

EUniWell Language Paths

Ukrainian learning sequence



Language learning as a space for well-being, inclusion and cultural openness

Languages covered: English · French · German · Ukrainian · Hungarian

A EUniWell educational resource

Project context and educational rationale

The present Ukrainian learning sequence was developed within the framework of the EUniWell Language Paths initiative (WP5).

The sequence was co-designed by **Ukrainian language specialists**, in alignment with the pedagogical principles explored during the **BIP “Bringing Innovation in Your Teaching Practice”** (UNIFI – Florence, September 2025). It reflects the Alliance’s commitment to inclusive, research-informed and well-being-centred language education, while giving specific visibility to Ukrainian as a strategically and culturally significant language within the European context.

Designed for an **intensive short-course format**, this pathway is conceived as a structured **pedagogical framework for teachers working with beginner-level learners** (A1–A1.1). The introductory lesson is designed to provide participants with their first structured exposure to Ukrainian.

It **focuses on pronunciation** (notably stress and the sound *и* /y/), **initial reading awareness** of the Ukrainian alphabet, and **essential communicative functions**. Structured oral modelling, gesture-supported interaction and guided repetition establish early **“islands of communication”**. In line with the **Neurolinguistic Approach (ANL)**, priority is given to structured oral interaction, modelling of complete sentences and contextualisation.

This introductory sequence is also be embedded **within Inalco’s Executive Education programme “Perspectives on Ukraine: Understanding, Communicating, Collaborating”**, developed in response to the increased engagement of international actors in Ukraine since 2022. By combining linguistic initiation with cultural awareness, it equips participants with foundational competencies for respectful and context-sensitive professional interaction and cooperation with Ukrainian partners and communities.

Ukrainian learning sequence

Full Course Outline

LESSON 1 – GREETINGS AND SELF-INTRODUCTION

- Guided initial exposure to reading in Ukrainian
- Development of awareness of lexical stress patterns
- Identification and pronunciation of the letter и /y/
- Introduction to the Ukrainian alphabet

LESSON 2 – WHAT IS THIS? IS IT A BOOK? WHERE IS THE BOOK?

- Phonetics: sibilant consonants
- Grammar: adverbs of place and demonstrative pronouns

LESSON 3 – WHO IS THIS? (OCCUPATIONS AND FAMILY MEMBERS)

- Phonetics: hard and soft consonants (Part 1)
- Grammar: personal pronouns in the nominative and accusative cases

LESSON 4 – DO YOU SPEAK UKRAINIAN? WHERE ARE YOU FROM?

- Grammar: country names in the nominative and genitive cases
- Phonetics: the letters й /j/ and ї /ji/ and their associated phonemes

LESSON 5 – MY CITY

- Grammar: adjectives and gender agreement
- Phonetics: hard and soft consonants (Part 2)

Section 1

Greetings and Introductions

COMMUNICATIVE OBJECTIVES – BY THE END OF THE LESSON, STUDENTS WILL BE ABLE TO:

- Greeting others appropriately
- Ask and state their name
- Ask and answer “How are you?”
- Ask about other people’s names
- Respond using basic yes/no forms



TARGET STRUCTURES AND CORE VOCABULARY PROVIDED BY TEACHER

Greetings

- Привіт! [Hi!]
- Добрий день! [Good afternoon / Hello]

Asking and giving names

- Як тебе звати? [What is your name? – informal]
- Як вас звати? [What is your name? – formal]
- Мене звати... [My name is...]
- Нас звати... [Our names are...]

Talking about others

- Як її звати? [What is her name?]
- Як його звати? [What is his name?]
- Як їх звати? [What are their names?]

Asking how someone is

- Як справи? [How are you?]
- Добре [Fine]
- Нормально [OK]
- Погано [Not well]

Yes/No

- так [Yes]
- ні [No]



READING AND PRONUNCIATION FOCUS – STUDENTS WILL:

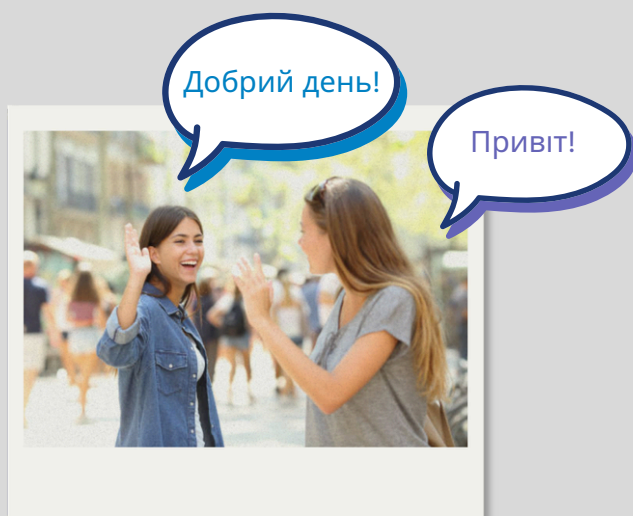
- Be exposed to basic Ukrainian **reading** conventions
- Identify and practice **lexical stress** (tonic emphasis)
- Practice the **pronunciation** of the sound /y/ (letter и)
- Begin familiarization with the Ukrainian alphabet (homework task)

Section 1

Greetings and Introductions

GREETINGS MODELLED BY THE TEACHERS

The teachers greet each other using the target language (e.g. Привіт! / Добрий день!).



Model dialogue: one teacher addresses another

Short, structured exchanges between the teachers, incorporating slight variations and supported by mime.

Добрий день.
Як тебе звати?

Мене звати
Олена. А тебе?

Мене звати
Ірина.

Following teacher modelling, students walk around the classroom and practise the exchange, repeating:
Привіт / Добрий день... Як тебе звати?

INTRODUCTIONS WITH GESTURAL SUPPORT

Teachers use clear, exaggerated gestures to aid comprehension (a slight bow when greeting; a hand placed on the chest when saying "my name is").

- Добрий день! Мене звати Олена.
- Добрий день! Мене звати Ірина.
- Добрий день! Мене звати Олександра.

GUIDED PRACTICE

The teacher addresses individual students using the target structure:

Добрий день. Як тебе звати?

Students respond using the model sentence:
Мене звати...

PAIR WORK

Two to three pairs of students perform in front of the class (as shown below).

Привіт! Як тебе
звати?

Мене звати...
А тебе?

Section 1

Greetings and Introductions

INTRODUCING OTHERS

One teacher introduces colleagues to the class, using pointing and open-hand gestures to indicate each person while speaking (dialogue below).



Нас звати Олена,
Ірина, Олександра

→ Our names are Olena, Iryna and Oleksandra

Мене звати Олена, а їх
звати Ірина і Олександра.

→ My name is Olena,
and their names are
Iryna and Oleksandra.

Її звати Ірина, а її
звати Олександра.

→ Her name is Iryna and her name is Oleksandra

The teacher then points to a female student and asks: **А як її звати?**
Then points to a male student and asks: **А як його звати?**
Then to a group of students and asks: **Як їх звати?**

SEMI-SPONTANEOUS INTERACTION (TEACHER-LED)

The teacher asks the same questions to several students, then uses gestures to signal that students should continue the activity in small groups, asking each other the same questions.

ANOTHER TEACHER INTRODUCES STUDENTS ONE BY ONE

The teacher then checks comprehension and recall by asking:

- Його звати ... ?
- Її звати ... ?

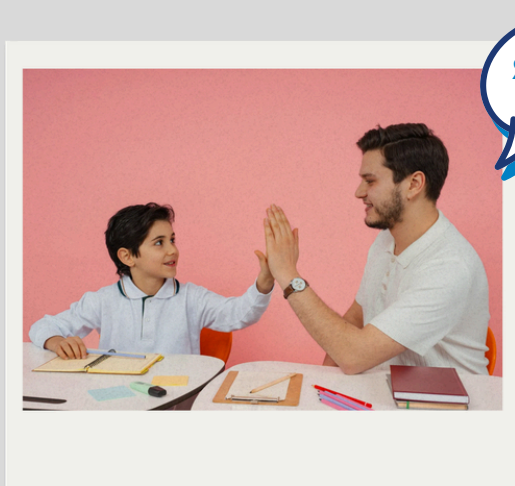
Students respond: так/ні.

Section 1

Greetings and Introductions

HOW ARE YOU? – Як справи?

The teachers model the question and responses before letting students interact. Each answer is supported by clear gestures and appropriate facial expressions to convey meaning.



Як справи?

Possible answers

Добре

Good → Smile, thumbs up

Нормально

Okay → Slight smile, "OK" gesture

Погано

Not well/bad → Grimace, head shake

CONSOLIDATION

The teacher explains that students will now practise the full communication sequence: **greeting → asking for a name → introducing someone → asking how they are.**

Students first practise the complete exchange in pairs in front of the class. They then repeat the activity in small groups to reinforce fluency and confidence.

Section 1

Greetings and Introductions

READING ACTIVITY – WHAT IS YOUR NAME?

Як вас звáти?



		
Олексáндра.	Ірїна	Олéна
Менé звáти Олексáндра.	Мéне звáти Ірїна.	Менé звáти Олéна.
Приві́т! Менé звáти Олексáндра.	Добрий день! Менé звати Ірїна.	Добрий день! Менé звати Олéна. Вас звáти Олексáндра іІрїна? Так?
— Як и звáти? — Її Олексáндра.	Як и звати? Її звáти Ірїна? Так.	Як и звáти? Її звáти Ірїна? Ні, її Олéна.
— Як спрáви? — Дóбре.	— Як спрáви? — Нормáльно.	— Як спрáви? — Погáно.

Section 1

Greetings and Introductions

READING ACTIVITY INSTRUCTIONS - WHAT IS YOUR NAME?

THE TEACHER PROJECTS THE TABLE FROM THE PREVIOUS PAGE ONTO THE SCREEN

The **teacher first reads the first names aloud**. While reading, she **points to the stressed letter** (in bold) and deliberately exaggerates the stress to make the tonic syllable audible.

The teacher then **reads the names a second time** and asks the **students to repeat each name after her in chorus**.

The class then **works through the text line by line**, with the **teacher consistently indicating the stressed syllable** and reinforcing word stress through vocal emphasis.

PRINTED TEXT ACTIVITY

The printed version of the text is then distributed by the teacher.

Students are asked to scan the text and identify occurrences of the sound ɪ (/ɪ/).



HOMEWORK

- Listen to the audio recordings on the university website (the teacher indicates where they can be found).
- Revise the Ukrainian alphabet using the table and audio recording available on the university website.
- Translate, type, and record (MP3 format) the following sentences:
 - Hello
 - Hi
 - How are you? – I'm fine / I'm not fine
 - How are you? Fine? – Yes!
 - Her name is Iryna.
 - His name is Mark.
 - Their names are Oleksandra and Olena. (feminine)
 - Their names are Mark and Oleksandr. (masculine)
 - What is your name? Is your name Olena? – No, my name is ...
 - What are your names? Our names are Mark and Iryna.

