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VASYL STEFANYK PRECARPATHIAN NATIONAL UNIVERSITY
FACULTY OF FOREIGN LANGUAGES
ENGLISH PHILOLOGY DEPARTMENT
TESOL-UKRAINE**

27th TESOL-Ukraine National Convention

**“RISING TOGETHER – TEACHING
WITH HOPE AND STRENGTH”**

Collection of Convention Proceedings

Ivano-Frankivsk, May 23-25, 2025

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**BRITISH STREET ART AS A MEDIUM FOR INTERNAL
MONOLOGUE TO FOSTER STUDENTS' SOCIAL AWARENESS**

The educational system increasingly integrates social and emotional learning into daily practice in response to recent challenges. SEL activities can support students' adaptation, improve interpersonal interaction, and promote personal growth. Among SEL competencies, social awareness is crucial for building empathy, understanding diverse perspectives, and forming meaningful relationships, essential skills for life in a global society.

As a form of authentic cultural expression, street art reflects pressing social issues and resonates powerfully with contemporary learners. Among its most influential figures, Banksy offers powerful visual narratives that provoke reflection and perspective-taking.

The work **aims** to explore the potential of British street art, specifically Banksy's works, as a tool for developing students' social awareness through the internal monologue activity. The proposed approach can be effectively integrated into university British Studies courses to foster students' cultural literacy and social-emotional competencies.

Luis Javier Pentón Herrera (2020) emphasizes the crucial role of English teachers in implementing SEL in the classroom. He notes that teachers naturally shift towards SEL when they recognize students as individuals facing personal challenges, which fosters empathy and creates space for addressing students' emotional and social needs alongside academic goals. In such contexts, the English language becomes a tool for restoring, supporting, and healing English learners (Herrera, 2020, pp. 4-6).

This approach is equally relevant in university-level British Studies courses, where students engage with linguistic content and complex cultural, social, and ethical issues, making SEL integration particularly meaningful.

In this context, special attention can be given to developing social awareness. CASEL 5 framework defines it as the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts (CASEL). Social awareness is essential for interpreting cultural phenomena and social narratives represented in British street art through provocative public installations.

To support the development of social awareness in such settings, educators can apply reflective techniques that encourage perspective-taking, one of the most effective being the **internal monologue**, which invites students to imaginatively adopt the viewpoint of others and articulate their inner thoughts in response to cultural stimuli.

An internal (interior) monologue is a narrative technique that reveals a character's inner thoughts, ranging from free associations to structured reflections. It may appear as a direct first-person speech or third-person narration of thoughts. Forms include self-analysis, inner conflict, or imagined dialogue. Often linked to a

stream of consciousness, it can reflect chaotic impressions or logical reasoning (Encyclopædia Britannica).

One effective way to develop social awareness in a British Studies seminar is through internal monologue as a reflective technique applied to works of contemporary British art. For instance, when analyzing Banksy's iconic mural "Girl with a Balloon", students can be invited to compose a short internal monologue from the perspective of the girl depicted in the artwork. This assignment encourages them to imagine her inner thoughts and emotions: what the balloon might symbolize for her, what personal or social experiences she may be facing, and how she perceives the world around her. Such imaginative engagement fosters empathy and perspective-taking, which are central to social awareness. By discussing their monologues in class, students reflect on their understanding of social themes in the artwork, deepening their cultural knowledge and emotional intelligence.

Thus, integrating British street art, particularly Banksy's provocative works, into the British Studies syllabus offers a powerful approach for fostering social awareness through internal monologue activities that enable students to inhabit diverse perspectives.

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