



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:

-  A Message from
TESOL-Ukraine
President Olena
Ilienکو;
-  TESOL-Ukraine Teacher
Development Institute
2023 “Empowering
Educators: Exploring
the Intersection of AI
and Education;
-  Presenting at TESOL-
Turkey Convention
2023

We wish you a productive
completion of the
academic year! Inspire and
be inspired!

TESOL-Ukraine Executive
Committee, 2024

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Standing Strong Together: A Message from TESOL-Ukraine President Olena Ilienکو



OLENA ILIENKO

TESOL-Ukraine President

Head of the Department of Foreign Languages
O.M. Beketov National University of Urban Economy in Kharkiv

Dear TESOL-Ukraine Community,

As we approach the end of the second year of the Russian aggression, I extend my warmest greetings to each and every one of you. It has been a challenging time for our teaching country, but amidst adversity, our community has demonstrated incredible strength, resilience, and unity.

As your President, I am proud to witness the unwavering spirit of our members. Despite the hardships we have faced, we have come together to support one another and foster a sense of connection that transcends the challenges of the present moment. Our shared commitment to education, language, and the betterment of our society has become a source of inspiration for us all.

In the face of these trying times, we have turned to teacher development as a powerful tool for not only enhancing our professional skills but also for building bridges within our community. Through continuous learning and collaboration, we are not only standing strong but actively shaping the future of education in Ukraine.

The progress we have made together is a testament to our collective dedication and belief in Ukraine's ultimate victory. Our resilience is reflected in the strides we have taken towards fostering a vibrant and supportive educational environment. Each lesson taught, every connection made, and all the efforts put into teacher development contribute to the broader narrative of our community's strength.

As we look ahead, let us continue to stand united, support one another, and embrace the opportunities for growth that lie before us. Together, we are not just surviving; we are thriving, and I am confident that the coming days will see even greater achievements for TESOL-Ukraine.

Thank you for your unwavering commitment and resilience. Let us move forward with hope, determination, and the belief that our collective efforts will contribute to a brighter future for our beloved Ukraine.

TESOL-Ukraine Teacher Development Institute 2023

Empowering Educators: Exploring the Intersection of AI and Education



OLGA ZELINSKA,

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In the rapidly evolving landscape of education, the integration of Artificial Intelligence (AI) has emerged as a transformative force, revolutionizing teaching methodologies and learning experiences. The Teacher Development Institute's recent offering, "Using AI in Education," held from October to November 2023, presented an enriching and comprehensive exploration into the multifaceted applications of AI within educational contexts.

This ten-session institute served as a knowledge nexus, where luminaries and experts congregated to delve into the nuanced realms of AI's impact on pedagogy, curriculum design, assessment practices, and beyond.

The inaugural session, led by Roman Tsegelskyi, Chief Technology Officer at WERZ, laid the foundation by elucidating the fundamental principles and diverse applications of AI in educational settings. Tsegelskyi's insights provided a panoramic view of AI's potential to revolutionize educational paradigms.

Abran Maldonado, Co-Founder of Create Labs Ventures and an OpenAI Ambassador, navigated attendees through a compelling discourse on living and working in a post-ChatGPT world. His session meticulously highlighted AI's influence on fostering creativity, community engagement, and its pivotal role in shaping the future of education.

Subsequent sessions were equally enlightening, featuring Chris Stillwell from Saddleback College / UC Irvine, Halyna Miasoid from Global Banking School, and Dr. Gayatri Patel from Aston University,

among others. These luminaries brought diverse perspectives, exploring AI's role in facilitating learning, transforming assessment practices, and even impacting curriculum design.

Russell Stannard, an acclaimed Educational Technologist, introduced innovative AI tools for generating English listening materials, exemplifying practical applications of AI within language education.

Moreover, the institute didn't solely focus on applications; it also delved into the ethical dimensions. Dr. Colin de la Higuera, from the University of Nantes, and Dr. Wayne Holmes, from the Council of Europe and IRCAI, critically examined AI's intersection with open education, and its implications on broader societal and ethical frameworks.

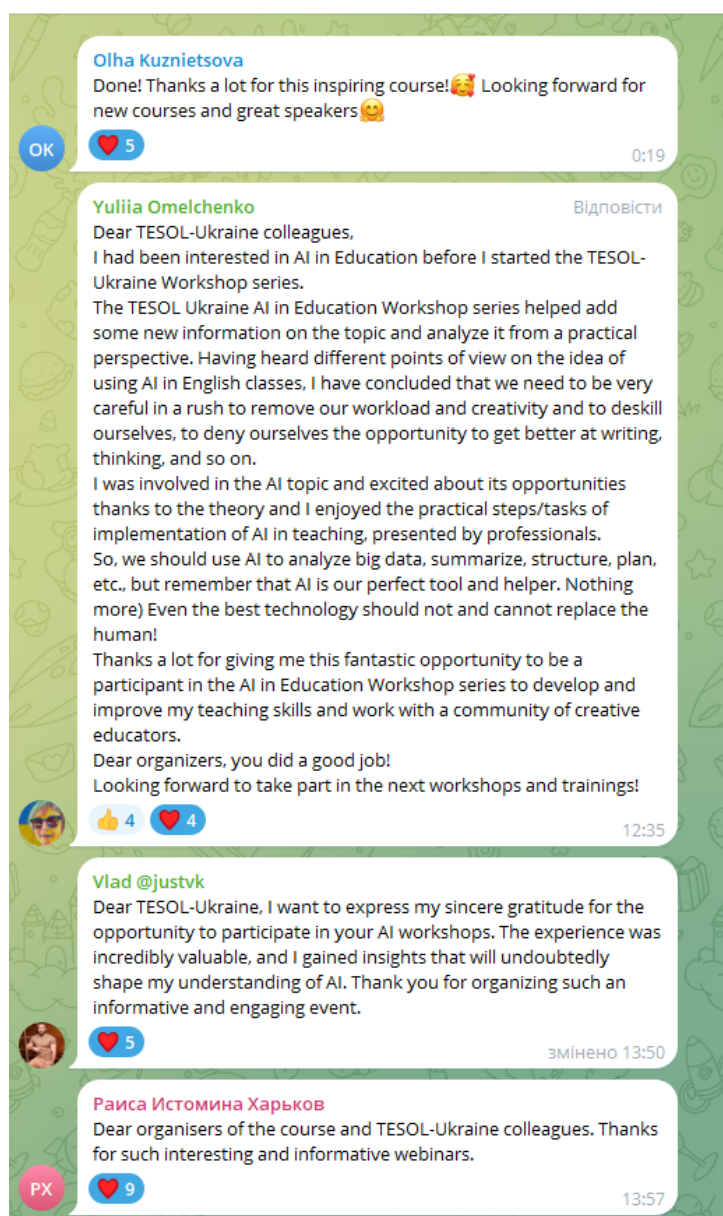
The culminating sessions showcased a diverse array of perspectives, from practical applications to critical studies, offering educators a holistic understanding of AI's potential and the ethical considerations it necessitates.

The Teacher Development Institute's initiative to host such a comprehensive exploration of AI's integration into education is commendable. It has undoubtedly equipped educators with a deeper understanding and empowered them to leverage AI's transformative potential while navigating its ethical implications within educational contexts.

As we move forward, the synthesis of AI and education promises an exciting trajectory, one that fosters innovation, inclusivity, and the continuous evolution of teaching and learning.

This institute has set a precedent, inviting educators to not only embrace AI's capabilities but also critically engage with its ethical, social, and pedagogical implications. It serves as a testament to the adaptability and commitment of educators in harnessing technology for the betterment of the learning experience.

In this era of unprecedented advancements, the fusion of AI and education stands poised to redefine the very fabric of learning, embarking on a journey towards a more dynamic, inclusive, and impactful educational landscape.



Presenting at TESOL-Turkey Convention 2023



Olena Halapchuk-Tarnavska

Ph.D. in Philology, Associate Professor

Lesya Ukrainka Volyn National University

Being a participant in the 5th TESOL Turkiye International Conference was a profound honor and a source of great excitement for me. TESOL stands out as a distinguished global network comprising dedicated professionals committed to enhancing the quality of English language teaching through continuous professional development and research.

My primary expectations for the conference revolved around gaining insights into the challenges faced by TESOL professionals in Turkey and understanding the solutions they are implementing within their respective professional communities. The event provided a valuable platform for teachers to engage in discussions on various aspects, including the organization of online teaching, the integration of AI in classrooms, and strategies to overcome burnout.

The conference highlighted both the global similarities and differences among educators, showcasing their shared commitment to addressing common issues and embracing innovative approaches. Witnessing discussions on adapting to online teaching methods, incorporating AI into educational practices, and addressing burnout resonated with my own experiences and professional concerns.



The conference exceeded my expectations by offering a rich tapestry of perspectives and experiences from educators worldwide. It was a rewarding opportunity to connect with fellow teachers, learn from their diverse experiences, and feel a sense of belonging to the broader community of dedicated educators.

A standout experience during the event was witnessing the dedicated focus on implementing inclusion in the English classroom. The discussions surrounding topics such as building an inclusive classroom environment, addressing microaggressions as a barrier to inclusion, and providing training for teachers in inclusive education were not only pertinent but also resonated deeply with the challenges faced by educators, including those in Ukraine.

The diverse range of research reports and interactive papers addressing these urgent and essential topics was particularly noteworthy. The insights shared by presenters shed light on practical strategies and considerations for fostering inclusivity in language teaching. As an educator from Ukraine, these discussions were not only relevant to my own experiences but also reflected the concerns of many teachers in my country.

The most inspiring moment for me occurred during the question and answer session following my report on implementing inclusion in Ukraine. The engagement and interest exhibited by the audience affirmed the significance of the topic. Realizing that my presentation had sparked genuine curiosity and involvement among the attendees was both validating and motivating. It underscored the shared commitment of educators in exploring and implementing inclusive practices, making the event a truly enriching and inspiring experience for me.

My most significant takeaway from the conference is the exemplary inclusive environment fostered by the educational facilities in Bartın. The design of the university building and campus serves as a model for a student-friendly and comfortable milieu that actively contributes to an enhanced learning experience.

Observing the emphasis placed on inclusivity in the physical learning spaces has inspired me to reassess the design and atmosphere of my own educational environment. The importance of creating an inclusive and supportive setting for students has become even more apparent, and I am eager to explore ways to implement similar principles in my own teaching context.

As an ELT educator, I believe that adopting elements of the inclusive environment showcased at Bartın can positively impact my teaching practices. By prioritizing the creation of a comfortable and accessible learning space, I aim to facilitate better engagement, participation, and overall learning outcomes for my students. This experience has heightened my awareness of the role physical environments play in education, and I am enthusiastic about applying these insights to enhance my effectiveness as an ELT educator.



Canvas Course Design Showcase: A Triumph of Innovation and Collaboration



Iryna Liashenko

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Event Recap: The Canvas Course Design Showcase event, a product of the 5-week TESOL-Ukraine Institute program, "Teaching in a Time of Crisis: Innovative Tools, Strategies, and Approaches to Improving English Learning for Ukrainians," unfolded on November 17, 2023. This initiative, backed by the Regional English Language Office at the U.S. Embassy in Kyiv through the English Language Alumni Program, brought together educators from nine Ukrainian universities. The five weeks were marked by intense collaboration, resulting in the development of projects poised to significantly benefit students and universities.

Highlights of the Showcase:

- **Innovation Unleashed:** Attendees had the privilege of witnessing outstanding courses crafted by participants from prominent Ukrainian universities. These projects transcended mere education; they were a testament to innovation and impact.

- **Meet the Minds Behind the Courses:** The showcase featured creative teams from nine universities, each presenting their innovative and impactful courses. Universities included Bohdan Khmelnytskyi National Academy, Ivan Franko National University of Lviv, Kharkiv National University of Urban Economy, Kyiv National Linguistic University, Lesya Ukrainka Volyn National University, National

Technical University of Ukraine, National University "Yuri Kondratyuk Poltava Polytechnic," Sumy State University, and Zaporizhzhia National University.

This initiative aimed to equip university teachers with tools, techniques, and strategies effective in designing online and blended courses. Considering the challenges posed by the Russia-Ukraine war, the project focused on providing teachers with steps to design courses that are adaptable to varying contexts. It aimed to smooth the transition between teaching formats, ensuring a professional and careful approach to students' needs.

The Canvas Course Design Showcase event not only celebrated the achievements of educators but also served as a testament to the resilience and innovation within the academic community. The projects presented promise to contribute significantly to the future of online learning in Ukraine.

This project has been innovative in its nature, as it not only armed the participants with the theoretical aspects of course design learned in Krakow, at the first stage of the project, but also imparted invaluable practical skills on how to create their own courses that can be practically implemented into the learning process at their universities. The course was challenging and time-pressuring, while, at the same time, immensely rewarding with the achievements the participants could gain. The conference was unique as well; the participants showcased their ready-made products—those courses that have been piloted already and found fertile soil to prosper.

The heart of the conference was the presentation segment, where educators from participating universities presented their innovative courses, each developed during the Canvas Course Design program. The presenters, grouped according to their universities, captivated the virtual audience with insights into their courses. Among the presenters were:

Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine:

- Oksana Komarnytska and Maiia Karpushyna showcased "Features of Creating ESP Course for Distance Learning on Canvas Platforms for Future Border Guards."



National University "Yuri Kondratyuk Poltava Polytechnic":

- Tetiana Korol shared insights on "Canvas Online Course Development: Sharing Findings and Failures."

Sumy State University:

- Lyudmyla Hnapovska explored "The Pains and Gains of 'GOING INTERNATIONAL!'."

Lesya Ukrainka Volyn National University:

- Iryna Charikova presented "Canvas for English Performance Course: English for Exam Success."

Zhytomyr Ivan Franko State University:

- Yuliia Klymovych unfolded an "Effective Learning Journey with Canvas LMS."

Kharkiv National University of Urban Economy named after O. Beketov:

- Olha Hnatysheva enlightened the audience with "Academic and Scientific Online Course for Masters Degree Students."

Zaporizhzhia National University:

- Larysa Mosiyevych discussed "Course design challenges."

Kyiv National Linguistic University:

- Lyubov Bobchynets presented the "Canvas Course 'Spanish, English and Ukrainian Idioms: Translation Studies.'"

Vasyl Stefanyk Precarpathian National University:

- Nataliia Pyliachyk addressed "Challenges in Creating Online Course on Canvas." And Iryna Malyshevskaya shared experiences on "Canvas in Action: First Steps in Course Designing."

Ivan Franko National University of Lviv:

- Nataliya Hrynya and Anetta Artsyshevska discussed "TOLES (Legal English)" and "Creating EVI course by embracing mishaps and celebrating successes" respectively.

National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute":

- Oksana Chugai share her insights when preparing her EVI course with the presentation "Creating EVI course by embracing mishaps and celebrating successes"

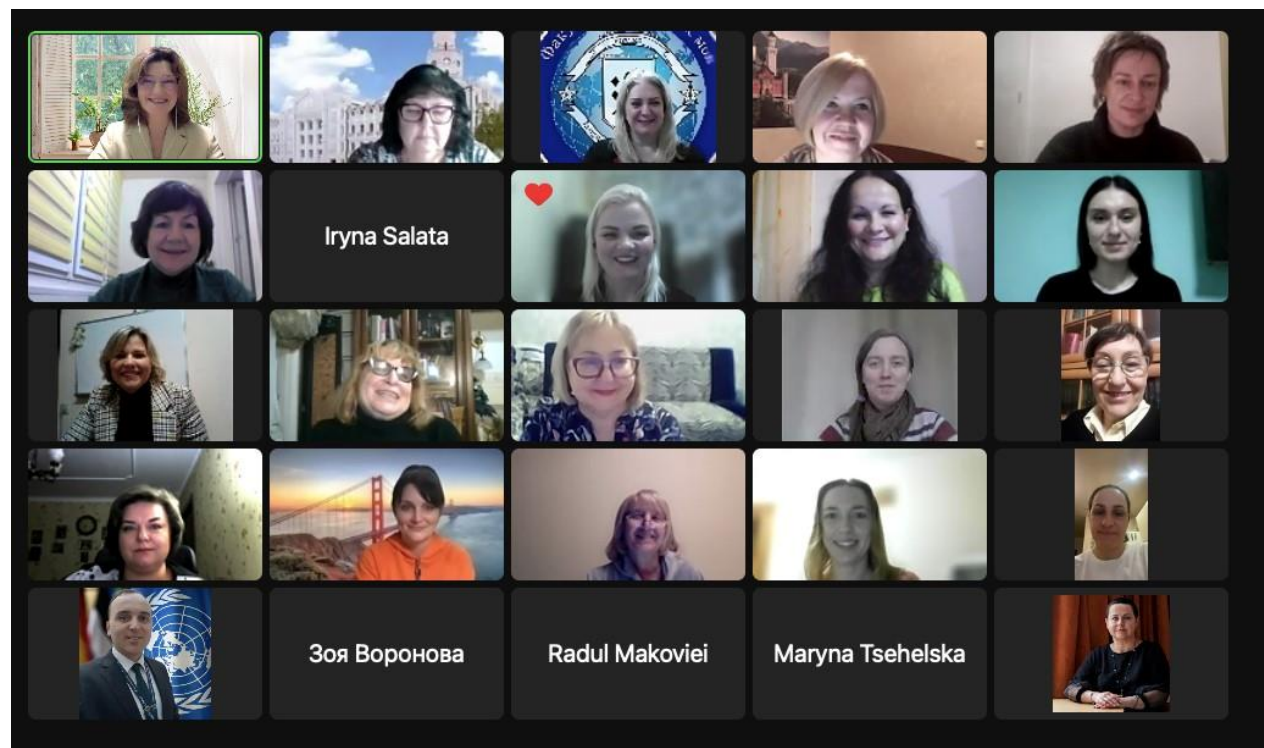
This event was moderated by TESOL Ukraine Institute and Iryna Liashenko, Associate Professor of Foreign Languages and Social Communication Faculty at Sumy State University who was a developer and a facilitator of the course funded by US Department of State through the English Language Alumni Program and featured Jen MacArthur, Regional English Language Officer, Alyona Sukhinina, RELO Assistant, U.S. Embassy, and Stuart Carroll, Teaching Methodology Course Speaker.

Participants from each university presented courses they created during 5 week second stage of this project that reflected their dedication and creativity. From "Features of Creating ESP Course for Distance Learning" to "Canvas in Action: First Steps in Course Designing," the variety of courses showcased the adaptability and innovation of educators in addressing the challenges of the current teaching landscape. The participants demonstrated their hard work and incredible ingeniousness in creating their own courses.

The course wasn't designed solely to impart knowledge on how to create a course. Instead, it was packed with an array of collaboration features, aiming to make the course not a complete substitute for real-life communication but at least to bring it closer to a face-to-face class. Drawing on the feedback from the exit survey after completing the Canvas course, where almost all of the participants highlighted collaboration as the best idea, the presenters once again demonstrated that collaboration is the bedrock of any learning process, which enabled them to recognize the needs and challenges for students.

Another goal of this course was to foster critical thinking and inclusivity. It wasn't taught in a traditional sense but rather facilitated. Each participant of the course had the opportunity to take it and utilize all the sources and instructions in a way that best suited their course design.

Since this project has received loads of flattering reviews, TESOL Ukraine has decided to continue this project idea and evolve it into a further cascading event on course design, which will help the educators to master Canvas course design, which proves its sustainability.



Unlocking the Power of Lexical Teaching: A Recap of TESOL-Ukraine's Three-Day Course with Hugh Dellar



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TESOL-Ukraine recently hosted an enlightening three-day course titled "An Introduction to Teaching Lexically," led by the esteemed language expert, Hugh Dellar. This comprehensive course, held from February 23 to 25, 2024, at the Lviv College of Hospitality, was designed to equip language educators with invaluable insights and strategies to enhance their teaching skills. The event proved to be a transformative experience for all participants, offering a deep dive into the principles and practices of lexical teaching.

Day 1: Exploring Listening Skills and Task Design

The course commenced on Friday, February 23, 2024, with a focus on teaching listening skills. Hugh Dellar led engaging sessions on "Creating Tasks for Audio Materials," providing participants with practical strategies for incorporating listening activities into their

lessons. Attendees learned how to design tasks that foster active listening and meaningful interaction, enabling students to develop their comprehension skills in authentic contexts.

Day 2: Navigating the World of Vocabulary and Grammar

On Saturday, February 24, 2024, participants delved into the world of vocabulary and grammar within a lexical framework. Hugh Dellar explored key principles in language teaching and learning, emphasizing the importance of teaching vocabulary lexically. Attendees gained insights into effective vocabulary instruction and learned techniques to go beyond textbook exercises, enhancing their ability to integrate vocabulary seamlessly into their lessons. Additionally, the day included sessions on teaching listening

lexically, further enriching participants' approach to developing their students' language skills.

Day 3: Mastering Lexical Grammar and Revision Strategies

Building upon the foundational concepts covered in the previous two days, the course concluded on Sunday, February 25, 2024, with a focus on teaching grammar within a lexical framework. Hugh Dellar guided participants through the principles of teaching grammar lexically, highlighting the interconnectedness of vocabulary and grammar acquisition. Attendees learned strategies for maximizing the potential of course book exercises, as well as the importance of revision and recycling in language learning. Through interactive activities and discussions, educators gained practical skills and knowledge to transform their classroom approach and elevate student outcomes.

About the Instructor: Hugh Dellar

Hugh Dellar, the co-founder of Lexical Lab, brought a wealth of expertise to the course. As the co-author of renowned General English series such as Outcomes and Innovations, and the author of methodology books including "Teaching Lexically," Dellar's insights are highly regarded in the field of language education. His engaging teaching style and deep understanding of lexical teaching principles



ensured that participants gained practical skills and knowledge that they could immediately apply in their classrooms.

Certificate of Achievement

Participants of the three-day course received a certificate from TESOL-Ukraine signed by Hugh Dellar, acknowledging their dedication to professional development and commitment to excellence in language teaching. With 24 academic hours of intensive learning, attendees left the course equipped with valuable tools and strategies to transform their classroom approach and elevate student outcomes.

Conclusion

TESOL-Ukraine's three-day course on "An Introduction to Teaching Lexically" with Hugh Dellar provided a unique opportunity for language educators to deepen their understanding of lexical teaching principles and enhance their teaching skills. Through engaging sessions and practical activities, participants gained invaluable insights into effective vocabulary, listening, and grammar instruction, as well as strategies for maximizing the potential of course book materials. As educators continue to embrace lexical teaching approaches, they are poised to create dynamic and enriching learning experiences that empower students to achieve linguistic proficiency and fluency. For those who missed this transformative event, stay tuned for future opportunities to engage with TESOL-Ukraine and continue your professional development journey in the field of language education.



ESL TEACHERS' WELL-BEING DURING WARTIME IN UKRAINE



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In times of armed conflicts, disorder prevails, leaving little room for careful planning and organization. Despite the chaos, education remains a fundamental human right, essential for imparting survival skills, conflict resolution abilities, and resilience (Cahill, 2010, p.12). Hence, English teachers must recognize that Social-Emotional Learning (SEL) is not just a trendy educational concept but a crucial tool for teaching efficiently (Pentón Herrera & Martínez-Alba, 2021, p.8). The well-being of teachers, their state of overall health and happiness, covers physical, mental, emotional, and social aspects of life that are affected by the war. According to the results of the research on teaching through wartime in Ukraine, half of the teachers were burned out, emotionally devastated, and pushed themselves to continue teaching (Westerlund et al., 2023, p.22).

The paper aims to explore ESL teachers' attitudes to well-being in Ukraine. This study used a mixed-method research design collecting quantitative and qualitative data through a Google Form survey. The median (Mdn) and Inter-Quartile Range (IQR) using a five-point

Likert scale were calculated in cases when it was applicable. Participation of teachers of English in Ukraine (N=31) was voluntary and anonymous. Considering the age of the respondents, it ranged from 35 to 54 years old. More than half of the respondents had 21 years or more of working experience, and one-third – from 11 to 20 years. According to the results of the survey, the respondents were employed at colleges or universities.

ESL teachers indicated that they often reflected on their failures and successes (Mdn =2), being quite decisive about that (IQR=1.5). Their responses were positive about connecting with peers to share ideas and needing “me-time” (Mdn =2, IQR=1).

Considering well-being techniques, ESL teachers ranked walking (90.3%) higher than others, their favorites were watching videos (58.1%), giving themselves gifts (45.2%), as well as stretching exercises, gardening, and reading (41.9%). In addition, the respondents listed activities like sleeping, playing board games, learning a foreign language, community circles, and birdwatching.

Ukrainian ESL teachers tended to strongly agree with the statement regarding the importance of teacher well-being (Mdn=1) (Table 1).

Table 1
Importance of well-being for ESL teachers

Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mdn	IQR
Teacher well-being is essential	67.7% 21	29% 9	3.2% 1	0	0	1	1
More PD on teacher well-being	38.7% 12	41.9% 13	19.4% 6	0	0	2	1

The respondents developed sound arguments reasoning why teacher well-being is essential for students claiming that “a teacher is an SEL model”, “emotional state of the teacher affects the atmosphere during the lesson and therefore the well-being of students”, and “happy teacher – happy students”. This is in line with a previous study that showed how the psychological imbalance of teachers led to a decline in teaching quality after the beginning of the war (Lavrysh et al., 2022, p.3).

Professional development on teacher well-being got mostly “strongly agree” and “agree” responses (Mdn=2, IQR=1) (Table 1). ESL teachers confessed that well-being was “seldom highlighted”, “was not addressed much”, and they “hoped to get some professional advice”. Some emphasized the necessity of professional development about teacher well-being during wartime, explaining that “because of wartime we need to be mentally healthy and our well-being influences our students”, “feeling stressed, not safe was scary for the kids”.

To conclude, the study shows that ESL teachers practice reflection, look for peer support, and try various well-being techniques. They are aware of teacher well-being importance and need professional support.

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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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