MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
THE NATIONAL TECHNICAL UNIVERSITY OF UKRAINE
"IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE"
FACULTY OF LINGUISTICS

INTERNATIONAL SCIENTIFIC CONFERENCE

DIGITAL INCLUSION IN ENGLISH LANGUAGE TEACHING

14th June

2024

CONFERENCE PROCEEDINGS

Kyiv, Ukraine

Digital Inclusion in English Language Teaching: Proceedings of the International Scientific Conference, 14 June 2024. K., 2024. 66 p.

The edition features the proceedings of the International Scientific Conference " *Digital Inclusion in English Language Teaching*", held on 14 June 2024. This cpllection brings together contributions from scholars and practitioners, offering insightful perspectives and practical knowledge for scientists, educators, and students in higher education institutions.

Responsibility for the accuracy of facts, quotations, proper names and other information are on the authors of publications

ROLE OF DIGITAL TECHNOLOGIES FOR INCLUSION, ACCESSIBILITY AND EQUITY IN HIGHER EDUCATION

Oleksandra Bondarenko
Lecturer, Department of English Language for Humanities,
Igor Sikorsky Kyiv Polytechnic Institute

Polina Haieva
Lecturer, Department of English Language for Humanities,
Igor Sikorsky Kyiv Polytechnic Institute

Today, inclusive design of education based on the implementation of digital technologies is important. Digital technologies are being used to engage diverse groups of students in the educational process, including increasing the accessibility of educational content, enhancing personalization, and providing distance learning opportunities. At the same time digital equality requires all students to have both access to digital technologies and certain digital skills to participate fully in society.

However, digital inequality can undermine digital equity and inclusion, as well as equity and inclusion in education in general, especially in relation to access to digital tools and differences in digital skill levels. To use digital tools to promote equitable and inclusive outcomes, education systems must focus on ensuring equity in access to digital resources and promoting digital skills, as well as the use of digital technologies designed with inclusion in mind for different groups of students.

Scientific findings (Andreasson, 2019) show how the strategic implementation of digital technologies in education can make it more equitable and inclusive for diverse groups of students in new ways. Digital tools are supposed to be used to empower and engage students from diverse backgrounds while creating a sense of belonging and supporting mental health. In addition, digital tools, especially those designed and implemented with inclusion in mind, can more precisely target and meet academic and special education needs. Certain groups of students who often face additional challenges, such as students with an immigrant background, students from different ethnic groups, national minorities, can benefit from the inclusive use of digital technologies. In addition, students with special educational needs, students of different gender, etc. can be supported in learning through the effective inclusion of digital tools in the educational process (Cerna et al., 2021). Differences in socioeconomic status and geographic differences also affect access, use, and outcomes for different groups of students. Digital technologies can offer many advantages, diversifying not only what is learned, but also where, when and how it is learned.

Digital inclusion in education requires minimizing the digital divide, thereby increasing access and improving the quality of learning for students from diverse groups, ensuring equitable education (European Commission, & Directorate-General for Education, Youth, Sport and Culture, 2021). Digital inclusion is a multidimensional concept as it encompasses factors such as access, infrastructure, use and specific learning outcomes, as well as focusing on promoting digital literacy among students and teachers (Kim, Yi, & Hong, 2021; OECD, 2021; Park, 2017).

Digital engagement should also be based on culturally relative pedagogy, enhancing multiculturalism and supporting minority cultures (Ladson-Billings, 2002). When developing digital resources that are culturally relevant, it is important that teaching methods are tailored to the cultural context of the target group (Mcloughlin, 2000). Since the turn of the century, scholars have noted that culturally sensitive design is important, and that certain features can be incorporated into the design process to promote equity among diverse groups of students. Henderson's (1996) multicultural design model of inclusive learning suggests that learning resources should be designed to provide variability and flexibility for students, and to be able to interact with materials that reflect the multicultural realities present in society, include different cultural ways of learning and promote equity in learning outcomes. McLoughlin (2000) suggests adding to this design model of inclusive education mandatory cultural support (i.e., the inclusion of components such as values, learning styles and cognitive characteristics of students of the target group).

When developing the educational process with inclusion in mind, various digital tools contribute to its differentiation and individualization, allowing teachers to adapt the content of the discipline and the way it is presented in accordance with the needs and experience of students (Heemskerk et al., 2005). Digital tools such as assistive technology for assessment is being exploited nowadays in some countries (e.g., the USA, the UK) to accommodate students with special educational needs and to make better use of assessment with personalized guidance and support. For instance, in Scotland (United Kingdom), some students use computers with speech synthesis during national examinations. Using computers in the exams, all students are able to take part more equally as their communication needs are met and this can help them realize their potential.

In general, digital tools can accommodate diversity by enabling choice, personalization, and increased access to online educational resources for students from different groups. Well-designed tools can meet the diverse needs of students. Thinking about how digital tools can be used in the classroom to support different groups of students can lead to a more inclusive digital education.

References:

Andreasson, K. (2019). *Digital Skills in Europe: Research and Policy.* Routledge.

Cerna, L., Brussino, O., Mezzanotte, C., Rutigliano, A., Santiago, P., Borgonovi, F., & Guthrie, C. (2021). *Promoting inclusive education for diverse societies: A conceptual framework.* OECD Education Working Papers, No. 260. Paris: OECD Publishing. https://doi.org/10.1787/94ab68c6-en

European Commission, Directorate-General for Education, Youth, Sport and Culture. (2021). *Enhancing learning through digital tools and practices: how digital technology in compulsory education can help promote inclusion: final report.* Publications Office. Available at https://data.europa.eu/doi/10.2766/365846

Heemskerk, I., Brink, A., Volman, M. L. L., & Dam, T. G. (2005). Inclusiveness and ICT in education: a focus on gender, ethnicity and social class. *Journal of Computer Assisted Learning, 21*(1), 1-16. https://doi.org/10.1111/j.1365-2729.2005.00106.x

Henderson, L. (1996). Instructional design of interactive multimedia: A cultural critique. *Educational Technology Research and Development, 44*(4), 85-104. https://doi.org/10.1007/bf02299823

Kim, H., Yi, P., & Hong, J. (2021). Are schools digitally inclusive for all? Profiles of school digital inclusion using PISA 2018. *Computers & Education, 170,* 104226. https://doi.org/10.1016/j.compedu.2021.104226

Ladson-Billings, G. (2002). But that's just good teaching! the case for culturally relevant pedagogy. In S. J. Denbo & L. M. Beaulieu (Eds.), *Improving schools for African American students: A reader for educational leaders* (pp. 95-102). Charles C Thomas Publisher, Ltd.

Mcloughlin, C. (2000). Cultural Maintenance, Ownership, and Multiple Perspectives: features of Web-based delivery to promote equity. *Journal of Educational Media, 25*(3), 229-241.

OECD. (2021). *Adapting Curriculum to Bridge Equity Gaps: Towards an Inclusive Curriculum, OECD Publishing*. https://doi.org/10.1787/6b49e118-en

Park, S. (2017). Digital inequalities in rural Australia: A double jeopardy of remoteness and social exclusion. *Journal of Rural Studies, 54,* 399-407. https://doi.org/10.1016/j.jrurstud.2015.12.018

CONTENTS

ASSESSMENT AND EVALUTAION IN E-LEARNING **3**
NATALIA BIRIUKOVA

ROLE OF DIGITAL TECHNOLOGIES FOR INCLUSION, ACCESSIBILITY AND EQUITY IN HIGHER EDUCATION **6**
OLEKSANDRA BONDARENKO, POLINA HAIEVA

THE EVOLVING ROLE OF DIGITAL PLATFORMS IN ENGLISH LANGUAGE EDUCATION FOR LAW STUDENTS: ADDRESSING MODERN CHALLENGES **9**
INNA BORKOVSKA, SVITLANA VOLKOVA

PROBLEMS IN IMPLEMENTING DIGITAL STRATEGIES IN ENGLISH LANGUAGE TEACHING **12**
IRYNA BOYKO

EXPANDING CAPABILITIES OF KAHOOT! WITH THE HELP OF AI **14**
NATALIIA CHIZHOVA, INNA ANTONENKO

DIGITAL LITERACY IN ENGLISH LANGUAGE TEACHING **16**
NATALIIA DUKHANINA, OLHA HRABAR

LEVERAGING COCALC IOS FOR INCLUSIVE EDUCATION: STRATEGIES AND TOOLS IN HIGHER EDUCATION ASSESSMENTS **19**
YULIA HAIDENKO, OKSANA SERHEIEVA

DIGITAL TECHNOLOGIES IN ESP CLASSES: ADAPTATION OF VIDEO TASKS TO THE EDUCATIONAL PROCESS **23**
HANNA KOLOSOVA

INCLUSIVE EDUCATION: SELECTING LMS FOR DIGITAL EQUITY **26**
YULIIA KORNYTSKA

DEVELOPING DIGITAL FLUENCY IN UNIVERSITY STUDENTS **29**
IRYNA KOZUBSKA, NATALIIA KOMPANETS

TERMINOLOGICAL COMPETENCE IN ESP FROM BILINGUAL PERSPECTIVE BASED ON DIGITAL INCLUSION **32**
OLENA KURCHENKO

BLENDED LEARNING IN ENGLISH LANGUAGE TEACHING FOR SPECIAL PURPOSES **35**
MARIIA LEVISHCHENKO, OLHA SHUM

DIGITAL LITERACY FOR ONLINE EDUCATION **38**
IRYNA OMELCHENKO

DIGITAL INCLUSION IN TEACHING ENGLISH AS A FOREIGN LANGUAGE **41**
OLENA SHEPELEVA, OLENA MUKHANOVA

WAYS TO IMPROVE ENGLISH SKILLS FOR NON-NATIVE PROGRAMMERS **43**
OLGA SHEVCHENKO, OLEG SHMULIAR

THE JOURNEY TO ENGAGEMENT: UNLOCKING THE POTENTIAL OF INTERACTIVE ONLINE TOOLS **45**
T. S. SHUMSKA

CHALLENGES OF DIGITAL INCLUSION FOR EDUCATION IN UKRAINE **48**
IRYNA SIMKOVA, SVITLANA STARIKOVA

SOME ASPECTS OF TEACHING ENGLISH USING MODERN TECHNOLOGIES **50**
MYKOLA TYSHCHENKO, VALENTYNA DIBROVA

DIGITAL INCLISION IN EDUCATION: CHALLENGES AND BENEFITS **53**
KATERYNA TULIAKOVA, ALINA MEDVEDCHUK, MARYNA PETRENKO

TEACHER PROFESSIONAL DEVELOPMENT IN DIGITAL PEDAGOGY **56**
ANASTASIIA VASHCHUK

EMERGING TRENDS AND INNOVATIONS IN EDUCATION **60**
ALLA VLASIUK

POTENTIAL CHALLENGES IN USING DIGITAL TECHNOLOGY IN ENGLISH LANGUAGE TEACHING **63**
IRYNA ZHUKEVYCH