CONFERENCE PRESENTATION | 2025–2026 STUDY

# Digital Transformation of ESP Instruction:

## Applications and Constraints for Economics Undergraduates

**Tetiana Pohorielova · Olena Chekhratova**
**Evhenia Malyshko · Iryna Reshetniak**

Simon Kuznets Kharkiv National University of Economics, Ukraine
H.S. Skovoroda Kharkiv National Pedagogical University, Ukraine

# Why digital ESP matters

The Ukrainian frontline context makes flexibility a pedagogical requirement—not an optional extra.

### Disrupted continuity

Air-raid alerts, power outages and unstable internet interrupt synchronous teaching.

### Blended reality

Courses shift between live online sessions and asynchronous self-study.

### Professional purpose

Economics and business students need relevant language practice, feedback and independent learning.

## Research premise

**Low-bandwidth, accessible tools can help sustain communicative learning but only when technology is paired with intentional pedagogy and teacher moderation.**

# The pedagogical gap

Digital platforms often deliver tasks and scores; the deeper question is what students learn from the process.

## What tools commonly do

- Collect assignments
- Run basic quizzes
- Automate mechanical grading

## What ESP also needs

- Higher-order thinking
- Self-regulation
- Transparent criteria
- Collaborative feedback

## Study response

Examine Google Forms as a multi-dimensional tool for assessment, learner autonomy and reflection.

**Core question: How can a simple digital tool support complex learning behaviours under constrained conditions?**

# Aim and research questions

A practice-based inquiry into the instructional value and limits of Google Forms in ESP.

STUDY AIM

## Evaluate the pedagogical opportunities and practical constraints of Google Forms in university-level ESP.

**RQ1** How effectively can Google Forms assess progress and diagnose language errors, given its automated features and technical limits?

**RQ2** How does student involvement in form design and peer-review rubrics support autonomy and self-regulation?

**RQ3** How does regular self-reflection via Google Forms support students' monitoring of academic progress?

# Study at a glance

Qualitative Teacher Action Research supported by platform analytics and descriptive quantitative evidence.

**106**
undergraduate students

**20**
instructional sessions

**40**
academic hours

**B1–B1+**
English proficiency

## Participants and setting

Economics, International Business and Management students
at Simon Kuznets Kharkiv National University of Economics
Autumn semester 2025.

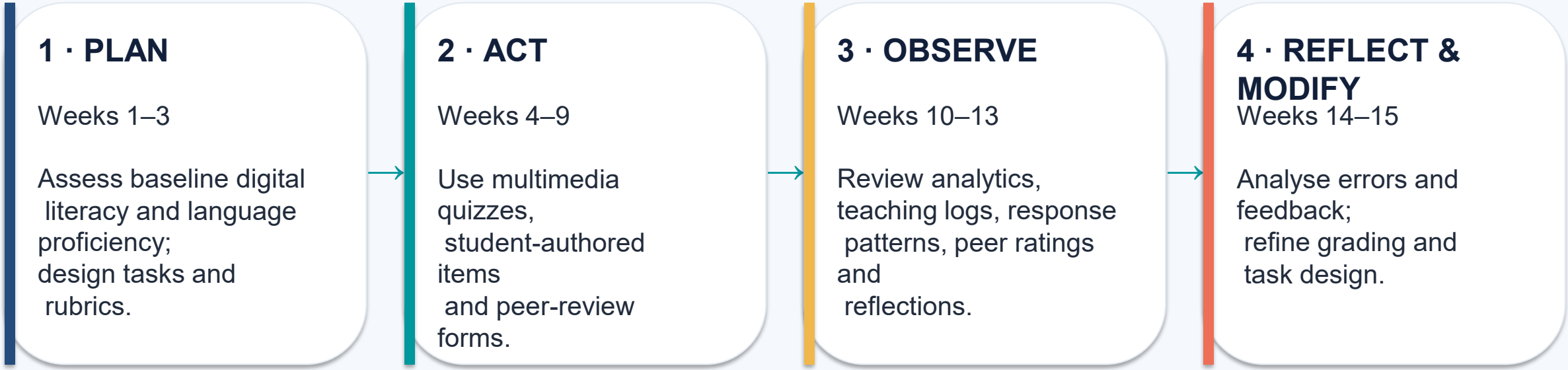
## Evidence base

Teaching logs, 318 structured reflection entries, 338 peer evaluations, response distributions and Google Forms statistics.

**15-week cycle: September–December 2025 · blended/distance learning**

# A four-stage action-research cycle

The intervention was adjusted iteratively in response to evidence from teaching and student work.




Ethics: informed digital consent, anonymised data, voluntary participation and no grade penalty for reflection or peer review.

# Three connected functions of Google Forms

The platform was used as an instructional ecosystem, not merely as an online test.

## 01 Assess

- Vocabulary and grammar
- Listening and reading with media
- Instant scores
- Frequently Missed Questions analytics

## 02 Co-create & evaluate

- Student-authored questions
- Shared grading criteria
- Anonymous peer ratings
- Teacher cross-checking

## 03 Reflect

- Post-lesson self-ratings
- Identify strengths and gaps
- Anonymous course feedback
- Adjust future learning and teaching

**Google Forms ↔ Google Classroom ↔ Google Sheets: task delivery, response tracking and error-pattern review.**

# Automation is useful—when interpreted by a teacher

Fast feedback raises error awareness, but does not independently guarantee durable learning gains.

### What worked

Frequently Missed Questions flagged items answered incorrectly by more than 50% of respondents.

### What it revealed

Recurring difficulty with mixed conditionals, indirect speech and nuanced vocabulary.

### What was needed

Targeted teacher explanation and follow-up; Answer keys alone sometimes prompted memorisation rather than rule mastery.

**Pedagogical implication**

**Treat automated feedback as a diagnostic trigger—not as a substitute for instruction.**

# A score is not always a fair measure of language

Mechanical answer matching can misrepresent communicative competence in open-cloze and transformation tasks.

### Accepted variation may be penalised

- colour / color
- don’t / do not
- capitalisation or spacing
- valid grammatical alternatives

### Teacher response

- Anticipate likely variants
- Review disputed answers manually
- Explain the linguistic principle
- Use context-rich tasks

### Operational constraint

Entering every possible answer variant is time-consuming and cannot guarantee full coverage.

**Design principle: automate what is reliably machine-checkable; moderate what requires linguistic judgement.**

# A four-step moderated peer-assessment protocol

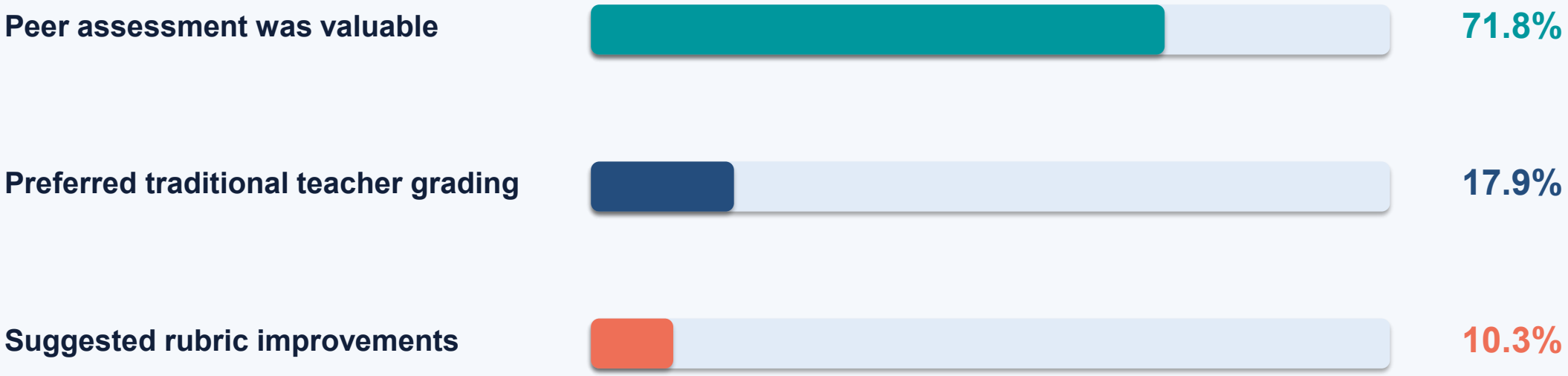
The protocol combines student agency with fairness, calibration and emotional safety.

1. **Brief & calibrate** — 5–10-minute discussion of criteria; revise rubric with student input.
2. **Rate anonymously** — Students submit peer ratings through Google Forms.
3. **Cross-check** — Instructor compares ratings with an independent grading matrix.
4. **Feedback privately** — Results are shared with the individual presenter, not the whole group.

**Initial calibration issue: students awarded “Excellent” in 75% of ratings; teacher discussion improved later scoring realism.**

# Students reported value in evaluating peers

318 reflection entries were coded into three categories.




**Students said rubric-based evaluation helped them understand expectations for their own presentations and recognise techniques to use in future work.**

# Reflection becomes useful when it is safe and specific

Ungraded self-assessment helped students identify needs—and gave teachers actionable feedback.

## Student self-monitoring

After a contract-negotiation role-play,
one student rated performance 4/5
and identified missing formal phrases
and difficulty with conditionals;
the test score was also 4/5.

## Course adjustment

Anonymous feedback revealed
difficulty with fast financial terminology
in authentic macroeconomic videos;
the teacher could pre-teach a glossary
or slow playback.

## Conditions for honesty

Reflection did not affect grades.
Criteria were discussed in advance,
and anonymity supported candid feedback
about learning barriers.

**The goal is not simply to ask “How did I do?” but “What did I learn, what remains difficult, and what will I do next?”**

# Technology needs pedagogical guardrails

The paper identifies operational constraints and methodological boundaries.

## Academic integrity

Online consultation, collaboration, and AI-generated answers can undermine validity. Use personalised, experience-based prompts tied to class activity.

## Platform limitations

No native timer; third-party timers can be fragile. Auto-grading is rigid for open responses and answer variants.

## Study limitations

Single university; n=106; B1–B1+ learners; no control group or direct comparison with Moodle, Kahoot or Quizizz.

**Interpret findings as context-grounded evidence from one ESP setting—not universal proof of platform superiority.**

# A low-bandwidth framework for resilient ESP

Evidence from the study points to a balanced model of digital assessment.

## ALIGN

Match the tool to a clear learning purpose.

## DIAGNOSE

Use item-level analytics to identify
Recurring difficulties.

## MODERATE

Review machine-graded answers
where language variation matters.

## SHARE AGENCY

Co-design rubrics and structure peer
feedback.

## REFLECT

Keep reflection safe, specific and ungraded.

**Scientific contribution: an evidence-based instructional framework aligning accessible digital tools with communicative pedagogy and teacher moderation.**

# The central finding: simple tools can support complex pedagogy

But learning gains depend on how the tool is embedded in teaching.

- Google Forms supported multimedia language practice and rapid diagnosis in unstable learning conditions.
- Instant feedback increased error awareness, but teacher-led follow-up was needed for deeper learning.
- Peer assessment worked best with shared criteria, anonymity, instructor cross-checking and private feedback.
- Ungraded reflection helped students identify difficulties and enabled responsive course adjustments.

**Next step: comparing platforms across wider educational settings and learner groups.**

# Selected references

Full reference list appears in the article.


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**Thank you for your attention · Questions and discussion**