



TEACHERS OF ENGLISH TO SPEAKERS
OF OTHER LANGUAGES IN UKRAINE



TESOL-UKRAINE NEWSLETTER

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

Welcome to 2021 joint issue
of TESOL-Ukraine Newsletter!

This issue presents:

- ✚ TESOL-Ukraine Teacher-Development Institutes in 2021;
- ✚ CLIL Methodology;
- ✚ EMI (English as a Medium of Instruction) Course;
- ✚ Articles from TESOL-family.

TESOL-Ukraine Executive
Committee, November, 2021

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TESOL-Ukraine Teacher Development Institutes Go Online



OLENA ILIENKO

TESOL-Ukraine President

Head of the department of foreign languages

O.M. Beketov National University of Urban Economy in

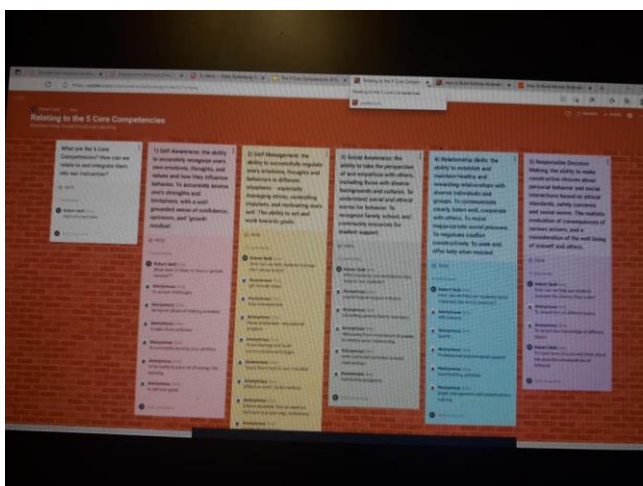
Kharkiv

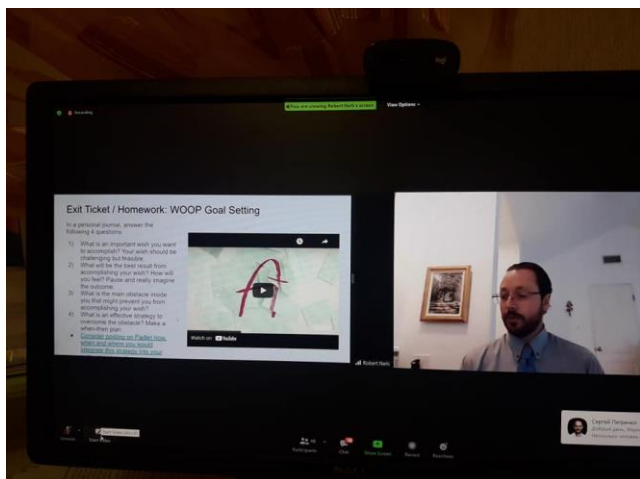
2021 COVID-19 continued changing the landscape of TESOL-Ukraine events, most of which were held online.

The year started with training “Social Emotional Learning” by Dr. Robert Nelli, more than 80 people participated in them. TESOL-Ukraine and Regional Language Office of the US Embassy in Ukraine conducted this two-day training “Social Emotional Learning” (15 academic hours).

Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. People with

strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially. From effective problem-solving to self-discipline, from impulse control to emotion management and more, SEL provides a foundation for positive, long-term effects on kids, adults, and communities.





Next focus was on implementing CLIL methodology in secondary school teaching. Content and Language Integrated Learning (CLIL), an educational approach in which an additional language is used to teach school subjects, has become increasingly widespread within state schools across Europe since the acronym was coined in the mid-nineties. This

now includes Ukraine where CLIL activity across educational levels has been growing in recent years. Like other national contexts in Europe, this has also been through the grassroots initiatives of individual schools keen to influence positive change in educational practices and reap the benefits which CLIL is purported to bring about.

Thanks to the MultiEd project and training, TESOL-Ukraine members have developed courses for teachers “Teaching Literature in English” and “Teaching Maths in English for Primary” by Maryna Tsehelska, and implemented them. More than 50 teachers from all regions of Ukraine took part in them.

And, finally, the projects connected with EMI. English Medium Instruction (EMI) refers to the use of the English language to teach academic subjects (other than English itself) in countries where the first language of the majority of the population is not English.

Currently, the world is seeing a boom in EMI as an educational model in universities, secondary schools and even primary schools; however, the implications of this growing trend remain severely under-researched. EMI is increasingly being implemented via top-down policies, sometimes with little attention to the educational implications that learning through a second language can have for the millions of students affected.

Thus, the group of professionals from Ukrainian universities developed a pilot course which was implemented at Taras Shevchenko National University of Kyiv. The head of the project is Serhii Petrenko, Ph.D, Associate Professor.

TESOL-Ukraine National Teacher Development Institute “CLIL Curriculum Integrated Language Teaching”



LILY KUZNETSOVA

TESOL-Ukraine Treasurer

Ph.D., Associate Professor

Ivan Franko National University of Lviv

In summer 2021 TESOL-Ukraine members from different regions gathered for traditional summer institutes in Odesa. On the first day of the National Institute participants took part in training “Teaching Literature in English” led by Maryna Tsehelska.

The second day of TESOL-UKRAINE Summer Institute “CLIL Curriculum Integrated Language Teaching” focused on the issues on teaching English at the tertiary level. After the welcoming speech of TESOL-UKRAINE President Lena Ilyenko , two presentations were made:

- “Bridging ESP and EMI: the PPP (perspectives, problems, and prospects) of Ukrainian setting” by Luidmyla Hnapovska, Associate Professor of Sumy State University Iryna Liashenko, Associate Professor of Sumy State University;

- “CLIL and EMI in Ukrainian Universities: Experiences and Challenges, Possible Solutions” by Iryna Zuyenok, Associate Professor of Dnipro National Technical University.

The third day of TESOL-UKRAINE Summer Institute “CLIL Curriculum Integrated Language Teaching” focused on the issues on Curriculum Design, three presentations were made:

1. Modern Methods of Curriculum Design by Nina Minina, Senior teacher of O.M. Beketov National University of Urban Economy in Kharkiv.

2. Basics of E-course Design: Hands-on Experience by Oksana Chugai, Associate Professor of Kyiv National Technical University.

3. Architectural Literacy: Experience and Practice through CLIL by Kateryna Sokolova, Olga Shchetinnikova, Associate Professors of Prydniprovska State Academy of Construction and Architecture.

The fourth day of TESOL-UKRAINE Summer Institute “CLIL Curriculum Integrated Language Teaching” focused on the issues of English Teaching, three presentations were made:

- “Innovations in Training Delivery Methodology: European Dimension” by Andrii Balendr, Associate Professor of Bogdan Khmelnytsky National Border Guard University and Oksana Komarnytska, Associate Professor of Bogdan Khmelnytsky National Border Guard University;

- “Integrating Creativity into Online English Classes” by Serhii Petrenko, Associate Professor of Kyiv National University;

- “Generation Z: Rethinking Teaching at Higher Educational Institutions” by Liudmyla Sinna, Associate Professor of National Academy of the National Guard of Ukraine.



CLIL Methodology in Secondary Education: Challenges and Implementation



MARYNA TSEHELKA

TESOL-Ukraine Vice-President

Ph.D. in Philology, Assoc. Prof.,

Kyryvi Rih State Pedagogical University

In summer 2021 TESOL-Ukraine launched two courses for teachers of secondary school – Teaching Literature in English and Teaching Maths in English.

In June 2021 TESOL-Ukraine in cooperation with the English Language and Literature Department of V.O. Sukhomlynskyi National University of Mykolaiv and Project “Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration” the training «CLIL Methodology in Secondary Education: Challenges and Implementation» was held.

The program of the Institute (30 academic hours) included:

- online trainings from the Language and Literature Department of V.O. Sukhomlynskyi National University of Mykolaiv (12 hours)
- individual work of the participants (14 hours)
- training “How to Teach Maths in English and Improve in Both Subjects” by Dr. Maryna Tsehelska (4 hours)

During summer 2021 another course, on Teaching Maths in English to Primary School Students was held online by Lilia Kuznetsova and Maryha Tsehelska. 24 participants from all over Ukraine acquired the Math curriculum for Grades 1-4, learnt the vocabulary and developed their own tasks.

The end goal of the course – to implement Maths into the curriculum of primary schools in Ukraine.

This year it will be done by such teachers as Valentyna Shvydka (Dnipro), Natalia (Zaporizhzhia), Khrystyna Kravets (Lviv) and others.



Basics of EMI (English as a Medium of Instruction) Training Course for Subject Teachers



SERHII PETRENKO

Ph.D., Associate Professor

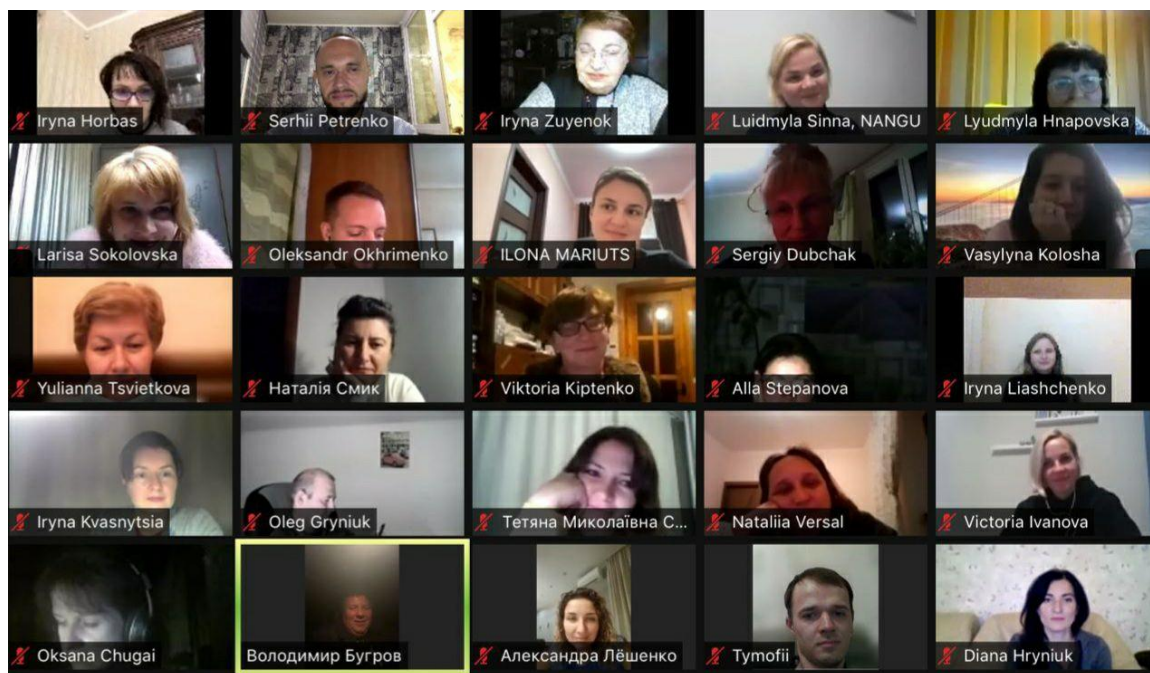
Taras Shevchenko National University of Kyiv



In October - November 2021 Taras Shevchenko National University of Kyiv and TESOL-Ukraine organized an 8-week training course “Basics of EMI (English as a Medium of Instruction)” for lecturers of Taras



Shevchenko National University of Kyiv teaching or planning to teach their disciplines in English.



The participants of the course are Teaching Assistants, Associate Professors and Full Professors of various university’s faculties (e.g. law, history, economics, philosophy,

physics, chemistry, geology, geography, etc.). The speakers are experienced trainers, university teachers, TESOL-Ukraine active members, participants and speakers of scientific and practical workshops and conferences in Ukraine, the USA, the UK, and EU countries.



The course consists of webinars, discussions, speaking clubs and project work:

1. **“EMI: Needs Analysis” Workshop** by *Iryna Zuyenok, Associate Professor, Dnipro University of Technology – 3 academic hours*
2. **“Basics of EMI: Learning Objectives” Workshop** by *Serhii Petrenko, Ph.D., Associate Professor, Taras Shevchenko National University of Kyiv – 3 academic hours*
3. **“Lesson Planning for EMI” Workshop** by *Liudmyla Sinna, Associate Professor, National Academy of the National Guard of Ukraine – 3 academic hours*
4. **“Learning Vocabulary, Reading and Listening Activities in EMI Courses” Workshop** by *Iryna Liashenko, Ph.D., Associate Professor, Sumy State University – 3 academic hours*
5. **“Learning Environment and Culture in EMI” Workshop** by *Tetiana Starostenko, Ph.D., Associate Professor, O.M. Beketov National University of Urban Economy in Kharkiv – 3 academic hours*
6. **“Lecturing. Successful Lectures” Workshop** by *Oksana Chugai, Ph.D., Associate Professor, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute” – 3 academic hours*
7. **“The WWW of Assessment: How Noto to Get Trapped by Misconceptions” Workshop** by *Liudmyla Hnapovska, Ph.D., Associate Professor, Sumy State University – 3 academic hours*

8. Speaking Clubs by Charles Sienkiewicz, English Language Fellow, U.S. Department of State –16 academic hours

9. Final Report Preparation and Delivery – 26 academic hours

The participants will be able use English as the medium of instruction with greater effectiveness, use a range of language in lectures, workshops and discussions, use effective strategies to engage students, and communicate more effectively in English.

Admission requirements were:

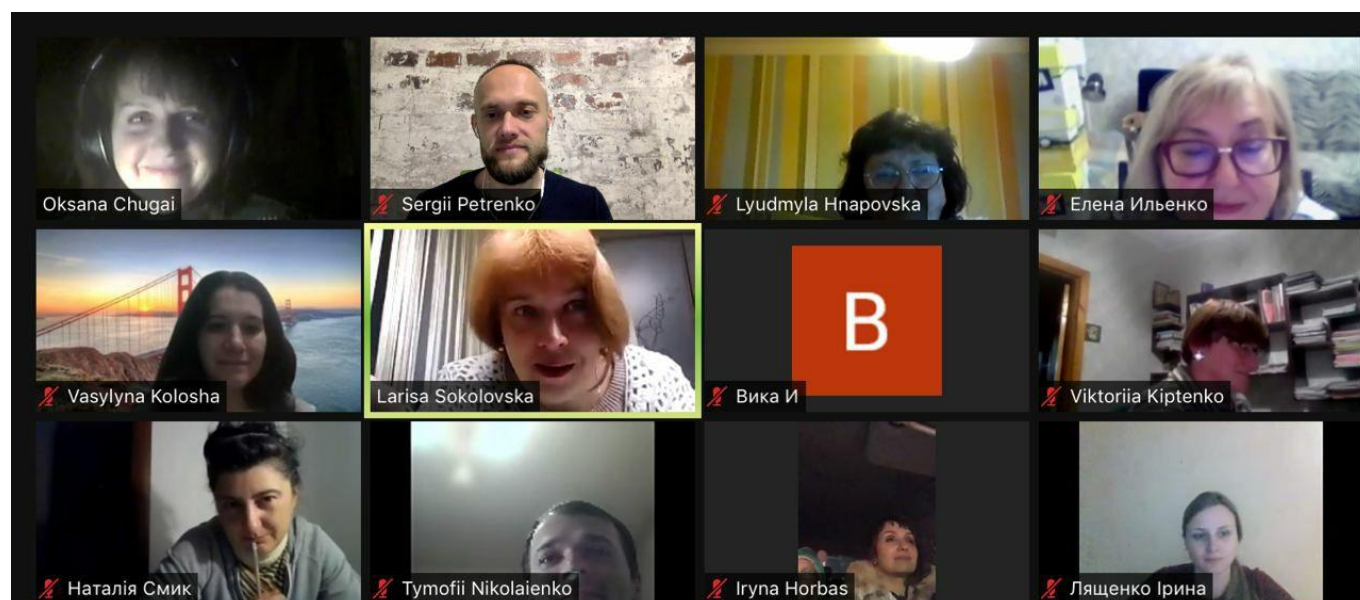
- 📖 Be a university teacher or a postgraduate student;
- 📖 Have the desire to teach your discipline (e.g. Maths, Biology, Geography, History, Political Science, Philosophy, Psychology, etc.) in English;
- 📖 Have B1+, B2, C1 English level.



WHICH GENERATION... ?

Generation Name	Births Start	Births End
The Lost Generation - The Generation of 1914	1890	1915
The Interbellum Generation	1901	1913
The Greatest Generation	1910	1924
The Silent Generation	1925	1945
Baby Boomer Generation	1946	1964
Generation X (Baby Bust)	1965	1979
Xennials	1975	1985
Millennials	1980	1994
Generation Y - Gen Next	1995	2012
iGen / Gen Z	1995	2012
Gen Alpha	2013	2025

By Michael T. Robinson
Founder and Career Coach
CareerPlanner.com



MultiEd: Internship in Estonia



TETIANA STAROSTENKO

Ph.D., Associate Professor

O.M. Beketov National University of Urban
Economy in Kharkiv

In October, when the global COVID-19 pandemic slightly released its grips, the Ukrainian team of domestic universities, involved in CLIL syllabus design, and TESOL-Ukraine were invited to undertake a study visit on CLIL methodology application at Narva College of the University of Tartu in Estonia from 25 to 29 October, 2021. The event went under the umbrella of Erasmus + KA2 project “Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration/MultiEd”.

This study visit took place in 3 cities of Estonia – Tallinn, Tartu, and Narva. The participants visited educational institutions of primary, secondary, and tertiary level of education. They met with Estonian colleagues and observed the approaches in CLIL, language immersion, and multilingual education widely used in Estonia. All the expenses were covered by the MultiEd project according to the Erasmus+ rules.

The first day was marked by important encounters and round tables with the leading specialist in CLIL methodology and practicing teachers on the platforms of Eesti keele maja (the House of Estonian Language), Tallinna Pae Gümnaasium, and Energy Discovery Centre, where kinesthetic learners may literally feel on their skin and even their hair the way how the laws of Physics function. The cultural programme included a short tour in Tallinn, which was more than welcoming in the benign autumnal weather.

On the second day the participants visited the Library of the University of Tartu and Tartu Aleksander Puškini School, where they were given a CLIL lesson in Estonian language by the director Alina Braziulene, which happened to be a perfect example of

language immersion. Educational CLIL programme at AHHA Science Centre gave an opportunity to learn about the Language policy and multilingualism in Estonia and pick up practical pieces of advice of how to eliminate possible obstacles and overcome the difficulties, connected with unavoidable paperwork and the reports. The cherry on the top was a tour around the University of Tartu “History and Present of the University of Tartu”, which discovered some of the secrets of its ancient walls. The last step on that stage was International Work and Management at the University of Tartu with Egle Rummel da Costa.

The third day started with a field trip to Tareke kindergarten, director Jelena Konovalova, where the participants took a tour around the kindergarten, observing 2 language immersion classes and having discussions with kindergarten teachers on language immersion advantages and challenges. An interesting part of the programme was a guided tour around the Narva College dormitory, where the Ukrainian team could observe a so-called “Building of the Year (2020)”.

The field trip to Narva Vanalinna Riigikool opened the doors of one of the leading CLIL schools in Narva, director Tatiana Stepanova. During the round table with the teachers who specialize in CLIL and language immersion the educators shared the experience of the first years of the methodology implementation, the secrets of their success, and the main school rule: “One teacher, one language”, which means that even during the breaks students/pupils of the school can communicate with their teachers only in the language they teach. Bilingualism among the staff within the school walls is strictly forbidden.

In the afternoon, Piret Kärtner, study director of Narva College, shared experience within the framework of a seminar “Teacher training curriculum at Narva College and life-long training of in-service teachers in Estonia”.

The last two days in Narva were devoted to the 8th International ELT Conference “Trends and Issues in CLIL and ELT”, which was opened by Marek Sammul, PhD, Director of Narva College of the University of Tartu, Jennifer Uhler, RELO, U.S. Embassy, Tallinn, and Ursula Roosmaa, MBE, Country Director, British Council Estonia. During the conference the professionals from all over the world, both online and offline, shared their views on CLIL methodology implementation and covered practical aspects. The list of the most remarkable presenters included: Pille Põiklik, PhD, Department of Language Policy,

Ministry of Education and Research, Estonia with his report on “Language education in the pandemic: lessons learnt, challenges and opportunities”; Phil Ball, PhD, University of the Basque Country, Spain “CLIL and competences: a happy marriage”; Hans-Werner Huneke, PhD, University of Education in Heidelberg, Germany “Foreign language learning, content learning and negotiating meaning in mysteries”; Sue Garton, PhD, Aston University, Birmingham, UK and Elisabeth Wielander, PhD, Aston University, Birmingham, UK “CLIL in the UK: Learning through languages from primary to tertiary education”; Jacqueline Hadel, English Language Fellow at Narva College, Estonia/U.S. Embassy Tallinn “FUNology: How to make Pronunciation FUN in English Language Teaching”.

The wrap-up of Narva placement was Educational CLIL programme “Castle” at Narva Castle and the trip to Tallinn, where the participants could enjoy Estonian hospitality during their last and single free day in Estonia.

The Estonian placement put the participants into a brand new dimension of CLIL methodology on the European platform, allowed to gain valuable experience, follow the way how the CLIL approaches co-function on three main levels of education.



TESOL FAMILY

Building Bridges: APLIS BĂLȚI, Moldova and TESOL-Ukraine

Silvia Bogdan, Project Coordinator
Dina Puiu, APLIS President
Alec Russo Bălți State University
Republic of Moldova



The 7th Virtual International Spring Symposium *Empowering*



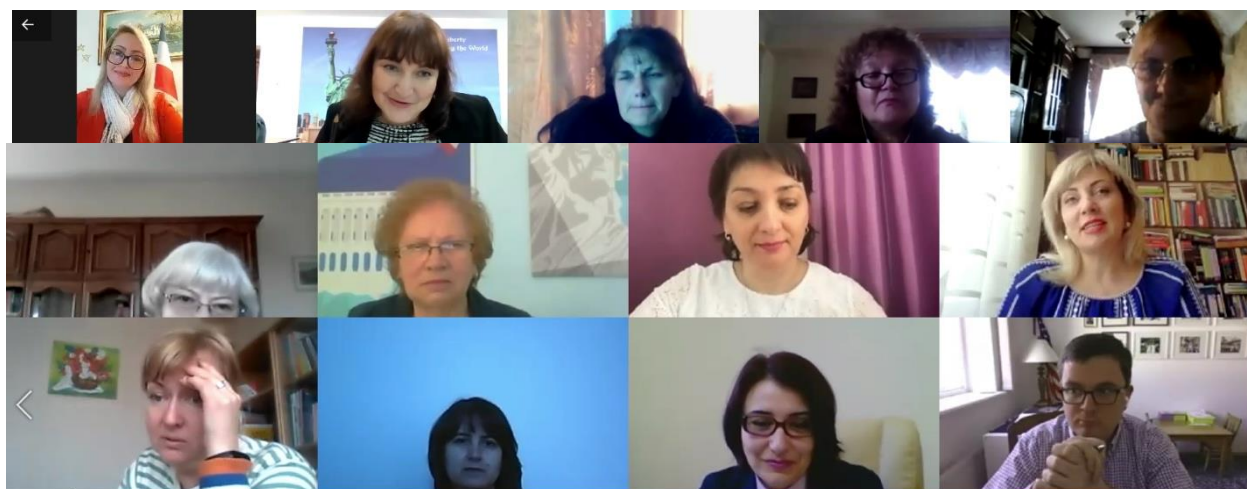
English Language Educators through Action Research was held online on March 26-27, 2021.

The annual Symposium, which has become a tradition since 2015, was organized by the English

Keynote Speakers:

-  Anca Cehan, Professor, PhD, Alexandru Ioan Cuza University of Iași, Romania
Teacher between reflective practitioner and action researcher
-  Timothy Collins, PhD, Regional English Language Officer in Kyiv, USA
School and democratic practices: creating democratic classrooms
-  Michael Daugherty, PhD, Distinguished Professor of STEM Education, University of Arkansas, USA
Project-based Learning for Literacy
-  Betsy Gilliland, PhD, University of Hawaii, Manoa
Action Research for language teachers: successes and recommendations
-  Danielle Aldawood, PhD, U.S. Department of State, USA
Conducting Action Research in the ELL classroom: a personal reflection
-  Viorica Condrat, PhD, Alec Russo State University, Bălți
Benefits and challenges of doing Action Research

and German Philology Department of Alec Russo Bălți State University, Republic of Moldova in collaboration with the Association of Teachers of Foreign Languages (APLIS) and American Center from Bălți. This year has brought us new challenges, surprises, solutions and new partners.



APLIS Bălți, Moldova laid the foundations of partnership with TESOL Ukraine, therefore, the scientific event reached a higher degree of internalization. As a result of this collaboration, the 7th Virtual International Spring Symposium hosted TESOL members from the University of Hawaii, Manoa and namely Betsy Gilliland, PhD, Associate Professor as a keynote speaker, supported by a group of PhD Students: Kristen Urada, Cade Christensen, Hoa Le, Michelle Kunkel and Kauru Motamura.

We are

A Sense of Engagement among Students

- Engagement with the Research Focus:** expressed genuine excitement and enthusiasm being a part of an actual classroom research project participated willingly and with great responsibility. The instructional 'interventions' implemented various means of data collection employed.
- Engagement with Each Other:** Students members of a purposeful "learning community" the AR process and viewed each other as cooperating "co-learners" versus competing "class-rivals." They also learned to give each other peer feedback including acknowledging and learning from each other's strengths.

My Class Environment

- Visibility:** Students could see each other's writing via google docs.
- Transparency:** Students could see each other's writing at every stage.
- Sharing:** Students could learn from each other's writing at every stage.

Methodology & Data collection

- Writing: daily journal, discussion reflection journal and one writing assignment
- Speaking: selected topic discussion with L1 English speaker(s)
- Recordings: 9 tutoring sessions and individual interview
- My self-reflection journal

Intervention

- Discussion with L1 English speaker(s)
 - Three discussion topics
- Writing self-reflection and peer feedback after each discussion
 - Self-reflection
 - Peer evaluation
 - Tell something good, ask a question(s), give a suggestion(s)
- Writing review/casual writing conference



extremely grateful to Maryna Tsehelska, our Ukrainian colleague from Kryvyi Rih State Pedagogical University, who contributed a lot to building a very important bridge between APLIS, Moldova and TESOL-Ukraine. We hope that our partnership will be fruitful and long-lasting.

Basis for the research – teaching in topics
Why "Topics" are still popular?

Advantages:

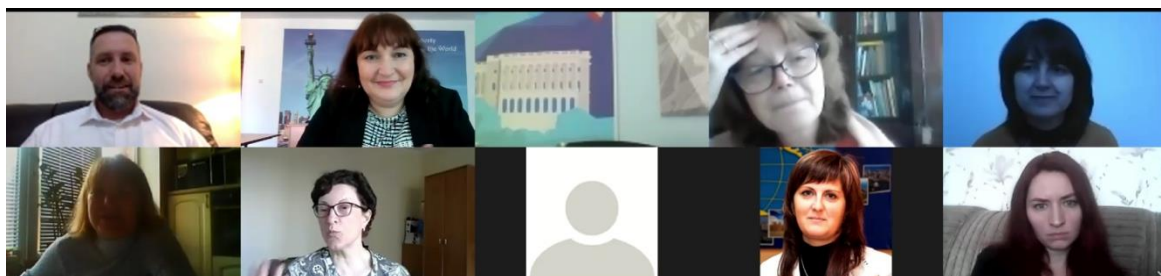
- Topics are "tangible" – you can count the language you're teaching
- Tradition
- Easy for teachers
- Your variant

Disadvantages:

- They are created by people, whose choice of vocabulary is determined by personal and professional characteristics
- Vocabulary is presented only in certain structures
- They are not meant for recursive usage, so they do not develop language awareness.

Make Questions Using Bloom Taxonomy

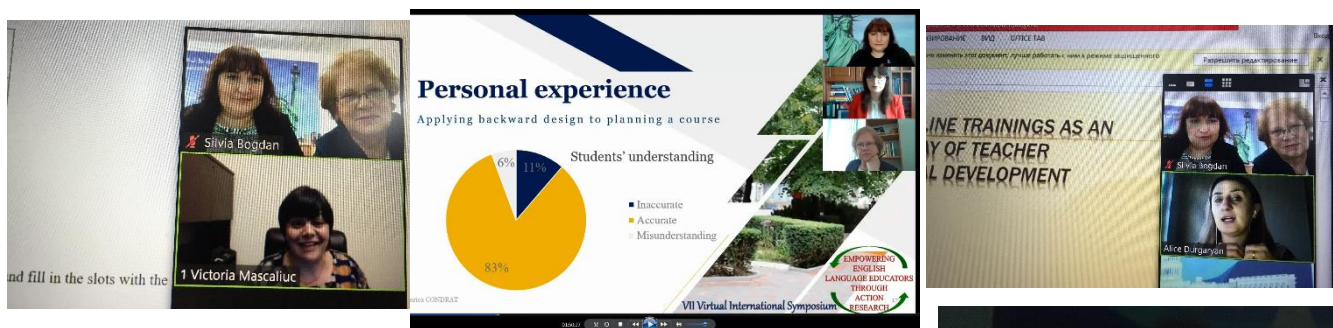
The slide shows a diagram of Bloom's Taxonomy with levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. It includes a list of question stems for each level.



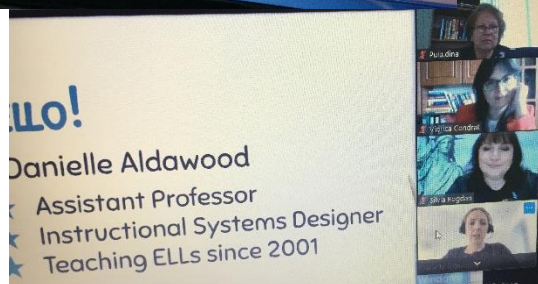
The 7th Virtual International Spring Symposium brought together professional language educators from Moldova, the USA, Romania, Ukraine, Georgia, Armenia, France and Israel.



Spring – Summer - Fall 2021



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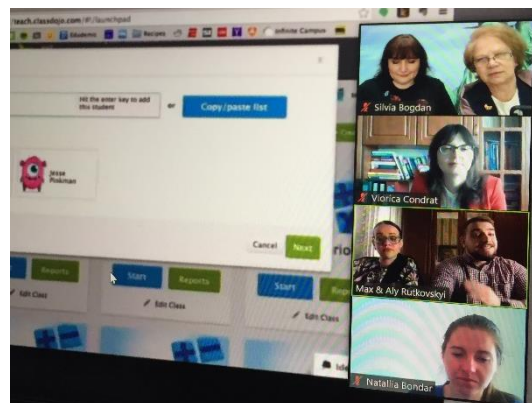


TESOL-UKRAINE

We were extremely happy to have among our participants Timothy Collins, PhD the RELO in Kyiv, the Distinguished Professor of STEM Education PhD Michael Daugherty from Arkansas University, USA and our devoted friends Danielle Aldawood PhD,

Baltimore, Nicholas Huzieff, MA TESOL, Texas, Rafel Naseer, MA TESOL, Miami, Melissa Herman, PhD and Luis Perea, MA TESOL.

It is worth mentioning the great number of participants from Ukrainian Universities. We would like to mention Maryna Tsehelska from Kryvyi Rih State Pedagogical University, Natalia Pyliachyk, PhD, from Vasyl Stefanyk Precarpathian National University, Alla Gembaruk PhD, from Pavlo Tychyna Uman State Pedagogical University, Tetiana



Konovalenko, PhD, Maxym and Alona Rutkovsky, and Natalia Bondar, PhD Student from Bogdan Khmelnytsky Melitopol State Pedagogical University, and Antonina Bulyna, PhD Student from Uzhhorod National University. They are some of those very enthusiastic researchers, who join us yearly to share their expertise.

The topic of the Symposium, namely Action Research, made it possible for language educators to get involved in collaborative problem solving, decision making and reflecting process.

We express our gratitude to all the participants of the 7th Virtual International Spring Symposium for their willingness to share their research results and best practices in Language Education. The organising committee is wishing everyone to stay ‘intellectually curious’ and open for new challenges and achievements.

English Lessons During COVID-19 Pandemic: Technical University Teachers' and Students' Experience



OKSANA CHUGAI

Ph.D., Associate Professor,
National Technical University of Ukraine
“Igor Sikorsky Kyiv Polytechnic Institute”

Most educational establishments experienced abandoning the traditional way of studying and teaching facing the COVID-19 pandemic. Such a rapid transition caused questions related to technical, ethical, and methodological issues, which are yet to answer. Leading publishing houses, educational centers, governmental agencies, experts practically immediately provided professional support developing guidelines, conducting webinars, publishing manuals, giving instructions. However, it is important to analyse feedback from the most important actors, students, and teachers, whose experience may provide the answers to many questions caused by social distance and lockdown, and help to choose the right strategies for the next academic year. The importance of feedback becomes obvious in the period of transformation and transition to online education when teachers and students encounter problems never experienced before the COVID-19 pandemic. The article aims to analyze the feedback on the experience of Ukrainian university teachers and students of teaching and studying English online during the COVID-19 pandemic. To achieve this aim it is necessary to investigate teachers' and students' attitudes to technical, psychological, methodological aspects and issues related to assessment in an online environment.

By using a mixed-method research design we collected quantitative and qualitative data based on two surveys completed by technical university students and teachers. Qualitative data was provided by individual feedback and discussions in Zoom, which allowed the researchers to compare and contrast the experiences of 83 respondents. This study was conducted at the National Technical University of Ukraine “Igor Sikorsky Kyiv

Polytechnic Institute. Students of first and second years of study (N=59) completed the survey in November 2020, teachers of English (N=24) completed the survey in January 2021. All the respondents volunteered to participate in the survey regarding their experience and attitude towards English lessons online during the COVID-19 quarantine.

Most students and teachers agreed with the statement that they had their working space and necessary devices for studying online (Mdn=2, IQR=1). While the number of students who strongly agreed was the same as those who agreed with this statement, fewer teachers strongly agreed. However, teachers did not respond negatively, while few students disagreed with this statement. The same positive attitude students and teachers had about the Internet connection, but students' responses were more polarised (Mdn=2, IQR=2), most teachers indicated agreement with this statement (Mdn=2, IQR=0).

Teachers mostly agreed (50%) and strongly agreed (33%) with the statement that they had their working space and necessary devices for studying online; for 83% of respondents, the Internet connection was good enough for teaching online. We explain these findings by the fact that students had to study from home, therefore those who lived in remote villages, were more likely to experience problems with the Internet connection than teachers who worked from home in Kyiv or suburbs and did not have such problems.

Students were more positive about feeling safer with their cameras turned off (Mdn=2, IQR=2), than teachers, who were indecisive (Mdn=3, IQR=1.25), moreover, some teachers even disagreed with that statement (see Table 1). The issue of keeping the cameras on or off is one of the most often discussed during seminars and meetings. Only some students turn their cameras on during videoconferences (English lessons), others kept their cameras off explaining that for security or technical reasons. First of all, identifying students is important in terms of academic integrity, accountability, university policy in general. Teachers are responsible for assessing students' performance and being transparent about that.

In terms of the ability to concentrate in a face-to-face class, the majority of students were positive about that, but their opinions were quite polarised (Mdn=2, IQR=2). Some students, when asked about the fact that they were forced into online studying, mentioned that they missed real communication, face-to-face interaction, complained that it was easier

to ask questions during the lesson in a real classroom. However, for teachers the ability to concentrate did not depend on the environment, they were mostly neutral (Mdn=3, IQR=1). For both groups of respondents, students and teachers, it was difficult to decide which was easier for them, to study or teach English online or F2F (Mdn=3), but students' opinions were more polarised (IQR=2) than teachers' (IQR=0).

All the respondents indicated agreement with the statement that face-to-face lessons were more interactive than online lessons (Mdn=2). Nearly half of the teachers agreed with that statement. However, few students strongly disagreed with that statement. Typing instead of talking, inability to notice changes in the body language of each other, disruptions like poor connection or tiredness of participants could cause misunderstanding, reluctance to communicate. It was challenging for students, but especially for first-year students, who did not have F2F classes at all and said that they even did not feel like students studying from home. Teachers should spend more time talking to students about their problems, feelings, expectations. Some students shared their worries about studying online openly, some responded to surveys, anyway, their responses are informative and will help with designing an online course in the future.

More teachers than students agree that opportunities for online group work are limited (teachers Mdn=2, IQR=0, students Mdn=3, IQR=1.5). About 70% of teachers thought that opportunities for group work were limited online. We may suggest that some students do not know that breakout rooms are possible to use.

Most students and teachers have similar responses about self-study, they indicated agreement about developing self-directed learning skills while studying English online (Mdn=2, IQR=1). Both students and teachers are indecisive about which assessment is less challenging, online or F2F (Mdn=3), students' responses are clustered together, and teachers' are more polarised. On the one hand, teachers spend more time designing tests online, taking measures to prevent plagiarism, keeping a balance between closed and open tasks. On the other hand, students may be tempted to cheat, avoid taking a test by missing a class, etc. In any case, students should be aware of the results of their studies and monitor the progress. Summing up, most respondents, students, and teachers have the same opinions on six out of nine statements from the survey. The most polarized are students' and teachers'

opinions about online assessment and studying or teaching English online. The opinions of these groups of respondents differ on the issues related to feeling safer with the camera off, concentrating in a F2F class, and group works online.

Findings of the study showed that students and teachers mostly have the same opinions on the statements from the survey related to their online experiences. The most polarized are students' and teachers' opinions about online assessment and studying or teaching English online. The opinions of these groups of respondents differ on the issues related to feeling safer with the camera off, concentrating in a face-to-face class and group work online: students tend to keep their cameras off during videoconferences, while teachers are indecisive; opinions of students on the ability to concentrate were polarised, but mostly they were positive, while teachers neutral; more teachers than students agree that opportunities of online group work are limited.

From the findings, we can see that students experienced more serious technical problems than teachers. For both groups of respondents, students and teachers, it was difficult to decide which was easier for them, to study or teach English online or face-to-face. All the respondents indicated agreement with the statement that face-to-face lessons were more interactive than online lessons. The findings of the research show that despite understanding the necessity of studying online, for some students it is still challenging.

The original article (Chugai, O.Yu. (2021). English lessons during covid-19 pandemic: technical university teachers' and students' experience. In O. L. Iliencko (Ed.), Contemporary Issues in Philology. Innovative Methods of Teaching Foreign Languages, Vol.2 (pp.22-30). Kharkiv, Tesol-Ukraine: O. M. Beketov NUUE.).



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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