

## INTEGRATING MIRO AND GENIALLY INTO ENGLISH LANGUAGE TEACHING: A QUALITATIVE STUDY

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### Abstract

The research study explores and investigates innovative tools Miro and Genially in modern English teaching classes. Moreover, Miro and Genially are contemporary digital tools that provide opportunities and allow learners to design versatile, communicative, and visual lesson materials in teaching and learning practices. These digital technologies provide a wide range of functions and features to support the creation of lesson materials such as interactive assignments, exercises, and presentations, which help to boost learners' motivation and participation in foreign language learning.

Miro and Genially are digital tools that help combine both traditional teaching methods with innovative technologies, making lessons more engaging, efficient, effective and stimulating. The results of the research show a positive attitude towards the use of new technologies in lessons, with Genially identified as the most interesting application in English language learning classes. The analysis was conducted using thematic analysis by grouping common student responses.

**Keywords:** digital literacy, Miro, Genially, English language teaching, future English language teachers, interactive learning.

	Received 14 April 2026. Accepted 23 June 2026.
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<i>For citation:</i>	Ehab Kh. (2026). Integrating Miro and Genially into english language teaching: a qualitative study. <i>Ilim</i> 48(2). 8-22.

### Introduction

Digital literacy is considered as one of the most important skill that must be developed by teachers around the world in order to make lessons more engaging, effective, and productive. In today's society, learners are growing up surrounded by technology, and it is difficult to deny the significant impact that technological advancements have had on our daily lives as well as on the education system which transformed it in a good way. Thus, digital devices,

online platforms, and interactive tools have become an integral part of students' everyday experiences, which directly influences how they learn, and interact with information.

Besides, students have a fast access to information, multimedia content, and interactive forms of learning. This has changed their expectations of the classroom environment, making traditional teaching approaches less appealing and less effective in maintaining their attention. Therefore, educators are required to adapt their teaching strategies, materials and incorporate digital tools in a meaningful way to respond to these changes and meet the demands of Generation Z and Alpha. By doing so, teachers can create more dynamic, inclusive, and learner-centered environments that support active participation and deeper understanding of the subject matter.

As a result, modern education requires teachers to adapt to these changes and integrate digital tools into their teaching practices in real classrooms. This integration allows educators to create more dynamic and student-centered learning environments, where learners are actively involved in the educational language learning process. In addition, the use of technology supports different learning styles, making it possible to combine visual, auditory, and interactive elements within one lesson. This not only improves understanding but also increases students' motivation and participation.

Furthermore, the development of digital literacy among teachers helps them design innovative teaching strategies, manage online learning environments, and effectively use digital resources to achieve educational goals in a pedagogical way. Therefore, developing digital literacy is no longer optional but essential for teachers who aim to meet the demands of modern education system and prepare students for a rapidly changing digital world.

According to Siregar (2024), digital literacy has developed into an essential skill required for success in both professional and academic life. Also, digital literacy includes not only the ability to use innovative tools but also the capacity to apply them effectively and in creative ways. It involves accessing, evaluating, and contributing to various types of digital content [1]. According to Thelma et al. (2024), digital literacy in the education system has become increasingly important in preparing students for the modern learning environment and future workforce that can be important for career growth. It enables learners to effectively participate in and contribute to the digital world. Similarly, digital literacy includes a range of competencies, such as the ability to

evaluate information, use digital resources, interact with others, and integrate digital tools and technologies into the learning process [2].

In the modern educational context, digital literacy plays a crucial role in supporting the learning process, as it enables learners to engage with suitable appropriate materials and adapt to the demands of a technology-driven environment. According to Reddy, Sharma, and Chaudhary (2020), information and communication technologies (ICT), along with the rapid development of the internet, have led to significant advancements and changes in education in the 21st century. Furthermore, these technological developments have influenced teaching and learning processes by introducing new methods, tools, and opportunities for both educators and learners [3].

In particular, digital literacy is highly essential for English language teachers, as it helps them to create meaningful and interactive learning environments. Additionally, by using digital tools, teachers can support different learning styles, encourage student participation, and provide more dynamic, active and flexible lesson structures. Thus, the integration of technology not only improves learners' motivation but also helps them develop important 21st-century skills such as collaboration, creativity, and critical thinking.

Moreover, tools such as Miro and Genially play an important role in this process. These called platforms allow teachers to design interactive exercises and visually engaging materials that enhance the learning experience. The interactive platform Genially is mainly a visual tool that helps create presentations, interactive content, and multimedia resources, making lessons more attractive by demonstrating easier ways to understand. On the other hand, Miro supports collaborative learning by allowing students to work together in groups, share their ideas, and participate in joint activities in real time practice. According to Estupiñán, Cruz, and Pérez Barrera (year), Genially has played a significant role in the education system by transforming the way lessons are delivered in a positive manner. And its emphasis on creativity and visual design has increased its popularity among both educators and learners. This digital tool allows teachers to present subject content in a more engaging and interactive way, which enhances students' interest and participation in the learning process [4].

Therefore, the implementation of digital tools like Miro and Genially not only supports the development of digital literacy among English teachers but also contributes to more interactive, student-centered language teaching practices. Furthermore, nowadays the majority of learners can be considered

visual learners, as they tend to prefer visually attractive and communicative tasks that capture their attention and make the learning process more engaging. And such communicative tasks can be effectively presented through a variety of interactive and visually rich presentations. According to Maass, Cobb, Krainer, and Potari (2019), the use of innovative teaching approaches and technologies in a single classroom can already be challenging for teachers in their pedagogical practice. Nevertheless, the difficulty of digital use increases significantly when such innovations are scaled up to a broader advanced level, such as across multiple schools, districts, or even entire educational systems. Consequently, this highlights the need for careful planning, support, and adaptation when integrating technology into education on a larger scale [5]. As stated by Puranik (2020), education serves as a powerful tool for promoting social development and improving the well-being of individuals in society. In addition, the quality of education can be enhanced through the use of innovative teaching approaches, which make lessons more engaging and help to increase students' motivation and interest in the learning process [6]. Besides, research studies indicate that rural English language teachers in Malaysia demonstrate a positive attitude towards digital literacy; however, they still need for continuous professional development to support their effective use of technology [7]. Therefore, findings from earlier systematic literature review reveal that although English language teachers understand the usefulness of digital tools, they also face various challenges when integrating them into their teaching practices [8]. Additionally, Martyushev et al. (2021) highlight that online communication tools play a significant role in foreign language teaching and learning practice. And these tools include social media platforms, language learning applications, and video conferencing technologies, all of which support communication, and engagement in the teaching and learning process. The earlier study emphasizes that such technologies contribute to more effective and sustainable language education practices [9]. Dias-Trindade, Moreira, and Ferreira (2020) emphasize that the use of digital tools in education alone is not sufficient. And also it is equally important for teachers to develop the knowledge and skills required to integrate technology effectively with pedagogical practices. This combination of digital competence and pedagogical understanding is essential for successful use of technology in teaching [10].

Today's schoolchildren demonstrate a strong interest in technology, as digital devices and online platforms are an integral part of their daily lives. In contrast, their motivation towards traditional teaching approaches, such as

textbook-based instruction or lecture-centered lessons, is often lower and not motivating. So, this difference in engagement reflects the changing needs and preferences of modern learners, who tend to respond more positively to interactive, dynamic, and visually rich learning environments.

This rapid shift in learner preferences highlights the growing importance of adapting teaching methods to meet the expectations of students in the digital age. Nowadays teachers are required not only to update their teaching strategies but also to create learning experiences that are relevant, engaging, and meaningful for learners. By incorporating digital tools into the classroom, educators can better capture students' attention, encourage active participation, and support deeper understanding of the subject and material.

In this context, the integration of educational platforms can serve as a bridge between conventional teaching methods and modern digitalized learning or teaching approaches. Additionally, rather than completely replacing traditional methods, digital tools can complement them by enhancing their effectiveness. For instance, teachers can combine theory with interactive activities, multimedia content, and collaborative tasks. This kind of blended approach allows educators to take advantage of both traditional and innovative practices, and creating a more balanced, and effective learning environment that meets the diverse needs of students.

#### *Materials and methods*

This research study applied a qualitative research design to explore pre-service English language teachers' experiences with the use of educational tools such as Genially and Miro. The main aim of the research was to explore and understand which tools learners use and to provide a comparison between Genially and Miro in the context of English language teaching.

The main research question guiding this study was:

- To what extent have future English language teachers used Genially and Miro, and what are their experiences with using these tools?

A qualitative research design was selected in order to gain deeper insights into participants' perceptions, challenges, opinions, experiences and attitudes toward the use of Genially and Miro. Thus, this approach allowed the researcher to explore participants' personal experiences in detail and to better understand how these tools are integrated into teaching practices.

Additionally, the data were collected and analyzed through semi-structured interviews. This named method helps participants to express their opinions

freely and openly without hesitation, while also allowing the researcher to ask follow-up questions when necessary. Also, each interview lasted approximately 30–40 minutes which consisted of ten questions. All questions designed to address the research objectives and provide comprehensive insights into the use of digital tools in language teaching.

General question:

1. How often do you use digital tools during lessons?

Genially

2. Have you used Genially before?
3. Do you find Genially presentations easy to understand?
4. Do you feel more motivated when using Genially?

Miro

5. Have you used Miro for group work?
6. Do you enjoy working with classmates using Miro?
7. Does Miro help you share ideas more easily?

Comparison questions

8. Which tool do you prefer: Genially or Miro? Why?
9. Which tool is easier to use?

Reflection question

10. What difficulties did you face when using these tools?

The validity of the research instrument was checked through expert review and it was evaluated by the head of the department, teacher candidates, and PhD holders from the English Language Department at South Kazakhstan Pedagogical University named after O. Zhanibekov. Therefore, their feedback contributed to improving the clarity, relevance, and appropriateness of the interview questions. Some of the questions were improved with the advice of the experts.

The participants of the research study were eight students from group 1703–15K. These learners had previously studied at college and were continuing their higher education at the university. Participation in the study was voluntary, and all participants agreed to take part in the research process.

Before the main task, all students were asked which tools they use in their learning process and what benefits these tools provide. And this initial step was important in order to engage participants in the research study and to get a clearer understanding of their prior experience with digital tools. It also helped the researcher identify the level of digital competence among the participants before introducing new platforms.

Most of the students reported using applications such as Kahoot, Quizlet, and Wordwall in their earlier educational practice. The tools were mainly used for practicing vocabulary, completing interactive exercises, and participating in quizzes, which contributed to making lessons more enjoyable. Besides, the responses indicated that students were already familiarized to using basic digital tools. However, their experience with more advanced platforms such as Genially and Miro was limited.

After this, the participants were introduced to new digital tools, Genially and Miro, through giving them a brief demonstration and explanation of their main features and functions of the tools. All eight students stated that they had not used these tools before and that they were completely new to them, which allowed the researcher to observe their initial experiences and impressions. The participants were then given two weeks to complete practical tasks designed to familiarize them with the tools and encourage hands-on practice.

During the first week, they were asked to create an interesting and interactive lesson activity using Genially tool, mostly focusing on visual presentation. In the second week, participants worked collaboratively in groups of two and three to design a lesson activity using Miro, with an emphasis on communication, and teamwork. This collaboration allowed participants to experience both individual and group-based digital learning environment.

After completing these tasks, all participants took part in the interview process to show their experiences and provide detailed feedback on the use of the digital tools. The interviews allowed participants to share their perceptions, challenges, and overall impressions of working with Genially and Miro. The collected data were then analyzed using thematic analysis, in which responses were reviewed in a careful way, coded into meaningful categories, and systematically organized.

In addition, this process made it possible to identify key themes, and common viewpoints that appeared from the participants' perspectives and experiences. The analysis also helped to highlight similarities and differences in how students perceived each tool, as well as the impact of these tools on their learning, motivation, and engagement.

### *Results and discussion*

The section demonstrates the findings of the study based on the data collected from semi-structured interviews. Moreover, the results are analyzed

using thematic analysis in order to identify the key patterns and themes related to the use of Genially and Miro in English language learning.

*1-table. Learners' responses on Genially and Miro*

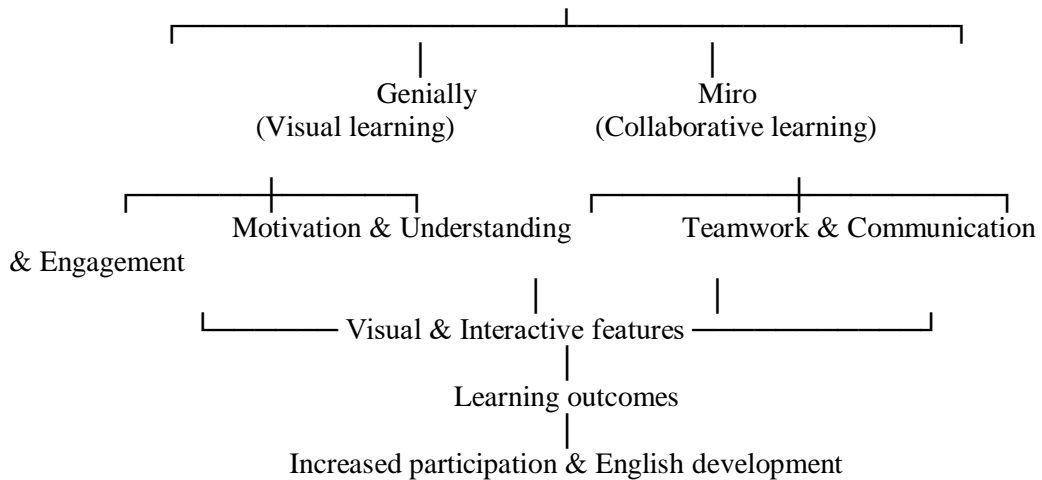
Use of digital tools	Frequency & Preference	Students frequently use digital tools (Kahoot, Quizlet, Wordwall) and prefer digital learning over traditional approaches due to interactivity and engagement.
Genially (visual learning)	Visual understanding	Learners reported that Genially presentations are easy to understand because of visuals, animations, and communicative elements.
	Motivation	Genially increases motivation and interest and learners feel more engaged and focused.
	Memory support	Visual elements act as memory triggers, helping students remember vocabulary and grammar more effectively.
	Ease of use	Most participants found Genially simple and effective.
Miro (collaboration)	Teamwork	Miro supports group work, allowing students to collaborate in real time and share ideas.
	Communication skills	Learners noted improvement in communication through discussion and idea exchange.
	Engagement	Learners felt more involved

		and active compared to traditional lessons.
	Idea sharing	Easy to add notes, images, and links, which helps express ideas and share opinions clearly.
Comparison of tools	Preference	Genially preferred for individual and autonomous work; Miro preferred for group collaboration.
	Interest level	Genially considered more interesting due to animations and design.
	Difficulty	Miro seen as slightly more complex; Genially easier to use.
Challenges	Technical issues	Internet problems and loading delays were mentioned.
	Tool complexity	Initial difficulty in understanding Miro features.
Future use	Willingness	All participants expressed willingness to use both educational tools in future lessons.
Learning impact	Language development	Digital tools help improve English through interaction, vocabulary learning, and active participation.

As presented in Table 1, participants demonstrated positive attitudes toward using both tools, with Genially supporting visual learning and Miro enhancing collaboration.

*2-table. Thematic structure of participants' responses*

Innovative Tools in ELT



As illustrated in Table 2, Genially is mainly associated with visual learning and motivation, while Miro is linked to collaboration and communication. Additionally, both tools contribute to improved learning outcomes and learner engagement.

The results of the study revealed generally positive attitudes towards the use of both Genially and Miro digital tools in English language learning. Moreover, most participants reported that digital tools make lessons more engaging, interactive, and effective compared to traditional teaching methods. And students highlighted that they frequently use digital platforms such as Kahoot, Quizlet, and Wordwall, and they expressed strong interest in integrating new tools into their learning process in their future classroom.

Regarding Genially, the majority of participants emphasized its visual and interactive features. Respondents indicated that presentations created with Genially are easy to understand due to the use of images, slides, and interactive elements. Many learners mentioned that these features help them remember vocabulary and grammar more effectively. Thus, visual animations were described as “memory triggers,” supporting better retention of information. In addition, students said feeling more motivated and focused when using Genially, as it makes learning more enjoyable and engaging. Also, this finding are supported by interview responses indicating that interactive rich materials increase engagement and improve comprehension of lessons and also develops digital literacy of learners.

In contrast to this, Miro was mainly associated with collaboration and communication. Furthermore, participants highlighted that Miro allows them to work together in real time, share ideas easily and actively participate in group tasks with their classmates. Many students noted that the Miro platform improves their communication skills, as they are required to discuss, explain, and organize their ideas with their group mates. The ability in the tool is to add notes, images, and links was considered especially useful for expressing thoughts clearly. Consequently, students pointed out that they were feeling more involved during Miro activities compared to traditional lessons, as they take on active roles rather than passive observation.

When comparing the two tools, participants expressed different preferences depending on the learning context. First tool Genially was often preferred for individual learning due to its simplicity, visual design, and interactive presentations. On the other hand, Miro was accepted as more effective for group work and collaborative tasks. And some students noted that Miro can be slightly difficult to use at the beginning, while Genially is more user-friendly. However, both tools were considered valuable in enhancing the learning experience.

In terms of challenges, participants mentioned that having initial difficulties in understanding the functions of the tools, particularly Miro, as well as technical issues such as slow internet connection and understanding the functions of tools may take longer. But, despite these challenges, students expressed a strong willingness to use both tools in their future lessons. Additionally, they also highlighted that these digital platforms contribute to improving English language skills by encouraging communication, increasing vocabulary exposure, and promoting active participation in learning activities.

Overall, the findings suggest that the integration of digital tools such as Genially and Miro supports interactive, student-centered learning and positively influences motivation, engagement, and communication in English language education.

### *Conclusions*

Digital literacy has become one of the most essential competencies in recent years and is widely recognized as a fundamental skill required in the 21st century. In the context of modern education, it plays a crucial role in making lessons more engaging, interactive, and relevant through the use of online platforms and digital technologies. Nowadays learners are increasingly exposed

to digital environments in their daily lives; the integration of technology into the classroom is no longer optional but necessary and important. It allows educators to create dynamic learning experiences that respond to the needs and expectations of contemporary students.

However, digital literacy does not only simply know how to operate technological tools. It also involves the ability to use these tools in a purposeful, critical, and effective manner within the teaching and learning process. Moreover, teachers must be able to carefully select appropriate digital resources, design meaningful and engaging activities, and guide students in using technology in a responsible, productive and beneficial way.

If digital tools are applied incorrectly, combined inappropriately, or insufficiently explained, they may negatively affect students' engagement and reduce their motivation to learn. Besides, instead of enhancing the learning experience, improper use of technology can lead to distraction, misunderstanding, or a lack of interest in the lesson and make students lose interest into learning a foreign language. In some cases, the misuse and the misinformation or bias of digital tools may even create confusion and hinder the overall learning process.

Therefore, it is important for educators to not only be familiar with digital tools but also to understand how to integrate them effectively into their teaching practices. This skill requires thoughtful planning, clear instruction, and continuous reflection on how technology supports learning objectives.

For this reason, it is essential to carefully consider various factors before cooperating digital tools into the classroom. Thus, these include technical requirements, having accessibility of devices, internet connectivity, and the digital readiness of both teachers and students. The proper plan and preparation are necessary to ensure that technology is used safely, effectively, and in a way that supports learning objectives. In addition, teachers should continuously reflect on their practices and adapt their teaching instructional strategies to maximize the benefits of digital tools.

Pre-service English language teachers need to develop strong digital competence together with their pedagogical skills. In addition, creativity, flexibility, and the ability to effectively integrate technology into lesson design are essential for their professional growth and future success. In today's educational context, having knowledge of the English language alone is not sufficient. Teachers are expected to meet new professional standards that increasingly emphasize the integration of digital technologies into teaching

practices, as well as the ability to design interactive lesson materials and student-centered learning environments.

Moreover, the education system is constantly evolving, and the demands for teachers continue to change in response to rapid technological advancements. These changes require future educators to be adaptable, open to innovation, and capable of continuously updating their skills. Teachers must not only use digital tools but also understand how to apply them meaningfully to support learning objectives and improve student outcomes.

To sum up, future teachers must be ready to respond to these changes and incorporate innovative tools into their classrooms in a purposeful and effective way. Therefore, this research was conducted to increase the interest of pre-service English language teachers in using digital platforms and to encourage them to the integration of tools into future English language teaching practices. Finally, by developing both digital literacy and pedagogical competence, teachers can create more engaging, student-centered, and effective learning environments that meet the needs of modern learners in 21 century.

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### **Miro және Genially құралдарын ағылшын тілін оқыту үдерісіне енгізу: сапалық зерттеу**

**Аңдатпа.** Зерттеу жұмысы әртүрлі білім беру контекстері мен орталарындағы заманауи оқыту үдерістерінде қолданылатын цифрлық инновациялық құралдар - Miro және Genially-ді қарастырады. Сонымен қатар, Miro және Genially - білім алушыларға оқыту мен оқу тәжірибесінде жан-жақты, интерактивті, коммуникативті және көрнекі оқу материалдарын жобалауға және құруға мүмкіндік беретін заманауи білім беру технологиялары. Бұл құралдар

интерактивті тапсырмалар, жаттығулар мен презентациялар жасауға арналған кең ауқымды функциялар мен мүмкіндіктерді ұсынады, бұл өз кезегінде шет тілін үйренушілердің мотивациясы мен қатысу белсенділігін арттырады.

Miro және Genially дәстүрлі оқыту әдістерін инновациялық технологиялармен ұштастыруға мүмкіндік беретін цифрлық құралдар болып табылады, нәтижесінде сабақтар анағұрлым қызықты, тиімді және ынталандырушы болады. Зерттеу нәтижелері сабақ барысында жаңа құралдарды қолдануға деген оң көзқарасты көрсетті, сонымен қатар Genially ағылшын тілін оқыту сабақтарында ең қызықты қосымша ретінде анықталды. Талдау студенттердің жауаптарын топтастыру арқылы тақырыптық талдау әдісімен жүргізілді.

**Кілт сөздер:** цифрлық сауаттылық, Miro, Genially, ағылшын тілін оқыту, болашақ ағылшын тілі мұғалімдері, интерактивті оқыту.

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## **Интеграция инструментов Miro и Genially в преподавание английского языка: качественное исследование**

**Аннотация.** Исследование посвящено изучению цифровых инновационных инструментов Miro и Genially, используемых в разнообразных и современных образовательных условиях и контекстах. Также Miro и Genially являются современными образовательными технологиями, которые позволяют обучающимся разрабатывать и создавать универсальные, интерактивные, коммуникативные и визуальные учебные материалы в процессе обучения и преподавания. Эти инструменты предоставляют широкий спектр функций и возможностей для создания интерактивных заданий, упражнений и презентаций, что способствует повышению мотивации и вовлеченности учащихся в изучение иностранного языка.

Miro и Genially помогают объединять традиционные методы обучения с инновационными технологиями, делая занятия более интересными, эффективными и стимулирующими. Результаты исследования показали положительное отношение к использованию новых инструментов на уроках, при этом Genially был определен как наиболее интересное приложение в обучении английскому языку. Анализ данных проводился с использованием тематического анализа путем группировки типичных ответов студентов.

**Ключевые слова:** цифровая грамотность, Miro, Genially, преподавание английского языка, будущие учителя английского языка, интерактивное обучение.