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The Effectiveness of Situational Exercises in Developing English Language Competence in Non-Philology Students

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Annotation. This study evaluated situational exercises for developing professional speech competence among 212 non-philology students over one semester. Compared with traditional instruction, the experimental model produced 11-14-point higher composite cognitive scores, 18% faster responses, 20-25% greater communication accuracy, 1.1-1.4-point higher overall creativity scores, and a 28% reduction in structural and genre errors versus 9% in the control groups.

Keywords: *situational exercises, competence, English language competence, non-philology students.*

Introduction

The problem of forming the speech competence of students of non-philological specialities has become particularly important in connection with the transformations in the field of higher education and the growing requirements for professional communication.

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For future specialists in the fields of management, public administration, tourism, and hotel-restaurant business, foreign language proficiency has ceased to be an optional skill; it has become a key tool for professional activity and a competitive advantage in the labour market. In this area, there is an urgent need to search for such methods that would ensure not only the assimilation of grammatical constructions and vocabulary but also the ability to act in real communicative situations.

One of the notable contributions to the understanding of the assessment of communicative competence was made by authors Harding et al. (2022). The authors underscored the need to assess both the language knowledge of the students and their abilities to incorporate social elements into the tasks that they perform. The conclusions of the researchers confirmed the importance of assessing the students' abilities in situational exercises that test their real abilities to perform in a foreign-language professional environment. The observations of authors Grin et al. (2022) became valuable in the context of assessing communicative competence in interdisciplinary education. The authors substantiated the need to consider global and socio-economic trends in the development of language policy in education, in addition to the interactions between different languages and professional discourse. The authors also noted the prospects of integrating language training into professional education programmes to ensure that students are competitive in the international market.

The integration of task-based learning methods and the functional approach has proven its effectiveness in the paper by Nguyen and Dao (2021). The authors demonstrated an increase in communicative competence of students in the case when the learning process was based on performing tasks related to real life. The authors divided tasks into those with a specific practical goal and showed that such tasks encouraged the use of the target language by the students and developed relevant professional skills. Digital technologies in teaching foreign languages have been thoroughly analysed in the work of Vo et al. (2023). The use of technology in CLIL methodologies has opened new horizons for individualisation of educational processes, motivation of students to learn, and interactivity that can take place in the learning process. Digital technologies allow the creation of environments in which foreign languages can be constantly practiced, and in which communication technologies can be integrated into the learning process (Beissembayeva et al., 2026; Amangazykyzy et al., 2025).

According to the study by Sharata et al. (2023), the communicative method of teaching foreign students made it possible to develop their professional competencies and increased the interactivity of the educational process. The authors also noted the effectiveness of the communicative method in increasing the effectiveness of learning processes and the motivation of students to participate in the educational process. Kopylova and Titarenko (2022) drew attention to the difficulties that arose in teaching oral speech to students of the Humanities in non-philological directions. The authors stated that traditional methods often did not provide the proper level of practicality,

and students had limited opportunities to apply the language in professional contexts. In the results of the work, it was shown that the need for changes in the methodological support of training is indisputable.

Pedagogical aspects of improving the communication skills of university students were analysed by Fabian et al. (2024). In their conclusions, the authors highlighted that the development of communication skills required a systematic approach, which combined methods of formal training and practical tasks. Integrated programmes focused on the active use of the language allow achieving the most sustainable results. The study by Turko et al. (2021) was dedicated to the systematisation of the latest tools for the formation of foreign language communicative competence. The authors note that the use of the newest educational resources (interactive platforms, multimedia tools, etc.) helps to develop the foreign language competence of students, not philology. The application of these digital technologies in the methods aimed at the facilitation of the communication of the learners resulted in the formation of the foreign language competence of the students.

The speech competence of students who do not study philology includes linguistic, sociolinguistic, and pragmatic competence. According to the CEFR Companion Volume, speech competence includes the ability to interact online and mediate between texts and persons involved in the communication process (Council of Europe, 2020). Speech competence for students not studying philology is formed mainly as a means of communication facilitation within their professional activity (Shahwan, 2025; Kudryk & Lazarenko, 2025). Thus, second language learning includes the assimilation of speech competence along with other kinds of knowledge and skills in a foreign language.

The situational exercises are the core of the teaching methodology. In the framework of the paradigm described. For example, teachers can ask students to use the language required to solve problems in their fields of expertise by modelling professional interactions such as taking telephone calls from clients, giving briefings to team members, making presentations to clients, and submitting appeals to third parties. Research on task-based language teaching (TBLT) has demonstrated that planning lessons around the completion of tasks can lead to better student language performance in terms of accuracy, fluency, and the complexity of their language use (Fernández, 2021). Furthermore, many tasks require students to learn different genres of texts used in the professional field, to understand appropriate register and etiquette, and to read and interpret various types of professional resources (Mudinillah et al., 2024; Pei & Kravchenko, 2025).

The bases of task-based language teaching (TBLT) and content and language integrated learning (CLIL) can be complementary so as to provide an effective methodology for teaching professional fields. TBLT focuses on task completion and using language to achieve the task (Hryhorash et al., 2021; Dubovyk, 2024). Research has shown the benefits of planning and practising tasks and giving feedback to teachers who use techniques such

as TBLT. But there are also studies that show the problems of using TBLT for formal tests of students' knowledge of the languages they are learning. Moreover, there are few studies on the subject that explore the effectiveness of TBLT on university students not studying philological subjects. Nevertheless, CLIL methodology allows students to learn a foreign language together with other subjects such as management, tourism, and hospitality (Ruiz-Madrid & Fortanet-Gomez, 2023). Furthermore, many higher education institutions have CLIL classes on their campuses, where students attending these colleges or universities also study English for Specific Purposes subjects in such institutions (Kováčiková, 2020). Research in a number of European countries has indicated that CLIL methodologies improve students' speaking skills, their knowledge of subject-related terminology, and their motivation for learning those subjects. However, many teachers who use these methods have reported difficulties in finding teachers who are proficient in the foreign language that is to be taught to the students, as well as difficulties in creating methods of measuring the students' success in learning these subjects (Papaja, 2023). Similar studies were also carried out in Ukrainian universities of non-philological faculties within those universities (Hannichenko, 2025a). Digital technologies can be used in TBLT and CLIL contexts to increase the amount of practice learners get and to provide feedback on that practice. Moodle, for example, has enabled teachers to create tasks for students, to establish grading criteria for these tasks, and to give feedback to students about their completed tasks; research in ESP has specifically suggested that students who have participated in courses designed to maximise the likelihood of them completing the tasks have performed better (Goh & Lee, 2025). However, research based on Moodle learning environments has demonstrated mixed results depending on the disciplines of students within those Moodle classes and the level of interaction teachers had with students within those Moodle learning environments. Moreover, mobile application platforms like Duolingo have provided a chance for students to improve their receptive and productive language abilities by engaging in the regular use of that application (Shortt et al., 2023). Moreover, research carried out by parties independent of the developers of these mobile applications has proven that students' language skills significantly improve after using these applications (Smith et al., 2024). However, the development of general language skills does not necessarily mean that the students have developed the specific skills needed to communicate effectively with professionals in their field of study. Therefore, although these mobile applications may be useful for the completion of TBLT or CLIL classes in cases corresponding to those classes, the applications do not provide appropriate environments for students to interact with professionals in their field.

The existence of artificial intelligence assistants such as AI chatbots based on large language models has opened up more possibilities for the use of those AI bots within the framework of language education (Spytska, 2023; Alam & Asmawi, 2025). Some of the literature on these AI chatbots points out some of the risks of using them but also

suggests that they can improve students' speaking and writing skills (Du & Daniel, 2024). The effect of incorporating AI chatbots into language education classes on the learning performance of the students in those classes has generally been positive, but the extent of the effect has varied depending on the types of courses that were used with the AI chatbots. For instance, it appears that students outside the field of philology have benefited the most from the addition of AI chatbots to provide simulated dialogues, tutors, and feedback from teachers and case studies from professionals in the fields of those students (Wang & Fan, 2025; Malyk, 2024). Benefits of role-playing in service industry-related contexts have been reported in terms of students' fluency, accuracy, confidence, and readiness to perform in those roles. In addition, the effectiveness of these contexts has been enhanced when media files were used as media files in those roles (Purwanto et al., 2024).

CLIL has also proven useful in teaching foreign languages for vocational purposes. For example, the use of Spanish as a CLIL to teach engineering students resulted in the improvement of students' engineering terminology and oral communication skills (Nogales-Delgado et al., 2023). Furthermore, in Europe, projects that used the principles of CLIL along with role-plays and case studies from professionals in the hospitality industry who used English for Hospitality (EnfH) resulted in an increase in the employability of students majoring in tourism and hospitality (Project English for Hospitality, 2021).

Finally, there are various studies that have also explored the use of CLIL, project work and situational learning in tertiary education in the Asian region. For example, projects combining aspects of CLIL with design thinking contributed to the development of the soft skills of students pursuing careers in the service industry (Lee, 2024). In addition, another group of students who can take advantage of the integration of multimedia presentations into role-play activities is Indonesian students involved in tourism and hospitality (Ridayani & Purwanto, 2024). Another study found that the integration of role-play components into hospitality and tourism classes through speaking activities greatly enhanced the students' speech accuracy and fluency (Sampelolo & Shilfani, 2023). These results are in accordance with the requirements of their consumer bases in the communication and service sectors.

There has been a lot of research in the area of CLIL in higher education. Firstly, there are some research gaps in the area that necessitate further research. Specifically, there is a gap in research regarding the professionally oriented aspects of language learning for students not studying fields related to language learning. Secondly, the impact of situational exercises on creativity and adaptive communication has not yet been properly quantified and evaluated. Thirdly, most studies overlooked the possibility of combining traditional communication approaches with digital technologies and artificial intelligence in the context of non-philological education.

The Aim and Objectives

This study aimed to evaluate the effectiveness of professionally oriented situational exercises in developing the speech competence of students in Management, Public Administration, Hotel and Restaurant Business, and Tourism. The objectives were to summarise relevant international approaches to professionally oriented language teaching; compare the composite cognitive, practical, and overall creativity outcomes of the experimental and control groups; examine changes in performance across T0, T1, and T2; analyse structural and genre errors in students' oral and written work; and assess students' perceptions of the professional relevance, usability, and motivational value of the programme.

Method

The study was organised as an empirical pedagogical experiment on the basis of the Faculty of Management of Mykolayiv State Agrarian University. Students of the specialities "Management" (073), "Public Administration" (281), "Hotel-restaurant business" (241), and "Tourism" (242) took part in the study. All of them were in their third or fourth year of study, which provided them with a sufficient level of preliminary language training and professional knowledge to perform tasks related to their speciality. Participants studied English as a mandatory discipline as part of the educational programmes of their specialities. The total number of participants was 212, who were divided into control and experimental groups. The criteria for inclusion in the sample were training in these specialities within the Faculty of Management, a confirmed level of English not lower than B1 on the Common European Framework of Reference for Languages (CEFR) scale, which was determined by the results of entrance testing, and the absence of participation in parallel intensive language courses during the semester. The sample did not include students who had a long stay abroad or intensive language practice outside the University, which could significantly affect the results.

The experiment was conducted during one academic semester (12–14 weeks). Three measurement waves were identified to capture the results: at the beginning of the semester (T0), in the middle (T1), and at the end (T2). This allowed tracing the intermediate dynamics of competence development in addition to the final effect. All participants gave informed consent to take part, and their personal data were encoded, which ensured anonymity. The study was conducted in accordance with the principles of the Helsinki Declaration and the University's ethical standards, which guaranteed voluntary participation and protection of students' rights.

A training programme was developed for the experimental group that combined situational exercises using the electronic Moodle environment and an integrated Artificial Intelligence (AI) assistant as a dialogue simulator. Each lesson consisted of three stages: preliminary activation of language and genre knowledge, performing a situational task in pairs or small groups with the distribution of roles, and final debriefing, during which a structured assessment and feedback were provided. For an additional exercise, the AI assistant was used: students worked with the assistant to write dialogues, received advice from the assistant regarding the style and structure of their statements, and edited the answers themselves. The control group was trained according to the traditional method, which used textbooks, grammatical and lexical exercises, and dialogues without reference to real professional contexts. The structure of classes in the control group included explanations from the teacher, completing training tasks, and discussing texts, but without specially developed scenarios. This helped compare the effects of two different training methods.

The content of the experimental programme was differentiated by speciality. Management students completed management briefings, business presentations, KPI discussions, and tasks involving business documentation. Public Administration students practised official requests, press briefings, administrative documents, and responses to difficult questions from journalists. Hotel and Restaurant Business students worked with menus, price lists, service instructions, telephone orders, and customer complaints, including situations requiring alternative apology and compensation strategies. Tourism students performed tour presentations, client consultations, negotiations, and conflict-resolution tasks adapted to different customer profiles and sociocultural contexts.

Unlike conventional dialogues with predetermined responses, the experimental tasks contained a professional problem that could be resolved through several communication strategies. Students were therefore required to select an appropriate register, organise the response according to the relevant professional genre, react to changes introduced during the scenario, and justify the chosen course of action. For example, a hotel-service task required students to respond to a complaint about food quality and propose several forms of apology or compensation, whereas a public-administration task required them to answer challenging questions during a simulated press briefing without violating formal communication conventions.

The control group covered the same professional vocabulary, grammatical material, and thematic content but practised them through reading, translation, vocabulary, and grammar exercises, text discussion, and textbook dialogues. The control tasks did not include changing scenario conditions, distribution of professional roles, alternative solutions to communication problems, compulsory adherence to genre protocols, or evaluation of response time and strategic variability. Consequently, the experimental and control programmes differed not in the language material studied but in how

that material was applied: the control programme focused on reproducing previously practised forms, whereas the experimental programme required students to use them independently in unpredictable professional situations.

A system of indicators was developed that included cognitive, practical, and creative components to evaluate the results. The cognitive component was determined using a researcher-developed test administered under standardised conditions that included reading professional texts, controlling grammar, and testing knowledge of terminology. The practical component was recorded by analysing the performance of situational tasks with measurement of reaction time, accuracy, and compliance with genre requirements. The creative component assessed students' ability to offer several alternative options for communicative behaviour in situations of uncertainty. For this purpose, content analysis was used to identify trends in the use of speech strategies, genre elements, and typical errors. Subjective indicators were collected with a questionnaire. Participants filled out anonymous questionnaires that assessed the relevance of tasks for their future profession, their sense of progress, and the usability of the digital platform. Both Likert scales and open-ended questions were used. The collected quantitative data were subjected to statistical processing using t-tests to check differences between groups and analysis of variance to assess the dynamics of changes over the course of the semester. Correlation coefficients were used to identify relationships between indicators. The qualitative block included thematic coding of students' responses and interpretation of survey results in combination with a portfolio of papers.

The cognitive component was measured using a researcher-developed Professional English Achievement Test administered under standardised conditions at T0, T1, and T2. Parallel test forms followed the same structure, scoring system, and level of difficulty, while their professional content was adapted to each speciality. The test lasted 60 minutes and had a maximum score of 100 points. The reading section included two professionally oriented texts of approximately 250–300 words and ten multiple-choice comprehension questions worth four points each, giving a maximum of 40 points. The grammar section contained 15 contextualised multiple-choice and gap-completion items worth two points each, giving a maximum of 30 points. The terminology section included 15 matching, definition-recognition, and context-completion items worth two points each, giving a maximum of 30 points. One-point category was awarded only for a fully correct response, and no partial credit was given. The reading materials and terminology reflected the professional domains of management, public administration, tourism, and hotel and restaurant business, while all versions retained the same test blueprint.

The creative component was assessed using an Alternative Communication Response Task consisting of four unfamiliar professional scenarios relevant to each speciality. Students were required to propose at least three possible communicative responses to each situation rather than reproduce a single predetermined answer. Management students responded to negotiation and decision-making scenarios; Public

Administration students addressed official communication and press-briefing situations; Tourism students completed client consultation and conflict-resolution tasks; and Hotel and Restaurant Business students responded to complaints, order-related problems, and service failures.

Reading comprehension, grammar, and professional terminology contributed to a single composite cognitive score. Similarly, originality, pragmatic relevance, and strategic variability were combined into an overall creativity score. Separate subscale scores were not retained and were therefore not analysed as independent outcomes.

Responses were evaluated using an analytic rubric containing three criteria: originality, pragmatic relevance, and strategic variability. Each criterion was rated from 1 to 5. A score of 1 indicated a single formulaic or inappropriate response with no meaningful variation; 2 indicated limited, and only partly relevant alternatives; 3 indicated at least two workable but conventional options; 4 indicated three distinct and contextually appropriate strategies; and 5 indicated three or more clearly differentiated, original, and professionally appropriate strategies adapted to the interlocutor and situation. The final creativity score was calculated as the mean of the three criteria across the four scenarios and was therefore reported on a five-point scale.

The internal consistency of the assessment criteria was acceptable, with a Cronbach's alpha coefficient of 0.84. Inter-rater reliability between the two independent assessors was also satisfactory, with an intraclass correlation coefficient of 0.82. The assessment instruments were designed to correspond directly to the cognitive and creative components defined in the study. However, their construct and criterion validity were not independently examined. Therefore, although the instruments demonstrated acceptable internal consistency and inter-rater reliability, the absence of formal validation should be considered when interpreting the findings.

Paired-samples t-tests were used to compare T0 and T2 scores within the experimental and control groups. Independent-samples t-tests were used to compare the experimental and control groups at baseline and at the end of the intervention. The development of scores across all three measurement points (T0, T1, and T2) was examined using a mixed-design analysis of variance, with time as the within-subject factor and group as the between-subject factor. Statistical significance was set at $p < 0.05$.

Findings

The analysis focused primarily on three composite outcomes: cognitive performance, practical communication performance, and creativity. Comparisons by academic speciality were treated as exploratory because the principal objective was to determine whether situationally organised instruction produced better outcomes than traditional instruction. Below are the results of the final Test illustrating these differences (Table 1).

Table 1

Composite Cognitive Scores at T2 by Speciality (on a 100-point Scale)

Speciality	Control group (T2)	Experimental group (T2)	Difference
Management	74.2	85.6	+11.4
Public administration	71.8	83.9	+12.1
Hotel-restaurant business	70.5	84.7	+14.2
Tourism	72.6	86.1	+13.5

The experimental groups achieved higher composite cognitive scores than the corresponding control groups in all four specialities. While all areas have shown considerable gains, specialisations that are more closely related to interpersonal communication in the service sector have exhibited more rapid progress.

In communication tasks, the experimental group showed a reduction in response time to situational calls by an average of 18% compared to the control group (Table 2).

Table 2

Quality of Communication Tasks (T2)

Indicator	Control group	Experimental group	Change in %
Average response time (seconds)	14.6	12.0	-18%
Accuracy of genre elements (%)	68.5	85.3	+24%
Using polite strategies (%)	61.4	79.5	+18%

The accuracy of performing key script steps (compliance with genre requirements, relevance of replicas, use of polite strategies) increased by 20–25%. This confirms that the systematic use of situational exercises has a positive effect not only on knowledge but also on practical readiness for professional speech. Considering the practical component, it is worth noting the various mechanisms of growth in specialities. In the "Hotel-restaurant business" and "Tourism", reducing the average response time was crucial: the response rate in standard service situations increased by almost a fifth. This is especially important for communicating with customers, where a delayed response can lead to a loss of trust. In the specialities "Management" and "Public Administration", the emphasis was placed not so much on speed, but on the accuracy and genre structure of responses. It was in these groups that the greatest increase was in terms of "accuracy of genre elements". While at the beginning of the experiment, typical mistakes were the lack of final formulas or incorrect use of terms, at the end of the semester, most students learned to adhere to the communication protocol,

which confirmed the development of discursive literacy. An important discovery was that in the control groups, such dynamics were almost invisible because the exercises performed were not integrated into real professional contexts.

On the creativity scale (originality, relevance, variability of responses), experimental groups showed higher results (Table 3).

Table 3

Overall Creativity Scores at T2 by Speciality (Average Score out of 5)

Speciality	Control group	Experimental group	Difference
Management	3.1	4.2	+1.1
Public administration	3.0	4.1	+1.1
Hotel-restaurant business	2.9	4.3	+1.4
Tourism	3.2	4.4	+1.2

Qualitative observations complemented the overall creativity scores by illustrating how students generated and selected alternative responses. Although originality, pragmatic relevance, and strategic variability were not analysed separately, students in the experimental groups increasingly proposed several solutions to communication problems and adapted their language to the context and interlocutor.

In Hotel and Restaurant Business tasks, students responding to complaints about food quality used different apology, explanation, replacement, and compensation strategies rather than relying on a single formulaic response. Tourism students, whose overall creativity score increased from 3.2 to 4.4, adapted recommendations, persuasive techniques, and register to clients with different needs and sociocultural backgrounds. In Management and Public Administration, the experimental groups exceeded the control groups by 1.1 points. During simulated press briefings, students combined formal communication conventions with clarification, reframing, and paraphrasing strategies when answering difficult questions.

Regular measurements showed that the experimental group achieved rapid growth at the intermediate point (T1), while in the control group, the growth was gradual and less pronounced (Table 4).

Table 4

Percentage Change in the Composite Cognitive Score From T0 to T2

Speciality	Control group	Experimental group
Management	+7%	+22%
Public administration	+6%	+20%
Hotel-restaurant business	+8%	+25%
Tourism	+7%	+23%

At the end of the semester, the difference between the groups became maximum. In the written works of students of the experimental group, the number of global errors (structural and genre) decreased by 28%, while in the control group – by only 9%. The dynamics of competence development revealed differences between specialities and confirmed the effectiveness of situational training. Students of the speciality "management" were characterised by gradualness: at the intermediate stage (T1), the increase was only 8–10%, but by the end of the semester, it increased to 22%. This indicates that tasks focused on working with business documentation and management cases require longer adaptation since students must not only learn new vocabulary but also learn how to apply it in formalised genres. In "Public administration", the dynamics were similar: students gradually increased their results, achieving an increase of 20% to T2. This trajectory is explained by the complexity of tasks that included press briefings and administrative documents. Although progress was slower, the final results showed high stability of the acquired skills. However, in the "Hotel-restaurant business" and "Tourism", the so-called "quick start effect" is recorded. In T1, these groups already had an increase of more than 15%, which is explained by the direct practical focus of tasks: telephone conversations, complaint processing, and presentation of tours. Students quickly adapted to modelling real situations, which gave tangible results already at the middle stage. By the end of the semester, the growth in these specialities reached maximum values – 25% and 23%, respectively. Thus, different development trajectories confirm that the intensity and nature of growth depend on the professional profile of tasks. Therewith, all specialities maintained improvement through the final T2 measurement.

The findings demonstrate that situational exercises effectively develop speech competence across all four specialities, although the main benefits differed by professional context. The students of tourism and hotel-restaurant specialisations increased mainly in the dimensions of response speed, strategic flexibility and error reduction. The most progress in the dimensions of wording accuracy, genre compliance and statement organisation was shown by students in management and public administration specialisations. These cognitive, practical and creative skills were developed in interaction with each other, and students participating in the experimental programme showed progress in all these dimensions, both in the development of their skills over time (T2) as well as in retention of those developed skills.

The inclusion of these situational tasks, digital resources, and role-playing activities contributed to the improvement of each of these students in the areas of genre literacy, pragmatic appropriateness, communicative flexibility, motivation, and confidence. These findings suggest the possibility of incorporating these kinds of tasks into other domains of education beyond those focusing on philological studies. For example, to improve students' skills of rapid communication with customers, the curricula of specialities of hospitality and tourism can be supplemented with situational tasks; for management-related specialities, with formal communication with subordinates.

Discussion and Conclusion

The findings indicate that professionally oriented situational exercises supported by digital tools produced stronger outcomes than traditional instruction across the cognitive, practical, and creative measures of speech competence. Experimental groups scored higher on composite cognitive measures, responded more quickly, had better accuracy in communication tasks, made fewer structural and genre errors, and scored higher on overall creativity. These results suggest that language learning organised around realistic professional situations can connect linguistic knowledge more directly with its practical use.

The higher compound cognitive performance is consistent with previous research that found integrating disciplinary content and language improves the practical utility of foreign-language learning. Luanganggoon (2020) found that CLIL in Thai higher education supported academic performance by combining subject knowledge with language development. Similarly, the present programme embedded language practice in management, public administration, tourism, and hospitality scenarios. However, because reading, grammar, and terminology were recorded only as a composite score, the findings do not show which cognitive sub-component contributed most strongly to the observed differences.

The reduction in structural and genre errors and the improved accuracy of communication actions indicate that situational tasks also supported the development of professional discourse. Navarro-Guzmán et al. (2021) have observed that the integration of content and language in higher education allowed students to form better arguments and to understand the relationships between the concepts within the content. Overall, they demonstrated this effect in their students' better performance in professional genres of texts. Navarro-Guzmán et al. (2021) examined more academic aspects of CLIL, whereas the programme discussed was more communicative and focused upon workplace communication. The use of formative assessment and feedback may also help to explain the decline in student errors and the rise in their communication confidence. For instance, authors Hu and Chen (2022) have indicated that aspects of the learning environment and the emotions of the students can impact the writing performance of students within ESP disciplines. For this programme, students engaged in role plays prior to the final communication assessments, and questionnaires indicated that the students began to feel more confident in their communication skills. Thus, the study indicates that the students were in a supportive learning environment. However, no aspect of the study indicated any change in the emotional aspect of the students, such as their communication confidence.

The increase in the intermediate measurement indicates that performance has increased across T2, indicating adaptation to the programme by the students. These findings are in the same general direction as those presented by Mai et al. (2024) in

their discussion of how feedback from the AI systems led to increased engagement from the students. In this program, the AI assistant was used as an additional means of simulating conversations between the students and their classmates, rather than as a separate learning instrument for the students. Furthermore, this means was incorporated in conjunction with the teachers' feedback to ensure that the students were not relying upon the AI alone in their conversations with classmates. However, the study is not structured to determine the separate contribution of each of these factors.

Overall creativity scores indicate that participants in the experimental group had become more creative in the types of responses that they provided to others within the role-play scenarios. These findings are in agreement with those of Ly (2024), who found that role-play has the ability to enhance the flexibility and motivation of university students who are learning EFL. While the study did not assess originality, pragmatic relevance, or flexibility of students' responses separately, it is apparent from the observations of the creative responses from students that the outcomes support Ly's findings.

Beyond these findings regarding creativity in responses to role-play scenarios, the findings of this study provide additional support for the importance of utilising learning methods that incorporate digital assistance. For instance, Sun et al. (2024) have found that utilising blended education methods in Business English courses leads to better adjustment of tasks to be performed by the students. Furthermore, Hannichenko (2025b) highlighted that utilising a blended method of communication within tertiary education institutions in Ukraine led to an increase in the relevance of the communication methods being taught to the students who were learning the content of those courses. The findings of this study indicate that the use of Moodle-based preparatory steps, AI-assisted practice of role-play conversations, face-to-face role-play activities, and feedback to the students on those role-play activities all contributed to the differences in the responses of the students as compared to those who did not participate in these steps. The results therefore support hybrid instructional models, although they do not establish which technological element was most effective.

Exploratory comparisons suggested that the benefits of the programme varied with professional context. Tourism and Hotel and Restaurant Business students showed particularly strong outcomes in customer-oriented scenarios requiring rapid responses and flexible strategies. This corresponds with Alhumaidan and Alghamdi (2023), who emphasised the importance of aligning ESP instruction with the practical communication needs of the hospitality industry. In the present study, role-based service situations linked classroom practice with likely workplace demands. Management and Public Administration tasks, by contrast, placed greater emphasis on structured formal communication, such as briefings and official responses. These speciality differences are secondary, however, because the principal analysis concerned the overall effectiveness of the experimental programme.

Students' positive evaluations further support the professional relevance of the approach. Sharata et al. (2022) found that thematic online debates strengthened professional competencies and engagement by linking learning activities with future occupational demands. A similar pattern appeared in the present study: most participants considered the tasks relevant to their future careers and reported increased confidence and motivation. Although the instructional formats differed, both studies underline the importance of authentic and professionally meaningful communication.

The study demonstrated that professionally oriented situational exercises supported by Moodle, role-playing, formative feedback, and an AI dialogue simulator were more effective than traditional instruction in developing the speech competence of non-philological students. The experimental groups achieved composite cognitive scores 11.4–14.2 points higher than the corresponding control groups at T2 across Management, Public Administration, Hotel and Restaurant Business, and Tourism.

The intervention also improved practical communication performance. Compared with the control group, experimental-group students reduced their average response time by 18%, increased the accuracy of genre-related communication elements by approximately 20–25%, and used polite communication strategies more consistently. Global structural and genre errors decreased by 28% in the experimental group, compared with 9% in the control group. The overall creativity scores of experimental-group students were 1.1. The intervention also improved practical communication performance. Compared with the control group, experimental-group students reduced their average response time by 18%, increased the accuracy of genre-related communication elements by approximately 20–25%, and used polite communication strategies more consistently. Global structural and genre errors decreased by 28% in the experimental group, compared with 9% in the control group. The overall creativity scores of experimental-group students were 1.1–1.4 points higher on the five-point scale, indicating a stronger general ability to generate alternative responses to professional communication problems. Progress emerged by the intermediate measurement and was maintained through T2.

The findings also indicate that the professional context influenced the form of improvement. Tourism and Hotel and Restaurant Business students benefited particularly in response speed and flexible customer-oriented communication, whereas Management and Public Administration students showed stronger development in structured and genre-appropriate formal communication. The survey results corroborated the quantitative findings. 82% of the students found the tasks relevant to their future profession, 76% expressed increased confidence, and 81% stated they were more motivated to learn the foreign language.

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These findings support the implementation of situational exercises into the curricula of foreign languages for students pursuing specialities other than philology. The programmes could include scenarios and tasks that relate to the students' future profession. For instance, students pursuing service industries could complete tasks related to interacting with customers, while students pursuing management careers could complete tasks related to giving briefings or completing presentations to others in their field.

However, the study has some limitations. For instance, the study did not measure the components of creativity and cognition; only the general scores of the variables were recorded. Although the instruments demonstrated acceptable internal consistency and inter-rater reliability, their construct and criterion validity were not independently established. Furthermore, the study's findings cannot be generalised to other students or to the long-term retention of knowledge from such programmes, as the programme lasted only one semester and was only used with students from one university. Finally, since the different educational exercises were carried out as part of a coordinated program, it was impossible to determine the effect of each of these exercises on the students' knowledge of the subjects. Future studies could incorporate these elements of the present study to help advance the knowledge of the effectiveness of each of these educational exercises.

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Situacinių pratimų veiksmingumas ugdant nefilologinių specialybių studentų anglų kalbos kompetenciją

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Santrauka

Šio tyrimo tikslas – įvertinti profesinio pobūdžio situacinių pratimų veiksmingumą ugdant vadybos, viešojo administravimo, viešbučių ir restoranų verslo bei turizmo studentų kalbinę kompetenciją ir rengiant juos realiai profesinei komunikacijai.

Mykolajivo valstybinio agrarinio universiteto Vadybos fakultete buvo atliktas trijų vertinimo etapų pedagoginis eksperimentas, kuriame dalyvavo 212 studentų. Rezultatai patvirtino eksperimentinio modelio pranašumą. Eksperimentinės grupės kognityviniai rodikliai buvo 11–14 balų aukštesni nei kontrolinės grupės. Praktiniame bloke atsako į situacines užduotis laikas sutrumpėjo 18 %, o komunikacijos tikslumas padidėjo 20–25 %. Kūrybiniai rezultatai,

vertinant teiginių originalumą ir kintamumą pagal penkiabalę skalę, pagerėjo 1,1–1,4 balo. Visuotinių žanro ir struktūros klaidų rašytiniuose ir žodiniuose darbuose eksperimentinėje grupėje sumažėjo 28 %, o kontrolinėje grupėje – 9 %. Tyrime taip pat buvo nagrinėjamas tarptautinis profesionaliai orientuotų metodų taikymas aukštajame moksle Europos Sąjungoje, Kinijoje, Indonezijoje, Tailande, Vietname ir Saudo Arabijoje. Praktinė jo reikšmė slypi patikrinamame modelyje, integruojančiame situacines užduotis ir skaitmeninius įrankius, siekiant pagerinti žanrinį raštingumą, pragmatinį aktualumą ir pasirengimą profesionaliai komunikacijai.

Esminiai žodžiai: *situaciniai pratimai, kompetencija, anglų kalbos kompetencija, nefilologinių specialybių studentai.*

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