



The Impact of Academic Mobility on English Language Teaching Methods: A Comparative Analysis of Pedagogical Practices

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The aim is to determine how academic mobility improves foreign language teaching methods. Methods used: questionnaires, interviews, observations, and analysis of educational materials. The results showed the positive impact of academic mobility on improving the quality of teaching, adapting programmes and introducing innovative approaches. The study involved 50 foreign language teachers from higher education institutions, of whom 25 had experience of academic mobility and 25 had not. Data were collected using a questionnaire (quantitative analysis) and individual interviews (qualitative analysis). It was found that 78% of teachers with mobility experience regularly implement interactive teaching methods, while among those who did not participate in mobility, this figure is 52%. The interviews confirmed that academic mobility contributes to adapting new teaching methods. 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. The results emphasize the importance of academic mobility as a factor contributing to the modernization of foreign language teaching methods. In the current conditions of globalization of education, teachers must be ready to implement innovative approaches, adapt programs and use the best international practices.

Keywords: academic mobility, English language, higher education institutions. Innovations in teaching, teaching methods

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INTRODUCTION

As Zamoshnykova (2024) notes, academic mobility (AM) is a significant element in the development of modern education. It is essential for teaching foreign languages in higher education institutions (HEIs). AM expands the possibilities of teachers to integrate the latest methods, stimulating the use of interactive and digital tools. It promotes the implementation of project-based learning, simulation games and role-playing exercises, which increase student interest and facilitate the assimilation of the material. The exchange of cultural practices allows teachers to expand their arsenal of methods and adapt programs to innovative approaches. Teachers who participated in mobility programs update their teaching methods, taking into account global standards and students' needs. Mobility also contributes to the development of a personalized approach, creating an interactive environment for linguistic and cultural improvement. New forms of assessment, such as practical tasks and teamwork, improve the objectivity of assessing students' knowledge. Thus, academic mobility ensures the qualitative improvement of foreign language teaching methods in higher education.

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 AM, 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.

Literature Review

Ari's (2024) study focuses on the teacher training system in Switzerland, emphasizing universities of teacher education (UTEs) that offer practice-oriented training programs for prospective teachers at various levels of education. In Switzerland, teacher mobility and innovative teaching methods within academic mobility are essential for professional development. This researcher emphasizes the importance of integrating practice into teacher training that responds to societal and educational needs and examines how academic mobility can support teachers' growth at all stages of their careers.

Mulyoto et al. (2024) examine the development of teachers' creativity through career development, including academic mobility and other forms of professional development. The authors emphasize the importance of career development in encouraging creativity in teaching. They focus on how development opportunities through participation in academic mobility programs can influence teachers' ability to adapt and implement new, more creative teaching methods, including language learning.

Zamoshnykova (2024) believes that international academic mobility is a factor in developing the potential of higher education. Cao et al. (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 et al. (2023) focuses on adapting curricula, emphasizing the importance of taking into account the needs of students as a factor contributing to the quality of teaching. Goldstein (2022) also believes that academic mobility programs not only develop intercultural competence but also contribute to the professional development of teachers, increasing their flexibility in modern teaching methods. However, other researchers, such as Huang et al. (2023), are more critical of these programs, indicating that although mobility enriches the experience of teachers, not all participants use this experience in their future teaching practice, which calls into question the universality of such programs. This indicates the need for additional research on the effectiveness of academic mobility and the mechanisms for implementing its results in the educational process.

Among the proponents of interactive research methods, López-Torres et al. (2023) confirm that using serious games and interactive approaches promotes student engagement and improves learning outcomes. Similar conclusions are drawn by Resmi et al. (2023), who investigated group interaction methods and their impact on student engagement. This suggests that interactive approaches can increase learning effectiveness by involving students. At the same time, Sowell (2022) notes that the success of interactive methods largely depends on the experience of teachers, in particular their participation in exchange programs that promote the development of skills in implementing new procedures. Therefore, implementing interactive methods requires not only practical teaching tools but also trained teachers who can apply these approaches in their practice.

Researchers also pay attention to neuro-linguistic programming (NLP) and audiovisual translation as teaching methods. Purnama et al. (2023) claim that NLP increases student engagement by creating an effective environment for interaction. Another interesting study was conducted by Requena et al. (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.

In the context of wartime Ukraine, Skybun and Trofymenko (2022) emphasize the need for a detailed analysis of the impact of academic mobility in domestic higher education institutions. They note that studies conducted in other countries are not always entirely relevant due to specific circumstances, including war and its impact on the educational process. This highlights the need for empirical studies that consider the unique challenges of the Ukrainian education system in times of crisis.

The literature analysis shows that although many researchers positively evaluate AM 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 AM affects foreign language teaching in the Ukrainian context.

The literature review demonstrates that academic mobility and the integration of technologies in foreign language teaching are promising areas of educational development, but numerous challenges accompany their implementation. Despite the positive results recorded in international studies, the question of the effectiveness of these approaches in the specific conditions of Ukrainian education, especially in the context of military reality, remains open. The insufficient empirical studies analyzing the real impact of academic mobility on teaching methods in Ukrainian higher education institutions create a scientific gap that needs to be filled. This study aims to expand existing knowledge by assessing how mobility contributes to implementing modern teaching methods and identifying key factors that influence the effectiveness of these changes.

METHOD

The research procedure included several stages: preparatory stage, data collection and analysis of results.

Preparatory stage

- Literature analysis. This section reviews current research on the impact of AM 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 AM, and the rest do not.

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 AM 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.

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 AM 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. Specific aspects of adapting teaching methods in the context of AM were also analyzed.

Methods

1. 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.

2. Interviews. Each participant was interviewed individually to discuss the details of their teaching experience and the impact of AM. 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.

3. 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.

4. 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.

Descriptive statistics and frequency data comparison methods were used to test the statistical results, mainly using SPSS to determine the difference between teachers with and without AM experience. This allowed us to identify statistically significant differences in the use of teaching methods between the two groups, confirming the impact of AM on changing teaching practices.

The instruments were also validated by comparing them with other studies in the field, in particular, the results of studies by Al-Agtash and Khadra (2019), Alhajiri and Alshuraiaan (2023), and Serpa et al. (2020), which helped to ensure the consistency of the data and their compliance with the theoretical framework.

Sampling

A questionnaire was administered to 150 English language teachers to assess their willingness to participate and their compliance with the selection criteria. The main

criteria were 5 years of experience and experience in AM programs. 60 teachers who met the requirements and agreed to participate were selected; 50 were included in the final sample. Ten were excluded due to limited availability for interviews. The majority of participants (90%) were female, with a mean age of 35 years. The distribution by gender, age, and work experience is shown in Figures 1-3.

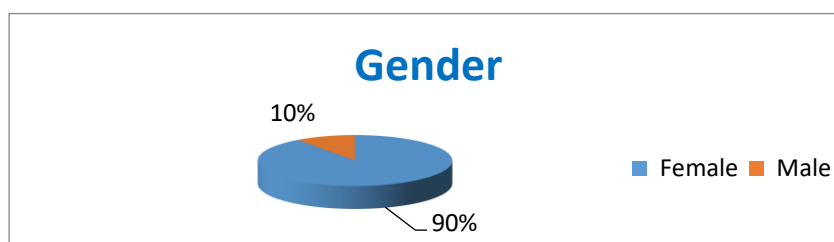


Figure 1
Characteristics of respondents by gender
* Author's development

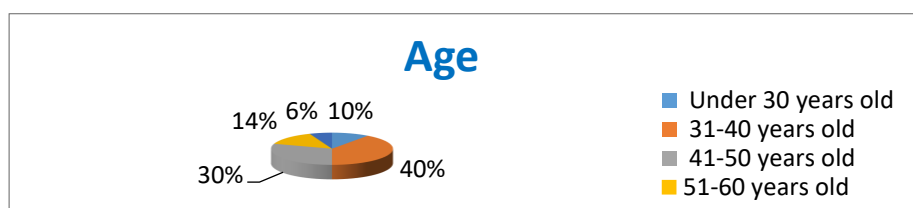


Figure 2
Characteristics of respondents by age
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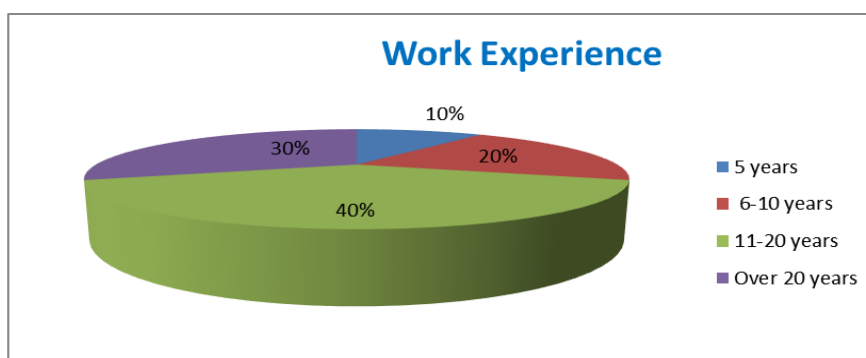


Figure 3
Characteristics of respondents by work experience
* Author's development

Respondent selection criteria

Respondent selection criteria included professional experience, with teachers having at least five years of teaching English to ensure competence. The sample comprised 25 teachers with AM experience and 25 without, where AM participants had at least six months in international programmes, internships, or conferences, essential for evaluating mobility's impact on teaching. Additionally, teachers interested in applying innovative methods and technologies were included to study their approaches effectively.

Selection process:

Teachers were invited to participate in the study with an explanation of the objectives, methodology and participation criteria. The final sample was formed by evenly distributing teachers with and without AM experience. A group of teachers from different universities was selected to cover different approaches. Teachers with at least 5 years of experience ensured high competence and awareness. A representative sample (50 people) allowed for accurate results. The survey was conducted on a voluntary basis via Google Forms with full information to the participants about the purpose and confidentiality.

Tools

The following tools were used to collect and analyze data: SPSS software for analyzing quantitative data from the questionnaires, enabling the identification of statistically significant differences between teacher groups; an application form and questionnaire designed specifically for this study, including questions about teaching experience and the impact of AM on teaching methods; and tables and graphs of observation evaluation to systematize the results of teaching practice observations. These methods and tools facilitated a detailed study of changes in foreign language teaching under the influence of AM.

FINDINGS

Analysis of the results shows that teachers with academic mobility experience are more likely to use interactive methods and modern technologies in teaching foreign languages, which emphasizes their adaptation to new methodologies (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

* *Author's development*

40% of respondents belong to the age group of 31-40 years, which indicates the average age of innovation-oriented teachers. 70% have teaching experience of over 11 years. Half of the respondents (50%) participated in short-term AM programs, of which 60% chose Erasmus+, 20% - Fulbright, 20% - other programs, which confirms the importance of Erasmus+ in professional development. 80% of AM participants began to use new teaching methods, in particular cross-cultural aspects (72%) and approaches to teaching grammar (60%). Combined and communicative methods are chosen by 80% of teachers, which indicates their effectiveness. The grammar-translation method is considered effective by 60%, which reflects the diversity of approaches. 80% of AM participants believe that the programs contributed to the introduction of new methods,

demonstrating the influence of international experience. Interview data confirm the quantitative results, illustrating the advantages and disadvantages of the methods. Table 2 reflects how AM influenced teachers' approaches to teaching a foreign language.

Table 2
Interview results

Teaching method	Group with AM experience (%)	Group without AM experience (%)	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

* *Author's development*

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

The analysis of the table shows that 70% of teachers participating in mobility programmes use communicative methods, while this figure is 50% among teachers without mobility experience. Direct methods are used by 40% of teachers with mobility experience compared to 30% in the group without such experience. The grammar-translation method is chosen by 35% of teachers without mobility experience compared to 25% among teachers with mobility experience. Intensive and project-based methods are used by fewer teachers in both groups, but somewhat more often among teachers with mobility experience. These data indicate that the experience of academic mobility influences the choice of methods, increasing the tendency to use innovative approaches, such as communicative and direct methods, which contribute to the active involvement of students and the development of their language skills. Based on the data obtained, a comparative analysis of the teaching methods used by English teachers with and without AM experience can be made (Fig. 4).

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

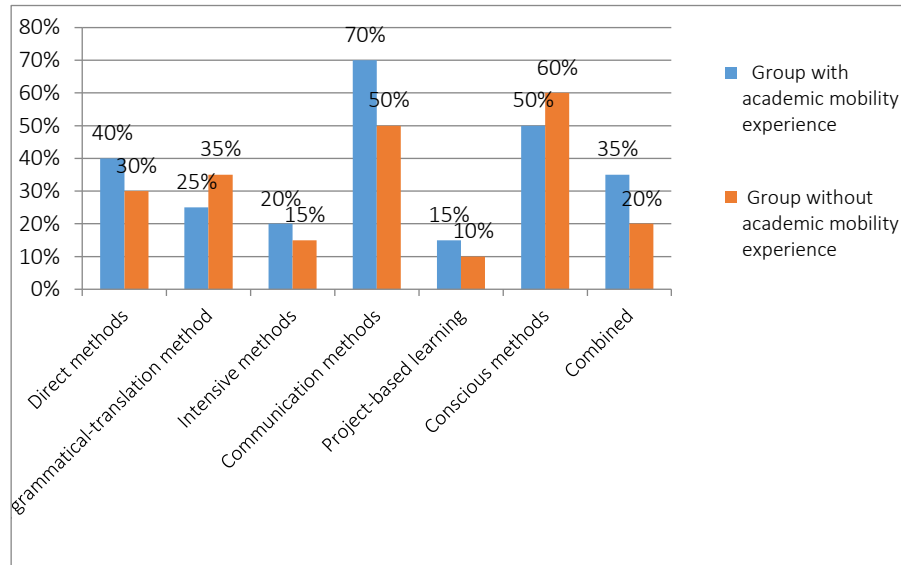


Figure 4

Comparative characteristics of English teaching methods in the two groups

* Author's development

English teachers with AM experience frequently apply communicative methods, highlighting the impact of international exposure on teaching approaches. Teachers in HEIs emphasized the essential role of modern methods, particularly the communicative approach, in foreign language education. Interviewed teachers noted that multimedia tools significantly enhance student engagement and motivation. They also highlighted the need for ongoing teacher training in digital technologies for professional growth. The importance of an interdisciplinary approach to foreign language teaching was underscored, especially in the context of technological globalisation.

DISCUSSION

Our study aimed to assess the impact of academic mobility (AM) on English language teaching methods, particularly on the implementation of communicative methods. The results of our study showed that AM 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 et al., 2023). According to the participants in our study, integrating new teaching methods acquired through participation in AM 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 et al. (2020) emphasise that teachers participating in mobility programmes often demonstrate a greater willingness to implement innovative teaching methods. Our data confirms this, where 80% of teachers with AM 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 AM. Another interesting finding from the interviews is that teachers with AM experience use multimedia tools. This aspect is highlighted in the research of Litkovych et al. (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 et al. (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 AM 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 et al. (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 AM 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 et al. (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 et al. (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, our study confirms the importance AM 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 AM remains limited. Comparing our results with other studies, we can confirm that the study of AM is an essential tool for the development of modern teaching methods, but at the same time, we highlight the existing barriers and resistance to change. Many teachers, even with AM experience, face difficulties adapting to new methods due to insufficient professional training and lack of proper support from the administration of educational institutions. Our results indicate the need for further research to develop advanced training programs for teachers, particularly in modern technologies and teaching methods, which will help overcome these barriers and effectively implement new approaches in the educational process.

CONCLUSIONS

Analysis of the results shows that 40% of respondents are 31-40 years old, which indicates the average age of teachers focused on innovation. 70% have teaching experience of more than 11 years. Half of the respondents (50%) participated in short-term academic mobility (AM) programs, of which 60% chose Erasmus+, 20% Fulbright, and 20% other programs. This confirms the significant role of Erasmus+ in the professional development of teachers.

80% of AM program participants started using new teaching methods, 72% focused on intercultural aspects, and 60% on changing approaches to teaching grammar. 80% of teachers chose combined and communicative methods, confirming their effectiveness. The grammatical translation method is considered adequate by 60%, which reflects the diversity of approaches. 80% of AM program participants believe that these programs contributed to introducing new methodologies, demonstrating the influence of international experience.

The interview data confirm the quantitative results, illustrating the advantages and disadvantages of the methods. 70% of teachers with AM experience use communicative

methods, while among those who did not participate in mobility programs, this figure is 50%. Direct methods are used by 40% of teachers with AM experience, compared to 30% in the group without such knowledge. The grammar-translation method was chosen by 35% of teachers without mobility, compared to 25% among those with international experience. Fewer teachers in both groups use intensive and project-based methods, but they are slightly more common among those who have undergone AM. The study of the impact of AM 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 study of the impact of AM 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 AM 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.

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APPENDIX

Appendix A

Questionnaire for English language teachers in higher education institutions

The survey aims to investigate how AM (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 AM 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, audiolingual, “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 AM 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.
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Thank you for your time and answers!