



TESOL-UKRAINE NEWSLETTER

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

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

This issue presents:

- ✚ Reflections on
Emergency Teaching at
times of war;
- ✚ TESOL-Ukraine Webinars
in 2022;
- ✚ TESOL-Ukraine Partnership
Projects.

We wish you a productive
start of a new academic
year! Inspire and be
inspired!

TESOL-Ukraine Executive
Committee, August 2022

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OLENA ILLIENKO

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Happy new academic year!

September 1st is one of the most important days of the year in Ukraine. It's the day when school starts and new academic year begins. Of course, this year is different. Russia has bombed our schools and universities, millions of kids are scattered all around Europe and teachers are having to plan food and water and power banks for lessons underground in bunkers. The start of the school year in war-torn Ukraine means most classes are online.

This year has been very difficult and challenging for Ukrainian educators: we went through the start of Russian aggression, many teachers left their homes, some have to survive on the occupied territory, others teach from abroad.

In these dark times TESOL-Ukraine members have supported each other and got support from our partners: other teachers associations. No matter how hard the Russian attacks were, we continued to work. During spring – summer 2022 more than 20 webinars were conducted by our partners: Hawaii TESOL, META, TESOL-Italy, RELO and others. The participation in such events has given Ukrainian teachers a sense of normality and common ground.

We continue working in this academic year, and hope this year will be a year of Ukrainian victory over Russian aggressors.



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I am writing on September 1st, 2022, the first day of school. This day is usually one of the brightest days of a year in Ukraine and Kharkiv, which is often called Ukrainian capital of students. More than 300 000 students lived in the city with population of 1.5 million people before the war. It is the New Academic Year and Day of Knowledge with lots of smiley faces, flowers, and excited students wearing their new clothes in the streets, schoolyards and university campuses reuniting with friends, exchanging summer impressions.

I am writing on February 21st, 2022, day 190 of the war. Sirens are wailing out over the city. Today the streets, school yards and university buildings are empty in Kharkiv. More than 110 out of 200 schools and several universities in the city are ruined by russian missiles and bombs. We have passed the six-month mark of the russian war against sovereign democratic Ukraine. At 4 o'clock in the morning on February 24th, 2022 russians started artillery strikes and shelling our city, killing people, ruining our homes, schools, universities. And since that morning they have been bombarding Kharkiv every night and day for half a year from their territory because our city is situated in 20 miles from the border with the russian federation.

Life stopped, education was interrupted, students and teachers ran for their lives to find safe places to stay in Ukraine and abroad. Sadness, sorrow, grief, depression, pain, rejection, sometimes rage, and even hatred were the key emotions of the first days. The most asked questions of our lives have become and still are "How are you doing?" which got a wider meaning: "I am asking to support, make you feel better and help, we care and hope".



After four weeks of involuntary break we went on with our classes. The students who used to be full of life and good humor, bright, vibrant, and ready to share jokes now became quiet, sad, and insecure. Before my first lesson during the war a lot of questions arose in my mind: what should or should not be discussed at the lessons? Should I give them more or less tasks and home assignments? How can I support them emotionally? How will they be able to master the subject? How will those students who could not leave and stayed in occupied territories be able to work as there was not electricity or mobile connection in those areas? And lots of other difficult questions I had never asked myself before.

When we renewed classes and realized life had to go on, everyone wanted something normal: ordinary classes with familiar exercises and tests. We were trying to cope, support each other, interact, distract from terrible events when we had Zoom meetings. We (students and I) were mutually supportive and patient, they always asked me if I was safe because I was staying in Kharkiv under missile strikes. I was trying to use positive and optimistic topics and materials, give them food for thought for further discussion or assignments. The individual approach became crucial to create more or less normal atmosphere for work. Some of the students had to contact me very early in the morning when they could come up some high hill to catch the signal or connection and send some of their works done in writing as well as get new assignments from me which had to be shortened and transformed into tasks doable in such conditions. It does not look like the best method of teaching and learning in the 21st century but the war in the center of Europe with the young people on occupied territories trying their best to study is also absolutely unthinkable. My students grew up very fast emotionally, became more careful and attentive, lost their happy-go-lucky attitude typical for teenagers. We all learned very fast that we have to listen to each other carefully and hear, communicate in any way possible, be empathetic and tolerant. While teaching we have to use flexible approach to classes and assessments, be ready to be contacted 24/7 from dangerous places, make decisions quickly, use and provide more resources, and support all productive ideas.

In our so troubled life we get much needed support and comfort from our colleagues and partners from Hawaii TESOL. They kindly provided Webinars in Solidarity with TESOL Ukraine engaging Ukrainian teachers of English in fruitful activities and discussions, creating the atmosphere of peaceful professional communication, and giving boost to our emotional state. It was so normal and calming to see the familiar people on the screen and discuss issues concerning linguistics, literature, and methods of teaching. The webinars helped us concentrate more on teaching rather than devastating circumstances and enriched our teaching portfolios with low stress high impact materials. We are grateful to TESOL Hawaii partners for the fruitful communication, empathy, and encouraging words. Our special thanks to Sally La Luzerne-Oi for long standing communication and support, sharing ideas, and giving hand in furthering our professional development.

We are grateful for all your support and hope for peace in Ukraine.



Students sleeping in the basement before evacuation



The blackboard is holding on



Kharkiv, September 1, 2022, they came to school



My home office when the siren wails



It was a school in Kharkiv



City center after missile strike



One of our homes

WHAT BEING A TESOL-UKRAINE COMMUNITY MEMBER MEANS?



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April, May and June 2022 were rich in meetings with our foreign colleagues and gave us, Ukrainian teachers of English, tangible support in this very difficult time for every person in our country. Thanks to the series of the on-line webinars under the umbrella term “Sharing Contexts Across Cultures” delivered by our colleagues from TESOL-Italy we got vitally important information and practical advices how to cope with difficulties we all faced unexpectedly and how to teach reducing stress. Gina M. Petrie and Janine J. Darragh in their presentation “Trauma-Informed Teaching: Strategies to Support Teachers” shared the “secrets” what and how to do that. Also the colleagues presented webinars on other important topics. Professor Kurt Kohn shared the techniques how to help foreign language learners to make the target language their own. His colleagues, Neil Mercer, Sarah M Howell and Lisa Kester-Dodgson, demonstrated effective ways of speaking skills development. Moreover, Neil Mercer introduced a new for many of the participants term “oracy”. The Speak for Change reports [1] defines oracy as “our ability to communicate effectively using spoken language. It is the ability to speak eloquently, articulate ideas and

thoughts, influence through talking, listen to others and have the confidence to express your views.” [2]

Sharon Hartle and Valeria Franceschi in their webinar “ESP for the 21st Century: providing a bridge between university and the workplace: English for Professional Purposes at the University of Verona” and Mike Mayor in his presentation “Skills for the Future: Preparing students for life after formal education” focus the attention on the following questions: “What are the skills of the future that will ensure their place in tomorrow’s job market? And is it the place of ELT teachers to be teaching these skills?” [3] We understand that CLIL and EMI will be on the top of the most effective approaches in preparing competent specialists in all spheres of social life in the nearest future.

TESOL-Ukraine community in the project TESOL-Italy with TESOL-Ukraine was presented by Olena Iliencko, Lilia Kuznetsova, Maryna Tsehelska, Iryna Zuyenok, Oksana Chugai, Lyudmyla Hnapovska and Serhii Petrenko. They all shared their ideas of developing and improving English language teaching in Ukraine and raising students’ motivation in learning English. Olena Lienko informed “about the history of Teacher Development Institutes in TESOL-Ukraine, Liliia Kuznetsova introduced the topic of 2022 “How to Teach Post Millenials” and Maryna Tsehelska shared the results of the first institute that was to be completed on February 24th, the first day of the war, but its participants got a chance to present their projects only two months after.” [4]

Due to Hawaii TESOL and TESOL-Ukraine Joint Project “Hawaii TESOL Webinars in Solidarity with TESOL-Ukraine” Ukrainian teachers of English had a chance to get mostly new and extremely necessary information how to teach in challenging circumstances. From Mark Wolfersberger and Jean Kirschenmann’s webinars the participants got interesting ideas how to teach “unteachable” and how to use these categories in speech, written or oral, how to foster students’ fluency in speaking English with a quick progress and low stress.

Sam Hume and Sally La Luzerne-Oi used extracts from fiction and famous people’s biographies for teaching English. And Joanne Powell shared the lessons and resources which help to improve language proficiency for English Learners (ELs) or Multilingual Learners (MLLs). The presenter used Pear Deck online tool to demonstrate how to share “own

resources and lessons with other teachers worldwide to leverage shared expertise, save time & collaborate for the betterment of our EL or MLL students!” [5] Sam Hume chose *Harry Potter* for teaching reading, writing and enriching vocabulary. Sally La Luzerne-Oi’s choice was biographies. The designed activities such as *Mini-Lecture*, *Building the Biography*, *Piecing the Biography Together*, *Experts and Researchers* help teachers to engage language learners in active participation. Answering the question “Why are biographies naturally suited for language learning?” the presenter stated that “biographies are a form of story and storytelling”. Also “biographies are typically organized in transparent sections.” And what is more “each new experience with a biographical text provides another opportunity for recycling language.”

And it is worth mentioning that not only serious topics were in focus; there was time for humour. “Using a Touch of Humor to Enhance Language Lessons” webinar delivered by Sally La Luzerne-Oi absorbed the participants’ attention totally. The presenter stressed that “humour builds positive atmosphere in the classroom and helps to build bridges between a teacher and students.” Everyone realized that “humour can decrease student anxiety and stress”. The presenter designed extremely interesting activities using mostly authentic materials. Teachers can use funny pictures and signs, cartoons and comics. Jokes and puns as well as proverbs and quotes are also good for language learning. And there are some slides from the above-mentioned presentation to demonstrate that “humour encourages creativity.” [6]



Meagan Abrahamsson who is currently the English Language Resident for America House Kyiv in the joint project of RELO Kyiv & TESOL Ukraine in her presentation “Project Based Service Learning” shared the ideas of importance of educating the youth for

their being able to implement the knowledge and experience into real-life situations and. Webinar “Conversation & Career Development” was devoted to “some of the best ways to motivate students in the classroom”. They should think about the purpose of their visiting “career development clubs” in EL Classroom. An autonomous student-centered classroom is the stepping stone to their own success both in learning and in career development.

Then to answer the question from the title of the article we may state that being a TESOL-community member is to be ready to support, encourage, motivate, engage each other in exchanging thoughts and ideas in every-day format and especially in challenging circumstances. Also it is great that our colleagues from other countries realize the reality we have been experiencing here, in Ukraine, and they all express their solidarity with Ukrainian teachers of English through empathizing. Shared and received experience in foreign language teaching and learning is valuable for all the participants and the presenters. We thank everyone who has been supporting Ukrainian teachers!

Reference:

1. <https://oracy.inparliament.uk/speak-for-change-inquiry>
2. <https://www.google.com/search?client=firefox-b-d&q=what+is+oracy+in+education>
3. <https://youtu.be/Vf4Kcokyzqo>
4. <https://www.youtube.com/watch?v=xZVdWwTAvpo>
5. <https://www.youtube.com/watch?v=yYdqgUvSRXA>
6. Webinar 6: Using a Biographies in Teaching English (by Sally La Luzerne-Oi) Hawaii TESOL and TESOL-Ukraine Joint Project “Hawaii TESOL Webinars in Solidarity with TESOL-Ukraine”

EMERGENCY EFL TEACHING: UKRAINIAN PERSPECTIVE



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When the war started, for a couple of days, we continued to have online classes at Taras Shevchenko National University of Kyiv, where I teach English for students of political science and history departments. But the situation in Kyiv became worse from day to day, and by the Order of the Ministry of Education and Science of Ukraine, all university classes postponed for some period of time. The education process restored in an online form only in April. However, before April together with my students we launched several projects.



Firstly, we've figured out that Ukraine is in the TV news channels, Youtube, and newspapers around the world. Some names of Ukrainian cities, towns and villages have been mentioned. Then people want to check where those cities are, they google, and luckily find Wikipedia articles about them. The problem is that russians

are, they google, and luckily find Wikipedia articles about them. The problem is that russians

have already worked there, and written fake information about the war in Ukraine, captured cities, towns and airports. Therefore, we've decided to verify the information in Wikipedia, and correct it, providing truth. Students and teachers from different universities have joined this project and verified the information about Kyiv, Kharkiv, Sumy, Mariupol, Kherson, Mykolaiv, Bucha, Irpin, Hostomel, Vasytkiv, Chornobyl and many others.



Secondly, students prepared letters to scientists, teachers, organizers of international conferences to support Ukraine in its fight against the aggression of the Russian Federation. We have reminded that any cooperation with this country, and the participation of Russian scientists in their projects and conferences is tantamount to the

tolerance of crimes against humanity and international law, as Russia grossly violated the UN Charter, the Helsinki Final Act, the Budapest Memorandum on Security Assurances, the Geneva Conventions, etc.

Other activities that students have done are posting truthful information on Facebook, Instagram, Twitter, giving interviews to international media channels.



When the education process restored at our Kyiv university, we all understood that general topics, vocabulary and grammar would not be beneficial to students in war times. That's why, Scott Thornbury's Dogme approach became very helpful. The first element of the

lesson is activating schemata, or background knowledge. But it is already known: the war in Ukraine. We don't have to prepare any topics, as it is already known. Therefore, the students are really enthusiastic to read articles in newspapers, watch videos of political scientists, military experts, and modern philosophers as for example, Francis Fukuyama,



analyze them, and find new vocabulary. And at the same time, it is easier to learn them in this context.

Together with my colleagues, Iryna Zuyenok (Dnipro University of Technology) and Oksana Chugai (National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”) we’ve decided to apply for the 2023 TESOL International Convention, and present there “Emergency ESL Teaching and Learning: Ukrainian Perspective,” where we’re going to describe Ukrainian universities’ experience of transforming ESL teaching from face-to-face to distance learning by building open digital spaces and using IT to provide sustainability of the Ukrainian national higher education in emergency caused by pandemics, war, and other challenges.

The necessity of this research is explained by the unique educational experience overshadowed by the Ukrainian government lockdown caused by COVID-19 and warfare in 2022. We’re going to share the findings based on questionnaires and interviews with the primary stakeholders, provide the analysis of various learning platforms and applications used by the ESL teachers and evaluated from the perspective of their effectiveness by both students and teachers, identify the major challenges and restrictions on the way to the urgent transfer to remote teaching and distance learning caused by COVID-19 quarantine and then by warfare, focus on the readiness of the Ukrainian universities for this transition and difficulties related to the unprecedented situations, satisfaction with the ESL course, acquisition of the English language skills, and the coping strategies developed by the end of the course by both the students and teachers. The research has been carried out at several Ukrainian universities, which provided an opportunity to conduct a comparative study. Therefore, we hope that the results of the investigation can be used for developing guidelines applied in other scenarios related to emergency teaching.

SUMMER 'SUNDAY CLUB' MEMORIES OF FRIENDSHIP AND SUPPORT



ANNA GUSEWA

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The year of 2022 has been one of the most tragic years in the history of Ukraine and its people. It could have been harder without the aid and support the Ukrainian people have been getting from all over the world: humanitarian, military, financial, political, educational. TESOL's summer has been marked by the joint pilot project with Global Service Corps, American colleagues and now friends.

TESOL-Ukraine in partnership with Global Service Corps (US) co-hosted an eight-week virtual informal conversational English practice workshop July 10 – August 28, called "Sunday Speaking Club". A Ukrainian English trainer was paired with a US English-speaker to co-facilitate and assist a group of four or more Ukrainian IDPs and EDPs to practice their intermediate conversational English skills. The workshop sessions were scheduled for one hour to take place Sunday evenings at 5:00 or 6:00 pm. Educational material was provided for use by the facilitators and IDPs and EDPs, yet the teams could opt for the pool of their own materials and ideas to draw from.

The Project engine were Rick Lathrop, the founder and executive director of Global Service Corps and Maxine Lathrop, an associate director of Global Service Corps who gathered and inspired a team of creative enthusiasts from all over the USA and behind the

borders (Cheri Lovre, Sheila Walters Matsuda, Bernadine Clark, Kenneth Clark, Tetiana Azarova, Tom Charlesworth, Kim Chapple, Rik Spann and many more).

To attract the participants and facilitators for the project, Olena Illienko, the TESOL-Ukraine President, and Maryna Tsehelska, TESOL-Ukraine Vice President, announced a call on the official web-page which gathered more than 300 IDP and EDP applicants for the project and 6 Ukrainian Facilitators from all over Ukraine (Oksana Chugai, Serhii Sydorenko, Anna Gusewa, Inna Samoylyukevych, Iryna Zhomer, Nataly Skurativska). The applicants were further selected into 5 groups of 3-4



participants with intermediate level and one group of Kharkiv volunteers of pre-intermediate level. The latter Group comprised the team of 10 volunteers representing the charity fund “Kharkiv Station” (Kharkiv, Ukraine) who work with IDPs, elderly people, families with a single parent, disabled and immobile people and other vulnerable categories of people in Kharkiv and the region. Together with their coordinator Anna Gusewa, who is also a TESOL-Ukraine member, they joined the project. Organically Anna became a Ukrainian Facilitator for this team.

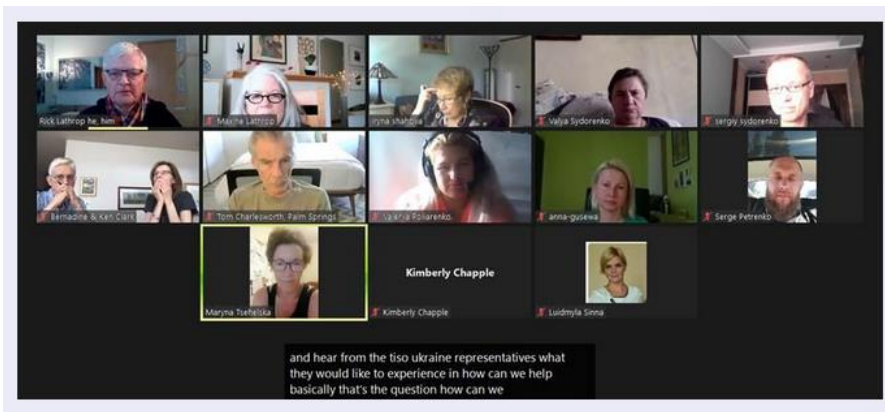
The aim of the eight-week pilot stage was to improve English conversational skills and to provide psychological support to Ukrainian IDPs and EDPs. The Club’s format helped the participants to refocus from sensitive issues to something more practical like getting better career chances through learning English, reaching a different level of self-realization, opening new cultural and conceptual horizons. All the eight weeks had been a hardwork. Yet, these have been highly memorable weeks filled with our American-Ukrainian synergy, cooperation, support and fostering new knowledge acquisition. The pilot project leveled up conversational opportunities of the Club’s Participants and increased the calibration level of their volunteers’ activities. Besides, the project reinvigorated the teaching community in terms of initiating further support projects in Ukraine.

Over these eight weeks we really felt care, heartfelt support and family attitude, our American partners' incredible charisma and love.

The eighth week culminated in a big American-Ukrainian party with the surprises on both sides: salsa dancing, puppet show, blues guitar playing, kid's Ukraine Flag art, movie project presentation and a real table served with Ukrainian traditional dishes. the Sunday party was great fun and a great victory getting so many of the Ukrainian and American participants together, including children at the same place.



Workshop participants who completed the workshop received a certificate of completion from TESOL-Ukraine and Global Service Corps. This pilot project is planned to be followed by additional and expanded workshop opportunities. The follow-up phase called 'Drop-in' café is scheduled to begin in early autumn. The format of the Café presupposes that Ukrainian Participants drop in twice a week to meet with an American English speaker and a Ukrainian English trainer for a casual conversation. It is planned that the Sunday Club Regulars are welcome to the Café format as much as new visitors can be invited.



The pilot phase has been a resounding success since it has gathered in a vortex of activity many talented enthusiasts from education, mental health, music, social work, non-

governmental organizations and gave a real ignition to Ukrainian IDPs and EDPs to expand their cultural and lingual horizons.

We are very grateful to Rick and Maxine Lathrop and all of our American Colleagues and Friends for supporting Ukraine in these hard times with motivational and fulfilling projects.

THE MultiEd INTERNSHIP “E-COURSE DEVELOPMENT”



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The year 2022 has not been easy for all Ukrainians. However, educators never give up. Therefore, we do what we must – continue looking for the most productive and efficient methods to teach Ukrainian kids online and in person.

Within the educational program “Erasmus+KA2 Capacity Building” 2019/2022 with the support of TESOL-Ukraine we, members of TESOL-Ukraine (Olena Hladka and Oksana Chugai), got a chance to become a part of an amazing team of educators from all over Ukraine who attended the MULTIED Internship “E-Course Development” held at Narva College of the University of Tartu, Estonia from 22 August 2022 to 27 August 2022. The trip was preceded by the hard work of developer groups, who had contributed a lot to compiling the theoretical material for the course “CLIL Methodology” and creating a set of tasks and tests to assist Ukrainian teachers in their progress.

The goals of the internship were the following:

- 1) to finalize the course materials;
- 2) to edit them;

3) to code the materials for the Moodle platform, making use of interactive tools suggested by H5P – an open-source content framework.



Apart from diligent work during our stay, we had time to relax: got acquainted with the history of Estonia, Narva, the Narva College, visited an ancient castle, walked along the embankment, and enjoyed the friendly welcome and support from our Estonian colleagues.





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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