

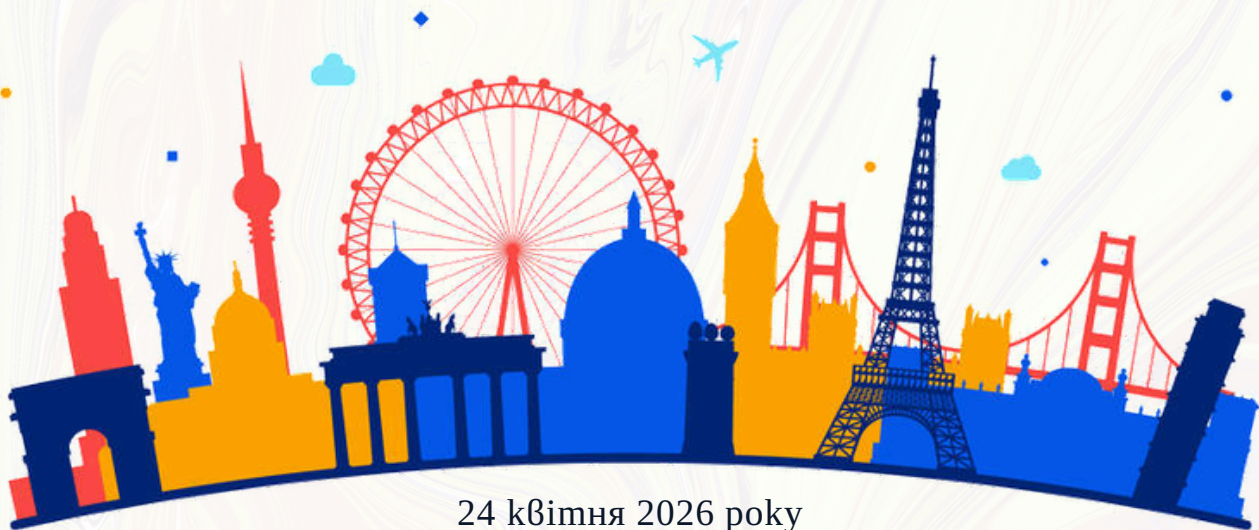
МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
імені Г. С. СКОВОРОДИ
Факультет іноземної філології



Сучасні філологічні і методичні студії: проблематика і перспективи

Матеріали

V Міжнародної науково-практичної
конференції для науковців, викладачів,
учителів, здобувачів вищої освіти



24 квітня 2026 року
Харків

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ
УНІВЕРСИТЕТ ІМЕНІ Г. С. СКОВОРОДИ
Факультет іноземної філології**



**СУЧАСНІ ФІЛОЛОГІЧНІ І МЕТОДИЧНІ СТУДІЇ:
ПРОБЛЕМАТИКА І ПЕРСПЕКТИВИ**

Матеріали

**V Міжнародної науково-практичної
конференції для науковців, викладачів,
учителів, здобувачів вищої освіти**

24 квітня 2026 року

(Електронне видання)

Харків – 2026

<i>Цапро Галина</i>	
When Verbs Carry Emotion: Care and Indirect Representation in Fiction	168
МЕТОДИЧНІ СТУДІЇ	172
<i>Camilla Häbler</i>	
Literary Competences in LMS-Based Reading Logs. Preservice Teachers' Interpretive Practices and Dialogic Meaning-Making	172
<i>Camilla Häbler</i>	
Literary Reading Communities – The Potential of Shared Reading in Literature Education in Teacher Education	175
<i>Андрієва Святослава</i>	
Психолінгвістика та методика навчання іноземних мов	179
<i>Анісенко Олена</i>	
Classroom management у викладанні англійської мови в закладах вищої освіти	181
<i>Апоненко Інна, Шубкіна Катерина</i>	
Caractéristiques Des Aspects Linguoculturels Et Linguodidactiques De L'enseignement Du Latin Et De La Terminologie Médicale	184
<i>Бабенко Катерина</i>	
Use of Blended Learning Models to Study English in Higher Education Institutions	186
<i>Балакірєва Вікторія, Левчук Оксана</i>	
Ефективність використання графічних органайзерів на заняттях з англійської мови	189
<i>Баласанян Олена, Михайлова Людмила</i>	
Developing of Strategic Oral Speaking Competence in Online Business English Learning	191
<i>Безкоровайна Олена</i>	
Course Media Library in Foreign Language Education	194
<i>Березнева Ірина</i>	
Motivational Component as a Determinant of the Effectiveness of Foreign Language Training of Cadets of Higher Military Education Institutions	196

навчального матеріалу, сприяють розвитку когнітивних умінь та підвищують мотивацію до навчання.

Список використаних джерел

- Ciascai, L. (2009). Using graphic organizers in intercultural education. *Acta Didactica Napocensia*, 2 (1), 9–18.
- Saindra, R. M., & Mutiarani, M. (2019). Using graphic organizer to improve students' speaking skill. *English Language in Focus*, 1(1), 55–64.
- Цимбал, С. В., & Скрипник Н. С. (2022). Аналіз можливостей застосування графічних органайзерів у викладанні іноземної мови. *Актуальні проблеми філології та перекладознавства*, 23, 44–47.

DEVELOPING OF STRATEGIC ORAL SPEAKING COMPETENCE IN ONLINE BUSINESS ENGLISH LEARNING

Olena BALASANIAN

S. Kuznets Kharkiv National University of Economics, Ukraine

Liudmyla MYKHAILOVA

S. Kuznets Kharkiv National University of Economics, Ukraine

The topic of strategic oral competence in foreign language teaching is highly relevant, as it shifts the focus from simply “being able to speak” to “being able to manage communication” in the digital space. In the context of Business English teaching, strategic oral competence is not merely a matter of grammatical knowledge, but also the student’s ability to convey a message effectively, particularly in situations where there is a limited vocabulary.

In recent years, distance learning has become the norm in the corporate sector and higher education. However, the practice of teaching Business English has revealed a profound crisis in effectiveness: the availability of a stable video connection and the use of conferencing platforms (Zoom, MS Teams, Google Meet) do not in themselves guarantee the development of speaking skills. We define this phenomenon as the “illusion of digital communication”.

The main reasons for the ineffective use of platforms’ purely technical features are:

– *cognitive overload and ‘screen fatigue’ (Zoom Fatigue)*. The specific nature of teaching and learning Business English requires a high level of concentration on terminology and strategies for constructing both spoken and written discourse. The need to constantly monitor one’s own image on screen and read the subtle facial expressions of interlocutors creates a psychological barrier that “blocks” spontaneous speech.

– *Social Presence Deficit*.

In an environment where there is no physical contact, students often perceive lessons as simply watching video content rather than engaging in a live dialogue. This leads to a decline in strategic competence, that is, the ability to respond quickly to a partner’s unpredictable remarks.

– *The “digital intermediary” effect.*

When Business English learning is reduced to completing exercises within the platform without proper facilitation, it results in the mechanical repetition of pre-prepared phrases (scripted speech). Students use online translators or AI prompts directly during conversation, which completely undermines the authenticity of the speech act.

To develop genuine strategic speaking competence, the teacher must create complex psychological and pedagogical scenarios that encourage students to take risks in speaking and to take ownership of their learning.

The effectiveness of developing strategic competence depends directly on the student’s anxiety level. In our virtual Business English class, we identify four specific barriers that hinder authentic speech.

1. *The ‘Spotlight Effect’ and the fear of making mistakes online.* In an online environment, every mistake a student makes is magnified. Unlike in a lecture theatre, where attention is diffused, on Zoom students see their own faces and feel as though they are under a “magnifying glass” (spotlight). Students fear losing their status as ‘competent professionals’ due to a linguistic error, which seems more noticeable online. As a result, students refrain from spontaneous comments in favour of silence or pre-written scripts.

2. *Cognitive overload and “synchronisation dissonance”.* Speaking online requires greater mental effort than speaking offline. Students must simultaneously: construct sentences in a foreign language, follow the logic of the discussion, and cope with technical audio delays (latency) that disrupt the natural rhythm of the dialogue. According to the concept of “Zoom Fatigue” (Bailenson, 2021), the need to maintain constant intense visual contact is emotionally draining, leading to a stylistic impoverishment of speech.

3. *Loss of non-verbal context and the “affective filter”.* In business communication, up to 70% of information is conveyed non-verbally. During video calls, we see only “talking heads”, which deprives the student of important cues: gestures and the partner’s subtle body movements. As a result, a feeling of isolation arises, which increases the ‘affective filter’ (Krashen S. D., 1986). When stress levels are high, the brain blocks the ability to acquire and produce language, even if the student has a sufficient vocabulary.

4. *The problem of the “digital screen”.* The ability to switch off the camera or microphone creates an illusion of security, which is in fact a trap. This leads to maladjustment: students become accustomed to being “listeners and observers” rather than active participants in the business process. One of the teacher’s tasks in an online learning environment is to redesign tasks, which should aim to break down this barrier by engaging personal agency. In online learning, human psychology must be taken into account so that technology acts as a bridge rather than a barrier in the learning process and human interaction (N. Hockly. 2023).

To develop strategic competence and authenticity, we suggest moving away from rote exercises in favour of scenario-based learning, where digital tools enhance the realism of communication.

The Virtual Pitch Strategy (Video Pitching with Reflection)

This strategy aims to overcome “screen anxiety” and develop self-presentation skills. The student records a short (60–90 sec.) pitch of a business idea on a platform (e.g. Zoom), using only a limited visual range. The lecturer, using their charisma, sets the tone for a “safe pitch”, where the focus is not on flawless language but on persuasiveness and the ability to maintain eye contact with the camera. The student simulates a real-life situation in the modern business world, where a significant proportion of investment meetings take place via video.

The “AI-Opponent Simulation” Strategy (AI as a challenging partner)

Using the voice modes of neural networks to create stressful yet controlled speaking conditions. In a breakout room, a student is tasked with negotiating with ChatGPT (Voice Mode), where the AI plays the role of an “intransigent client” or a “sceptical boss”. The teacher moderates the process, observing how students use compensatory strategies (paraphrasing, clarification) when the AI “does not understand” them or presses them with arguments. In this way, the student learns not to lose their bearings during moments of cognitive load.

Micro-VIVA & Live Feedback Loops Strategy.

This method provides an instant transformation of a passive listener into an active speaker. After completing any written or digital task, the teacher conducts a 2-minute express interview (micro-viva). The teacher uses the Immediacy technique: asks sharp but interesting questions that require a spontaneous response. This “turns on” the student emotionally, forcing them to forget about the language barrier. This is how effective digital facilitation in Business English occurs, which focuses not on the technical functions of the platform, but on creating intentional communication, where each student feels like a subject of dialogue, and not just a spectator (Hockly, 2023).

Consequently, in the context of distance learning for Business English, strategic competence extends beyond mere linguistic compensation. It transforms into digital communicative flexibility, which entails the student’s ability to use technical tools (video conferencing, screen sharing) effectively to reinforce their verbal arguments. The effectiveness of online speaking depends directly on the quality of facilitation. The teacher must move from the “content broadcaster” model to the “interaction moderator” model, where the main aim is to create authentic situations that provoke spontaneous, unscripted speaking.

References

- Bailenson, J. N. (2021). *Nonverbal overload: A theoretical argument for the causes of Zoom fatigue*. *Technology, Mind, and Behavior*, 2(1), 1–6.
- Hockly, N. (2023). *Artificial Intelligence in English Language Teaching: The Good, the Bad and the Ugly*. *RELC Journal*, 54(2), 445–451.
- Krashen S. D. (1986). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.