KAPITEL 13 / *CHAPTER 13* [13]
DEVELOPING LISTENING AND SPEAKING SKILLS IN PSYCHOLOGY: ACADEMIC LISTENING, CRITICAL THINKING, AND PROFESSIONAL COMMUNICATION (INSTRUCTIONAL AND METHODOLOGICAL GUIDELINES)

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Introduction

Developing listening and speaking skills is a foundational step in shaping the professional identity of future psychologists. Sensitive listening enables students to notice emotional nuance, interpret meaning, and understand others responsibly. Clear, thoughtful speaking allows them to explain ideas, build rapport, and guide conversations in ways that support psychological insight. For first-year students encountering the discipline's concepts and terminology for the first time, these communicative abilities create an essential entry point into psychological thinking.

At university, students must also participate in academic dialogue by discussing theories, analysing research, and presenting ideas in English. Authentic academic listening demands strategies that go beyond everyday comprehension, requiring learners to navigate specialised terminology and cognitively dense discourse. Strengthening listening and speaking competencies therefore supports both academic performance and entry into global professional conversations.

Psychology is ultimately communicated through stories, examples, and dialogue, making communication skills central to ethical and compassionate practice. Teaching students to listen with empathy and to speak with integrity helps them engage with psychological knowledge intellectually, emotionally, and professionally, forming a foundation for all later development.

Within English for Specific Purposes (ESP) and Content and language integrated learning (CLIL) frameworks, academic listening and professional communication serve a dual function: students learn psychological content through English while also

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learning how psychologists think, reason, and interact. This dual focus reflects the realities of contemporary global higher education, where English increasingly functions as a shared platform for academic exchange and scientific collaboration.

Academic listening in a CLIL classroom brings students to authentic discourse from research presentations, TED Talks, interviews with experts, and short explanatory videos. Through structured pre-listening, guided listening, and reflective stages, students gradually learn to follow complex arguments, recognise rhetorical cues, and make sense of specialised vocabulary in real time.

Professional communication tasks, such as discussions, debates, case analyses, role-plays, provide space for students to practise articulating ideas that are both linguistically structured and psychologically informed. In such tasks, they learn to formulate hypotheses, present evidence, express doubt, negotiate meaning, and offer empathetic responses. In other words, they begin to communicate not only ***in*** English, but also ***as*** psychologists.

Integrating these practices within ESP/CLIL instruction respects students' emerging disciplinary identities while supporting their linguistic development. It positions them as active participants in the creation of meaning, not passive receivers of language input. This approach aligns with modern pedagogical principles that foreground autonomy, interaction, and cognitive engagement, principles essential for preparing students to thrive in academic and professional psychological environments.

The Instructional and Methodological Guidelines here determine the form, constituent elements and the philosophy behind of the teaching resources materials compiled into the Student's Book, the majority of activities in each are created with the help of artificial intelligence (AI). It consist of a sequence of modular units built around a two-part video-based model: a short introductory video that activates background knowledge and introduces essential terminology, and a longer academic lecture or TED Talk that immerses students in authentic disciplinary discourse. This structure aligns with contemporary practices in digital pedagogy and ESP methodology, emphasising multimodal input, cognitive scaffolding, and progressive skill development [6; 3].

Each unit integrates vocabulary building, guided listening, reflective writing, speaking practice, and professional communication tasks. The dual structure is designed to balance accessibility and complexity: short videos lower the entry threshold, while longer academic inputs challenge learners to apply listening strategies in cognitively demanding contexts. Such multimodal organisation corresponds with recent findings that combining structured input with active student engagement enhances comprehension, motivation, and long-term retention [14; 13].

Artificial intelligence tools support content development and task design across the units. Prior research highlights the growing potential of AI-driven chatbots, transcription tools, and generative systems for supporting vocabulary acquisition, academic writing, and task creation in ESP instruction [1; 5; 2]. These resource materials incorporates these insights by offering prompts, suggested tools, and guidelines for safe, ethical AI use in the learning process [15; 12].

The learning path is intentionally spiral: key communicative strategies reappear across units in increasingly complex forms, supporting the development of autonomous listening and speaking competence. This design echoes contemporary research on gradual cognitive load increase, iterative vocabulary recycling, and reflective practice as essential elements in CLIL/ESP settings [11; 7]. In addition, the materials incorporate authentic tasks grounded in the communicative needs of future psychologists, as demonstrated by recent studies on professional vocabulary development and AI-supported learning in non-language majors [10; 9]. The development of the units is fully aligned with the university's Educational Programme in Psychology and grounded in the programme's learning outcomes (PLOs). It reflects the conceptual and communicative demands of the core disciplinary courses: General Psychology, History of Psychology, Introduction to the Profession, and the Course Syllabus in English for Psychology Students. These documents, available on the official website of the Faculty of Psychology [4], ensure that the materials correspond to institutional standards, support domain-specific competencies, and integrate seamlessly into the broader CLIL/ESP curriculum. The inclusion of programme-level expectations ensures alignment with curricular goals and supports instructors in

integrating these materials into broader academic courses.

The **purpose** of these Instructional and Methodological Guidelines is to provide a comprehensive, research-informed framework for implementing multimodal, video-based ESP instruction for **psychology** students. Grounded in contemporary studies on digital pedagogy, academic communication, and the integration of artificial intelligence into university teaching, the guidelines outline practical strategies for designing, delivering, and evaluating learning experiences that support academic listening, critical thinking, and professional communication [1; 2; 5].

These guidelines explain the pedagogical rationale behind the two-part structure of the units, offer detailed recommendations for pre-listening, while-listening, and post-listening instruction, and describe how to build a learning environments that foster cognitive, linguistic, and professional growth [3; 6]. They also address the methodological opportunities and risks associated with AI integration in educational practice, reflecting evidence from recent studies on AI-supported vocabulary acquisition, task design, academic writing, and teacher resource development [12; 13; 14; 15]. They include recommendations for independent learning, assessment strategies, piloting procedures, and reflective student practice. The units are aligned with institutional educational standards and programme outcomes [4], ensuring that instructors can meaningfully integrate it into existing curricula.

By synthesising international research with the authors' practical experience in ESP, CLIL, and AI-enhanced language instruction [7; 9; 10; 8], these guidelines aim to make academic listening and speaking instruction more accessible, cognitively engaging, and aligned with the human-centred nature of psychology.

13.1 Theoretical and pedagogical foundations

Content and Language Integrated Learning (CLIL). CLIL offers a way of learning that feels natural to psychology students because it mirrors how they will later encounter the world: through concepts, through people's stories, and through language. In a CLIL classroom, students learn disciplinary content and the language needed to

explore that content at the same time. This approach does not separate understanding from expression; instead, it treats them as two interwoven processes that deepen each other. For psychology students, who must learn to navigate complex constructs such as perception, cognition, memory, emotion, and well-being, CLIL creates a space, where meaning grows gradually, through guided exposure, questioning, and active interpretation.

At its heart, CLIL rests on four principles: ***content***, ***communication***, ***cognition***, *and* ***culture***. Each resonates strongly with the identity formation of a future psychologist. Through content, students explore foundational psychological ideas. Through communication, they practise expressing these ideas with accuracy and sensitivity. Through cognition, they engage in analysis, evaluation, and reflection. Through culture, they learn to see person's behaviour through diverse perspectives, recognising that language shapes not only how we express thoughts but also how we experience the world.

CLIL allows psychology students to grow simultaneously as ***thinkers*** and ***communicators***, developing the intellectual humility, curiosity, and interpersonal awareness essential to their profession. The approach does not pressure them to 'sound perfect'. Instead, it invites them to gradually build confidence in expressing complex ideas in English while staying anchored in meaning, empathy, and psychological insight.

ESP for Psychology Education. English for Specific Purposes (ESP) in psychology is not simply a matter of learning terminology. It is a journey into a particular way of thinking and speaking. Psychological discourse is characterised by precision, conceptual clarity, evidence-based reasoning, and a deep respect for the personality. When psychology students step into their ESP classroom, they enter a linguistic space where language becomes a professional tool rather than a set of isolated structures.

The cognitive demands of psychological discourse are significant. ESP thus functions as a form of cognitive apprenticeship: students observe expert discourse through videos, lectures, and case studies, and then gradually learn to produce it

themselves through purposeful tasks. Communicative competence in psychology extends far beyond grammatical accuracy. It includes the ability to reformulate complex ideas in accessible language, to ask questions that build trust, to express uncertainty responsibly, and to articulate interpretations without judgement. ESP provides a safe environment for students to experiment with these skills, gradually developing an authentic professional voice and a communication style grounded in clarity, empathy, and scientific integrity.

Task-Based and Communication-Centred Approaches in Video-Based Instruction. In video-based instruction, tasks act as bridges between understanding and expression, between the internal world of the learner and the external world of professional communication. A task-based approach acknowledges that students learn best not by passively absorbing information, but by doing something meaningful with it, solving a problem, interpreting a scenario, sharing a viewpoint, or negotiating a conclusion with others.

Short introductory videos open each unit by sparking curiosity. Their purpose is not merely to present information but to spark curiosity, encourage prediction, and lower emotional barriers to speaking. These brief clips often present everyday observations or relatable psychological phenomena, helping students connect personally with the topic.

Longer academic videos (TED Talks, lectures, and research-based presentations) offer richer cognitive challenges. Students listen to authentic expert discourse, observe rhetorical structure, and acquire specialised vocabulary in context. Communication-centred tasks then invite students to process this input through discussion, debate, case analysis, role-play, or reflection. These tasks give learners space to articulate meaning aloud, test interpretations, and connect video content to real psychological practice. The task-based approach ensures that students do not remain spectators. They become co-constructors of knowledge, , moving from understanding to expression and, ultimately, toward confident, thoughtful professional communication.

Pedagogical Design Logic. The Student's Book is built around a two-part unit model that mirrors how learners naturally move from curiosity to deeper engagement.

Part 1 offers a gentle entry point: a short, accessible video accompanied by tasks that activate background knowledge, build confidence, and introduce essential vocabulary. ***Part 2*** then extends the learning into academic territory, guiding students through more cognitively complex listening and speaking experiences. This design reflects three core pedagogical commitments:

1. Scaffolding as compassionate structure. Carefully sequenced tasks, guided note-taking, clear listening goals, and opportunities for collaboration provide a balanced structure that supports students' progress without overwhelming them.

2. Spiral progression as a natural rhythm of learning. Each unit revisits key skills (listening for gist, analysing arguments, discussing concepts, using academic vocabulary) but at gradually increasing levels of complexity. This slow, steady repetition mirrors how deep understanding forms.

3. Multimodality as inclusive practice. The combination of video, discussion, vocabulary work, writing, reflection, and role-play recognises that learners differ in strengths and processing styles. Multimodal design offers multiple pathways into comprehension and expression, ensuring that each student can engage authentically.

Together, these principles support learners' linguistic, cognitive, and professional development, offering a structure that is both academically rigorous and attuned to the real life experience of learning psychology through English.

13.2 Methodology for using in the teaching process

The Lesson Format. The two-part lesson format at the heart of the book is designed not only as a logical pedagogical sequence but as a gentle invitation into learning. The short introductory video in Part 1 acts as a doorway, a small moment of curiosity, recognition, or emotional resonance that helps students feel grounded before they approach more demanding academic input. These short videos often contain familiar situations, simple illustrations of psychological phenomena, or everyday observations that allow students to say to themselves: *I understand this. I can begin here.*

Once this foundation of comfort and familiarity is established, the longer academic lecture or TED Talk in Part 2 becomes less intimidating. Students have already encountered the key ideas, sensed the contours of the topic, and have acquired essential vocabulary. The shift from ***Part 1*** to ***Part 2*** mirrors a natural learning process: from noticing to deepening, from curiosity to exploration, from initial comprehension to intellectual engagement.

This structure respects learners' emotional landscapes. It understands that motivation grows when students feel safe, competent, and gently challenged. By designing lessons that unfold gradually, with time to breathe and process meaning, instructors create an environment where students can approach complex academic listening not with fear, but with readiness and confidence.

Approaches to Pre-Listening, While-Listening, and Post-Listening Stages. Effective listening instruction reflects how real comprehension occurs. In this spirit, each unit follows three interconnected stages:: 1) pre-listening: preparing the 'mind and heart'; 2) while-listening: structured meaning-making; 3) post-listening: deepening, and transforming understanding.

Pre-listening tasks activate prior knowledge, spark predictions, and introduce essential vocabulary that reduces cognitive load during listening. But they also serve to calm anxieties, build anticipation, and help students feel intellectually and emotionally ready to listen.

During the listening stage, students engage in purposeful, scaffolded tasks, such as listening for gist, taking structured notes, identifying examples, or tracking argument flow. These activities do not demand perfection but focuse presence. Students learn that academic listening is a dynamic interpretive process. They discover that comprehension is built moment by moment, through focus, questioning, and openness to uncertainty.

After listening, students have the opportunity to transform what they heard: summarising ideas, discussing examples, evaluating arguments, and relating the content to psychological practice. This stage allows students to move from processing information to actively shaping it, integrating it into their intellectual and emotional

frameworks.

Together, these stages create a listening experience that is both academically effective and deeply humane, recognising listening as a cognitive, affective, and interpersonal act.

Teaching Academic Vocabulary. Vocabulary in psychology is not simply a set of terms but it is a doorway into new ways of perceiving the mind, behaviour, and relationships. Teaching academic vocabulary, therefore, must honour both its conceptual richness and its emotional weight. Students learn words such as *cognition*, *bias*, *perception*, *empathy*, *conditioning*, and *resilience* not as abstract definitions but as tools that help them understand themselves and others more deeply.

The glossary in each unit is designed to support this holistic approach. It includes pronunciation, Ukrainian equivalents, collocations, and word formation families so that students can see how psychological language grows and evolves. Teachers are encouraged to introduce new terms through relatable examples or micro-stories, help students integrate vocabulary into authentic communicative tasks, invite learners to keep personal vocabulary journals, return to key terms in spiralled cycles across units, encourage students to use new words and collocations in reflective writing and discussion.

Teaching vocabulary this way shifts the goal from memorisation to internalisation. Students gradually feel that the language of psychology becomes part of their intellectual identity, part of how they see and describe the world.

Developing Critical Thinking. ***Critical thinking*** is both an academic skill and a way of being present by being curious, attentive, open to multiple perspectives, and willing to examine one's assumptions. For future psychologists, these habits of mind are essential, and the units use case studies, structured discussions, and reflective writing to nurture them gently but consistently.

Case studies allow students to step into the complexities of real life experience. ***Structured discussions*** invite them to express interpretations, listen to others, and negotiate meaning with respect and humility. ***Reflection tasks*** give space for inner dialogue: students explore their thoughts, uncertainties, and insights, learning to

articulate personal meaning while engaging with psychological concepts.

These activities recognise that critical thinking is both cognitive and emotional. Students are not only taught to analyse arguments or evaluate evidence; they are encouraged to slow down, consider alternative perspectives, and think with both clarity and empathy, which are essential for the responsible psychological practice.

Fostering Professional Communication Skills. Professional communication in psychology requires a balance of precision and sensitivity. Psychologists must speak with clarity but without judgement; they must listen deeply, ask thoughtful questions, and respond in ways that build trust and mutual understanding. Developing these abilities begins long before students enter clinical or research settings and can be meaningfully practised in the language classroom. Every unit fosters these skills through tasks that mirror real communicative situations in psychology: role-plays simulating interviews or consultations, pair dialogues analysing behaviour, group discussions on ethical dilemmas, short presentations of research findings, and collaborative problem-solving activities. In each task, students practise using English not only as a linguistic tool but as a relational one.

The focus is not only on accuracy but on ***tone, intention***, and ***presence***. Students learn to express ideas with humility, to acknowledge uncertainty, to offer interpretations tentatively, and to remain attuned to how their words may affect others. Such qualities are not add-ons to professional communication; they are its ethical foundation. The activities helps students develop them in a supportive environment where mistakes are seen as part of growth, not as failures.

Organising Independent Work. Independent work helps students develop autonomy as an essential competence in both academic and professional psychology. Self-study units are designed not as isolated tasks but as opportunities to explore, practise, and reflect at a personal pace. Students are encouraged to revisit videos, expand their vocabulary journals, engage with supplementary readings, and practise summarising key ideas.

Reflection prompts help students cultivate self-awareness about their learning processes. They may consider questions such as: *How did I listen today? What*

challenged me? What surprised me? How did my emotional state shape my comprehension? Such reflection strengthens self-regulation and supports deeper learning. The self-assessment checklists that accompany each unit are framed with empathy. They are not instruments of judgement but mirrors that help students recognise growth and identify future goals. Through honest self-assessment, learners gradually build confidence and a sense of agency to support not only language learning but also the interpersonal and reflective aspects of psychological work.

13.3 Methodological guidelines for designing multimodal educational content

Designing multimodal educational materials, especially those intended for psychology students, requires more than technical proficiency. It requires sensitivity to how learners feel when encountering new knowledge, how they make meaning through language, and how they navigate uncertainty as they grow into future professionals. The following guidelines combine pedagogical precision with an understanding of learning as a personal, relational process.

Principles. Modular video-based units thrive when they are created with attentiveness to learners' cognitive rhythms and emotional landscapes. Each unit should feel like a small, self-contained journey: approachable, meaningful, and open to personal interpretation. A well-designed module typically follows these principles: 1) c***larity with warmth:*** information is structured clearly, yet communicated in a way that feels welcoming rather than overwhelming; 2) g***radual cognitive ascent:*** students begin with accessible content and progressively move toward more abstract or specialised material, mirroring how people naturally build understanding; 3) e***motional grounding:*** short introductory videos help students orient themselves emotionally, creating a sense of safety before they encounter longer, more demanding audio-visual texts; 4) c***ohesion and continuity:*** vocabulary, themes, and skills spiral gently across units so that learners experience steady growth rather than abrupt leaps; 5) ***disciplinary relevance:*** every unit connects theoretical concepts to meaningful contexts within the academic discipline [4].

When modules are crafted with such principles in mind, students do not simply consume content; they *form relationships* with it, allowing learning to become more authentic and memorable.

Criteria for Selecting Video Input. Selecting audiovisual material is both an academic and ethical decision. The chosen videos should respect learners' time, cognitive resources, and emotional well-being. Key criteria include: ***length, complexity, cognitive load, and professional relevance.***

Shorter videos (2–5 minutes) work well for orienting students in ***Part 1,*** while longer academic lectures (8–18 minutes) deepen understanding in ***Part 2.*** The goal is not to fill time, but to create space for reflection. Linguistic and conceptual ***complexity*** should align with learners' proficiency and psychological background. A text that is slightly above their comfort level can motivate growth, so long as they feel supported through scaffolding and clear tasks.Educational videos must be considerate of students' ***cognitive capacities***. Dense visuals, rapid speech, or overly abstract content can overwhelm learners. Selecting videos with coherent structure, slower pacing, and clear visuals fosters comprehension and reduces frustration.

Above all, videos must resonate with the world of psychology. They should open doors into cognitive, social, developmental, or professional contexts so that students feel that what they learn is not only academically valuable but also personally and ***professionally meaningful***.

Integrating AI Tools in Content Creation. Artificial intelligence can be a powerful collaborator, if used consciously, ethically, and with compassion for the learner. AI tools should support, not replace, pedagogical intuition. The following sub-sections outline humane, responsible ways to integrate AI into multimodal content design.

AI can help educators craft tasks that feel fresh, relevant, and cognitively engaging. It can generate thought-provoking discussion questions, case studies rooted in realistic psychological contexts, role-play scripts that mirror professional communication scenarios, creative prompts for reflective writing or problem-solving. When used thoughtfully, AI becomes a brainstorming partner that amplifies the

educator's creativity. Instructors remain authors and ethical guardians, selecting, adapting, and refining all AI-generated materials so they align with learners' needs and institutional values.

AI-powered transcription tools can transform complex academic speech into accessible text, allowing students to read along, annotate, or revisit difficult sections. Simplification tools may help create easier versions of challenging lectures, but this should be done with sensitivity: simplification must not reduce conceptual richness or distort meaning. Educators can use AI to produce accurate transcripts, generate glossaries directly from video content, prepare tiered levels of difficulty for mixed-level groups, support students with auditory processing challenges.This approach promotes inclusion while still maintaining academic depth.

The use of AI requires ethical responsibilities. Educators should: a) verify factual accuracy, b) avoid fabricated references, c) cite sources appropriately, d) adapt outputs to culturally sensitive, learner-friendly communication, e) remain transparent about AI use. Speaking is both a linguistic and a psychological activity. When students speak, they take risks, reveal their thinking processes, and negotiate meaning with others. Tasks that stimulate deep cognitive engagement should therefore be challenging but nurturing.

Effective speaking tasks may include: ***debate-style discussions*** on ethical dilemmas in psychology, ***collaborative analysis*** of client scenarios or research data, ***reflective pair-work*** connecting theory to personal insight, problem-solving dialogues requiring negotiation and joint reasoning, ***mini-presentations*** on psychological concepts supported by video input.The goal is not the flawless production of English, but the *authentic expression of thought*. Students develop confidence not by avoiding mistakes but by seeing themselves as capable, reflective communicators who can think deeply and speak responsibly.

Approaches to Piloting, Revising, and Improving the Learning Materials. A piloting procedure typically includes: collecting student feedback through surveys, reflections, and informal conversations, observing how students interact with videos, tasks, and glossaries, noting where comprehension falters or engagement peaks,

identifying which tasks evoke curiosity, discussion, or confusion, making adjustments based on students' emotional and cognitive needs.

Revisions should be guided not only by efficiency but by empathy. Students' voices help shape each unit that feels alive, responsive, and attuned to the experience of learning. When materials are continuously refined with care, they become not just instructional tools, but companions on the learner's academic journey.

13.4 Implementation and piloting results

The piloting stage became not only a testing ground for the educational materials, but also a space of listening to how students think, feel, struggle, and grow when engaging with new, cognitively demanding material. Their voices, shared with sincerity and often with vulnerability, offer invaluable insights into how multimodal learning activities function in real educational contexts shaped by instability, limited time, and emotional strain. What follows is a synthesis of these insights, framed with both academic precision and profound respect for the students who contributed to this process.

Format of Piloting. The piloting was carried out across two complementary learning formats: Self-study and Classroom integration. ***Self-study,*** where students independently completed Part 1 (introductory video-based activities) and Part 2 (academic lecture/TED-style input with higher-order tasks). ***Classroom integration,*** where instructors incorporated selected tasks, especially reflective, discussion-based, or speaking-oriented ones, into in-class activities.

Students were invited to provide feedback through a structured ***Google Forms questionnaire***, which combined: multiple-choice items assessing clarity, structure, difficulty, and workload; Likert-scale ratings (1–5) of engagement, interest, and perceived skill development; short open-ended reflections on usefulness, challenges, and suggestions. This combination allowed us to capture both quantitative tendencies and the emotional texture of students' experiences.

Structure of the Student Feedback. The feedback form consisted of several

thematic clusters:

1. Completion and comprehension. Students were asked whether they completed both parts, whether the instructions were clear, and whether the task sequence felt logical.

2. Cognitive and emotional experience. They indicated whether the self-study tasks were manageable, how interesting the materials were (1–5), and which component was most useful (e.g., vocabulary, video, tasks, speaking prompts).

3. Workload and time. Students reported how long the unit took (typically 1–1.5 hours) and whether the workload felt optimal, slightly heavy, or excessive.

4. Skills development. They rated how well the unit supported listening, vocabulary growth, conceptual understanding, and speaking (1–5).

5. Open-ended feedback. Students suggested improvements for future units and shared brief overall reflections.

This structure provided essential data while giving students space to express their needs, frustrations, and moments of enjoyment.

Strengths. Students most often highlighted vocabulary development as the strongest component, frequently naming "vocabulary" or "vocabulary & speaking." They praised the high-quality videos, especially the longer academic lecture, describing them as interesting and engaging. Instructions were consistently rated clear, and the overall structure felt logical and easy to follow. Students valued the authenticity of the tasks and their relevance to psychology. Reflective tasks, including the "I Can…" checklist, were appreciated for helping them notice progress and reconnect with their learning.

Challenges.Students noted that the workload felt heavy, with several describing it as too large or excessive. Current conditions in Ukraine (blackouts, explosions) made long tasks harder to complete. Some found detailed listening tasks too demanding, especially when full-sentence answers were required. One of the Part 1 videos was criticised for poor audio quality and unclear pronunciation.

Suggestions for improvement. Students recommended reducing the number of tasks, simplifying detailed listening questions, adding more vocabulary practice,

clarifying group/role-play instructions for online work, and replacing the low-quality introductory video in one unit.

Adjustments and Recommendations. The materials were revised by reducing cognitive load (fewer tasks and shorter listening items), replacing low-quality videos, clarifying instructions for group work, expanding vocabulary micro-tasks, and improving pacing and layout to reduce overload. These changes were made to support both cognitive and emotional well-being. Instructors are encouraged to adapt the workload to students' needs and contextual pressures; encourage vocabulary previewing before listening to reduce integrate reflective check-ins to help students regulate emotional load; offer flexibility during high-stress periods; use AI tools thoughtfully for feedback or support; ask regularly not only what students think about the tasks, but how the tasks make them feel. Ultimately, effective use of these materials depends on responsiveness, allowing the resource materials to evolve alongside the learners who engage with it.

13.5 Assessment and evaluation

Assessment, when approached with care, becomes more than a mechanism for measuring performance. It becomes a form of dialogue between instructor and learner, between learners and their emerging competencies, and even between learners and themselves. In the context of psychology students developing academic listening and professional speaking skills, evaluation must honour the vulnerability inherent in communication: the courage to listen deeply, to articulate ideas, to take intellectual risks in a second language, and to grow through feedback. The following sections outline a holistic, humane, and academically grounded system of evaluation aligned with the multimodal, CLIL-informed activities described in earlier chapters.

Assessing Listening Comprehension. Listening is both a cognitive process and an emotional experience. Assessing listening comprehension requires sensitivity to the fact that students may come to each task with different levels of fatigue, attentiveness, stress, or linguistic readiness. A balanced assessment framework acknowledges these

realities and creates opportunities for success across diverse listening profiles.

Gist comprehension. Students demonstrate their ability to grasp the central idea of a video or lecture through: short verbal or written summaries, choosing the correct abstract theme or headline, identifying the overall purpose or argument of the speaker. These tasks emphasise global understanding rather than linguistic precision, encouraging learners to trust their intuition and interpretive abilities.

Detail comprehension. More fine-grained tasks can assess students' ability to retain specific information: multiple-choice questions targeting key facts or definitions, matching statements with details from the lecture, targeted prompts that require identifying examples, evidence, or speaker claims. These tasks should be purposeful and proportional, avoiding excessive cognitive load.

Note-taking skills. Note-taking reflects a learner's capacity to organise information, prioritise relevance, and engage with complex content. Assessments may include: evaluating the structure of student notes (clarity, hierarchy, coherence), short "recall & reconstruct" tasks based on their notes, reflective prompts ("What strategies helped you follow this lecture?").

Assessing Speaking. Speaking assessments are moments of deep vulnerability: students reveal their thinking publicly, negotiate meaning in real time, and navigate both linguistic and psychological demands. A humane framework recognises this complexity and values effort, insight, and growth alongside linguistic precision.

Fluency shold be evaluated through: continuity of speech, the ability to sustain an idea without undue pauses, natural pacing and rhythm. Fluency is understood as *flow*, not speed.

Accuracy is assessed gently, with attention to appropriate grammar and syntax, correct use of vocabulary, especially psychological terminology, clarity of expression. Errors are interpreted as developmental steps rather than deficits.

Professional register. Psychology students must learn to speak with a voice that is respectful, precise, and ethically mindful. Assessments consider appropriate use of professional terminology, clarity and sensitivity when discussing psychological topics, ability to communicate with empathy and respect.

Critical thinking. Speaking tasks should also reveal the depth of students' reasoning:ability to analyse scenarios or case studies,forming connections between concepts, articulating reflective or ethical perspectives, asking thoughtful questions.This dimension honours the intellectual heart of psychology.

Integrating Formative and Summative Evaluation. A balanced assessment system unites both formative and summative elements, valuing ongoing progress as much as final performance. Embedded into the learning process, ***Formative evaluation*** includes: short check-ins after listening tasks, low-stakes speaking activities, peer feedback exchanges, AI-assisted micro-feedback on vocabulary or grammar, reflective writing ("What did I understand well today?"). Formative evaluation builds confidence and supports self-awareness.

Used thoughtfully, ***summative evaluation*** may include end-of-unit listening tests, structured speaking assessments, mini-presentations or debates, integrated tasks combining listening, note-taking, and discussion. Summative tasks are designed to be fair, transparent, and emotionally manageable. Together, these forms of assessment create a supportive learning ecology.

Rubrics. Rubrics function best not as rigid checklists but as compassionate indicators of growth. They help students understand what is expected while giving space for personal voice and creativity.

Presentation rubrics. Criteria may include: clarity of structure (introduction–development–conclusion), accuracy and relevance of content, integration of psychological concepts, engagement with the audience, confidence and clarity of delivery.

Discussion and debate rubrics. Assessment highlights ability to respond to peers constructively, respect for different viewpoints, use of evidence or examples, capacity to maintain dialogue rather than dominate it.

Reflective writing rubrics. Reflection is a foundational skill for psychology students. Rubrics emphasise depth of insight, motional awareness, connection to course concepts, clarity and coherence, honesty and self-reflection. These rubrics are intentionally flexible, prioritising personal growth over mechanical correctness.

AI Tools for Skills Monitoring. Artificial intelligence, when used ethically and thoughtfully, can serve as a gentle companion in the assessment process. It can offer students timely guidance while freeing instructors to focus on higher-level mentoring and emotional support. For instance, it can generate instant quizzes for gist and detail comprehension, provide model summaries, highlight key vocabulary from a lecture.Fo the speaking assessment AI can help students analyse speaking speed, filler words, clarity of key terms, and frequency of mispronounced terminology. The goal is not automated grading, but self-awareness. AI tools can also create personal vocabulary lists from student speech or writing, analyse notes for completeness (without evaluating content), generate personalised micro-tasks for enrichment.

Ethical issues. AI tools must be used with transparency, respect for student privacy, avoidance of bias, teacher's review for accuracy and fairness. AI supports learning, but ***it is the educator who safeguards dignity and meaning.***

Conclusions

The Instructional and Methodological Guidelines reveal its value not only in the materials produced according to them but also in the pedagogical philosophy that shaped them. The suggested tasks and activities affirm that **learning is a profoundly life experience**, and even the most innovative technologies or multimodal approaches must ultimately serve the growth, dignity, and well-being of learners.

The units, videos, tasks, and reflective activities created for psychology students are more than components of an ESP/CLIL curriculum, sometimes they become invitations to listen more attentively, speak more confidently, think more critically, and engage more compassionately with the world around them. In a time marked by instability, rapid digital transformation, and emotional fatigue, such materials take on an even deeper significance. The following paragraphs summarise the broader pedagogical implications and chart possible paths for future development.

Multimodal CLIL-oriented materials offer pedagogical benefits that extend beyond language learning. They create a learning environment where students

encounter knowledge through multiple channels like audio, visual, conceptual, experiential and where language becomes a bridge rather than a barrier.

The pedagogical value deepened through piloting and student feedback includes: e**nhanced comprehension** through video-supported input, clear scaffolding, and integrated vocabulary; e**motional safety**, as students navigate complex topics through inviting, thoughtfully designed tasks; c**ognitive engagement**, fostered by problem-solving, case analysis, and structured reflection; m**eaningful professionalisation**, as students practise academic listening and communication aligned with real psychological contexts; p**ersonal growth**, supported by reflective writing and self-assessment, helping students recognise their own learning trajectories.

The multimodal CLIL/ESP approach thus nurtures not only linguistic competence but also essential for future professionals academic resilience, intellectual curiosity, and psychological insight. Teaching psychology in our case is teaching students who balance information overload, constant connectivity, emotional strain, and the cognitive demands of an increasingly mediated world. The resource materials demonstrate several key implications:

1. Digital tools can deepen, not replace teaching.Videos, AI-supported glossaries, interactive tasks, and online self-assessment tools enrich the student experience when used thoughtfully and ethically.

2. ***Students need structured pathways in a world of overwhelming information.***Clear scaffolding, spiralled vocabulary, and a coherent unit progression help learners feel oriented and supported.

3. ***Reflection is essential in a fast-paced digital landscape.*** Meta-cognitive and emotional reflection tasks give students a moment of stillness as an opportunity to integrate what they have learned and how they have changed.

4. ***Learning conditions matter.*** For students studying psychology during wartime, with blackouts and emotional disruptions, digital learning must remain adaptable, humane, and sensitive to lived realities.

Future directions

Perspectives for Further Development. The current resource materials of the units mark a beginning rather than an endpoint. The structure and philosophy open several promising directions for future growth.

Additional units. The modular design allows the creation of further units exploring: cognitive psychology (e.g., perception, decision-making, biases), developmental and clinical topics, interpersonal communication in counselling and therapeutic settings, psychological research methods and ethics. Each new unit can expand the professional repertoire of students while reinforcing core listening and speaking skills.

Online and blended modules. Digital versions of the units can support flipped-classroom models, asynchronous learning, remote teaching contexts, micro-learning pathways for busy or displaced students. Interactive platforms if used may include embedded quizzes, note-taking tools, and spaces for peer discussion.

AI-assisted learning paths. AI tools, used responsibly, can offer: personalised vocabulary practice, adaptive listening exercises based on learner performance, instant formative feedback, automated generation of simplified or extended versions of materials, dashboards that help students track their own progress. These AI-assisted pathways complement teaching by enhancing responsiveness, inclusivity, and learner autonomy.

In closing, the resource materials fot the student's book on academic listening presented here reflects an ongoing commitment to building a learning environment both intellectual and humane. It affirms that the teaching of listening and speaking in psychology is not only about mastering language it is also about cultivating presence, empathy, critical thought, and professional identity. Such work is never fully finished. It evolves alongside the students who use it, the educators who adapt it, and the world that continually reshapes the conditions of learning.

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