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## PARECER A

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## EDITORIAL SUMMARY

This article investigates the motivation of future teachers within the professional training systems of Ukraine and Sweden, highlighting similarities and differences in pedagogical approaches. With a contemporary contextual framework—including the impacts of war, the COVID-19 pandemic, and European integration—the study emphasizes the significance of student–teacher interaction and the use of practices that stimulate creativity and independent thinking.

While the article is theoretically grounded and structurally coherent, it would benefit from more detailed methodological descriptions and a more critical analysis of the results. The study makes a valuable contribution to the field of language education, particularly in contexts marked by social transformation and crisis, offering relevant insights for the modernization of teacher education.

## ARTICLE ANALYSIS

### INTRODUCTION

The article explores the motivation of future teachers in the professional training systems of Ukraine and Europe, with particular attention to Sweden. The study indicates that despite contextual differences, both educational traditions share a similar perspective on this issue, increasingly emphasizing the importance of student–teacher interaction.

The introduction offers a clear and comprehensive contextualization of second language teaching in Ukrainian and Swedish universities, framing the topic within pressing contemporary scenarios such as the war in Ukraine, the COVID-19 pandemic, and ongoing trends toward European integration and educational modernization.

- The text demonstrates a strong command of the subject, articulating multiple factors that influence language learning;
- It underscores the role of English as a key language in both contexts and highlights how the Swedish experience may serve as a reference for Ukraine;
- The discussion of Sweden’s language policies, including the work of SUAC and the ULF initiative, clearly illustrates the strength of the Swedish language education system and the importance of inter-institutional partnerships.

### CRITICAL ANALYSIS

The article addresses a relevant and timely topic, offering a comparative exploration of second language education in diverse and challenging contexts. The sections are

well-structured and properly referenced, with a rich description of the educational methods and practices applied.

### **STRENGTH OF ARGUMENT**

The article presents strong, well-founded, and up-to-date arguments, supported by a solid theoretical foundation and a clearly articulated context. However, its impact could be enhanced by:

- Introducing more robust empirical analyses;
- Providing greater methodological transparency;
- Presenting the findings and their implications in a clearer and more structured manner.

### **LIMITATIONS AND OPPORTUNITIES**

The study offers significant contributions to researchers and professionals engaged in language education, particularly in contexts of crisis and social transformation.

Nonetheless, several areas require improvement:

- The article would benefit from a brief discussion on the validity and reliability of the content analysis to enhance its scientific rigor;
- The results section should be more critically engaged, highlighting what practices are actually effective, rather than merely listing observed strategies;
- Including perspectives from students and teachers themselves could broaden understanding of the dynamics presented;
- The conclusion should more explicitly address the study's limitations and the persistent challenges associated with implementing the suggested strategies;
- A clearer closing statement that emphasizes the article's unique contribution to the field of language education would strengthen its overall impact.

### **ENGAGEMENT WITH OTHER AUTHORS**

Ukrainian research has highlighted the growing role of immersive technologies—such as virtual reality (VR), augmented reality (AR), mixed reality (MR), and artificial intelligence (AI)—in fostering student motivation, engagement, and autonomy (Drofa, 2012). In Sweden, English language proficiency is a prerequisite for university admission and remains dominant in scientific disciplines (Bardel et al., 2023). The launch of the ULF network in 2017 aimed to enhance cooperation between universities and schools in order to improve teacher training (SUHF, 2017).

A variety of methodologies are employed in teaching, including individual, pair, and group work, role-playing, and document analysis (Movchan, 2011). These practices also encourage analytical thinking by promoting the articulation of opinions, error analysis, and the exploration of alternative solutions (Stepanov, 2022). For an effective educational environment, it is crucial that teachers foster a positive atmosphere, build trust, monitor students' emotional well-being, and provide adequate support (Mudryk, 2024).

In addition, less frequently adopted approaches—such as discussions on controversial topics, differentiated learning, portfolio use, case studies, intercultural dialogue, tandem learning, workshops, and simulations—contribute to the depth and diversity of instructional practices (Kalinichenko, 2021).

### **CONTEMPORARY RELEVANCE**

The article addresses a highly current and relevant issue by examining the motivation of future teachers in contexts requiring innovation in teacher education. By comparing Ukraine and Sweden, the study emphasizes the importance of student–teacher interaction and pedagogical strategies that foster creativity and independent thinking.

It reveals the challenges of breaking away from traditional methods and highlights methodological differences, with European systems favoring research-based learning while Ukraine remains more rooted in theoretical instruction.

### **FINAL ASSESSMENT**

This article explores the motivation of prospective teachers in the Ukrainian and Swedish training systems, emphasizing the role of student–teacher interaction and practices that promote creativity. It offers solid contextualization and theoretical grounding while referencing Swedish language policies as potential benchmarks.

The topic is both timely and relevant, providing important contributions to language education, especially in crisis-affected contexts. However, the study could be strengthened by offering more detailed methodological information, a critical engagement with the results, and the inclusion of perspectives from those directly involved in the process. The conclusion should more clearly outline the study's limitations and unique contributions.

The article demonstrates good engagement with current literature, highlighting technological and methodological innovations in teacher education. Overall, it contributes to the discussion on challenges and advancements in the modernization of teacher training in both Ukraine and Europe.

## REQUIRED REVISIONS

Please highlight the following revisions in yellow within the manuscript:

- The article would benefit from a brief discussion on the validity and reliability of the content analysis to enhance its scientific rigor;
- The results section should be more critically engaged, highlighting what practices are actually effective, rather than merely listing observed strategies;
- Including perspectives from students and teachers themselves could broaden understanding of the dynamics presented;
- The conclusion should more explicitly address the study's limitations and the persistent challenges associated with implementing the suggested strategies;
- A clearer closing statement that emphasizes the article's unique contribution to the field of language education would strengthen its overall impact.

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