



TEACHERS OF ENGLISH TO SPEAKERS
OF OTHER LANGUAGES IN UKRAINE





TESOL-UKRAINE NEWSLETTER

**Dear TESOL-Ukraine
members and their friends!**

Welcome to the autumn-
winter joint issue of TESOL-
Ukraine Newsletter!

This issue presents:

-  TESOL-Ukraine Teacher
Development Institutes;
-  Multi Ed;
-  Articles from TESOL-Ukraine
family.

TESOL-Ukraine Executive
Committee, February 2021

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TESOL-Ukraine Teacher Development Institutes

Go Online



OLENA ILIENKO

TESOL-Ukraine President

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Each year TESOL-Ukraine members participated in various events, they came in all shapes and sizes. Most were grassroots events organized by teachers volunteering time in their community, and others were affiliated with international associations or the initiative of local universities.

But in 2020, COVID-19 changed the landscape of the events, and, after a short period of shock, TESOL-Ukraine went online.

In the fall and winter 2020-21 thanks to the help of the Regional English Language Office in Ukraine 45 English language teachers participated in the course “Essentials of Online Teaching” and got their certificates. The program of the Institute included:

- 1. Workshop “Communicative Language Teaching Strategies for the Online Classroom”** by Wendy Finlayson, English Language Fellow, U.S. Department of State – 3 academic hours
- 2. Workshop “Encouraging Critical Thinking in the Online Classroom”** by Wendy Finlayson, English Language Fellow, U.S. Department of State – 3 academic hours
- 3. Workshop "Online Assessment Tools"** by Wendy Finlayson, English Language Fellow, U.S. Department of State – 3 academic hours
- 4. Workshop "How to Conduct a Reading Lesson Online"** by Shaun Hicks, English Language Fellow, U.S. Department of State – 3 academic hours
- 5. Workshop "Teaching Pair and Group Work"** by Wendy Finlayson, English Language Fellow, U.S. Department of State – 3 academic hours
- 6. Workshop "How to Conduct a Listening Lesson Online"** by Shaun Hicks, English Language Fellow, U.S. Department of State – 3 academic hours
- 7. Workshop "How to Use Pear Deck and Graphic Organizers"** by Wendy Finlayson, English Language Fellow, U.S. Department of State – 3 academic hours
- 8. Final Report Preparation and Delivery** – 9 academic hours

Sharing TESOL-Ukraine Experience

Read the experience the participants of the Institute have shared with TESOL-Ukraine newsletter readers.



Iryna Zuyenok

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On behalf of the team of ESL teachers from various settings throughout Ukraine: Victoria Gubkina, Dnipro University of Technology; Kateryna Sokolova and Olha Shchetynnykova, Prydniprovsk State Academy of Civil Engineering and Architecture (Dnipro); Alla Lytvynenko, Dnipro school #144; Viktoriia Kavara, Volyn Applied College NUFT; Tetiana Starostenko, H.S. Skovoroda Kharkiv National Pedagogical University; Serhii Liashenko, Melitopol medical vocational college; Iryna Korotiaieva, Donbas State Pedagogical University.

2020 was rather challenging for all the teachers worldwide, including ESL Ukrainian teachers. COVID-19 pandemic made us to make an emergent transition from F2F teaching to online one, being at a distance from our students from the middle of March. Though, most of us were aware of some instruments and platforms to be used in online teaching, we were lacking students' interaction, co-operation, and controlled practice in learning English, especially when using web-conferencing in ZOOM, MS Teams etc. Webinars proposed by RELO U.S. Embassy Kyiv, and by other international and national organizations have helped to some extent to vary online teaching and introduce some changes fostering learning English. However, the greatest impact that has changed our teaching online was the series of trainings “*Essentials of Online Teaching*” delivered by Wendy Finlayson and Shaun Hicks within 2020 TESOL-Ukraine Winter Professional Development Institute, 19/11/20 – 22/12/20.

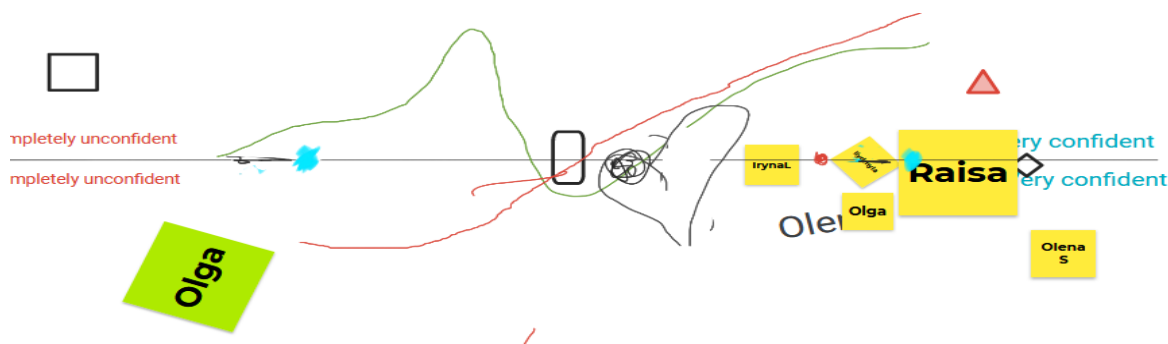


Fig. 1 A progress in online teaching confidence made by the participants through the course, Jamboard (1).

Iryna Korotiaieva (Slaviansk) shares her feedback on the course gathered from future ESL School Teachers: “Students of Donbas State Pedagogical University are greatly inspired by the new experience they have obtained due to the program TESOL-Ukraine Online Series "Essentials of Online Teaching". They find the tools and resources suggested not only extremely enjoyable, exciting, and entertaining, but also very informative, useful, and relevant for their school teaching practice, and teaching career, in general. Students consider it a good alternative to the traditional teaching practices in developing both productive and receptive skills, especially in the context of Online Educational Process. All these tools dramatically increase the amount of participation for individual students, there is also a greater chance of different opinions and varied contributions. Break-out rooms, in particular, encourage broader skills of cooperation, negotiation, and team building. Quizlet is an excellent opportunity to compile terminological vocabulary (or glossary) while studying theoretical courses of English (Foreign Language Teaching Methods, Lexicology, Stylistics, Theoretical Grammar etc.). *Jamboard*, according to students’ common agreement, is an amazing platform providing a lot of useful functions and activities, both for ESL teachers and students.

The general conclusion is that our students are greatly satisfied with the innovative Online Resources and are eager to apply them in practice”.

While preparing our feedback presentation given online, we used *Jamboard* as a cooperative tool (2). Last two weeks of the course we used its page 2 to share our experience of learning and teaching as well as the personal outcomes of the course. The range of instruments and tools we can use by the end of the course are given below.

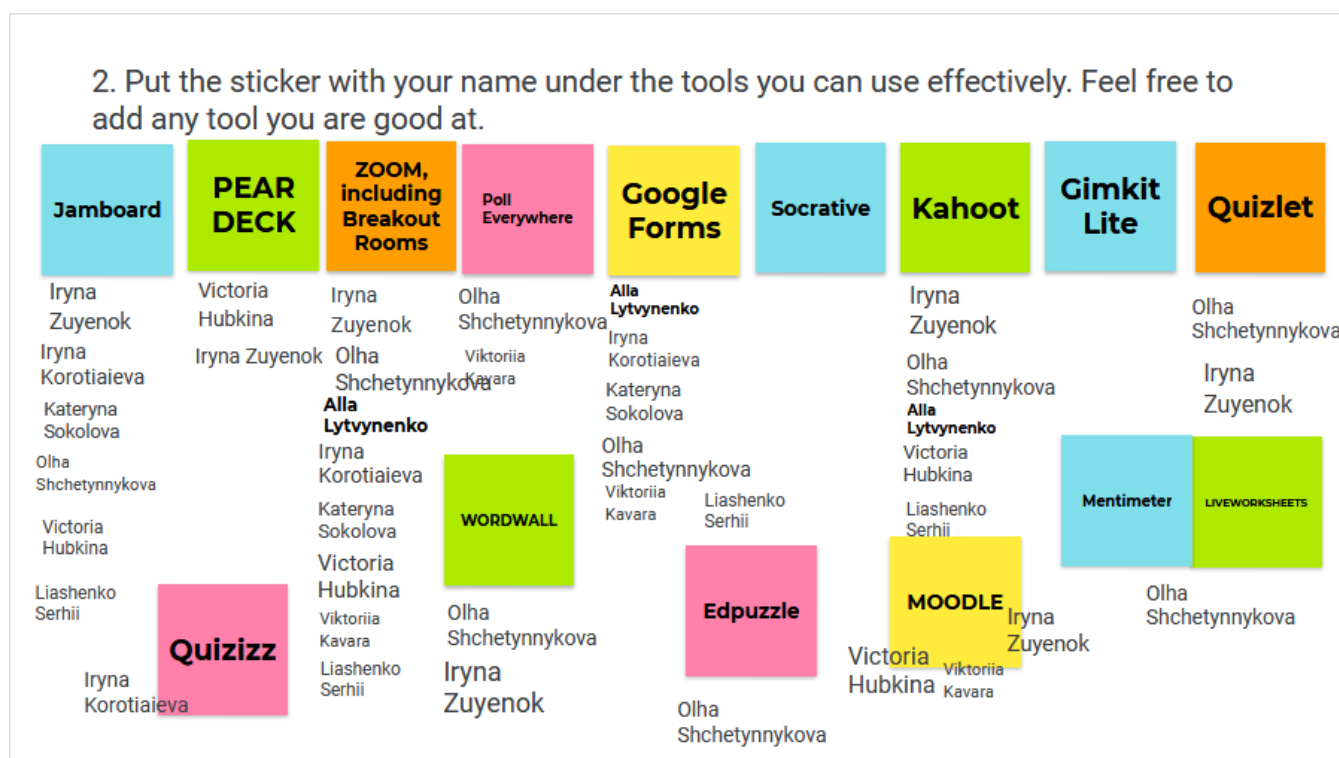


Fig. 4 The level of mastering tools, which can be used effectively, Jamboard (2).

Victoria Kavara from Volyn Applied College NUFT shared with us her experience of “quite often use Padlet during classes as it is an excellent interactive service with an easy interface that enables a teacher to create an online board for shared work and communication with students. It can be used for brainstorming, warming-up, project work, or exit ticket activities. Advantageously, Padlet can be used for online study and offline. A teacher or student can add images, links, or videos. Every online board is moderated by the teacher.”

The results of this mini-research and experience exchange made us to think *what makes a good ESL online teacher* to be done by all the course participants during Talk Chalk and Brainstorming their ideas on the *Jamboard*, designed by our team, with the followed Jigsaw Discussion to be made in Breakout Rooms.



Fig. 5 What makes a good ESL online teacher, Jamboard (1).

Kahoot game designed by Serhii Liashenko from Melitopol helped us to assess and self-assess our learning through the course.

So, we can conclude, what we have learnt and what interacting instruments we can use in our online teaching, depending on the purposes and objectives put:

1. *Co-operative, interactive, and engaging learning: Jamboard, PEARDECK, Socrative, Padlet, Breakout rooms in ZOOM, MS Teams, and other platforms.*
2. *Gamification, i.e. using games for learning and/or assessment: Kahoot, Socrative, Gimkit Lite, PEARDECK, Wordwall.net*
3. *Online Quizzes to be used for formative and summative assessment, self-assessment and getting feedback: Socrative, Quizlet, Poll Everywhere, Google Forms, Gimkit Lite, Kahoot etc.*

But what is more precious at this course is our co-operation, collaboration and networking, no matter where we are from, what setting we work in.



Fig. 6 Our network of TESOL-Ukraine members - participants of the course, Jamboard (1).

On behalf of all the participants of the course, we would like to express great gratitude to Wendy Finlayson and Shaun Hicks for this amazing, interacting, and engaging course, for sharing so openly their expertise and experience, which are of great value for Ukrainian teachers!

Having become confident in ESL online teaching, we are meeting the new coming 2021 with hope that we will overcome all the challenges by networking within TESOL-Ukraine community.

Special thanks and best wishes go to the organizers and supporters of this course!

Merry Christmas and Happy New Year to all! Hope, to see you all F2F next year.

Our team has prepared a Christmas gift in addition to the video made by Victoria Gubkina and shared in Facebook - we have launched a Bank of Ideas, using Jamboard (2). We invite everyone to feel free to add your own ideas on how to imply the new ideas and instruments in a virtual classroom, share your successful experience of using various interactive tools and instruments.

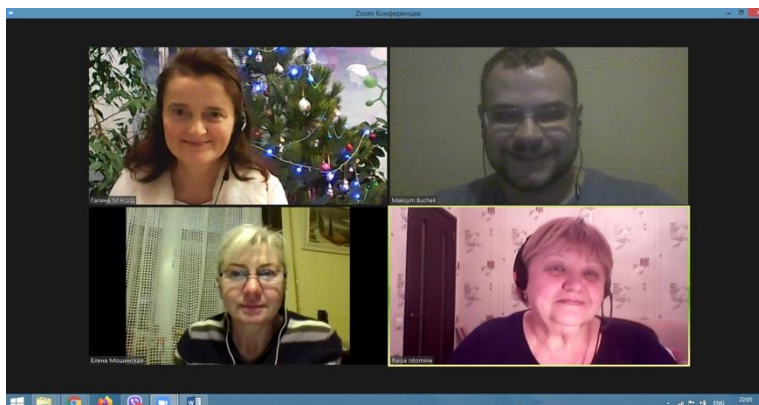
References:

1. 22/12/2020 Presentation_TESOL-UA_Team 1 [online] Available at: <https://jamboard.google.com/d/1wG0E7DvId6aqYTy8TN3C4sK8RxVajrzr2TfOfJYRc9A/edit?usp=sharing>
2. TESOL- Ukraine_WinterPDInstitute_2020 [online] Available at: <https://jamboard.google.com/d/11X34Sf5IEB2ctK2ECEV6i-1ntzoJw31awidBNP6vjPE/edit?usp=sharing>

Serhii Liashenko, Liudmyla Kovalova

Once upon a time in a beautiful country with wide rivers and green forests, blue seas and endless fields lived people. They loved their motherland, worked hard and raised their children. Bad spirits envied their luck and sent them terrible COVID-19 illness which brought them a lot of suffering. Doctors were busy from morning till night, workers were losing their jobs. As for the teachers, they couldn't teach their children effectively anymore. But Fairy of Knowledge Wendy Finlayson and Archmage of Light Shaun Hicks shared with the teachers their secret magic of online learning. So the story ended with a happy end. Now lessons are joy for both teachers and students again as they are full of interactive elements, games, polls and fun. Do you think it is just a fairy tale for little children? Ok, but we believe that some fairy tales come true, especially on the Christmas Eve and so we begin...

When in November 2020 we've got an invitation to join the course "Essentials for online learning" from Olena Semikina, our regional TESOL-leader, we decided to take part in it without any hesitation. Even though we had quarantine in spring and were to a certain extent already prepared to the difficulties of distant learning, we felt strong necessity in additional knowledge and experience exchange. Teaching and organizing on-line communication is challenging and stressful both for students and teachers. That's why, the course was really helpful for us, as it provided us with a wide range of modern and comfortable applications as well as the idea how they can be used and how our students would get it. We tried all this apps twice: first as students listening to Wendy and Shaun, then as teachers creating our own activities and materials. Shaun and Wendy were keys for opening us deep and wide the world of essentials for online learning and teaching. We were taught Communicative Language Teaching Strategies for the Online Classroom, how to Maximize Pair and Group Work Online, different Assessment Tools and Strategies, Practical Strategies for Increasing Critical Thinking, Using Pear Deck and Graphic Organizers, all types of quiz makers, poll and randomize apps. To be a good teacher you should be a hardworking learner and all of us did our best. As a result, it was awesome to play *Kahoots* prepared by our colleagues, work with their *Peardeck* presentations, and take part in all kinds of activities in *Jambord*, solve the quizzes created in *Quizalize*, *Quizlet* and *Quizizz*, tests in *Socrative* and *Flubaroo*, polls in *PollEverywhere* and *Mentimeter*. Wendy and Shaun shared with us not just knowledge but also a lot of positive emotions. All this together with the atmosphere of cooperation and friendship has changed our whole way of thinking. It's a real breakthrough for us, we can't wait till the beginning of the new term to try all this with our students.



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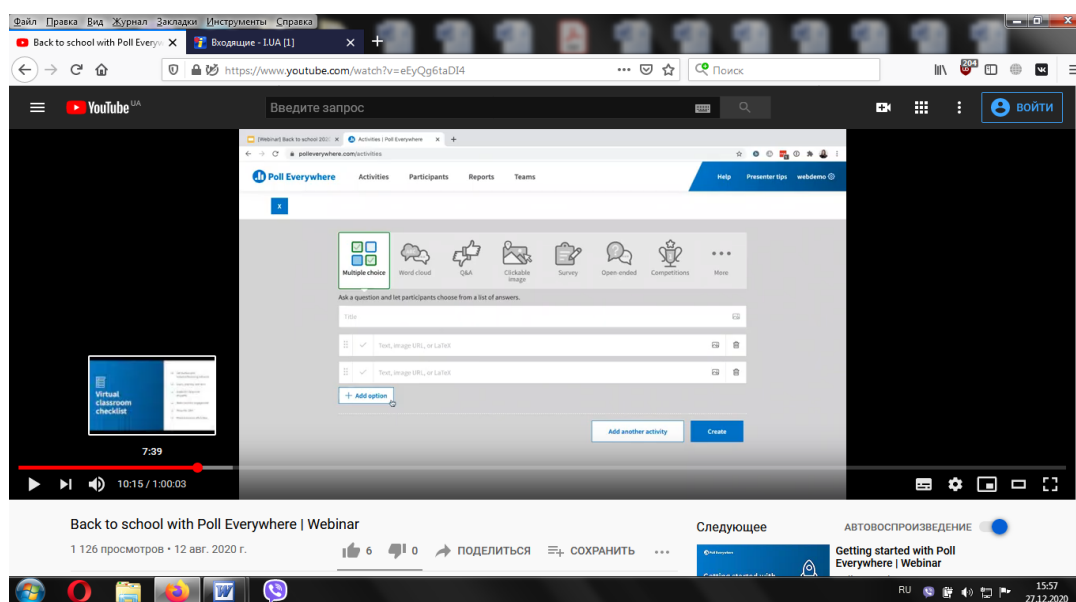
How to check learners' progress? When to do that? To plan "hot" or "cold" feedback? To choose judgmental or descriptive feedback? How to balance positive and negative feedback? Which one is more effective? All these questions a teacher can ask teaching face-to-face classes. And actually, what is feedback? This technique in teaching is aimed at giving comments or information received on the result, positive or negative, of a set task. The process of highlighting the items which can cause a problem in teaching is collective, as several learners take part in it, and it is mutual, as both a teacher and learners are active participants of the discussion. And how to organize feedback sessions teaching online? In fact, there are some online tools and instruments for giving and getting feedback. We are ready to share our gained experience in using *Poll Everywhere*, *PearDeck*, *Gimkit* and *Kahoot* tools.

Teaching online or remotely is a challenge to check learners' understanding and/or progress of the covered topic. How to create instant quick polls for your learners to answer? **Poll Everywhere** is an effective tool for creating interactivity between a teacher and learners. And it is also great for presentations and lectures. As there are seven poll types to work with then the choice depends on the aim(s) a teacher sets. The poll types:

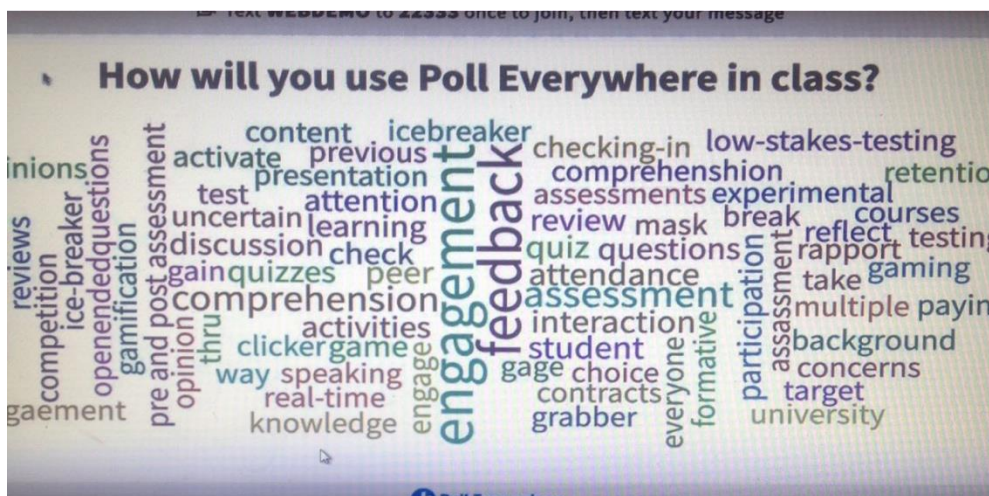
- Multiple choice;

- Word cloud;
- Q&A;
- Rank order;
- Clickable image;
- Survey;
- Open ended.

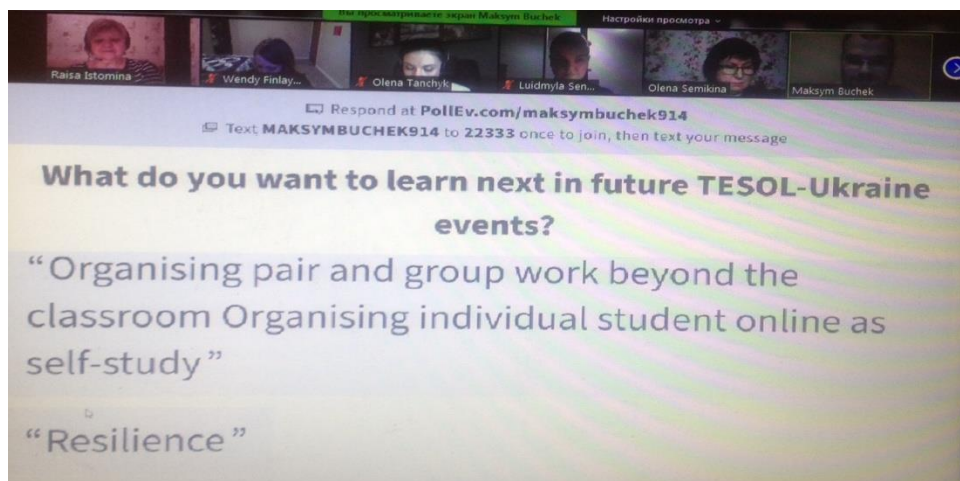
It is easy to create a multiple-choice test and to get the immediate results of it. Any kind of information can be added there. To get necessary information how to do that follow the link https://www.youtube.com/watch?v=469WNkd_BqY .



Word cloud is good for brainstorming ideas, planning something, revising key items. The most popular ideas will be the largest on the screen. A teacher sets a task and learners express their ideas. Here is an example of *Word cloud*.



Poll Everywhere can be used for further planning. *Survey* type allows a teacher to get information about their learners' preferences and/or expectations. These data provide the teaching-learning process with realistic needs of their learners.



Feedback sessions are real helpers in changing the situation for better in English Language Classroom as they teach how to be ready to cooperate and to be a reflector on the weak points.

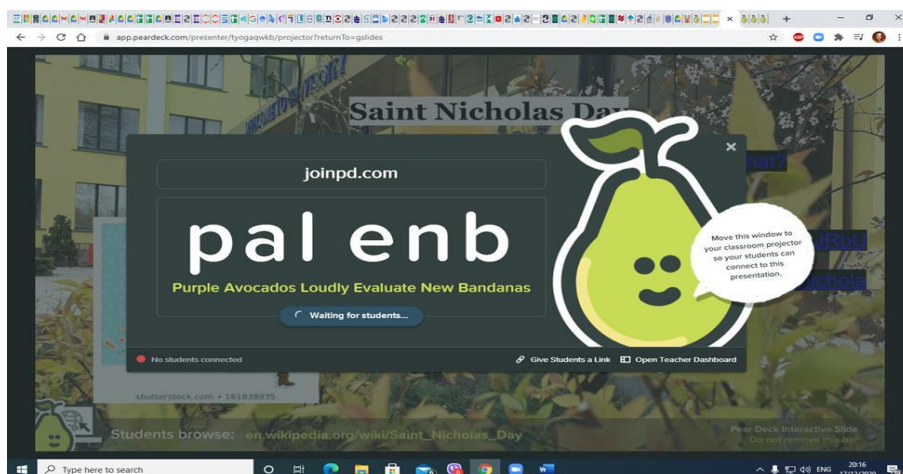
PearDeck is another interactive technology tool to transform the presentation slides into opportunities for formative assessment and active learning. Functioning as an add-on to Google Slides, various types of questions to any of the existing slides can be added! Pear Deck allows teachers to create interactive presentations to share with their students. With this tool, teachers are able to work with their students and assess their progress on learning tasks.

One of Pear Deck's most useful features is the fact that users can import presentations they have created in the past (whether through PowerPoint, Google Presentation, or even just PDF) into Pear Deck. Then the presenter can choose different ways to interact with participants during and following the presentation. One of the interactive drawing options—which allows a group to overlay all of their drawings together—is very useful for easily illustrating various perspectives. Other interactive options include the ability to add multiple choice questions, enter text, or move icons during the presentation, and the presenter is able to share participants' responses anonymously. It also supports embeddable content to create a more media rich experience.

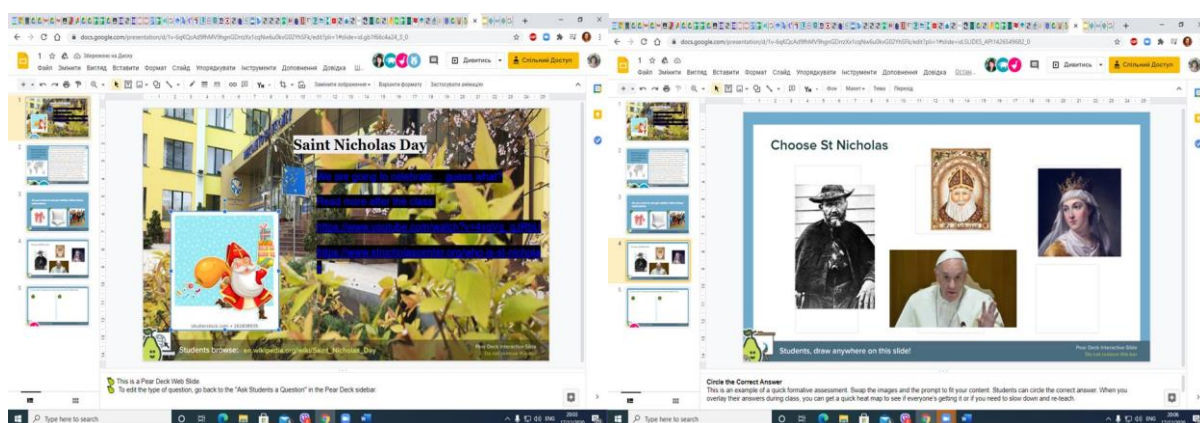
Using the content of the presentation, the teacher can ask students any of the following types of questions in Pear Deck:

- Multiple choice - functions like an instant poll of your class
- Numerical response - showing the results on a number line
- Open-ended - allow students to answer questions in their own words
- Draggable & drawable - students can label and draw right on their devices

The teacher can choose from the extensive library of template slides to get students actively involved with the lesson.



Talking about flaws it can be noticed that while users can perform many of the basic Pear Deck functions with a free account, some of the more advanced functions are only available with a paid subscription, which can be quite pricey. Also, one must have a Google account in order to use Pear Deck, which could be an issue for teachers depending on their school's rules regarding personal versus professional email use.



So, Pear Deck is easy to use, and it includes many exciting interactive features to keep participants engaged in the learning process. It is most useful for individuals who are familiar with Google Apps and are able to integrate these tools into their presentations. For those users who need extra support, there are extensive resources for assistance on the Pear Deck website. Overall, Pear Deck allows users to take basic slide presentations and turn them into a more creative experience for everyone involved.

One more useful tool for online learning and assessment is **Gimkit**, available at <https://www.gimkit.com/hub/> It offers two major modes of learning: Gimkit Live and Gimkit Ink, the former for playing live games and the latter for learning writing.

Being extremely simple in its settings for both a teacher and a learner, Gimkit Live is an educational software, which can be easily used as ongoing formative assessments. This can be assigned at a quiz in an offline class, allowing some time for assessment in a particular topic, or as a tool for online assessment in a virtual class, conducted on other educational platforms, like Zoom, Google Meet and others.

Another valuable not educational, but rather psychological function of a live Gimkit game is that it brings students together during video conferencing, and makes them feel in class. An educator then hosts a game and shares the screen so that all the participants see the results. This live Gimkit games can be played individually (Classic Mode) or in teams (Team Mode), Humans vs Zombies. When played in teams, it also teaches the players collaborate in social learning. Apart from checking what the students know, they go through several rounds, thus revising and analysing their answers, and making correct choices later.

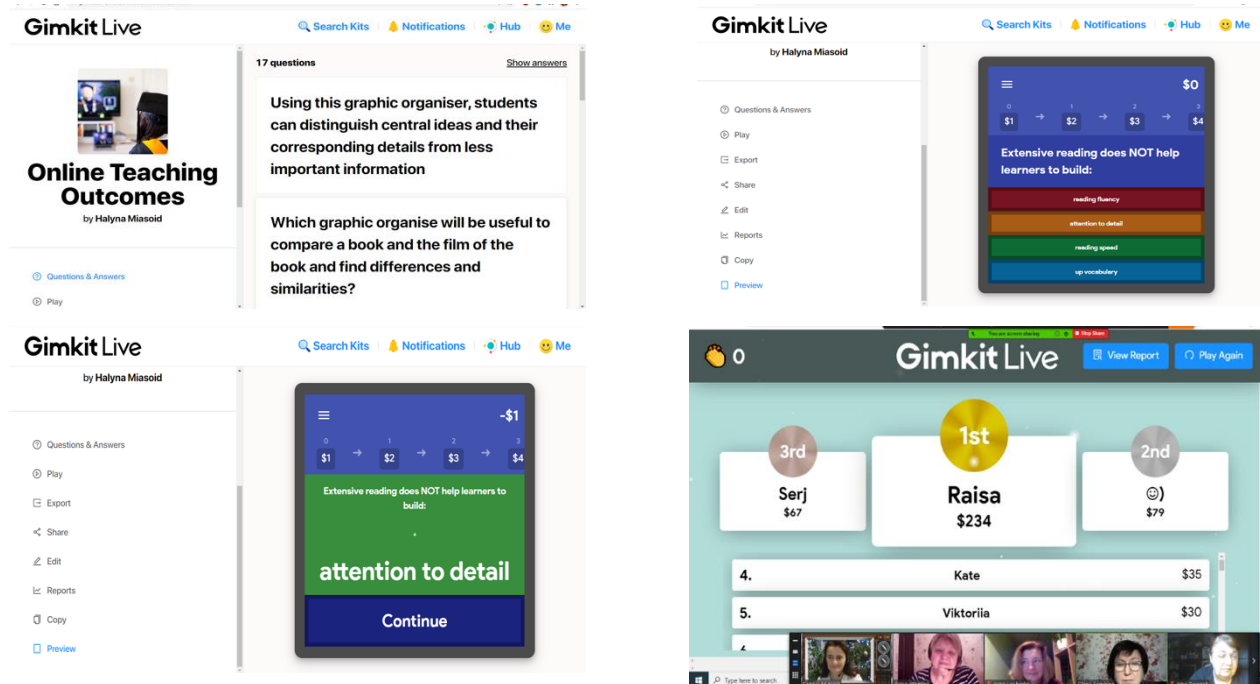


Fig. 1. Gimkit to Assess the Results on the course ‘Essentials of Online Teaching’, the Preview page and checking the correct answers, available at <https://www.gimkit.com/view/5fdcfa32849be3002297e0b1>

Student	Correct	Incorrect	Score (%)
;))	22	8	73%
DASY	10	8	56%
Elena	23	26	48%
Hanna	5	6	45%
Ira	8	20	29%
Iryna	9	7	56%
IrynaL	15	9	63%
Kat	11	3	79%
Kate	10	7	59%
Ludmyla	6	4	60%
Olga	6	8	43%
Oksana	9	6	60%
Olena	7	3	70%
Olena	11	16	38%
Olga	8	3	73%
Raisa	21	0	100%
Serj	16	3	84%
Star	9	16	38%
Sunny	10	3	77%
Tina	12	6	71%
Tinchik	10	8	56%
Vicky	14	16	47%
Viktoria	18	12	60%
Voss	8	6	57%
Zira	14	9	61%

Fig. 2. Student Overview an educator receives, factual Student overview of the Kit “Online Teaching Outcomes”.

In case there is no opportunity to do a video call, an educator still can host the game online with the help of the leaderboard – a new feature into *Gimkit* (Hidden Mode). Students can see the leaderboard on their own devices and see the winners and their scores. The leaderboard icon is on the top left.

However, there is a huge potential for revising and relearning the educational materials by setting the *Gimkit* game as an assignment. If you choose the assignment mode, there is no need to host the game, or to create the game pin. The game may even happen when the educator or the rest of the class is not online. It is played individually according to the setting, any time and from anywhere. To create the *Gimkit* as an assignment, a particular kit is to be chosen, and a sum of money to earn is should be set. For example, a recommended amount is \$500,000, which is considered to be within reach during fifteen minutes if a student feels comfortable with *Gimkit*. The teacher can change the target sum to earn, which will also mean a different time period to reach the goal. Once the assignment is created, the educator receives the link to the game, which never expires, and can share it with the students. Then, the students can play the assignment, and reach the target amount of money at their own pace. In this way, players do not compete with each other, but work individually to achieve their goals. Therefore, *Gimkit* can be an effective tool to adjust to individual learning styles and to a different ability class, not only for assessment, but revision and self-control. The educator then receives the results of each individual student and their accuracy.

To conclude, *Gimkit* can be viewed as an efficient online software for formative assessment, and is adjustable to the goals of an educators: to make students work individually at their own pace, or work online during the video call, both individually or in teams. It allows to assess the learning results up to date quickly and in an engaging manner, and creates a friendly and relaxed atmosphere in a class.

Kahoot is another popular online tool which could be used for effective feedback (<https://kahoot.com>). This game-based learning platform was launched in 2013, and started gaining its popularity with Ukrainian teachers of English in 2017 when it became a frequent “guest” at various teacher training events organized by the Regional English Language Office (R.E.L.O.) Kyiv. Due to the simple user-friendly interface and a great number of engaging and easy-to-use activities, Kahoot has become an indispensable tool both in classrooms and for online lessons. Yet, evidence proves that the vast majority of teachers still do not use Kahoot to its full potential. One of the most valuable features that remains “hidden” from a number of educators can be found in the *Reports* tab (see *Fig. 1.1*).

When you open the Reports tab, you can see the following (see *Fig. 1*):

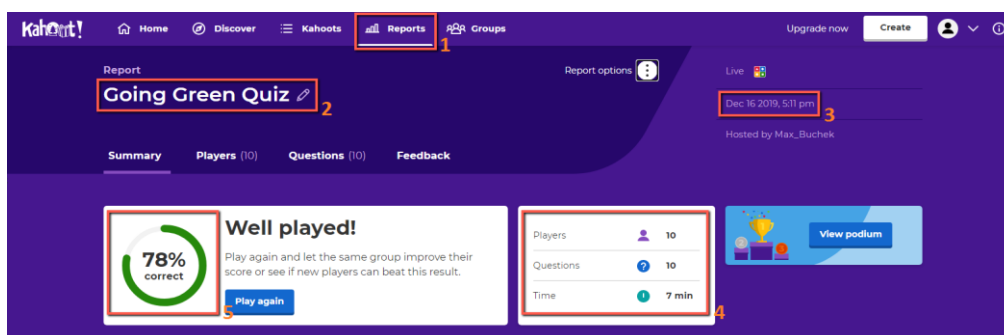


Fig. 1

1.2 – Name of the activity that you have recently done with your students;

1.3 – Date and time of the activity;

1.4 – General information about the activity (number of players, number of questions, time spent on the activity);

1.5 – General feedback (completion rate).

As we can see from Fig 1.5, the completion rate tends to be quite satisfactory for the teacher, however, this kind of feedback is too general. We can go further and discover much more information. To do this, we go to the *Report Options* button (three dots button) and select *Download Report* (see Fig. 2.6).

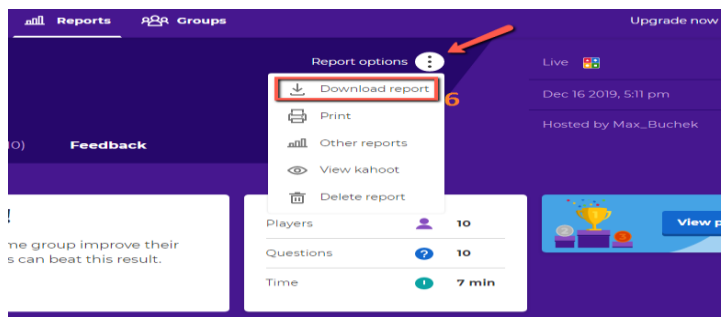


Fig. 2

After this procedure, you will get a Microsoft Excel table. Open it and you will see a table with several tabs. The first tab (see Fig. 3) will give you, again, the general information about the activity that has been completed.

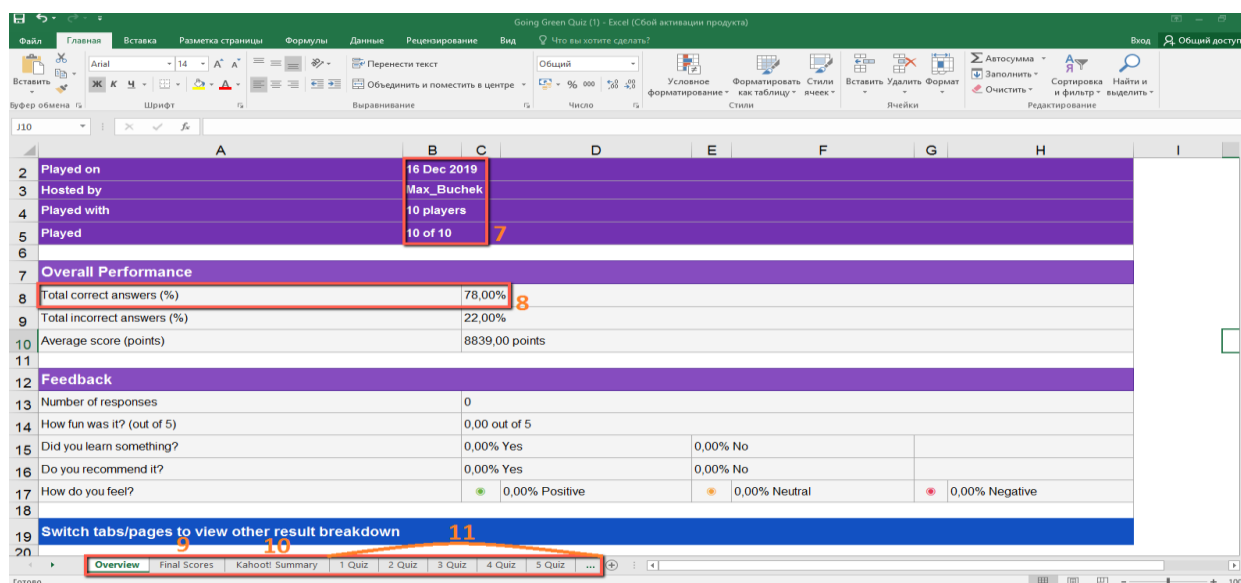


Fig. 3

3.7 – Date, creator/host, number of players, number of questions completed;

3.8 – Completion rate;

3.9 – Tab with final scores;

3.10 – Tab with Kahoot! summary;

3.11 – Separate tabs with detailed information about each question played.

Let's move on and choose the *Final Scores* tab. Here you will see the following table (see Fig. 4):

Rank	Player	Total Score (points)	Correct Answers	Incorrect Answers
1	Viktoriiia	12760	10	0
2	Mariia	11038	9	1
3	Eliz'a	10151	9	1
4	Vi	10129	9	1
5	Nadiia	8973	8	2
6	Tetiana	8843	8	2
7	Maryna	7694	7	3
8	Kateryna	7024	7	3
9	Galyna	6408	6	4
10	TremiMaria	5370	5	5

Fig. 4

This section lists all the students and their game scores together with the number of questions that were answered correctly and the number of mistakes. In Fig. 4, we can see that the best result is 10/10, while the worst result is 5/10. At the same time, most of the students made from 1 to 3 mistakes. To see the whole picture, we need to know more about the questions that caused problems for the students. For this purpose, we go to the *Kahoot Summary* tab (see Fig. 5):

Rank	Player	Total Score (points)	Q1	Q2	Q3	Q4
1	Viktoriiia	12760	951	1028	1105	1271
2	Mariia	11038	983	9	948	1074
3	Eliz'a	10151	937	1028	1140	1283
4	Vi	10129	963	1047	1120	1276
5	Nadiia	8973	968	1056	1116	1274
6	Tetiana	8843	909	9	915	1067
7	Maryna	7694	9	9	922	1070
8	Kateryna	7024	923	9	918	1061
9	Galyna	6408	9	9	909	1065
10	TremiMaria	5370	9	9	9	9

Fig. 5

This tab gives us the most valuable information for effective feedback. Here we can see the list of our students (see Fig. 5.12) and their results in answering all the questions. In Fig. 5, we can see their answers for Questions 1-4 (see Fig. 5.13-16). As we can see, 9 out of 10 students gave correct answers for Questions 3 and 4 (see Fig. 5.15 and 5.16). Apparently, most of the class have studied and mastered these topics or areas pretty well and we can move to next topics. In case with Question 1 (see Fig. 5.13), we see that 7 out of 10 participants managed to answer correctly. For the teacher it may make sense to have a brief

review of this topic later. At the same time, only 4 out of 10 players coped with Question 2 (see *Fig. 5.14*), and this is a clear red flag for the teacher – this topic must be studied again with the whole class. Also, the table reveals that that Student #10 had mistakes in all the questions discussed above. Perhaps, this student either missed these topics, or had other specific problems that should be addressed individually.

Summing up, *Kahoot*, apart from its engaging and entertaining nature, is a great tool for giving specific and effective feedback. In our brief review, we have seen that this learning platform can show us our students' strong and weak points after each topic they have studied and suggest which areas should be reviewed or studied again. Also, we can see which students need more individual approach. This information creates a reasonable basis for planning further lessons by addressing real needs of the students.

As a result of using all the above-mentioned online tools and instruments, both students and their teachers can be involved into cooperative learning which really stimulates and motivates further development.



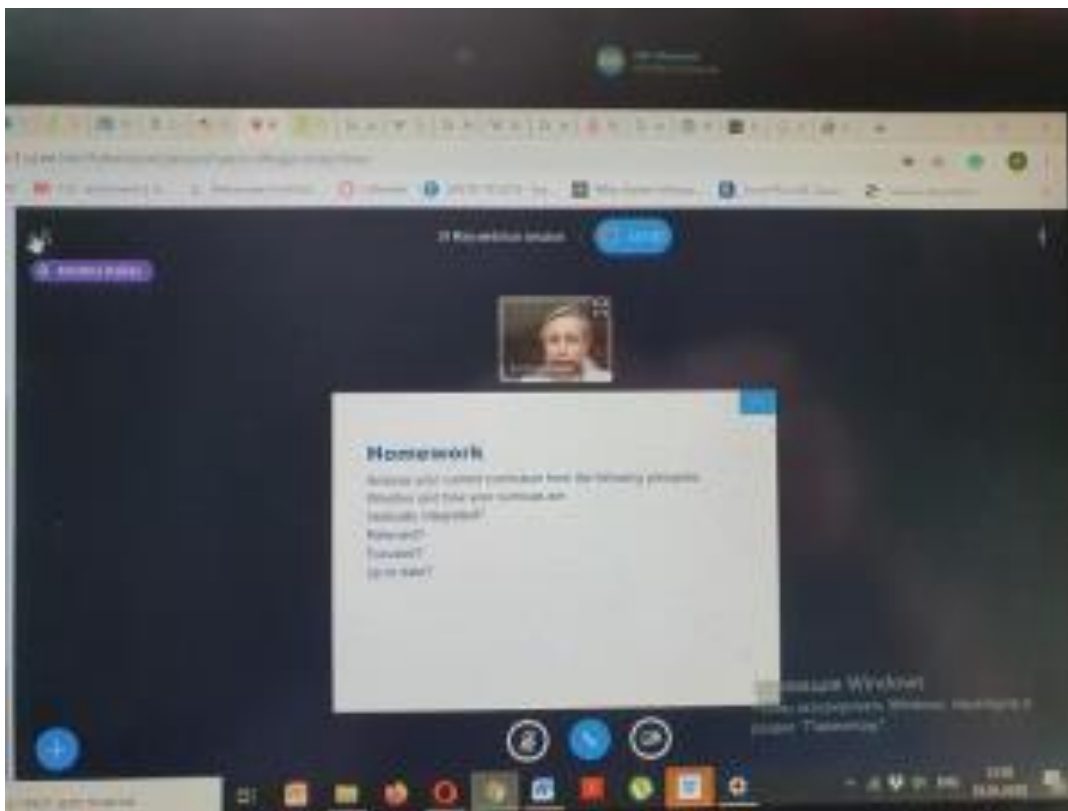
Lily Kuznetsova
TESOL-Ukraine Treasurer
Ph.D., Associate Professor
Ivan Franko National University of Lviv

TESOL-Ukraine has become a part of the project “Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European/ MultiEd” Erasmus + programme KA2 – Higher Education Capacity Building (610427-EPP) -1-2019-1-EE-EPPKA2-CBHE-JP) and during fall 2020 – winter 2021 participated in the following events:

1. TESOL-Ukraine members participated in the training course “**Curriculum Development Seminar**”, which started in May 2020 and was completed in June. It was devoted to the principles of curriculum design and standards. The partners of MultiEd shared with their examples of curriculum as well as with general principles to Ukrainian and each university context. Participants highly appreciated the moderators of the seminar: Christopher Wilson, Dr. Elisabeth Wielander, Dr.Sue Garton (Aston University, Birmingham, UK), Dr. Kristina Kallas, Anne Kivimäe (Tartu University Narva College), Prof. Dr. Hans-Werner Huneke (Heidelberg University of Education), who introduced us to the general principles of curriculum design in their universities, gave real-life examples from foreign language teaching curricula, presented their good practices on the curriculum development process, explained how curriculum is designed, who should be involved in its enhancement, how the feedback can be integrated into the development process, described different stages of curriculum development. Our European partners also presented their approaches and methods to quality management and quality assurance, introduced quality monitoring procedures, suggested institutions and experts from different fields that can be in curriculum quality assurance based on their own experience. They underlined the necessity for student involvement in curriculum improvement through student feedback.

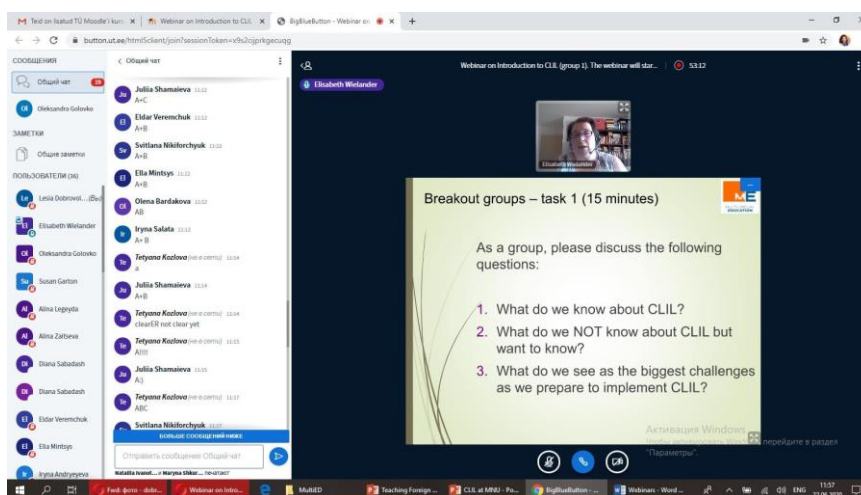
2. The Media Literacy webinar series, organized by Lifelong Learning Centre University of Tartu under the Erasmus Programme, was launched in mid-December 2020. The lectures delivered by Lauri Hussar, a well-known Estonian journalist, provided participants a unique opportunity to have an insight into the modern media discourse. The series included 7 Modules covering topics selected with regard to participants’ expectations. The focus was on describing approaches to developing critical thinking and gaining skills in designing media literacy syllabus. The organizers generously shared all lecture material

with participants. The webinars will result in publishing a coursebook on media literacy. The participants were offered to fill in a questionnaire concerning the book content and invited to take part in writing it.

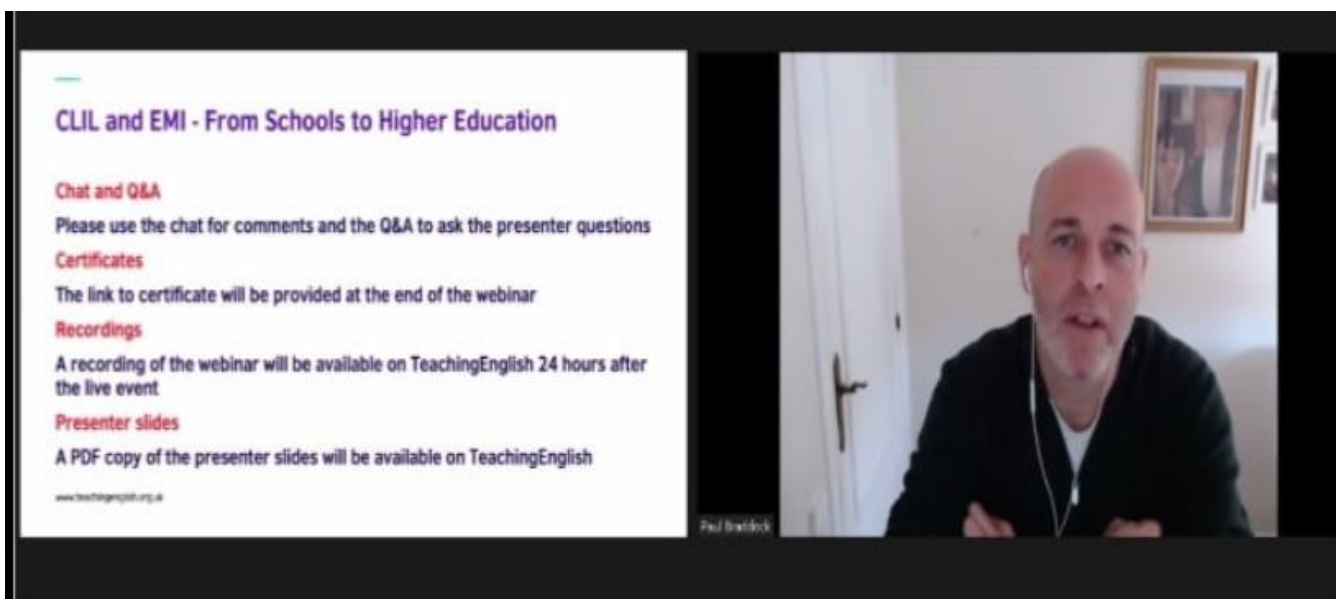


3. CLIL training was held via Web platform Moodle at Tartu University and presupposed the introducing of flipped classroom technology. The course comprised of five modules. Each member of MultiEd team had an access to the online modules to watch the presentations, video and read the literature recommended that facilitated further group discussion in interactive workshops. The moderators of the seminar were Dr.Sue Garton (Aston University, Birmingham,UK) and Dr. Elizabeth Wielander (Aston University, Birmingham,UK). The MultiEd team highly appreciated the moderators of both seminars.

As a result of the project, each participant gave a CLIL lesson and enriched their ways of teaching subjects in English.



4. Online CLIL Webinars by the British Council. On the 11th of November the MultiEd representatives of CLIL group participated in a series of ELTRA webinars on the theme of "CLIL and EMI – from School to Higher Education".



The image shows a screenshot of a webinar interface. On the left is a slide with the following text:

CLIL and EMI - From Schools to Higher Education

Chat and Q&A
Please use the chat for comments and the Q&A to ask the presenter questions

Certificates
The link to certificate will be provided at the end of the webinar

Recordings
A recording of the webinar will be available on TeachingEnglish 24 hours after the live event

Presenter slides
A PDF copy of the presenter slides will be available on TeachingEnglish

www.teachingenglish.org.uk

On the right is a video feed of the presenter, Paul Bradlock, a man with a shaved head wearing a dark jacket and a white shirt, speaking from a room with a white door and a framed picture on the wall.

TESOL FAMILY

FOSTERING ACADEMIC INTEGRITY OF UNIVERSITY STUDENTS IN ESL CLASS



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Ensuring academic integrity is important in each and every aspect of teachers and students' lives. Checking home assignments may remind of an investigation conducted by teachers who discover identical students' submissions. Publishing academic papers requires plagiarism check, which students often fail. Creating presentations, posters, videos, students “forget” to cite the sources of all the materials used by them. Participants of an online course are expected to “submit their original work; avoid sharing answers with others; report suspected violations” (English for Media Literacy. Coursera, 2021). COVID-19 quarantine and the necessity to teach and learn online brought up additional restrictions like students' identification before tests or exams, which aim at preventing misconduct.

As we can see, academic integrity is mostly related to dishonesty, ignoring the requirements, fear of punishment. However, students often breach academic integrity not on purpose, but because they do not see the difference. Demonstrating their multimedia presentation in class, they do not indicate the sources because it was “just for the lesson”; using the information “from the internet” without proper citation because “it was for homework”, etc. Another reason for unintentional misconduct may be culturally-based understanding of academic integrity by international students (Academic Integrity at MIT, 2021). Still, the approach, which emphasizes negative aspects of breaching academic integrity, is not productive. Instead, the starting point should be understanding the nature of academic integrity, academic success, responsibility. In fact, it is not just teachers or students' responsibility, but all the participants' of educational process.

Academic integrity is “honesty, responsibility, and openness to both scholarship and scholarly activity” as defined in the UC Berkeley Honor Code (Berkeley Center of Teaching & Learning, 2021). For students of the University of North Carolina at Chapel Hill academic integrity is described as “the commitment to and demonstration of honest and moral behavior in an academic setting” which suggests respect to contributions of others (The Writing Centre. University of North Carolina at Chapel Hill, 2021).

If teachers of English as a second language create the environment in which trust and honesty are required, they will not have to investigate cases of breaching academic integrity. There are many ways of preventing misconduct and dishonesty:

- developing collaboration skills, when students complete the task in groups, acquiring knowledge and learning from each other;
- assigning writing tasks for students to practice regularly, using peer-editing and providing constructive feedback, so that there is no need to cheat at a final test;
- raising awareness of the notion of self-citation, differences between various citation styles, etc. (Berkeley Center of Teaching & Learning, 2021);
- adjusting the content of the course to the needs of the students, involving them in solving problems they are likely to encounter in real life, finding the ways of relating the content of the course to their lives, interests, experiences;
- focusing on the process of acquiring knowledge rather than on the result, giving students choices of tools to use and ways of presenting their work;
- assessing students' understanding of the course content and connections to their lives, providing regular feedback using transparent rubrics and building students' autonomy;
- conducting surveys aimed at students' reflection on their experience, ethical and unethical behavior, connection to the field of their professional interests (Lang, 2013);
- developing the rapport between teachers and students so that it is possible for students to ask questions in order to prevent misunderstanding, and, therefore, prevent misconduct at the end of the course when it may be too late to redo the final assignment (The Writing Centre. University of North Carolina at Chapel Hill, 2021).

Usually students read the documents in which the university policy, the requirements of the course are described, like Honor Code, Syllabus, Rating System, etc. However, very often looking through dozens of pages is not enough to understand how the rules work in practice. One of the ways to check what students think about ethical and unethical behavior is completing quizzes. For example, there are four choices of behavior in a real life situation: *“when the professor says the exam is finished. You continue to work on the exam.*

A. You are responsible for academic misconduct for continuing to work on an assignment after the allotted time has elapsed.

B. You arrived to class 10 minutes late and plan to continue to work for an extra 10 minutes so that you have the same amount of time as everyone else. After all, this is only fair!

C. The person next to you continued to work so you felt entitled to do the same. What is good for one should be good for all.

D. This is not academic misconduct” (Academic Integrity Quiz. University of Delaware, 2021).

When students reveal the answers, there could be some wrong ones (the correct answer is “A”). Talking about reasons for behaving in a certain way, discussing the correct answers to the quiz, students get some understanding of the ethical behavior. It is not about teacher prescribing certain patterns of behavior, but about reasoning and presenting their own arguments. Finally, students see the difference between collaboration and cheating, citation and plagiarism, honest behavior and fabrication.

To conclude, fostering academic integrity, which translates into understanding the nature of ethical behavior, academic success, responsibility, becomes inseparable part of ESL class. Using various ways of creating friendly environment which welcomes collaboration, peer-learning, students’ autonomy, problem-solving, reflection, it is possible to prevent a breach in academic integrity and promote student success.

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It's a great professional development opportunity!

TESOL-Ukraine Newsletter invites all of you to submit articles on various subjects of the professional life of the English teachers and TESOL-Ukraine activities in your places.

CALL FOR SUBMISSIONS

Dear TESOL-Ukraine members,

On this page we bring to your attention the main rules set for submissions to the TESOL-Ukraine Newsletter. Following the requirements, you will easily choose the field and format for your article. You will save your time and efforts while preparing it and ensure the best result for it as to be accepted for publication either in the TESOL-Ukraine Newsletter or in any other TESOL International journal. The Editorial Board may suggest the author to send the material for partner's TESOL-Hawaii Newsletter. You are always welcome in your articles to share research-based practices, to report on practice at all levels and in all contexts that is grounded in theory and has immediate relevancy to practitioners.

The main requirements to the material submitted:

1. The submission must be original and not a revision or restatement of research in the field.
2. The submission must not have been previously published or be under consideration for publication elsewhere.
3. Authors may use British or American spelling, but they must be consistent.
4. The authors should submit manuscripts electronically to the Editorial Board of the TESOL-Ukraine Newsletter. Submissions should be in Microsoft Word or compatible program. Please submit figures, graphs, and other graphic elements in a standard graphic format (e.g.: JPEG or Excel). Tables should be created in Microsoft Word or compatible program.
5. Authors who want to submit video or music files should contact serge.v.petrenko@gmail.com for further information.
6. All quoted materials must be cited in the text and in the following reference list.



7. All the submissions should be addressed to serge.v.petrenko@gmail.com .

The Editorial Board will be thankful to both the authors of new rubrics and those of the traditional sections of the TESOL-Ukraine Newsletter.

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