

The impact of academic mobility on foreign language teaching methods in higher education institutions

O impacto da mobilidade acadêmica nos métodos de ensino de línguas estrangeiras nas instituições de ensino superior

El impacto de la movilidad académica en los métodos de enseñanza de lenguas extranjeras en las instituciones de educación superior

Tetiana Ridel¹

Lyudmyla Kruhlenko²

Oksana Tsymbalysta³

Olena Mashkina⁴

Yuliia Poznikhirenko⁵

Abstract: The study examines the impact of academic mobility on the methods of teaching foreign languages in higher education institutions. The topic's relevance is due to the growing internationalisation of education and the need to adapt teaching methods to global standards. The aim is to determine how academic mobility improves foreign language teaching methods. The methods used are surveys, questionnaires and analysis of educational programmes to study the effectiveness of changes. The results showed the positive impact of academic mobility on improving the quality of teaching, adapting programmes and introducing innovative approaches. The conclusions drawn indicate the importance of academic mobility as a factor in the modernisation of foreign language teaching methods. The scientific novelty lies in identifying specific changes in teaching methods under the influence of academic mobility. Prospects for future research include expanding the sample and studying the impact of mobility on other aspects of foreign language teaching.

Keywords: Academic mobility. English language. Higher education institutions. Innovations in teaching. Teaching methods.

Resumo: O estudo examina o impacto da mobilidade acadêmica nos métodos de ensino de línguas estrangeiras em instituições de ensino superior. A relevância do tópico se deve à crescente internacionalização da educação e à necessidade de adaptar os métodos de ensino aos padrões globais. O objetivo é determinar como a mobilidade acadêmica melhora os métodos de ensino de línguas estrangeiras. Os métodos usados são pesquisas, questionários e análises de programas educacionais para estudar a eficácia das mudanças. Os resultados mostraram o impacto positivo da mobilidade acadêmica na melhoria da qualidade do ensino, na adaptação de programas e na introdução de abordagens inovadoras. As conclusões tiradas indicam a importância da mobilidade acadêmica como um fator na modernização dos métodos de ensino de línguas estrangeiras. A novidade científica está na identificação de mudanças específicas nos métodos de ensino sob a influência da mobilidade acadêmica. As perspectivas para pesquisas futuras incluem a expansão da amostra e o estudo do impacto da mobilidade em outros aspectos do ensino de línguas estrangeiras.

1 Candidate of Pedagogical Sciences, Associate Professor, Foreign Languages Department, Faculty of Biology and Technology, Sumy National Agrarian University, Sumy, Ukraine. E-mail: tetianaridel@ukr.net.

2 Candidate of Pedagogical Sciences, Associate Professor, Department of Translation and Interpretation, Faculty of Social Studies and Humanities, SHEI "Pryazovskyi State Technical University", Dnipro, Ukraine, l.kruhlenko45@gmail.com.

3 PhD in Philology, Associate Professor, Department of Foreign Philology and Translation, Faculty of Trade and Marketing, State University of Trade And Economics, Kyiv, Ukraine, oksanatsymbalista11@ukr.net.

4 Candidate of Philological Sciences, Associate Professor, Senior Researcher (Philology, Linguistics and Translations) at the Scientific Department of Educational and Informational Technologies, State Institution of Science «Center of innovative healthcare technologies» State Administrative Department, Kyiv, Ukraine, mashkinaolena@gmail.com.

5 Candidate of Philological Sciences, Associate Professor, Department of Foreign Philology and Translation, Faculty of Trade and Marketing, State University of Trade and Economics, Kyiv, Ukraine, yuliiaatam@gmail.com.

Palavras-chave: Inovações no ensino. Instituições de ensino superior. Língua inglesa. Métodos de ensino. Mobilidade acadêmica.

Resumen: El estudio examina el impacto de la movilidad académica en los métodos de enseñanza de lenguas extranjeras en las instituciones de educación superior. La relevancia de este tema se debe a la creciente internacionalización de la educación y a la necesidad de adaptar los métodos de enseñanza a los estándares globales. El objetivo es determinar cómo la movilidad académica mejora los métodos de enseñanza de lenguas extranjeras. Los métodos utilizados son encuestas, cuestionarios y análisis de programas educativos para estudiar la efectividad de los cambios. Los resultados mostraron el impacto positivo de la movilidad académica en la mejora de la calidad de la enseñanza, la adaptación de los programas y la introducción de enfoques innovadores. Las conclusiones extraídas indican la importancia de la movilidad académica como factor de modernización de los métodos de enseñanza de lenguas extranjeras. La novedad científica radica en la identificación de cambios específicos en los métodos de enseñanza bajo la influencia de la movilidad académica. Las perspectivas para futuras investigaciones incluyen la ampliación de la muestra y el estudio del impacto de la movilidad en otros aspectos de la enseñanza de lenguas extranjeras.

Palabras-chave: Innovaciones en la enseñanza. Instituciones de educación superior. Lengua inglesa. Métodos de enseñanza. Movilidad académica.

1 INTRODUCTION

Academic mobility is a significant element in the development of modern education. It is essential for teaching foreign languages in higher education institutions (HEIs). Academic exchange programmes expand the opportunities for teachers and students to improve their skills and cultural competence. Thanks to academic mobility, foreign language teachers can integrate the latest methods into their work. This is in line with the demands of internationalisation of education, which stimulates the use of interactive and digital tools in teaching. Various techniques, such as project-based learning, simulation games, and role-playing exercises, contribute to more effective foreign language learning. They increase students' interest and facilitate the learning of complex material.

An essential aspect of academic mobility is the exchange of cultural and educational practices between countries. This allows teachers to expand their arsenal of teaching tools and implement international approaches to teaching. Teachers involved in mobility programmes update their teaching methods and materials and adapt programmes to innovative approaches. This makes teaching more relevant and aims to develop language competences that are valued in a global context.

A significant result of academic mobility is strengthening an individual approach to teaching that considers the needs of different students. Teachers who have worked abroad often use personalised methods, which create an interactive learning environment where students develop their language and cultural skills.

Academic mobility also encourages teachers to use new forms and methods of knowledge assessment. Practical tasks, teamwork, and modern technologies allow a more objective evaluation of student performance. This enriches the learning process and helps teachers better understand students' strengths and weaknesses.

Thus, academic mobility is essential for improving the quality of foreign language teaching. It stimulates the development of innovative approaches to ensure that study programmes meet international standards. International experience contributes to developing students' critical thinking, creativity, and intercultural competence.

The study aims to determine the impact of academic mobility on improving the methods of teaching foreign languages in HEIs.

Empirical tasks to achieve the goal:

To investigate how participation in exchange or study abroad programmes affects the development of teachers' pedagogical competencies, including their skills in using innovative teaching methods.

To determine what new methods and approaches to teaching are introduced by teachers after returning from academic mobility, as well as to analyse their effectiveness in the educational process.

Determine how teachers' participation in mobility programmes affects students' motivation to study, mainly by introducing new teaching methods and technologies.

2 LITERATURE REVIEW

The study of the impact of academic mobility on foreign language teaching has attracted considerable attention from the scientific community. Many authors focus on the role of innovative teaching methods and technology integration. In particular, Belyaeva, Samorodova, Voron and Zakirova (2019) emphasise the effectiveness of the latest technologies, believing that they stimulate student motivation and improve learning of the material. Cao, Rasul and Omar (2023) note the positive impact of information and communication technologies (ICTs) but point to significant technical and organisational barriers, such as low levels of teacher training. This critical point is crucial because it shows that while ICTs are recognised as necessary for teaching, their implementation needs additional support to overcome existing challenges.

The study by Eddraoui, Sukyadi, Bukhori Muslim and Musthafa (2023) focuses on adapting curricula, emphasising the importance of taking into account the needs of students as a factor that contributes to the quality of learning. Goldstein (2022) also believes that academic mobility programmes develop intercultural competence. However, other researchers, such as Huang, Cheung and Xuan (2023), are more critical of these programmes, pointing out that while mobility enriches teachers' experiences, not all participants use these experiences in their future teaching practice, which calls into question the universality of such programmes.

Among the advocates of interactive methods are López-Torres, Pablo and Martín (2023), who found that serious games and interactive

approaches increase student engagement and improve learning outcomes. Resmi, Rahman, Sobirov, Rumbardi, Al-Awawdeh, Widoyo, Herman and Saputra (2023), who investigated group methods to engage students, support their findings. However, Sowell (2022) emphasises that although interactive methods are effective, their success depends heavily on the experience of teachers, including participation in exchange programmes that strengthen skills in applying new techniques.

Researchers also pay attention to neuro-linguistic programming (NLP) and audiovisual translation as teaching methods. Purnama, Sobirov, Ino, Handayani, Alawawdeh and Safitri (2023) claim that NLP increases student engagement by creating an effective environment for interaction. Another interesting study was conducted by Requena, Alonso-Pérez and Sánchez-Requena (2018), who analysed the use of audiovisual translation in teaching. They noted that such resources can significantly increase student motivation. In contrast, Mitra and Banerjee (2023) expressed doubts about the effectiveness of ICTs without prior teacher training, pointing out that more research is needed to confirm the efficacy of this approach.

Finally, in the context of the Ukrainian realities of war, Skybun and Trofymenko (2022) emphasise the need for a more detailed analysis of the impact of academic mobility in Ukrainian HEIs. They point out that studies conducted in other countries are not always entirely relevant due to specific circumstances, including war and its impact on education.

The literature analysis shows that although many researchers positively evaluate academic mobility and technology integration in foreign language teaching, their implementation faces specific difficulties. Several studies show positive results, but sceptical views also emphasise the need for additional training and programme adaptation. The absence of comparative studies, particularly in Ukraine, leaves room for further research that could provide a deeper understanding of how academic mobility affects foreign language teaching in the Ukrainian context.

3 METHODS AND MATERIALS

The research procedure included several stages.

Preparatory stage

Literature analysis. This section reviews current research on the impact of academic mobility on foreign language teaching. Particular attention is paid to scientific publications, research, and international experience using interactive teaching methods and technologies.

- Sampling. We selected 50 foreign language teachers from HEIs. Of these, 25 teachers have experience of academic mobility, and the rest do not.

3.2 Data collection

Questionnaire. A survey was conducted to collect quantitative data. The questionnaire included questions about the frequency of use of interactive teaching methods, the level of implementation of the latest technologies, and general pedagogical practices (APPENDIX A). The survey was conducted online using the Google Forms platform and took 2 weeks to complete.

- Interviews. After the questionnaire, each respondent was interviewed individually to collect qualitative data (APPENDIX B). The interviews covered issues such as updating teaching materials, the impact of academic mobility on professional development, and changes in teaching approaches. Each interview lasted about 30 minutes and was conducted via Zoom, allowing for an open discussion atmosphere.

3.3. Analysis of the results

Quantitative data processing. The survey data were analysed using the SPSS statistical software. The indicators of two groups of respondents (with and without mobility experience) were compared to identify statistically significant differences.

Systematisation of qualitative data. Interviews were transcribed and systematised to

analyse the main trends in teaching. A thematic analysis highlighted key aspects of changes caused by academic mobility and specific approaches teachers have adapted.

Comparison with international experience. The study's results were compared with data from other countries to identify common trends and specific aspects of adapting teaching methods in the context of academic mobility.

3.4 Methods

a) Questionnaire: This method collected general information about teaching practice and its changes. Teachers filled in questionnaires assessing the frequency of using interactive methods. The questionnaire allowed us to collect quantitative data necessary to analyse changes in teaching approaches. The online questionnaire was conducted in September 2024.

There was no time limit for completing the questionnaire, and teachers answered questions at their convenience. The entire data collection procedure took 2 weeks. Descriptive statistics were used to process the results of closed-ended and multiple-choice questions.

b) Interviews: Each participant was interviewed individually to discuss the details of their teaching experience and the impact of academic mobility. The teachers shared their impressions of the teaching methods they adopted during the exchange programmes and explained how they influenced their work. The interviews provided qualitative data for a deeper understanding of changes in foreign language teaching.

d) Observations: During lectures and practical classes, the teachers involved in the study were observed to assess their use of innovative methods. This included analysing techniques such as role-playing, simulations, project-based learning and group work. Observation provided an objective approach to evaluating fundamental changes in teaching practice.

e) Analysis of teaching materials: The study of the materials used by the teachers helped assess the curriculum's adaptation and the introduction of new methods. The curricula,

tasks and assessment methods used in the learning process were examined. This method allowed us to analyse how mobility affects updating curricula and materials.

3.5 Sampling

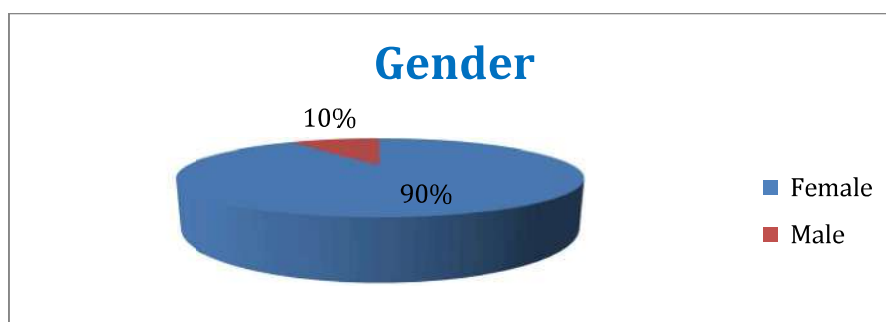
A questionnaire was sent to 150 English language teachers from different HEIs to assess their willingness to participate and compliance with the critical selection criteria. The main selection criteria included at least 5 years of work experience and experience participating in academic mobility programmes. From the responses received, 60 teachers who met

these requirements and agreed to participate were selected. The final sample of 50 people was formed by considering the representation of different groups and the availability of respondents for in-depth interviews. Ten people were not included in the final sample due to limited interview opportunities (because of their employment or logistical difficulties).

Most participants (90%) are women, which the general demographic situation in pedagogical universities in Ukraine can explain. The average age of the respondents is 35 years.

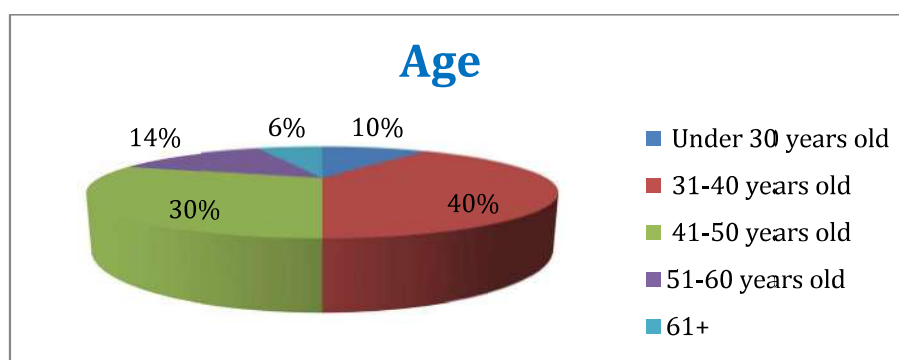
The distribution of respondents by critical characteristics, such as gender, age and work experience, is shown in Figures 1-3.

Figure 1- Characteristics of respondents by gender



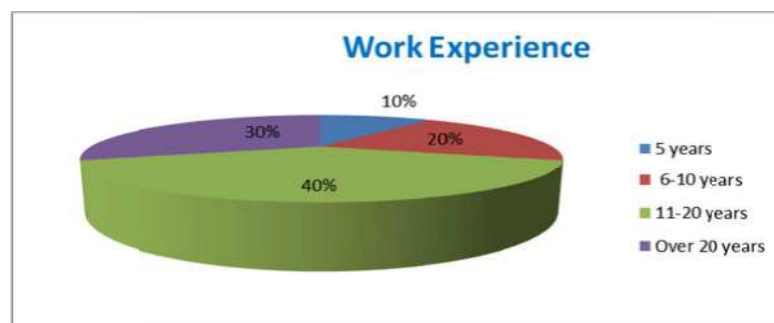
Source: Developed by the authors (2024).

Figure 2- Characteristics of respondents by age



Source: Developed by the author (2024).

Figure 3- Characteristics of respondents by work experience



Source: Developed by the author (2024).

Respondent selection criteria:

a) Professional experience. Teachers with at least five years of experience in teaching English are included, ensuring sufficient professional competence and teaching skills.

b) Academic mobility experience. In the sample, 25 teachers had experience participating in academic mobility programmes, and 25 had no such experience. Teachers with experience in academic mobility exchanges were selected based on the criterion of at least 6 months of participation in international exchange programmes, internships, or conferences, which is essential for assessing the impact of mobility on teaching approaches.

c) Interest in innovative approaches. The sample includes teachers interested in applying the latest teaching methods and technologies, which is critical for studying their approaches.

Selection process:

Teachers were invited to participate in the study, explaining its aim and methodology. The invitation also specified the participation criteria, which allowed people who met the study's conditions to be involved.

The final composition of the sample was formed on the principle of equal distribution between teachers with and without academic mobility experience to create a comparative base. To increase the accuracy of the analysis, teachers from different HEIs were selected, allowing them to cover various teaching approaches.

The teachers were selected based on their professional experience, involvement in mobility programmes and interest in innovative

approaches. Participants had at least 5 years of experience teaching foreign languages, ensuring high competence and awareness. This number (50 people) provides a representative sample, increasing the accuracy of the results. It is sufficient for quantitative analysis and obtaining meaningful results due to the representation of different foreign language teachers working in several HEIs. This ensures the breadth of information and allows us to consider the specifics of teaching approaches depending on the presence or absence of academic mobility experience.

The survey was conducted voluntarily using Google Forms. The participants were fully informed about the study's aim and the confidentiality of the data obtained, ensuring their consent and the ethical conduct of the study.

3.5 Tools

The following tools were used to collect and analyse data:

a) *SPSS software* for analysing quantitative data from the questionnaires. It allowed us to identify statistically significant differences between the groups of teachers.

b) *An application form and questionnaire* were explicitly designed for this study, which included questions about teaching experience and the impact of academic mobility on teaching methods.

c) *Tables and graphs of observation evaluation* allowed for systematising the results of observations of the teaching practice of the study participants.

Thus, the methods and tools chosen con-

tributed to a detailed study of changes in foreign language teaching under the influence of academic mobility.

4 RESULTS

Analysing the results allows us to identify critical trends in modern teaching methods and determine teachers' main advantages and difficulties adapting to new techniques.

In particular, the study results show that teachers who have completed academic mobility programmes are more likely to use interactive teaching methods and apply modern technologies in teaching foreign languages. The data obtained allow us to identify trends and peculiarities in teaching methods, which can be helpful for further analysis and improvement of the educational process (Table 1).

Table 1- Table with answers to the questionnaire

Question	Answers	Number	%
1.1. Your age:	20-30	5	10
	31-40	20	40
	41-50	15	30
	51-60	7	14
	61+	3	6
1.2. Work experience as a teacher:	5 years	5	10
	6-10 years	10	20
	11-20 years	20	40
	Over 20 years	15	30
2.1. Have you participated in any short-term programmes?	Yes	25	50
	No	25	50
2.2. What programmes have you participated in?	Erasmus+	15	60
	Fulbright	5	20
	Other	5	20
2.3 How has participation in the mobility programme affected your teaching?	New teaching methods	20	80
	Changes in approaches to teaching grammar	15	60
	Cross-cultural aspects	18	72
	Listening and speaking skills	12	48
2.4. Have you started using new teaching methods? (*Question for programme participants only)	Yes	20	80
	No	5	20
3.1 What teaching methods do you use most often? (*More than one method can be selected)	Direct	18	72
	Conscious	15	60
	Intensive	10	40
	Combined	20	80
3.2. What methods do you think are most effective for teaching English?	Communicative	20	80
	Grammar and translation	15	60
	Other	10	40
3.3 Are there any differences in teaching methods? (*Question for programme participants only)	Yes	20	80
	No	5	20

Source: Developed by the author (2024).

Most respondents (40%) belong to the 31-40 age group, which indicates the average age of innovation-oriented teachers. More than half (70%) have 11 years or more of teaching experience. Half of the teachers (50%) have participated in short-term academic mobility programmes, of which 60% were Erasmus+ participants, 20% were Fulbright, and another 20% chose other programmes. This underlines the significant role of Erasmus+ in the professional development of teachers.

Of those participating in mobility programmes, 80% said they had started using new teaching methods. The most popular changes were cross-cultural aspects (72%) and new approaches to teaching grammar (60%). Eighty percent of teachers prefer combined and communicative methods, which indicates their effectiveness and adaptability to students' needs. At the same time, 60% of teachers mentioned the grammar-translation method as one of the most effective, demonstrating the diversity of

approaches. Eighty percent of mobility programme participants believe that these programmes helped them introduce new teaching methods, demonstrating the impact of international experience on teaching practice.

Thus, mobility programmes significantly impact teachers' teaching approaches, contributing to introducing new methods, especially combined and communicative ones.

We interviewed English teachers to obtain additional information about English teaching methods and the impact of academic mobility on the learning process. The interviews allowed us to understand better the quantitative and qualitative aspects of using different teaching methods. Table 2 presents the results of the interviews, illustrating the advantages and disadvantages of the techniques used by teachers in their practice. This data will help to analyse how the experience of participating in academic mobility programmes has influenced teaching approaches.

Table 2- Interview results

Teaching method	Group with experience of academic mobility (%)	Group without experience of academic mobility (%)	Advantages	Disadvantages.
Direct methods	40	30	Engage students in the natural environment	They may be insufficiently structured
The grammatical-translation method	25	35	Good for learning grammar	It can be boring for students
Intensive methods	20	15	Quick learning curve	They require a lot of effort from students
Communication methods	70	50	Develop speaking skills	Require more time to prepare
Conscious methods	50	60	Stimulate active participation of students, promoting deeper learning and development of critical thinking.	They may require more preparation time and can be challenging to implement in traditional learning environments where passive teaching methods dominate.
Project-based learning	15	10	Encourages creativity	It can be difficult to assess

* Percentages indicate the frequency of respondents' mentioning the respective teaching methods in each group.

Source: Developed by the author (2024).

The table's analysis shows that teachers with experience in academic mobility are more likely to use innovative approaches, particularly communicative and direct teaching methods. Thus, 70% of teachers-participants of mobility programs use communicative methods, significantly higher than the corresponding figure among teachers without mobility experience (50%). This emphasises the importance of academic mobility in developing students' language skills.

Also, the group with academic mobility experience is more likely to prefer direct methods (40% vs. 30% in the group without mobility), which allows students to be involved in a more natural language environment. This may indicate a greater willingness to integrate modern methods that promote active student engagement.

At the same time, teachers without mobility experience are more likely to choose the grammar-translation method (35% vs. 25%),

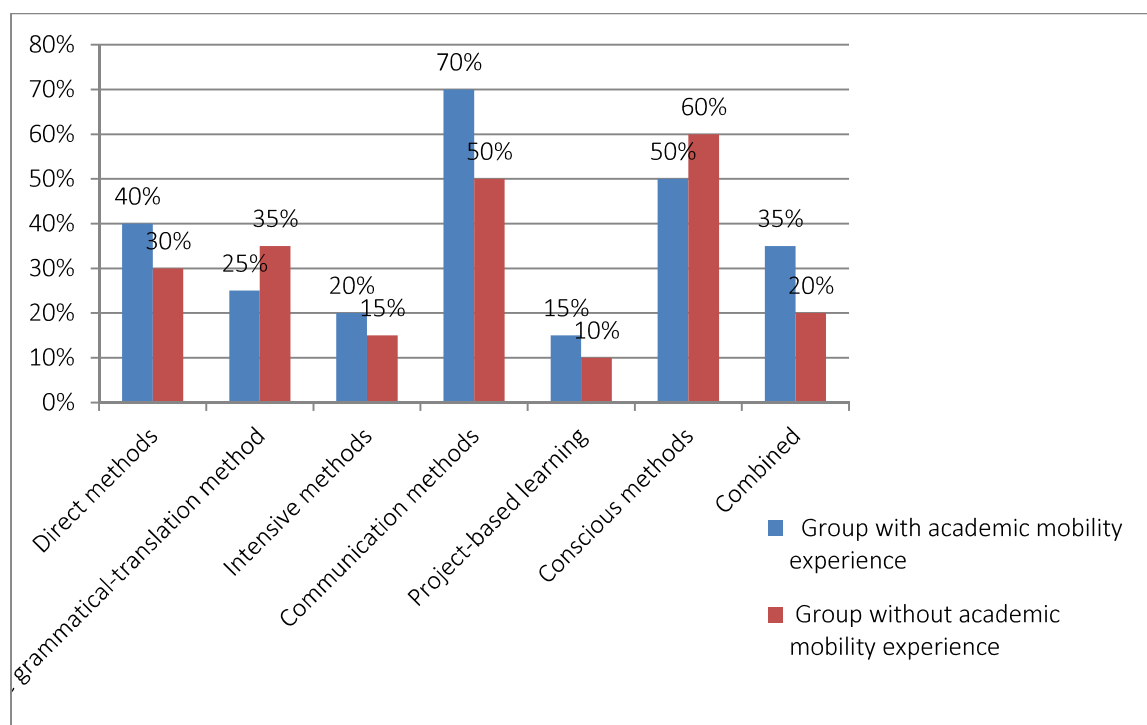
which indicates that traditional teaching approaches focus on deeper learning of grammatical aspects but may seem less attractive to students.

A smaller number of teachers in both groups use intensive and project-based methods, but teachers with academic mobility experience are slightly more likely to do so. This indicates the gradual introduction of intensive and creative approaches that promote rapid learning and the development of creativity.

Thus, the experience of academic mobility leads to a difference in teachers' priorities and influences the choice of methods, increasing the propensity to use communicative and direct methods that promote student engagement and language skills development.

Based on the data obtained, a comparative analysis of the teaching methods used by English teachers with and without academic mobility experience can be made (Fig. 4).

Figure 4- Comparative characteristics of English teaching methods in the two groups



Source: Developed by the author (2024).

Thus, English teachers with academic mobility experience are more likely to use communicative methods in their practice, which indicates the influence of international experience on teaching approaches.

Based on the study, English language teachers in HEIs noted that modern methods of teaching foreign languages, in particular the communicative approach, play an essential role in the learning process. During the interviews, some teachers with experience in academic mobility noted that integrating multimedia tools into teaching significantly increases student engagement and motivation. In addition, teachers acknowledged the need for teacher training in digital technologies to ensure continuous professional development. They stressed the importance of an interdisciplinary approach to teaching foreign languages, which is relevant in technological globalisation.

5 DISCUSSION

The results of our study showed that academic mobility significantly impacts English language teaching methods, especially in the context of communicative methods. This aligns with research that shows that teachers' international experience positively impacts their teaching approaches (Al-Agtash; Khadra, 2019; Borrego, 2023; Gonzalez-Torres, Cabrera-Solano; Castillo-Cuesta, 2023). According to the participants in our study, integrating new teaching methods acquired through participation in academic mobility programmes has become an essential aspect of their professional development. Similarly to Alhajiri and Alshuraiaan (2023), our respondents indicated that communicative language teaching (CLT) contributes to the development of language competence. One survey participant noted that "CLT encourages students to engage in real-life conversations, which helps them become more confident in expressing their opinions". This view mirrors the findings of Alhajiri and Alshuraiaan's study, where participants also indicated that CLT promotes conversational fluency.

Serpa, Caldeira, Damião Serpa, Gonçalves and Montenegro (2020) emphasise that teach-

ers participating in mobility programmes often demonstrate a greater willingness to implement innovative teaching methods. Our data confirms this, where 80% of teachers with academic mobility experience reported using new teaching methods. At the same time, 60% of teachers without mobility experience pointed to traditional approaches, such as the grammar-translation method, consistent with the results of Matviiias (2023) study, which notes the low implementation of modern techniques in groups without academic mobility. Another interesting finding from the interviews is that teachers with academic mobility experience use multimedia tools. This aspect is highlighted in the research of Litkovych, Shevchuk and Yanovets (2021), who indicate that modern technologies are essential for increasing student motivation and engagement. However, in our study, participants noted that insufficient training in digital technologies may limit teachers' ability to use these tools effectively.

In addition, the results of our study confirm the findings of Otieno (2023) and Chaika, Domina and Olishkevych (2023), who note that communicative teaching methods are the most effective for developing speaking skills. According to our data, 70% of lecturers with mobility experience emphasised the advantage of communicative methods, while among lecturers without mobility experience, this figure was 50%. This indicates that academic mobility can stimulate the introduction of more active teaching methods, essential in developing students' competencies in the modern world.

However, some studies, such as Rubio-Gragera, Cabero-Almenara and Palaciosrodríguez (2023), indicate that not all teachers are ready to abandon traditional methods in favour of innovative ones. In our case, 20% of respondents with no academic mobility experience indicated that they had no desire to change teaching methods, as they considered traditional approaches more understandable for students. This contradicts the findings of Boraie, Badry and Habashy (2019), who argue that modern teachers are primarily open to new teaching methods. Padalka (2022) study also confirms that teachers with experience in

international cooperation have a more comprehensive range of teaching methods and approaches, improving their professional competence. At the same time, the results of our study indicate that some teachers still face difficulties in adapting to new methods, which may be due to insufficient professional development and support from the administration of educational institutions.

Xu (2024) study emphasises the importance of teachers' professional development for successfully implementing teaching innovations. This is consistent with our results, where 70% of participants needed additional training to implement new teaching methods. Comparing the results with those in the scientific literature reveals several important generalisations. In particular, Alshuraiaan (2023) emphasises the importance of interaction between teachers and students for achieving positive language outcomes. Our work confirms that constructive interaction significantly increases students' motivation, affecting their academic success. The study of international students' experiences by Ammigan and Bentahar (2023) focuses on adapting to new cultures, which, as our interviews showed, contributes to improved language skills. Participants noted that cultural context helps them better understand language nuances. The study of effective teaching methods presented by Bernatska, Dienichieva, Komogorova, Kravets, Lukianchuk (2023) confirms that communicative approaches increase students' engagement in the learning process. This was reflected in our interviews, where participants emphasised the benefits of interactive methods that promote active learning. A study by Hnatyshena, Petrenko, Bezhenar, Yemelyanova and Muravyova (2023) analyses the role of instructional videos in distance learning, highlighting their potential to improve language comprehension. Our survey also showed that participants are interested in using multimedia resources to deepen their knowledge, confirming this approach's relevance.

Thus, the results demonstrate the importance of interactive methods, cultural adaptation, and multimedia materials in teaching foreign languages, creating opportunities for deeper and

more effective learning. Our study confirms the importance of academic mobility for improving teaching methods but also points to existing barriers and resistance to change. Further research could focus on developing in-service teacher training programmes introducing modern technologies and teaching methods, especially when academic mobility remains limited.

6 CONCLUSIONS

The study of the impact of academic mobility on improving foreign language teaching methods in HEIs shows a significant positive effect of such programmes on the professional development of teachers. Participation in exchange programmes helps introduce new teaching methods, increase student motivation, and improve pedagogical competence.

The scientific novelty of the study lies in the systematic analysis of the impact of academic mobility on the development of foreign language teaching methods, which allows the identification of specific mechanisms and factors that contribute to the professional growth of teachers. In addition, the study complements existing theoretical approaches to this issue. The findings can be used to improve curricula, enhance teacher training and improve student motivation, positively impacting the quality of foreign language learning.

REFERENCES

- AL-AGTASH, S., KHADRA, L. Internationalisation context of Arabia higher education. **International Journal of Higher Education**, v. 8, n. 2, p. 68, 2019. <https://doi.org/10.5430/ijhe.v8n2p68>
- ALHAJIRI, F., ALSHURAIAAN, A. Comparative analysis of TESOL methods within the context of English language education in Kuwaiti universities. **Journal of World Englishes and Educational Practices**, v. 5, n. 3, p. 25–34, 2023. <https://doi.org/10.32996/jweep.2023.5.3.2>
- Alshuraiaan, A. Exploring the relationship between teacher-student interaction patterns and

language learning outcomes in TESOL classrooms. **Journal of English Language Teaching and Applied Linguistics**, v. 5, n. 3, p. 25–34, 2023. <http://dx.doi.org/10.32996/jeltal.2023.5.3.3>

AMMIGAN, R., BENTAHAR, A. (2023). An exploratory study examining the experiences of international students in an intensive English program. **TESOL Journal**, v. 15, n. 1, art. e722, 2023. <https://doi.org/10.1002/tesj.722>

BELIAEVA, I. G., SAMORODOVA, E. A., VORON, O. V., ZAKIROVA, E. S. Analysis of innovative methods' effectiveness in teaching foreign languages for special purposes used for the formation of future specialists' professional competencies. **Education Sciences**, v. 9, n. 3, 2019. <https://doi.org/10.3390/educsci9030171>

BERNATSKA, O., DIENICHIEVA, O., KOMOGOROVA, M., KRAVETS, O., LUKIANCHUK, S. Effective methods of teaching foreign languages in the context of modern requirements for language education. **AD ALTA: Journal of Interdisciplinary Research**, v. 14, n. 1, p. 142–152, 2023. Retrieved November 17, 2024 https://www.magnanimitas.cz/ADALTA/140142/papers/A_11.pdf

BORAIE, D., BADRY, E. E., HABASHY, M. Task-based learning and teaching in Egypt. In: **Innovation in language learning and teaching: The middle east and north Africa case**. Cham: Palgrave Macmillan, 2019, p. 61–83. http://dx.doi.org/10.1007/978-3-030-13413-6_4

BORREGO, M. Innovation and ICTs in ESL: Exploring the role of the podcast as a learning enhancing tool in innovation projects. **Integrated Journal for Research in Arts and Humanities**, v. 3, n. 2, p. 70–77, 2023. <https://doi.org/10.55544/ijrah.3.2.12>

CAO, L., RASUL, M. S., OMAR, M. The challenges and factors influencing ICT integration for EFL teachers in China: A systematic review. **International Journal of Learning, Teaching and Educational Research**, v. 22, n. 9, 2023. <https://doi.org/10.26803/IJLTER.22.9.25>

CHAIKA, O., DOMINA, V., OLISHEVYCH, V. Shifting the paradigms in education: Teaching foreign

languages through communication. **Educacion y Humanismo**, v. 25, n. 45, p. 100–121, 2023. <https://doi.org/10.17081/eduhum.25.45.6468>

EDDRAOUI, B., SUKYADI, D., BUKHORI MUSLIM, A., MUSTHAFA, B. Revisiting pre-service education for secondary EFL teachers in Indonesia. Language Circle. **Journal of Language and Literature**, v. 17, n. 2, p. 276–286, 2023. <https://doi.org/10.15294/lc.v17i2.41629>

GOLDSTEIN, S. B. A systematic review of short-term study abroad research methodology and intercultural competence outcomes. **International Journal of Intercultural Relations**, v. 87, p. 26–36, 2022. <https://doi.org/10.1016/j.ijintrel.2022.01.001>

GONZALEZ-TORRES, P., CABRERA-SOLANO, P., CASTILLO-CUESTA, L. Stakeholders' perceptions of teaching and technological skills in EFL vocabulary instruction: Implications for remote learning. **International Journal of Learning, Teaching and Educational Research**, v. 22, n. 7, p. 173–192, 2023. <https://doi.org/10.26803/ijlter.22.7.10>

HNATYSHENA, I., PETRENKO, O., BEZHENAR, I., YEMELANOVA, Y., MURAVYOVA, I. Methods of using educational video materials in teaching foreign languages in the conditions of distance learning. **World Journal of English Language**, v. 13, n. 4, p. 29–36, 2023. <https://doi.org/10.5430/wjel.v13n4p29>

HUANG, Q., CHEUNG, A. C. K., XUAN, Q. The impact of study abroad on pre-service and in-service teachers' intercultural competence: A meta-analysis. **Teaching and Teacher Education**, v. 127, art. 104091, 2023. <https://doi.org/10.1016/j.tate.2023.104091>

LÓPEZ-TORRES, J. A., PABLO, H. R. J., MARTÍN, A. H. The influence of serious games and gamification in university students of english as a foreign language. In: **Lecture Notes in Educational Technology**. Cham: Springer Science and Business Media Deutschland GmbH, 2023, p. 1289–1295. https://doi.org/10.1007/978-981-99-0942-1_136

- MITRA, N., BANERJEE, A. An extensive survey on ICTBased English language teaching and learning. In: DUTTA, P., CHAKRABARTI, S., BHATTACHARYA, A., DUTTA, S., SHAHNAZ, C. **Lecture Notes in Networks and Systems**. Cham: Springer Science and Business Media Deutschland GmbH, 2023, p. 277–286. https://doi.org/10.1007/978-981-19-4052-1_29
- OTIENO, P. The use of information and communication technology in English foreign language learning. **International Journal of Linguistics**, v. 4, n. 1, p. 51–62, 2023. <https://doi.org/10.47604/ijl.1858>
- PURNAMA, Y., SOBIROV, B., INO, L., HANDAYANI, F., ALAWAWDEH, N., SAFITRI, W. Neuro-linguistic programming as an instructional strategy to enhance foreign language teaching. **Studies in Media and Communication**, v. 11, n. 5, p. 50–59, 2023. <https://doi.org/10.11114/smc.v11i5.6035>
- REQUENA, S., ALONSO-PÉREZ, R., SÁNCHEZ-REQUENA, A. Teaching foreign languages through audiovisual translation resources: teachers’ perspectives. **Applied Language Learning**, v. 28, n. 2, p. 1–24, 2018. <http://shu-ra.shu.ac.uk/18464/>
- RESMI, R., RAHMAN, A., SOBIROV, B., RUMBARDI, R., AL-AWAWDEH, N., WIDOYO, H., HERMAN, H., SAPUTRA, N. Incorporating teachers’ views on different techniques for teaching foreign languages in the classroom. **World Journal of English Language**, v. 13, n. 8, p. 210–221, 2023. <https://doi.org/10.5430/WJEL.V13N8P210>
- RUBIO-GRAGERA, M., CABERO-ALMENARA, J., PALACIOSRODRÍGUEZ, A. Digital innovation in language teaching – analysis of the digital competence of teachers according to the Dig-CompEdu framework. **Education Sciences**, v. 13, n. 4, 336, 2023. <https://doi.org/10.3390/educsci13040336>
- SERPA, S., CALDEIRA, S. N., DAMIÃO SERPA, M. S., GONÇALVES, R. L., MONTENEGRO, H. M., REGO, I. E. Mobility in the internationalisation of higher education institutions. **International Journal of Higher Education**, v. 9, n. 4, p. 46–54, 2020. <https://doi.org/10.5430/ijhe.v9n4p46>
- SOWELL, J. Impacts of an exchange program on in-service English language teachers. **Crossings: A Journal of English Studies**, v. 13, n. 2, p. 146–160, 2022. <https://doi.org/10.59817/cjes.v13i2.456>
- XU, S. Comparative analysis of teaching methods in EFL education: German and Chinese school practices across levels. **Asian Education Studies**, v. 9, n. 1, 2024. <https://doi.org/10.20849/aes.v9i1.1428>
- LITKOVYCH, YU. V., SHEVCHUK, A. V., YANOVETS, I. Teaching English in the context of flipped learning. **Theory of Education and Training**, v. 2, n. 4, p. 15–20, 2021. <https://doi.org/10.52726/as.pedagogy/2021.4.2.3>
- MATVIIAS, O. Modern approaches to the methodology of teaching English in higher educational institutions. **Scientific bulletin of the Vinnytsia Academy of Continuing Education. Series “Pedagogy. Psychology”**, v. 4, p. 77–85, 2023. <https://doi.org/10.32782/academ-ped.psyh-2023-4.13>
- PADALKA, H. Academic mobility in conditions of martial law. **Knowledge, Education, Law, Management**, v. 2, n. 46, p. 139–145, 2022. <https://doi.org/10.51647/kelm.2022.2.21>
- SKYBUN, N. D., & TROFYMENKO, T. V. Academic mobility in higher education: Current state. **Educational Discourse: a collection of scientific works**, v. 42, n. 10-12, p. 16–27, 2022. [https://doi.org/10.33930/ed.2019.5007.42\(10-12\)-2](https://doi.org/10.33930/ed.2019.5007.42(10-12)-2)

Recebido em 20 de novembro de 2024

Aceito em 06 de março de 2025

APPENDIX A - Questionnaire for English language teachers in higher education institutions

The survey aims to investigate how academic mobility (short-term language immersion programmes) affects the methods of teaching English in higher education institutions.

1. General information

1.1. Your age

20-30

31-40

41-50

51-60

61+

1.2. Work experience as an English teacher in a higher education institution:

Less than 5 years

5-10 years

11-20 years

Over 20 years

1.3. At which higher education institution do you work? (specify the name)

2. Experience of participation in academic mobility programmes

2.1. Have you participated in short-term English language immersion programmes abroad?

Yes

No

2.2. If so, which programmes did you participate in?

Erasmus+

Fulbright

Other (specify which ones)

2.3. How has your participation in the mobility programme influenced your teaching? (multiple options)

I started to use new teaching methods

I have changed my approach to teaching grammar

I pay more attention to cross-cultural aspects

Changed my approach to teaching listening and speaking

Other (please specify)

2.4. After the exchange, did you start using new teaching methods?

Yes

No

Did not participate in the exchange

3. Teaching methods

3.1. What teaching methods do you use most often in your practice? (you can choose several options)

Direct (natural, direct, audiovisual, audio-lingual, "governess method")

Conscious (grammatical-translation, conscious-practical, conscious-comparative)

Intensive (suggestive-pedagogical method of activating reserve capabilities, "express method")

Combined (communicative)

Other (specify which ones)

3.2. What methods do you think are most effective for teaching English? Why?

3.3. Do you think there are any differences in the methods of teaching English between teachers who have participated in academic mobility programmes and those who have not?

Yes

No

Difficult to say

APPENDIX B - Interview

1. If you have participated in a mobility programme, please indicate how it has changed your approach to teaching cross-cultural aspects of language.

2. What difficulties do you face when using modern methods of teaching English?

3. What methods or approaches to teaching a foreign language would you like to implement in your practice? Your recommendations.

Thank you for your time and answers!