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THE INTEGRATION OF BILINGUAL EDUCATION AND METACOGNITIVE DEVELOPMENT: A FRAMEWORK FOR ENHANCED LEARNING OUTCOMES

Марина Валеріївна Цегельська,

к. філол. н., доцент, доцент кафедри
англійської мови з методикою викладання,
Криворізький державний педагогічний університет,
TESOL-Ukraine

This article explores the integration of bilingual education and metacognitive development within the educational framework of Interclass School, a pioneering institution committed to fostering multilingual proficiency and cognitive empowerment. Drawing on theoretical insights and practical applications, the article examines the symbiotic relationship between bilingualism and metacognition in promoting enhanced learning outcomes. Through a comprehensive analysis of pedagogical strategies and empirical evidence, the article highlights the transformative impact of bilingual education combined with metacognitive approaches on student academic achievement, cognitive flexibility, and socio-cultural competence. By elucidating the theoretical underpinnings and practical implications of this integrated approach, the article offers valuable insights for educators, researchers, and policymakers seeking to optimize educational practices in diverse linguistic and cultural contexts.

Key words: *bilingual education, metacognitive development, language acquisition, cognitive empowerment, educational practices.*

Introduction. In an increasingly globalized world, the demand for individuals proficient in multiple languages has become paramount. Bilingual education, which involves instruction in two languages, has emerged as a powerful tool for fostering linguistic fluency, cultural awareness, and cognitive development. Concurrently, the field of education has witnessed a growing recognition of the importance of metacognitive development – the ability to reflect on and regulate one’s own thinking processes – in enhancing learning outcomes across various domains. This article reveals the exploration of the synergistic relationship between bilingual education and metacognitive development, with a focus on their integration within the educational framework of Interclass School.

Theoretical Framework. Bilingual education emphasizes the simultaneous development of proficiency in two languages, often through immersion programs or content-based instruction. Research indicates that bilingualism offers cognitive advantages, such as enhanced executive function, cognitive flexibility, and metalinguistic awareness. Metacognition, on the other hand, encompasses a range of higher-order cognitive processes involved in monitoring, planning, and evaluating one's learning. By fostering metacognitive skills, students gain greater control over their learning processes, leading to improved academic performance and transferability of skills across contexts.

Integration of Bilingual Education and Metacognitive Development. At Interclass School, bilingual education is seamlessly



integrated with metacognitive development to create a synergistic learning environment. Through a combination of language immersion, content-based instruction, and explicit instruction in metacognitive strategies, students are empowered to become self-regulated learners capable of navigating complex linguistic and cognitive tasks with confidence. For example, students engage in reflective activities, such as journaling and goal-setting, to monitor their language learning progress and identify areas for improvement. Moreover, teachers incorporate metacognitive scaffolding into language instruction, guiding students in strategic language use and problem-solving.

Empirical Evidence. Empirical studies have demonstrated the efficacy of integrating bilingual education and metacognitive development in promoting enhanced learning outcomes. Research findings indicate that students enrolled in bilingual programs with metacognitive instruction exhibit higher levels of language proficiency, cognitive flexibility, and academic achievement compared to monolingual counterparts. Furthermore, longitudinal studies have shown that bilingualism coupled with metacognitive strategies leads to long-lasting cognitive benefits, including improved memory retention and critical thinking skills.

Implications for Practice and Policy. The integration of bilingual education and metacognitive development has significant implications for educational practice and policy. Educators can leverage this integrated approach to design curriculum and instruction that foster linguistic and cognitive empowerment in diverse student communities. Policymakers can support the implementation of bilingual programs with metacognitive components by allocating resources, providing professional development opportunities for teachers, and promoting research on best practices. By embracing this integrated framework, educational institutions can cultivate a generation of globally competent learners equipped with the skills and knowledge to thrive in an interconnected world.

Conclusion. In conclusion, the integration of bilingual education and metacognitive development represents a promising avenue for enhancing learning outcomes and promoting cognitive empowerment in educational settings. Interclass School serves as a model for this integrated approach, offering a blueprint for educators, researchers, and policymakers seeking to optimize educational practices in diverse linguistic and cultural contexts. By embracing bilingualism and metacognition as complementary components of the learning process, educational institutions can empower students to become lifelong learners capable of navigating the complexities of an increasingly interconnected world.

Tsehelska Maryna. Інтеграція двомовної освіти й метакогнітивного розвитку: основа для покращення результатів навчання

У статті досліджено інтеграцію двомовної освіти й метакогнітивного розвитку в освітню структуру Interclass School, інституції-новатора, що сприяє багатомовному оволодінню та розширенню когнітивних можливостей. Відштовхуючись від теоретичних висновків і практичного застосування, у статті розглянуто симбіотичний зв'язок між двомовністю й метапізнанням у досягненні



кращих результатів навчання. Завдяки всебічному аналізу педагогічних стратегій та емпіричних відомостей у статті висвітлено трансформаційний вплив білінгвальної освіти разом із метакогнітивними підходами на навчальні досягнення учнів, когнітивну гнучкість і соціокультурну компетентність. Окресливши теоретичні основи й практичну значущість такого інтегрованого підходу, авторка статті пропонує цінну інформацію для педагогів, дослідників і політиків, які прагнуть оптимізувати освітню практику в різноманітних мовних та культурних контекстах.

Ключові слова: білінгвальна освіта, метакогнітивний розвиток, засвоєння мови, когнітивне розширення можливостей, освітні практики.

Maryna Tsehelska, Candidate of Philological Sciences, Associate Professor, Kryvyi Rih State Pedagogical University, Department of English Language and Methods of Its Teaching

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TECH TOOLS TO SUPPORT SEL IN EFL CLASSES

Ірина Вікторівна Школа,

к. філол. н., доцент, доцент кафедри іноземних мов та методики викладання, Бердянський державний педагогічний університет

Віолетта Володимирівна Панченко,

к. пед. н., доцент, доцент кафедри іноземної філології, Харківська гуманітарно-педагогічна академія

The article reveals an examination of the use of digital tools to support social-emotional learning in English language classes during crisis situations.

Key words: social-emotional learning, digital tools

Introduction. During times of crisis, such as the Covid-19 pandemic and the Russian-Ukrainian war, educational institutions faced numerous challenges. Many schools in Ukraine adapted by shifting to remote or hybrid learning models to prioritize student safety. English teachers, in particular, began utilizing various online tools to make remote instruction more engaging, interactive, and effective in developing students' language and social skills. As highlighted by Rachele Dené Poth [1], integrating technology into education facilitates a more open exchange of students' experiences, making it a valuable approach during such difficult times.

Research objectives. The purpose of this study is to explore the role of digital tools in facilitating social-emotional learning (SEL) in English language classes during crises such as the Covid-19 pandemic and the Russian-Ukrainian war. The study **aims** to investigate how the integration of technology supports the development of students' language and social skills in remote and hybrid learning environments, as well as to examine the impact

