledge when some map cells are not clear to the student, highlighting key issues that need attention.

The mind map can be compiled as the topic being studied. It deepens with the help of logic chains supported by visual elements, color, sound and other interactive effects. Mind maps can also be used at the end of the topic to organize and review the material.

The map serves as an efficient means for structuring thoughts. The individual components can be connected and cross-referenced to provide a thorough analysis of a subject matter.

Brainstorming is an efficient method for collectively generating creative ideas. The group is asked to solve a problem, progressing from initial analysis to proposing solutions. When organizing such sessions, it is assumed that the problem does not have a clear-cut solution. The team is expected to develop more meaningful and valid ideas. This technology is frequently used in the corporate world to create unique solutions or to generate novel ideas and methods. The participation in such activities can be advantageous for students pursuing future careers.

Criticism is welcome during the work; however, the limited time frame, the desire to solve the problem promptly, different backgrounds and previous experiences of the students require constant monitoring by the instructor. The teacher is an essential mediator of language learning [12]. During the discussion and idea exchanges, the teacher's role is to facilitate a cooperative and positively competitive atmosphere. During brainstorming, the instructor can create a productive climate for generating unconventional ideas and solutions if the problem posed is relevant and interesting to students.

In addition to traditional brainstorming, its electronic form has emerged with the development of information and communication technologies and computer-mediated communication. This type of work involves the use of online platforms such as Canva, Miro, Google slide, Figma, for example. Participants initially write down their ideas followed by a group discussion that provides greater room for creativity. In combination with the active development of distance and blended education, such technologies are effective resources for enhancing language education.

The brainstorming technology proves to be effective when working on texts and translations. The collaborative environment helps students to express their opinions freely, stimulates communication in a foreign language.

However, evaluating ideas can negatively affect positive dynamics by shifting the focus to defending ideas rather than generating new and improved ones. Unconventional and unfamiliar concepts have the potential to become advantageous in the future.

Brainstorming enhances group communication skills, promotes cooperation in team activities, and facilitates a balance between individuality and the shared goal of solving common problems.

Conclusion. Pedagogical technologies that enable the transformation of teacher-student interactions is a promising aspect of the learning system, which focuses on educational outcome while taking into account students' individual characteristics, develops their research skills, and encourages independent acquisition of knowledge.

The variety and creativity of such technologies not only improves students' performance and motivation, but also contributes to the formation of an outlook on English not just as a necessary, but as a natural tool for modern international communication.

Digitization of society make it possible to implement pedagogical techniques without substantial costs to educational institutions. Nevertheless, some teachers may resist innovation due to their adherence to traditional teaching approaches, their discomfort with adopting new media, or the complexity of instructional mechanics. Thus, some educators may choose to remain "digital emigrants" perpetually. The need to constantly produce creative materials especially if it takes extra time may lead to emotional burnout. Constant stress resulting from

the pressure to meet modern requirements, insufficient familiarity with information and communication technologies, and constant lack of time can potentially lead to academic burnout.

Balancing the use of traditional and modern teaching methods reduces the gap between older and younger educators, promote better communication and understanding between teachers and students.

Modern companies commonly employ the above-mentioned methods in their activities. Therefore, graduating from university the student is better prepared for future professional undertakings, especially in handling information, time management, and collaborating effectively within the enterprise and outside.

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