



[https://doi.org/10.31891/2308-4081/2025-15\(1\)-8](https://doi.org/10.31891/2308-4081/2025-15(1)-8)

PhD in Pedagogy, Associate Professor, **OLHA LAPSHYNA**  
Khmelnytskyi National University, Ukraine  
e-mail: [lapshynaol@khnmu.edu.ua](mailto:lapshynaol@khnmu.edu.ua)  
<https://orcid.org/0000-0001-7387-1729>

PhD in Philology, Associate Professor, **OLENA DOROFYEVA**  
Khmelnytskyi National University, Ukraine  
e-mail: [dorofievaol@khnmu.edu.ua](mailto:dorofievaol@khnmu.edu.ua)  
<https://orcid.org/0000-0002-8913-806X>

Teacher of Higher Category, Methodology Teacher,  
Deputy Principal for Educational Work,  
**OKSANA KOMOCHKOVA**  
Municipal General Secondary Education Institution  
“Gymnasium # 21 of Khmelnytskyi City Council”, Khmelnytskyi  
e-mail: [zastupnyk21@ukr.net](mailto:zastupnyk21@ukr.net)

## INTEGRATING APPLIED LINGUISTICS AND LANGUAGE STUDIES: FOREIGN EXPERIENCE AND IMPLICATIONS FOR UKRAINE

### ABSTRACT

*The integration of applied linguistics and language studies is a key factor in enhancing the quality and relevance of language education, particularly in countries undergoing educational transformation such as Ukraine. As global trends shift toward learner-centred, evidence-based education, applied linguistics offers the tools to bridge theoretical insights with classroom realities. This article explores international experience of applying linguistic theory to educational practice and evaluates their potential for improving Ukraine's language educational system. Drawing on examples from the UK, Finland, the Netherlands, Canada, and others, the study highlights best practices in curriculum development, teacher training, bilingual education, assessment, and language policy. The research adopts a qualitative comparative methodology, analyzing relevant scholarly literature. The findings reveal that successfully integrating applied linguistics in foreign contexts fosters communicative, inclusive, and research-informed language instruction. For Ukraine, aligning language curricula with applied linguistic principles can enhance communicative competence and learner autonomy. Teacher education programmes should emphasize practical skills such as classroom research, materials design, and assessment literacy. Expanding the use of Content and Language Integrated Learning (CLIL) and English as a Medium of Instruction (EMI) can promote bilingualism and interdisciplinary learning. Moreover, language assessment practices need to reflect real-world use, and language policy should be informed by sociolinguistic research to ensure inclusivity and cultural sensitivity. These insights point to the value of a systematic, research-grounded approach to educational innovation.*

*It is determined that by strategically integrating applied linguistics into language education, Ukraine can enhance the quality, relevance, and global competitiveness of its educational system, ultimately contributing to broader social and cultural development.*



*The article concludes with recommendations and prospects for further research to contextualise foreign experience to support systemic reform in Ukraine's language education landscape.*

**Keywords:** *applied linguistics, language studies, language education, CLIL, foreign experience, Ukraine.*

### **ІНТЕГРАЦІЯ ПРИКЛАДНОЇ ЛІНГВІСТИКИ ТА МОВНИХ СТУДІЙ: ЗАРУБІЖНИЙ ДОСВІД ТА ПЕРСПЕКТИВИ ДЛЯ УКРАЇНИ**

#### **АНОТАЦІЯ**

У статті порушено проблему інтеграції прикладної лінгвістики та мовних студій у контексті підвищення якості мовної освіти в країнах, що перебувають у процесі освітніх трансформацій, зокрема в Україні. Досліджено зарубіжний досвід застосування лінгвістичної теорії в освітній практиці та проаналізовано їхній потенціал для удосконалення системи мовної освіти в Україні. На основі прикладів із Великої Британії, Фінляндії, Нідерландів, Канади та інших країн, висвітлено найбільш ефективні практики розроблення освітніх програм, підготовки вчителів, білінгвальної освіти, оцінювання та мовної політики. Дослідження ґрунтується на якісній компаративній методології, яка включає аналіз актуальної наукової літератури. Встановлено, що успішна інтеграція прикладної лінгвістики в іноземних контекстах сприяє формуванню комунікативного, інклюзивного та науково обґрунтованого підходу до викладання мов. Для України узгодження мовних освітніх програм із засадами прикладної лінгвістики може підвищити рівень комунікативної компетентності та автономії здобувачів освіти. Програми підготовки вчителів мають зосереджуватися на практичних навичках, таких як наукові дослідження, розробка навчальних матеріалів і володіння принципами оцінювання. Розширення використання предметно-мовного інтегрованого навчання (CLIL) і та інших методик сприятиме розвитку білінгвізму та міждисциплінарного навчання. Крім того, підходи до оцінювання мовних знань повинні відображати реальне використання мови, а мовна політика повинна базуватися на соціолінгвістичних дослідженнях, щоб забезпечити культурну чутливість. Встановлено, що завдяки стратегічній інтеграції прикладної лінгвістики в мовну освіту, Україна може підвищити якість та глобальну конкурентоспроможність своєї освітньої системи, що сприятиме її ширшому соціальному та культурному розвитку.

У статті подано рекомендації та висвітлено перспективи подальших досліджень, спрямованих на адаптацію позитивних аспектів такого зарубіжного досвіду для підтримки системних реформ у галузі мовної освіти в Україні.

**Ключові слова:** *прикладна лінгвістика, мовні студії, мовна освіта, предметно-мовне інтегроване навчання (CLIL), зарубіжний досвід, Україна.*

#### **INTRODUCTION**

The current landscape of language education is shaped by a growing need to connect linguistic theory with pedagogical practice. Applied linguistics, as a discipline focused on solving real-world language-related problems, offers a critical framework for improving language education in diverse contexts (Pandey, 2024). At the same time, language studies involve the academic and practical examination of language use, structure, and acquisition across social, cultural, and educational fields. Their intersection provides



powerful tools for designing effective teaching methods, informed curricula, and inclusive language policies (Chisunum & Christiana, 2025).

Ukraine, as a country undergoing significant educational reform and European integration, has increasingly turned toward innovative models in language education to meet the demands of a globalized society. However, challenges remain in bridging the gap between theory and practice, especially in teacher training, curriculum design, and assessment (Euroscope, 2023). Drawing on foreign experience can offer valuable insights into how applied linguistic principles are operationalized in other educational systems and can be effectively adapted for the Ukrainian context.

#### **THE AIM OF THE STUDY**

The aim of the study is to investigate how applied linguistics and language studies are integrated into various foreign educational systems and assess the potential for adapting these approaches in Ukraine.

#### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

The theoretical framework of this study integrates foundational and contemporary concepts from applied linguistics and language pedagogy to provide a holistic understanding of how linguistic theory can inform educational practice. It draws on an interdisciplinary basis, incorporating insights from second language acquisition (SLA), sociolinguistics, curriculum theory, and educational policy analysis.

A central pillar of this framework is the Second Language Acquisition (SLA) theory, which explores the cognitive, social, and affective processes that underlie the learning of additional languages (Papi & Hiver, 2024). SLA research provides insights into how learners internalize new language structures, the role of input and interaction, the importance of motivation and identity, and the influence of age and learning context (Algahwash & Khalleefah, 2024). These insights are essential for designing language curricula that are responsive to learner variability and developmental needs.

Sociolinguistics constitutes another key component, offering a lens through which to understand language use in multilingual and multicultural societies (Yan, 2023). It emphasizes the significance of language variation, code-switching, language attitudes, and the broader social and political implications of language policy (Kipchoge, 2024). For Ukraine, a linguistically diverse country, sociolinguistic perspectives are especially relevant in shaping inclusive language education that respects minority languages while promoting national and international communication.

The study also incorporates the principles of Content and Language Integrated Learning (CLIL), an innovative pedagogical approach wherein academic content is taught through a foreign language. CLIL supports both subject matter learning and language acquisition, encouraging students to develop cognitive and linguistic skills simultaneously (Hussain, 2022). This dual-focused model has been widely adopted in European educational systems and is increasingly relevant for Ukrainian schools seeking to modernize instruction and foster bilingual competence.

Task-Based Language Teaching (TBLT) further enriches the framework by emphasizing the use of language as a tool for achieving communicative goals. TBLT focuses on meaningful tasks that reflect real-life language use, fostering learner autonomy, interaction, and language use in context (Azmy & Nanda, 2024). This aligns with the current global emphasis on communicative competence as a central goal of language education.



English as a Medium of Instruction (EMI) is also addressed, particularly in the context of higher education. EMI involves teaching academic subjects in English, and it is increasingly used in universities worldwide to attract international students and prepare domestic students for global careers (Bowles & Murphy, 2020). Its relevance to Ukraine lies in the strategic goal of internationalizing higher education and increasing students' access to global academic and professional networks.

Methodologically, this study is based on a qualitative comparative analysis. Sources include relevant international scholarly publications. Data were analyzed thematically to identify trends, challenges, and best practices.

By grounding the research in these interrelated theoretical domains, the study offers a lens through which to analyze current practices and policy directions in Ukraine in comparison to international experience. The following results reflect how these theoretical insights manifest in applied contexts, with particular attention to curriculum innovation, teacher development, bilingual education, assessment, and language policy.

## RESULTS

Given the aim of the study, it is essential to build the discussion on the following interconnected aspects: 1) curriculum innovation and theoretical-practical alignment, 2) teacher education and professional development, 3) bilingual education and CLIL implementation, 4) language assessment practices, and 5) language policy and multilingual contexts.

*Curriculum Innovation and Theoretical-Practical Alignment.* One of the main findings from foreign experience is the deliberate effort to embed applied linguistic knowledge into language curricula. In the UK, national language frameworks emphasize communicative competence, intercultural awareness, and learner autonomy – principles grounded in SLA and sociolinguistics (Abrams, 2020). These elements support real-world language use and reflect a shift toward more functional and inclusive language education.

Similarly, Finland's curriculum promotes multilingualism and metalinguistic awareness, encouraging students to reflect on how languages work and interact (Ennser-Kananen et al., 2023). This approach aligns with applied linguistic research that values cross-linguistic reflection and learner agency.

In Ukraine, curricular reform aligned with the CEFR has laid a strong foundation, but further progress is needed to align classroom practices with applied linguistic research. Language programmes often emphasize grammar and translation over authentic communication. Curricula should be updated to prioritize meaningful interaction, content integration (as promoted by CLIL), and the development of functional language skills.

*Teacher Education and Professional Development.* In countries such as Canada and the Netherlands, teacher training includes substantial coursework on applied linguistics, with a focus on classroom research, language acquisition theories, and reflective practice (Beltran-Palanques et al., 2024). These programmes aim to bridge theory and practice, equipping educators with the skills to critically analyze classroom interactions and adapt instruction to diverse learner needs. Educators are trained to use linguistic data to inform teaching strategies, monitor progress, and evaluate learner outcomes – approaches consistent with Task-Based Language Teaching (TBLT) and SLA-informed pedagogy, which prioritize meaningful communication and data-driven decision-making in the classroom.

Ukrainian teacher education programmes often lack this applied orientation. While theoretical knowledge is strong, pre-service and in-service programmes need to include



more practical training in areas such as needs analysis, task design, language testing, and intercultural communication. Establishing partnerships with international teacher training institutions could foster exchange and capacity-building in these areas.

*Bilingual Education and CLIL Implementation.* The CLIL approach has been widely adopted across Europe, where students learn subject content through a foreign language, most commonly English (Nikula, 2016). This dual-focused method enhances both content understanding and language acquisition by encouraging learners to use the target language in cognitively demanding, subject-specific contexts. Countries such as Spain, Austria, and Estonia have developed national CLIL strategies that are supported by comprehensive teacher training programmes, curriculum guidelines, and the development of subject-specific materials (Renau & Marti, 2018). These coordinated efforts help ensure that both linguistic and academic objectives are met in classroom practice.

In Ukraine, CLIL is emerging, particularly in secondary and vocational schools, yet its implementation remains fragmented. Teachers often lack the training to manage both content and language goals simultaneously. To scale up CLIL in Ukraine, comprehensive guidelines, resource development, and targeted teacher education are required – factors directly addressed by the CLIL and SLA components of the theoretical framework.

*Language Assessment Practices.* Foreign systems increasingly rely on performance-based and formative assessments that reflect real-life language use, moving beyond traditional grammar-focused testing. These assessments aim to evaluate learners' communicative competence and their ability to apply language meaningfully in diverse contexts. In Japan, for example, task-based assessments are used to measure learners' ability to use language in both social and academic settings – an approach aligned with the principles of TBLT (Moore, 2022). Such assessments often include role-plays, presentations, and collaborative projects, which provide more authentic and learner-centred ways to gauge language proficiency.

In contrast, Ukrainian assessments still rely heavily on grammar-translation exercises and standardized testing with limited communicative focus. Shifting toward more authentic assessment methods, including portfolios, self-assessment, peer review, and project-based tasks, can help align evaluation with instructional goals. Applied linguistics provides frameworks for developing reliable and valid assessment tools that reflect language use in diverse contexts.

*Language Policy and Multilingual Contexts.* In Canada, official bilingualism is supported by well-established policies that promote multilingual education while respecting the country's rich linguistic and cultural diversity (Dicks & Genesee, 2017). These policies aim to ensure equitable access to education in both English and French, while also recognizing the importance of Indigenous and immigrant languages. Applied linguistics and sociolinguistics play a key role in shaping and evaluating these policies, ensuring they are inclusive, evidence-based, and responsive to the needs of diverse linguistic communities. This research-informed approach helps maintain social cohesion and supports language rights within a multicultural society (Abrams, 2024).

Ukraine's language policy has undergone significant change, particularly in promoting the state language. However, more attention should be given to balancing national identity with the development of foreign language competence and respect for linguistic minorities. Applying sociolinguistic research can help policymakers craft language-in-education policies that are equitable, context-sensitive, and supportive of Ukraine's multilingual reality.



## CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, this study demonstrates that the integration of applied linguistics and language studies is a critical factor in developing effective language education systems. Foreign experience shows that such integration fosters innovation in curriculum design, enhances teacher professionalism, and leads to more valid assessment practices. For Ukraine, adopting a more research-informed approach to language education is both timely and necessary. Applied linguistic principles should guide curriculum reforms, placing greater emphasis on communicative competence and learner-centred instruction. Teacher training programmes need to incorporate practical applications of linguistic theory, equipping educators with skills in classroom research, materials development, and assessment literacy. Furthermore, the broader implementation of Content and Language Integrated Learning (CLIL) and English as a Medium of Instruction (EMI) can promote bilingualism and support interdisciplinary teaching. Language assessment practices should also evolve to better reflect real-world communication and respond to the diverse needs of learners. Finally, language policy in Ukraine should be shaped by sociolinguistic research to ensure that it promotes inclusivity, respects linguistic diversity, and supports the country's multilingual reality.

Building on the findings of this study, further research should pursue the following directions: 1) empirical studies on the impact of CLIL and EMI in Ukrainian classrooms, including learners; academic outcomes and language proficiency; 2) investigations into teacher beliefs and practices concerning applied linguistics in language instruction, to identify areas for targeted support; 3) development of localized professional development modules, integrating foreign experience with the specific needs of Ukrainian educators; 4) action research projects conducted by Ukrainian teachers, focusing on implementing and evaluating applied linguistic principles in real teaching contexts; and 5) comparative policy studies, examining how multilingualism and language rights are managed across different systems and how these models can inform Ukrainian policy.

By strategically integrating applied linguistics into language education, Ukraine can enhance the quality, relevance, and global competitiveness of its educational system, ultimately contributing to broader social and cultural development.

## REFERENCES

1. Abrams, Z. I. (2020). Pedagogical foundations of teaching intercultural communication for L2/Lx use. In Z. I. Abrams (Ed.), *Intercultural Communication and Language Pedagogy: From Theory to Practice* (pp. 30–53). Cambridge University Press. <https://doi.org/10.1017/9781108780360.003>
2. Algahwash, N. A. O., & Khalleefah, H. M. A. (2024). Evolving trends in second language acquisition research: A narrative review. *International Journal of Research Publication and Reviews*, 5(11), 2808–2818. <https://ijrpr.com/uploads/V5ISSUE11/IJRPR35003.pdf>
3. Azmy, Kh., & Nanda, D. W. (2024). Implementing task-based language teaching (TBLT) to enhance students' speaking, writing and reading skills: Is it possible? *Jurnal Ilmiah Didaktika* [Scientific Journal of Didactics], 24(2), 176–188. <https://jurnal.ar-raniry.ac.id/index.php/didaktika/article/view/22730>
4. Beltran-Palanques, V., Liu, J. E., & Lin, A. M. Y. (2024). Translanguaging in language teacher education: A systematic review. In Z. Tajeddin, & T. S. Farrell (Eds.), *Handbook of Language Teacher Education. Springer International Handbooks of Education* (pp. 1–27). Springer. [https://doi.org/10.1007/978-3-031-43208-8\\_18-1](https://doi.org/10.1007/978-3-031-43208-8_18-1)



5. Bowles, H., & Murphy, A. C. (2020). EMI and the internationalization of universities: An overview. In H. Bowles, & A. C. Murphy (Eds.), *English-Medium Instruction and the Internationalization of Universities. International and Development Education* (pp. 1–26). Palgrave Macmillan. [https://doi.org/10.1007/978-3-030-47860-5\\_1](https://doi.org/10.1007/978-3-030-47860-5_1)
6. Chisunum, I. J., & Christiana, N. N. (2025). Curriculum, culture, conflict and creed: The intersection of religion and English language teaching. *Top Academic Journal of Humanities and Social Sciences*, 10(1), 1–12. <https://doi.org/10.5281/zenodo.14746635>
7. Dicks, J., & Genesee, F. (2017). Bilingual education in Canada. In O. García, A. Lin, & S. May (Eds.), *Bilingual and Multilingual Education. Encyclopedia of Language and Education* (pp. 453–467). Springer. [https://doi.org/10.1007/978-3-319-02258-1\\_32](https://doi.org/10.1007/978-3-319-02258-1_32)
8. Ennsner-Kananen, J., Kilpeläinen, E., Saarinen, T., & Vaarala, H. (2023). Language education for everyone? Busting access myths. In M. Thrupp, P. Seppänen, J. Kauko, & S. Kosunen (Eds.), *Finland's Famous Education System* (pp. 351–367). Springer. [https://doi.org/10.1007/978-981-19-8241-5\\_22](https://doi.org/10.1007/978-981-19-8241-5_22)
9. Euroscope. (2023). *The European integration of schools: How European approaches change Ukrainian education*. <https://euroscope.org.ua/en/eu-enlargement/the-european-integration-of-schools-how-european-approaches-change-ukrainian-education/>
10. Hussain, S. S. (2022). Content and language integrated learning (CLIL) in ELT as a link between language learning and content development. *Arab World English Journal*, 13 (2), 386–400. <https://dx.doi.org/10.24093/awej/vol13no2.26>
11. Kipchoge, R. (2024). Language and identity: Code-switching practices among multilingual communities. *European Journal of Linguistics*, 3(3), 40–53. <https://doi.org/10.47941/ejl.2053>
12. Moore, P. J. (2022). Task-based language teaching (TBLT) in Japanese EFL contexts. In W. O. Lee, P. Brown, A. L. Goodwin, & A. Green (Eds.), *International Handbook on Education Development in Asia-Pacific* (pp. 1–15). Springer. [https://doi.org/10.1007/978-981-16-2327-1\\_151-1](https://doi.org/10.1007/978-981-16-2327-1_151-1)
13. Nikula, T. (2016). CLIL: A European approach to bilingual education. In N. Van Deusen-Scholl, & S. May (Eds.), *Second and Foreign Language Education. Encyclopedia of Language and Education* (pp. 1–14). Springer. [https://doi.org/10.1007/978-3-319-02323-6\\_10-1](https://doi.org/10.1007/978-3-319-02323-6_10-1)
14. Pandey, G. P. (2024). Foundations and frameworks of ELT and applied linguistics research: Principles, processes and practices. *International Journal of Social Sciences and Management*, 11(4), 126–135. <https://doi.org/10.3126/ijssm.v11i4.70984>
15. Papi, M., & Hiver, Ph. (2024). Proactive language learning theory. *Language Learning: A Journal of Research in Language Studies*, 75(1), 295–329. <https://doi.org/10.1111/lang.12644>
16. Renau, M. L. R., & Marti, S. M. (2018). A CLIL approach evolution and current situation in Europe and in Spain. *International Journal of Science and Research*, 8(12), 1110–1119. <https://repositori.uji.es/server/api/core/bitstreams/cd3953ce-7af6-4908-8277-68cbdf363830/content>
17. Yan, J. (2023). The role of sociolinguistics in English teaching and how to develop sociolinguistics competences of future teachers. *Lecture Notes in Education Psychology and Public Media*, 7, 140–145. <https://www.ewadirect.com/proceedings/lnep/article/view/1599#>