
Appendix A

A set of tasks for determining the level of foreign language communicative competence

1. Linguistic correctness (grammar and syntax)

Task 1. Rewrite the 5 sentences, eliminating grammatical and syntactic errors:

The manager speaks three languages. He often travels abroad. Their team are effective.

Task 2. Make a short written report (up to 100 words) on the topic “My role in the professional team” with correct sentence construction.

2. Lexical variety (use of thematically relevant vocabulary)

Task 1. Fill in the blanks in the sentences with appropriate professional vocabulary (economics, digital technologies):

Our team used the ____ approach to increase customer ____ through online ____ tools.

Task 2. Make a list of 10 key terms from your professional field in English and build a sentence with each of them.

3. Ability to communicate in a dialogic professional manner

Task 1. Act out the following situation: “A foreign partner asks you to discuss the terms of cooperation”.

In a pair or with a chatbot, build a dialog with at least 5 replicas from both sides. Evaluate the logic, reactivity, and style.

Task 2: Write a response to a professional email request in English (up to 120 words) to participate in the conference.

4. Orientation in typical professional situations

Task 1. In a VR scenario (or in writing): Describe your actions in the situation “Problem with a customer who received incorrect information about a product”.

Task 2: Analyze the case (in writing or orally): “You are planning a presentation for international partners. What will you consider in terms of communication and cultural sensitivity?”

Appendix B

Principle of classification of levels of foreign language communicative competence

The level of foreign language communicative competence was determined on the basis of the arithmetic mean score for four criteria: linguistic accuracy, lexical diversity, ability to communicate in a dialogic professional manner and orientation in typical professional situations. Each criterion was assessed on a five-point scale.

Based on the average score, one of the four levels was established:

- high level (4.5-5.0 points): characterized by stable skills of grammatically correct, lexically rich and contextually appropriate speech with a high level of adaptability in professional situations;
- sufficient level (3.5-4.4 points): there is a predominantly correct use of language, moderate lexical variety, adequate professional dialogue with minor difficulties;
- intermediate level (3.0-3.4 points): some mistakes are detected, limited use of thematic vocabulary, difficulties in the logic of speech response and understanding of the communicative context;
- low level (less than 3.0 points): characterized by frequent grammatical and lexical errors, difficulties in initiating and maintaining a dialogue, and low ability to adapt to simulated professional situations.

Appendix C

Table C1. Program for the Implementation of Interactive Technologies in the Process of Foreign Language Training of Higher Education Students

Interactive Technology Component	Objective of implementation	Implementation tools	Expected result	Participants	Implementation period	Methods of monitoring and evaluation
Educational chatbots (based on ChatGPT)	Ensuring continuous language practice, development of autonomy, reactivity, focus on dialogic communication	ChatGPT, AI agents in Telegram or on websites, pre-created dialog templates	Improving the level of dialogic speech, language autonomy, digital literacy	Students, teachers	During the semester	Student self-assessment, analysis of chat logs, observation, weekly feedback
Simulation and role-playing games (with elements of gamification)	Formation of speech strategies, adaptation to professional situations, reduction of anxiety	Professional communication scenarios, case methods, badges and a scoring system	Improving communication flexibility, reducing fear of communication, developing soft skills	Students, moderators of classes	Once every two weeks during the semester	Teacher observation, checklists, assessment in pairs
Virtual VR modules (Mozilla Hubs)	Immersion in an authentic professional environment, development of intercultural competence	Mozilla Hubs, free VR scenarios, participant avatars, voice communication	Formation of communication experience in an intercultural environment, orientation in professional scenarios	Students, technical consultants	Once per module (4 times per semester)	Video recordings of sessions, analysis of interaction, reflective reports
Online educational platforms (Moodle, Google Classroom) with elements of formative assessment	Building an individual learning path, formative assessment, progress monitoring	Moodle, Google Classroom, Google Forms integration, automated assessment	Increasing student engagement, developing reflection, stabilizing learning progress	Students, teachers, course administrators	Throughout the course	Activity analysis, test results, reflective journals