GOING UKRAINE: A CASE OF HUMAN TRAFFICKING PREVENTION IN PROSOCIAL STYLISTICS INTEGRATED TEACHING

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This paper describes the practical linguistic and pedagogical experience of teaching stylistics for social purposes in Ukrainian (Borys Grinchenko Kyiv Metropolitan University) and French (Université Paul-Valéry Montpellier 3, France) universities. It meets the challenges of integrating the social domain into linguistic and non-linguistics disciplines thanks to various cognitive structures verbalised through literary devices in media discourse. The social impact of teaching Stylistics is predetermined by the necessity of raising awareness of societal wartime issues in Ukraine and abroad. The case study refers to the project on preventing human trafficking implemented with the support of the CEFRES (French Research Center in Humanities and Social Sciences) fellowship program for Ukrainian scholars. The methods of field observations, surveying in the educational process, and discussions on incorporating war-related topics into humanities with European colleagues were applied during the stay at EMMA (Études Montpelliéraines du Monde Anglophone). The results suggest an overview of the content and conceptual interoperability across linguistic and non-linguistic disciplines at Paul Valery Montpellier University 3 and an evaluation of potential cross-cultural pedagogical activities between the universities. The findings uncover insights into the methodological domain of using literary tools (metaphor, storytelling, schemata, and sensory language) to promote student sociolinguistic awareness through learning experiences.
Keywords*: human trafficking; metaphor; storytelling; schemata; integrated teaching; sensory language; prosocial stylistics; social sciences; awareness; collaboration.*

INTRODUCTION

The paper presents an example of integrated humanities and social sciences taught in collaborative live activities conducted at Paul Valery Montpellier University 3 (UPV), Montpellier, France. This pedagogical stay became possible thanks to the fellowship program dedicated to Ukrainian researchers in humanities and social sciences granted by the French Institute in Ukraine, the Ministry of Europe and Foreign Affairs (France) (MEAE) & Campus France, and the French Research Center in Humanities and Social Sciences (CEFRES) in Prague, the Czech Republic. The author became a laureate of the non-residential fellowship program "CEFRES Actions for Ukraine" UMIFRE 13 CNRS-MEAE UAR 3138 CNRS. This initiative refers to the CEFRES topic "*Research Area 1. Displacements, "Dépaysements" and Discrepancies: People, Knowledge, and Practices*" in 2023 with the initiative *Changing Young Minds: Student Awareness of HT under War Conditions*[2].

This CEFRES Project (Project 1) covers four interdisciplinary directions of exploring the cognitive potential of using linguistic tools in creating impactful anti-trafficking educational products in response to increased HT risks for young people in Ukraine based on the research conducted under the four parameters: metaphor, schemata, sensory language, and storytelling. Later, in May 2024, the author won a scholarship for a high-level scientific stay in France, generously hosted by EMMA (Études Montpelliéraines du Monde Anglophone), an administrative department of Paul Valery Montpellier University 3, with the project *Prosocial Stylistics: Wartime Narratives on HT* (23 September – 07 October 2024) aimed at exploring narratives about wartime refugees in the political and media discourses on human trafficking (HT) and identifying the linguistic prerequisites for creating impactful educational materials and fostering prosocial pedagogical practices during the Russia-Ukraine war at a Ukrainian university (Project 2).

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[2] The Russia-Ukraine war has prompted a reassessment of international relations, foreign policy strategies, and the activation and development of EU measures, among other responses, and caused political shifts and a rise in HT risks for Ukrainian refugees across the globe (Paliichuk, 2023).

The article describes the matrix of four areas of teaching stylistics by assessing the potential of promoting the social dimension amid other disciplines and across the two universities – Borys Grinchenko Kyiv Metropolitan University (BGKU) and Paul Valery Montpellier University 3 (UPV). Four aspects should be considered:

1) stylistics as an integral discipline of EFL teaching,

2) the compatibility of prosocial stylistics with linguistic disciplines,

3) HT prevention as a social dimension of stylistics and the studies at BGKU: metaphor, schemata, sensory language, and storytelling,

4) blending prosocial stylistics and integrated teaching of humanities at UPV.

Stylistics as an integral discipline of EFL teaching. In this paper, the English language is seen as EFL concerning linguistic disciplines (grammar, speech skills, translation, writing) and as a language of teaching in non-linguistic humanities such as political studies, international relations, history, media literacy, etc.), which governs the exploration of the potentialities of the integrated teaching of English studies in BGKU and UPV establishing the parallels between national and European linguistic education.

The compatibility of stylistics with linguistic disciplines. Stylistics offers multiple perspectives in the exploration of language use. As Professor Sandrine Sorlin fairly noted, stylistics is the most "undisciplined" child of linguistics" and "welcomes interdisciplinary collaborations" (Sorlin, 2016). Linguistic stylistics goes far beyond the use of figurative language in writing and appreciation of literary works. For this study, stylistics is well-interoperable with cognitive grammar, metaphor theory, narrative stylistics, the studies of sensory language, pragmatics, creative writing, and translation.

Recent research in stylistics has highlighted how cognitive grammar provides a novel framework for analysing texts, emphasising that our physical interaction with the world influences both our production and interpretation of language (Giovanelli & Harrison, 2022) and offering a theoretical framework for teaching metalinguistic awareness (Healey & Gardner, 2021). The achievements of cognitive grammar and cognitive stylistics can be used with prosocial aim through the explorations of

schemata-charged language (Paliichuk, 2022) and its potential to influence social perceptions.

Narrative stylistics can help focus students' imaginative thinking on socially relevant issues and craft engaging experiences through "precise linguistic choices" (Healey, 2024). This is another perspective of raising awareness of social problems through media stories.

Teaching prosocial stylistics can be formally referred to as Pedagogical Stylistics, mostly seen as a guided analysis or instructor-supported experiences (Jaafar & Ganapathy, 2022) with "diverse contexts and areas, including empirical approaches, corpus stylistics, creative writing, literary-linguistic criticism, students as researchers, critical discourse, academic register, text-world pedagogy, cognitive stylistics, classroom discourse, language of literary texts, L1/L2 education, EFL learners, and multimodal stylistics" (Zyngier & Watson, 2022). Pedagogical Stylistics is also understood as a form of societal intervention amid the ongoing crisis in democratic societies. Examples include the practice of a course-based research experience when broad-based stylistic analyses of political discourse are conducted within classroom settings and disseminated within public settings, thus enhancing personal and societal agency by focusing directly on the way language is used by politicians to coerce, manipulate, and persuade audiences (Hanauer, 2022).

Other dimensions of stylistics are increasingly exploring representations of sensory perceptions of the world (olfactory, gustative, aural, tactile, visual) and how the body activates language (Pillière & Sorlin, 2024); how reading poetry invites experiencing it through auditory senses (Van Peer & Chesnokova, 2024). Likewise, it can also be empirically explored how sensations narrated by HT victims activate co-experiencing, and thus fulfill a warning function concerning the hottest social issue.

HT prevention as a social dimension of stylistics and the studies at BGKU: Metaphor, schemata, sensory language, and storytelling. The experience of introducing the social domain into the course program of the Stylistics of the English Language as an optional component at BGKU relies on the studies conducted in the previous three years. In these studies, B.A. students aged 20-22 were exposed to media

content on HT. Two aims were achieved in this process: 1) students raised their awareness of war-related risks as part of primary prevention measures taken at the pre-employment stage during the ongoing educational process; 2) students provided valuable data in their responses to the questionnaire items. They showed increased reader responses to media texts augmented with spiderweb metaphors representing the specific characteristics of HT situations and enabling students to visualise being in the same condition (Author, 2023); to the language means saturated with containment schemas in media texts on HT (Author, 2022); to verbalised sensory modalities (visual, auditory, tactile) actuating the sensations of HT victims (Paliichuk, in press); and to immersive reading and storytelling techniques (Paliichuk, 2018).

Blending prosocial stylistics with UPV humanities and integrated teaching activities. Two major aspects should be brought into the focus of this study: how to organise the integrated modes of teaching interaction and how to promote a prosocial stylistics paradigm in the humanities across the two universities. In this regard, the paper provides an overview of co-teaching such learning modules as International Relations, US Policy Studies, British History, Translation and Writing, Creative Writing, Critical Reading, and Media, at Paul Valery Montpellier University 3, Montpellier, France, when the topics of HT and the Russia-Ukraine war were integrated into the current thematic modules taught by the colleagues from the Paul Valery Montpellier University 3.

Most often, educators tend to blend adjacent disciplines, for instance, chemistry and biology, or language and literature, etc. (Cushing, 2022; Kone, 2023; Bouchet, 2024; Vo & Cao, 2024; Abdelhamid & Katz, 2024; Lei & Zhang, 2024), however, the question arises as to whether it is possible to set a larger amplitude in integrating humanities disciplines and to what degree. The efficacy of such an integrated lesson lies in the student's ability to explore a topic from the perspectives of multiple disciplines, establishing connections between subjects, helping students view the issue holistically, transfer knowledge across different areas, and study a specific problem in a cohesive and unified manner (Margalitashvili et al., 2024) and promotes critical thinking,

problem-solving, and decision-making, mirroring the complex challenges faced in the real world (Kupp & Mueller, 2024).

The analysis of co-teaching experiences requires evaluating the scenarios of the degrees of interpenetration of social sciences and linguistics between the two universities. For instance, whether prosocial stylistics can follow the path of corpus stylistics and pedagogical stylistics enriching ever-evolving applications to other areas, such as digital humanities, sociolinguistics, stylistics, translation studies, materials design, language teaching and teacher development, media discourse, discourse analysis (O'Keeffe & McCarthy, 2022), etc.

With non-traditional integrative ways of organising education becoming increasingly popular, collaborative teaching has been acknowledged as a strategy for internationalisation and fostering connections between universities, helping to promote a global perspective in higher education (Borsetto & Saccon, 2023; Yepikhina et al., 2023; Ngelambong et al., 2024). Different forms of interaction include sharing information, coordination, collaborative learning, and offering mutual support (Yepikhina et al., 2023) pursuing multiple vectors of integrated teaching according to effectiveness and benefits, challenges, applicability, alignment in curricula, and teamwork by using various methods to bridge the gaps in the organisational and conceptual co-teaching frameworks (Svobodová et al., 2024; Bouchet, 2024; Lee, 2024; Amrina et al., 2024).

Thus, as an integral discipline of teaching EFL and linguistics in general, stylistics can acquire the social dimension of its application aimed at promoting societal agenda, for instance, the social aspect of stylistics could be used to address HT prevention by employing language in ways that highlight the importance of awareness, empathy, and action against trafficking. In this regard, BGKU could be a reference institution or academic program, where techniques of cognitive stylistics such as metaphor, schemata, sensory language, and storytelling are used in education to raise awareness or promote critical thinking in students. Metaphors and schemata are cognitive tools that shape how we understand and interpret social issues, sensory language evokes emotions and experiences, making a message more powerful and memorable, and storytelling can

humanise the issue of HT, helping students be more cautious in their interactions in potentially dangerous situations. The experience of teaching humanities shared by lecturers at UPV contributes to integrating prosocial stylistics into teaching activities suggesting that language can be used in educational contexts not just for skill development but also for fostering social awareness and ethical values in students. Combining prosocial stylistics with other educational approaches or interdisciplinary teaching may help create a more holistic environment for building students' socially relevant competencies.

RESEARCH QUESTIONS AND OBJECTIVES

The paper aims to assess the potentialities of integrated teaching at the level of the disciplines taught at BGKU and UPV and at the level of organising collaborative activities between the two universities. The research questions derive from the metanalysis and reflections on the linguistic and didactic aspects of interactive lecturing at UPV during the scientific scholarship stay:

1) How can cognitive stylistic means be used to raise awareness of HT as a societal agenda?

2) Is it possible to set a larger amplitude in integrating humanities disciplines and to what degree by teaching prosocial components in stylistics?

3) What are the common points of integrated teaching to synthesise linguistic and non-linguistic knowledge?

To this end, the following objectives should be met:

1) to define prosocial stylistics in the framework of the given initiative,

2) to briefly summarise the state of the art within the framework of Projects 1 and 2,

3) to analyse the experience of integrating prosocial stylistics with the disciplines at UPV in the role of a visiting lecturer,

4) to establish a common ground for joint teaching activities between UPV and BGKU in the network of linguistic disciplines, in particular, for the development of an integrated teaching model by including seminars and workshops conducted

at UPV into the regular course program of the Stylistics of the English language in BGKU.

The paper further outlines the results of Project 1 and the developments within the framework of Project 2. In particular, it explains the prerequisites of prosocial stylistics and describes the practical experience of using the elements of Project 2 in humanities at UPV.

METHODS

For implementing Project 1, the cognitive-linguistic, psycholinguistic, and narratological approaches combined with empirical research techniques (surveying, experiment, statistical analysis) were used (Paliichuk, 2022; Paliichuk, 2023). The media content on HT was analysed through the prism of metaphorisation of HT, schemata organisation, sensory language, and survival media stories, covering four areas of the potential use of linguistic tools in primary prevention classroom activities.

To implement Project 2 as the fourth component of Project 1, the methods of literature review and field observations were used to meet the objectives of the *Prosocial Stylistics: Wartime Narratives on HT* initiative. The language case study covered the bulk of narratives about wartime refugees in the political and media discourses on HT. This stage also included experimental teaching of prosocial stylistics at UPV in the network of such disciplines as International Relations, US Policy Studies, British History, Migration, Translation and Writing, Creative Writing, Critical Reading, and Media, Theatre and Fiction Discourse, at UPV. In particular, the media material containing wartime narratives on HT was selected to meet the need to raise the targeted awareness of this global problem. The teaching techniques comprised brief presentations of Projects 1 and 2, live Q&A sessions, media text analysis, critical reading, comparative analysis of the global and Ukrainian political, historical, and media discourse, and discussions.

RESULTS

In this study, the pedagogical concept of prosocial stylistics is built on the findings of Project 1 and the state of the art of Project 2. In the framework of this initiative,

prosocial stylistics can be defined as a type of contemporary stylistics consisting of two complementing processes:

1)   the tools of cognitive stylistics (metaphor, schemata, sensory language, and narratives) are used to raise awareness of the social problems among students as alternative resources in social campaigns, and

2)   students should be encouraged to analyse media texts about social problems from a stylistic perspective and share their perceptions in critical reading activities.

Parallel to these processes, research has been done by collecting responses to the texts about social problems for qualitative and quantitative studies (surveying, discussions, open-answer questions, and statistical processing). Table 1 provides an overview of the work done in the framework of the overall CEFRES-supported research at BGKU. The data obtained, and the findings received in implementing the initiative became the point of departure for further collaborative interactions with the teaching team at UPV.

Table 1. **The findings of Project 1 and the state of the art of Project 2.**

Project 1 – Study 1: The study on the cognitive metaphor comprised an experimental reading of three media texts in three conditions (authentic, manipulated without explicit metaphors, and manipulated with enhanced metaphorisation of HT). The respondents showed a greater emotional response to the texts on HT enhanced by the deliberate use of metaphors representing the image of a spiderweb. Their emotional involvement was revealed through their identifying themselves with trafficked people, imagining sounds or voices, imagining themselves in a trafficking situation, and reflecting on their safety in the future. These findings suggest the potential for using the *spiderweb* metaphor in anti-trafficking primary prevention education (Paliichuk, 2023).	Project 1 – Study 3: The study on schemata examined the role of image schemas in media texts on HT, exploring their potential as "warning" signals in anti-trafficking campaigns. In an experimental reading of two different texts (expository text (T1) and a media narrative (T2) within two groups of respondents, it was revealed that the media narrative text evoked stronger emotional involvement. Students reported a sense of danger, responding to the *containment* and *scale/process/up* schema clusters; the expository text had a weaker emotional response to *up, blockage*, and *counterforce* schemas. These findings suggest framing could be an effective methodology for raising awareness of HT (Paliichuk, 2022).

Project 1 – Study 2: The study on sensory language explored the transportation effect in survival stories. The respondents showed greater involvement in a story in which visual, acoustic, and tactile sensations of HT victims were verbalised. Significant results confirmed that sensory language contributed to a greater transportation effect in survival stories (Paliichuk, 2024).	Project 2 – Part of Study 4: The *Prosocial Stylistics: Wartime Narratives on HT* initiative constitutes Project 2 aimed at collecting perceptions of survival stories told by HT victims during the Russia-Ukraine war as reflected in European political and media discourse that will extend the bulk of empirical data for a broader perspective on student vulnerability to HT in wartime conditions. This direction has wider perspectives of exploration discussed: interactive scenarios in classroom activities, interactive environments, multimodal storytelling, and fictional engagement in HT prevention.
Project 1 – Study 4: The study on HT media narratives analyses the structure of media scenarios of HT.	

At the scientific linguistic level of the fellowship program, the author delivered a seminar on *Prosocial Stylistics: Wartime Narratives on HT* at EMMA (UPV). "Look at this, your seminar has been advertised throughout the university… Go Ukraine!", – Professor Sorlin said in a letter to the author (*Séminaire : Elina Paliichuk (Borys Grinchenko Kyiv Metropolitan University & CEFRES) "Prosocial Stylistics: Wartime Narratives on Human Trafficking" | EMMA*, n.d.).

The seminar received generous attention from professors and students of UPV. It was delivered offline at EMMA premises and broadcast online via Zoom. The review of Project 1 and Project 2 was presented, giving room for extensive discussion and deep involvement of the audience in the problem of HT and the risks arising from the situation in Ukraine. Such issues as migration, interviewing refugees, the image of traffickers, using literary and multimodal dimensions of HT representation, policies, and NGOs, gender studies, psychology of victims, and other topics were raised during the discussion. The seminar was followed up with professional networking with EMMA's professors and students who showed interest in the situation in Ukraine, migration problems, student mobility in the EU, and HT risks. Apart from the seminar, the literature review was done to meet the project demands of the initiative with a focus on media and political discourses, presenting social issues in the classroom, stylistics, pragmatics, narratology, linguistic analysis, etc.

The pedagogical level of the stay was implemented by the author attending the lectures and practical sessions at UPV's campus where the developments of Projects 1 and 2 were smoothly integrated into current topics and modules. These activities were followed up with a reflection on the common thematic and methodological points, outcomes of integrating prosocial stylistics into current modules, and prospects for collaboration between UPV and BGKU. Below are descriptions of the exchange of live teaching practices at UPV and a forecast of the possible integration of UPV humanities into prosocial stylistics and other disciplines at BGKU. The author also presented the linguistic techniques of impactful communication through prosocial stylistics in UPV classes.

To assess mutual pedagogical cooperation prospects, the author summarised the results of the scientific stay according to the classes attended and taught, the instructor, what was done at UPV, and potential areas of integrating UVP experience into teaching stylistics at BGKU.

1. **Pragmatics/Prof. Sandrine Sorlin**: The author attended a live lecture on strategies of influence in a speech delivered by Prof. Sorlin. The theory was combined with interactive activities. Students presented projects on speech maxims, played out respective dialogues, and analysed the case studies. After that, the approaches to teaching stylistics in UPV and BGKU were discussed, and the author presented a manual on text stylistics *The Cookery Book of Text Interpretation* (Paliichuk, 2024). Takeaways for BGKU and prospects of collaboration include 1) introducing interactivity through students preparing theoretical material with examples and playing out respective communicative discourse; 2) the idea of language manipulation can be taken advantage of for the concept of deceptive language used by traffickers, thus the study of manipulative language should be integrated into prosocial stylistics, for instance, to raise awareness of the speech acts used by potential traffickers.

2. **American History and International Relations/Raphaël Ricaud**: Dr. Raphaël Ricaud gave a lecture on Cold War US propaganda and the ethics and pragmatics

of American propaganda to show the students that there was such a thing as American propaganda during the first stages of the Cold War and that US citizens and their representatives were uneasy about the term, but not necessarily the means. The case study was a Voice of America script, which caused outrage in Congress in the late '40s. The students would have to try to figure out why. Dr. Ricaud noted that Master students majoring in History were interested in what the author could bring to the table, which meant the author should select the means of presenting prosocial stylistics arsenal in a more accessible way, considering the complexity of linguistic terms. The author described how metaphors and schemas can serve as a package for ideological messages and frame citizens' political worldviews. The author used examples of highlighting the HT situation during wartime in the media and the results of surveying BGKU students' perceptions. Another session was dedicated to the Cold War during the early sixties. Master's students, different from the previous class described, were offered to study one of two speeches: the famous *John F. Kennedy New Frontier speech* or *the Ich bin ein Berliner* speech. Dr. Ricaud guided them through the analysis of the speech(es). The author suggested the approaches for linguistic analysis to reveal the hidden messages of the speeches and offered the toolkit for the analysis of public speeches regarding various historical and social situations. Takeaways for BGKU and prospects of collaboration include 1) students at BGKU can explore the language of US anti-trafficking policies and media campaigns; 2) the author can prepare material for critical reading of US documents and stylistic analysis of the register-dependent language; 3) students at BGKU can be offered to analyse the use of persuasive language, metaphors, and framing in policy documents and public speeches; 4) students at BGKU can be offered to use case studies and media portrayals of HT to explore narrative strategies that shape public opinion and policy; 5) apart from Stylistics, particular elements of the American History class at UPV can be incorporated into the curriculum of culture-oriented linguistics as in the framework of EFL teaching; 6) students at UPV in their turn can analyse international treaties and diplomatic efforts on HT and use prosocial

stylistic techniques to highlight the emotional and human impact of trafficking in global discussions, as well as examine speeches and statements from global leaders through metaphor and framing to encourage awareness and action.

3. **British History and Social Movements/Marc Lenormand:** Before the author attended the class on British History and Social Movements, Dr. Lenormand noted that the class might seem rather remote from linguistics. The class on 20th-century history taught to the third-year students looked more specifically at Britain in the First World War, and another class for MA students who were going to become English teachers focused on the nations of the British Empire in the First World War. Integrating those topics and prosocial stylistics, the author gave a talk about the HT situation in wartime and discussed the Russia-Ukraine war as experienced by Ukrainian students. The parallels between the historical and contemporary dimensions were analysed in a range of social issues: conscription campaigns, HT risks, political negotiations, and the use of language opportunities. Takeaways for BGKU and prospects of collaboration include 1) investigating the historical context of HT, including the abolition of the slave trade; 2) students at UPV can analyse the potential of using narrative framing and metaphor to draw parallels between historical slavery and modern-day trafficking; 3) students at UPV can analyse historical and contemporary public speeches and literary works, identifying prosocial stylistic choices that call for action. Moreover, Dr. Lenormand shared the collection of texts that can be used for building vocabulary on the UK, History, and War for the EFL classes at BGKU.

4. **Translation and Writing/Adriana Serban:** Dr. Serban welcomed the author to the film translation class taught for the second year of UPV's Master's program in translation. The class consisted of a practical subtitling workshop. Another class was dedicated to professional writing for the students in the first year of the Master's degree in translation. Both classes were taught as interactive workshops. During the class, the author was given a floor to present the prerequisites of prosocial stylistics that helped UPV's students boost their writing skills regarding

persuasiveness and emotional impact. Dr. Serban also described other activities. One of them is a workshop with the use of the *Transverso* platform during which students translated from French into their mother tongues and then into English. Takeaways for BGKU and prospects of collaboration include 1) engaging the BGKU students to participate in the collective *Transverso* workshop by adding the Ukrainian language; 2) enhancing the UPV's students' writing skills regarding the social advertising and planning communication programs dedicated to hot topical issues, for instance, HT; in particular, encouraging students to translate texts related to HT, focusing on maintaining prosocial stylistic elements (e.g., emotional appeal, metaphors), having students write pieces on HT in different genres (news articles, letters, reports) using persuasive stylistic strategies to evoke empathy and action. The author was also invited to take part in the conference *Translation − Languages – Teaching* to be held on 3-4 April 2025, Montpellier, EMMA and ReSO, Université Paul-Valéry Montpellier 3, France.

5. **Stylistics/Virginie Iché:** Dr. Iché invited the author to the language class dedicated to the analysis of the representation of immigrant dignity in the US during which students talked about how authors try to convince and/or persuade their readers, appeal to the reader's reason and emotions), and how in turn students have to be convincing/persuasive when writing their analysis. As far as this was not a research-based class, the author had to select an appropriate methodological approach to share the means of stylistic analysis. In particular, the author offered alternative linguistic ways of textual analysis and told the students how metaphors, schemata, sensory language, and stories help render more specific and impressive messages to the audience. Takeaways for BGKU and prospects of collaboration include 1) analysing media and literary texts about HT for stylistic choices that affect reader perception (e.g., tone, imagery, framing) through focusing on identifying the emotional manipulation techniques used in anti-trafficking campaigns, such as visual metaphors and sensory language, as well as discussing how different framing (e.g., victim vs. survivor) can influence

the reader's emotional and cognitive response; 2) at the same time, BGKU

students can use the knowledge of stylistic means in critical reading activities, focusing on how different outlets use prosocial stylistic strategies (visuals, language, metaphors) to raise awareness; 3) students can be suggested to create their anti-trafficking campaigns (videos, social media posts) using prosocial stylistics such as emotional language and compelling narrative and study how media campaigns use sensory language and visual storytelling to elicit emotional responses and promote social change.

As a result of networking with EMMA's professors at UPVs, other directions of collaboration may include the possible joint action concerning migration issues with Dr. Judith Misrahi-Barak, the author of *Revisiting Slave Narratives I: Les avatars contemporains des récits d'esclaves* (2022) Presses Universitaires de la Méditerranée, the potential integrating literary, theatrical and multimodal representations of HT into the prosocial paradigm of teaching stylistics at BGKU – this idea was offered by Prof. Jean Michel Ganteau, the author of *The Ethics and Aesthetics of Vulnerability in Contemporary British Fiction* (2015), Routledge, *Victimhood and Vulnerability in 21st Century Fiction* (2017), Routledge, and other seminal works, who specialises in Contemporary British Literature; inspired by the talent of Lily Robert-Foley, the author of of *Jiji*, a novel in prose poems and conceptual writing (Omnia Vanitas Press, 2016), *Money, Math and Measure* (Essay Press chapbook series, 2016), *m*, a book of poetry-critique-collage (Corrupt Press, 2013), and *graphemachine*, a chapbook of visual poetry (Xerolage, 2013), the activities at BGKU may include creating short stories or poems depicting the experiences of HT, using imagery, sensory language, and emotional appeal to foster empathy, using metaphors to explore the trapped, isolated experiences of victims, and organising group storytelling exercises that discuss potential outcomes of escape or social reintegration. BGKU students have also been invited to attend the workshop on experiential translation on November 29, 2024, via Zoom.

DISCUSSION

The consideration of the experience gained during the scientific stay at UPV shed light on the positive outcomes yet not deprived of some constraints. The potential to introduce a larger range of humanities into an EFL class on Stylistics is assessed positively due to bridging language and social sciences in a network of disciplines. The benefits of pursuing integrated teaching by instructors of different universities lie in the added value in the framework of the content of the courses and methodological joint efforts which can be made possible through academic mobility programs and virtual classes. Interactive and practical learning presupposes active engagement and application of theory to real-world problems; interdisciplinary connections in the successful integration of linguistics, history, translation, and social issues into cohesive learning experiences; focusing on social relevance by highlighting critical global challenges like HT.

This integrated teaching experience offers multiple avenues for institutional partnerships and cross-cultural academic exchange (currently there are negotiations about the possible signing of a collaboration agreement between the BGKU and UPV); and encourages innovative thinking through stylistic analysis, narrative strategies, and multimodal activities. These approaches suggest a forward-thinking and aligning academic learning with societal needs.

The constraints of implementing integrated teaching presuppose that more efforts should be made to ensure the introduction of the required preliminary contexts for students of linguistic specialties; likewise, students of non-linguistic disciplines need a deeper understanding of linguistic theories of effective writing, persuasion, cognitive mechanism of shaping public opinion, etc. Another challenge involves the question of the compatibility of the course programs, which is a matter not only of instructors' flexibility and creativity but also administrative and organisational readiness to co-teaching activities across Ukrainian and European universities in general.

CONCLUSIONS

The experience of implementing scientific research initiatives and teaching practice at UPV helps analyse the potentialities and challenges of integrated teaching across two dimensions: 1) the integration of social sciences into the Stylistics of the

English Language as EFL at BGKU; and 2) integrating non-linguistic humanities through co-teaching practices at UPV by introducing the prosocial aspects of stylistics. To answer the research questions of the paper, the author admits the possibility of using cognitive stylistic means to raise awareness of HT as a societal agenda both in linguistic and non-linguistic classes by adapting linguistic theories, and developing the techniques and analogies based on specific case studies. The adaptation of the practical use of the language for social purposes can help educators set a larger amplitude in integrating humanities disciplines by teaching prosocial components in respective disciplines. The co-teaching experience described per class gives some insights into the methodological syntheses of linguistic and non-linguistic knowledge and proves that the prosocial dimension of stylistics can be used not only for teaching linguistic skills but also for encouraging positive social behaviours among Ukrainian and European students.

PROSPECTS FOR FURTHER RESEARCH

Further prospects include the targeted consideration of each opportunity of co-teaching and the development of the methodological and organisational basis for implementing integrated teaching in BGKU in joint efforts with UPV. A more detailed study is required to design the co-teaching activities in US and British History and International Relations, for instance, the work of NGOs in preventing social problems like HT. As for linguistic disciplines, this area of co-teaching between the two universities in the form of joint seminars and workshops in pragmatics, creative writing, media analysis, and translation in virtual classrooms and e-learning courses seems more feasible. Based on the experience of raising awareness of HT and the war aggression against Ukraine among UPV personnel and students through prosocial stylistics, it is also possible to replicate the methods of research and pedagogical activity for promoting other socially relevant topics in educational discourse such as environmental, racial, human rights, migration and refugees, world security, and other topical issues by using stylistic tools like metaphor, schemata, sensory language, and storytelling in a class and encouraging students' prosocial behaviours.

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РАЗОМ З УКРАЇНОЮ: ДОСВІД ІНТЕГРОВАНОГО НАВЧАННЯ ПРОСОЦІАЛЬНОЇ СТИЛІСТИКИ У ЗАПОБІГАННІ ТОРГІВЛІ ЛЮДЬМИ

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У статті описано практичний лінгводидактичний досвід викладання стилістики для соціальних цілей в українському (Київський університет імені Бориса Грінченка) та французькому (Університет Поль-Валері Монпельє 3, Франція) університетах, що є відповіддю на виклики інтеграції соціальних наук у лінгвістичні та нелінгвістичні дисципліни на основі когнітивних структур, вербалізованих за допомогою стилістичних засобів у медійному дискурсі. Соціальний вплив викладання стилістики зумовлений необхідністю підвищення обізнаності суспільства з проблемами воєнного часу в Україні та за кордоном. Прикладом може слугувати проект із запобігання торгівлі людьми, реалізований за підтримки програми стипендій CEFRES (Французький дослідницький центр гуманітарних і соціальних наук) для українських науковців. Під час перебування в EMMA (Études Montpelliéraines du Monde Anglophone) були застосовані методи польових спостережень, анкетування в навчальному процесі, а також обговорення з європейськими колегами питань інкорпорації тем, пов'язаних з війною, в гуманітарні науки. Результати пропонують огляд змістовної та концептуальної сумісності між філологічним та нефілологічними гуманітарними дисциплінами в Університеті Поля Валері Монпельє 3, а також оцінку потенційної крос-культурного педагогічного співробітництва між університетами. Результати дослідження розкривають розуміння методологічного виміру використання стилістичних засобів (метафори, сторітелінгу, схем і сенсорної мови) для розвитку соціолінгвістичних навичок студентів.

Ключові слова*: торгівля людьми; метафора, сторітелінг, обра-схема, інтегроване навчання, сенсорна мова, просоціальна стилістика, соціальні науки, обізнаність, співробітництво.*