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<i>Vasylieva N.</i>	
Optimization models of audit in agriculture	67
<i>Дмитрієва В.</i>	
Сучасні технології інформаційного дизайну	69
<i>Здоровий Є.</i>	
Використання штучного інтелекту в навчальному процесі: переваги та недоліки	71
<i>Карамушка Ю.</i>	
Впровадження хмарних технологій в освітньому процесі: виклики та перспективи	73
<i>Козенкова В.</i>	
Використання цифрових технологій API в аграрному бізнесі	75
<i>Колісник О.</i>	
Штучний інтелект в інформаційній освітній галузі	78
<i>Мороз С.</i>	
Використання аналітичних платформ для сталого розвитку аграрних підприємств	80
<i>Нужна С.</i>	
Використання Big Data та штучного інтелекту для управління ризиками в агробізнесі	82
<i>Шрамко І.</i>	
Використання Business Intelligence в бізнес-процесах аграрного сектору України	85

МОВНО-ПРОФЕСІЙНА ПІДГОТОВКА ФАХІВЦІВ: ЛІНГВАЛЬНИЙ, СОЦІАЛЬНИЙ, КОГНІТИВНИЙ, КОМУНІКАТИВНИЙ, КУЛЬТУРНИЙ АСПЕКТИ

<i>Стасюк Т.</i>	
Розвиток мовно-вербального інтелекту фахівців	87
<i>Chornobai V.</i>	
Online learning environment: teacher-student interactions	90
<i>Kazakevych O.</i>	
EML approach in English teaching	93
<i>Pantileienko K.</i>	
Gender competence of teachers: essence and components	95
<i>Rezunova O.</i>	
Effective methods for the development of students cross-cultural competence at English lessons	97
<i>Stukalo O.</i>	
Interactive technologies in the preparation of future specialists for professional communication	99
<i>Назаренко О.</i>	
Особливості навчання академічного письма на магістерському рівні	101

EML APPROACH IN ENGLISH TEACHING

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Teaching and learning through the medium of English has accelerated as an innovation in language education for several decades. English is the basis for communication in educational and professional environments around the world. However, in addition to knowledge of the language itself, it is necessary to develop students' communication skills. English classes provide a platform for students to learn about different cultures and their own ability to interact with those cultures.

At the same time, it is worth starting with an approach where English becomes not so much a subject as a means (or medium) of learning, while the subject can be the essence embedded in text, video, audio, or project activities. This change in perspective is necessary for the teacher to keep in mind the important idea that will guide the lessons every day - that English as a language cannot be the ultimate goal of learning, but a tool for developing thinking, communication, collaboration, social interactions, and personal development strategies.

This approach to teaching English is called English as the Medium of Learning (EML). A team of Cambridge researchers has developed two articles for teachers with methodological recommendations for implementing this approach. In addition, Cambridge widely uses this approach in training courses and offers methodological literature that will help teachers grow professionally in this area:

Key approaches to EML:

- Bilingual education: Teaching and learning subjects in two languages, with different allocations of time for each language.
- Content-based instruction (CBI): Combining language learning objectives and content, with different emphasis depending on the context.
- English as a medium of instruction (EMI): Using English to teach other subjects.
- Content and Language Integrated Learning (CLIL): Integrating content and language learning using conceptually relevant subject material.

Benefits of EML:

- Language development: Learners learn a wide range of language tools, including subject-specific vocabulary and grammar, which can improve their overall English language proficiency.
- Content-based learning: Learning subject matter concepts in English can complement and deepen learners' understanding of subject material.
- Motivation: Learning subjects in English can be motivational for both teachers and students, leading to deeper concentration and engagement.

- Increased confidence: Successfully communicating subject knowledge in English can increase learners' confidence in using the language.
- Effective thinking: EML can promote critical and creative thinking as learners are required to process information and express ideas in a new language.

Challenges of EML:

- Teacher language: Teachers need to have a high level of English proficiency to effectively teach subjects in the language.
- Language of the learner: Learners may have difficulty understanding and producing subject language, requiring additional support.
- Content knowledge: Teachers need to have a deep understanding of the subject material to teach it effectively in English.
- Methodology: Adapting teaching methods to the EML context can be challenging, requiring careful planning and selection of materials.

Effective strategies for EML:

- Explanation: Teachers need to be able to explain subject terminology clearly and concisely.
- Questions: Asking questions that stimulate higher-level thinking can make learning more meaningful.
- Answering, managing, and modeling: Teachers need to be prepared to answer students' questions, manage the classroom effectively, and model correct language use.
- Planning: Clear objectives, appropriate materials and cross-curricular connections are essential for effective EML lessons.
- Support strategies: Various support strategies, such as visual organizers, language blanks, and word banks, can help learners understand and produce subject language.
- Assessment of learners: Ongoing formative assessment can help teachers track student progress and plan future lessons.

Approaches such as English as a Medium of Instruction (EMI), Content Based Instruction (CBI), and Content and Language Integrated Learning (CLIL), have each contributed to the expansion of interest in teaching subject content in English. These approaches can collectively be described as English as a Medium of Learning or English-Medium Learning (EML). They have been implemented around the world, whether in bilingual establishments with English Language Teaching (ELT) programmes which include some subject-specific learning.

By considering these key aspects of EML, educators can create an effective learning environment that promotes both content knowledge and English language development.