



2023 TESOL-Ukraine National Convention

**TEACHING ENGLISH IN WARTIME:
CHALLENGES AND OPPORTUNITIES FOR
COMMUNITY BUILDING AND SOCIAL
CHANGE**

**THE CONVENTION IS SUPPORTED BY REGIONAL
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The collection includes convention papers of the reports made at The Annual National TESOL-Ukraine Convention “Teaching English in Wartime: Challenges and Opportunities for Community Building and Social Change”, that took place in Lviv on May 26-28, 2023. More than 200 teachers from the higher and secondary educational establishments of Ukraine participated in the work of the Convention. The reports presented at the Convention deal with a wide range of research problems in the spheres of linguistics, ELT methodology, CALL, literature studies, etc.

The publication is aimed at EFL professionals, researchers, students, post-graduate students, and at all those interested in the theoretical and practical aspects of teaching and learning English.

ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ В ВІЙСЬКОВИЙ ЧАС: ПРОБЛЕМИ ТА МОЖЛИВОСТІ ДЛЯ РОЗБУДОВИ ГРОМАДИ ТА СОЦІАЛЬНИХ ЗМІН: тези доповідей (англ. мовою) / Укл. О. Ільєнко, М. Цегельська, Л. Кузнецова. – Львів : ПП „Марусич”, 2023. – 193 с.

Збірник тез доповідей Всеукраїнській конвенції TESOL-Україна “Викладання англійської мови в військовий час: проблеми та можливості для розбудови громади та соціальних змін», яка відбулася у Львові 26-28 травня 2023р. У конвенції взяли участь понад 200 викладачів вищих і середніх навчальних закладів України. Доповіді відображають широкий спектр досліджень, які здійснюються науковцями та викладачами вищих і середніх навчальних закладів у галузі лінгвістики, лінгвометодики, комп’ютерної лінгвістики, лінгвометодики з впровадження новітніх інформаційних технологій, літературознавства тощо.

Видання розраховано на науковців, викладачів, студентів, магістрантів та аспірантів, які вивчають англійську мову та на широке коло зацікавлених осіб.

THE DEVELOPMENT OF ENGLISH LANGUAGE COMMUNICATIVE SKILLS IN THE PROCESS OF JOURNALIST PROFESSIONAL TRAINING

D. Olshanskyi

An integral part of training of specialists of all trades and professions is the development of their English language communicative competence in terms of the specifics of their future professional activity and educational curricula. Some specialities require higher intensity communicative training than others, simply because of the nature of their industries, e.g. the job of a specialist in media communication by definition requires a great deal of oral and written communication especially if compared to engineers, technicians or specialists in agriculture etc.

Thus, the efficient professional activity of a modern journalist involves a high level of linguistic, communicative and socio-cultural competence and, correspondingly, abilities to do the number of typical oral and written tasks such as taking interviews, giving presentations and press conferences, making reports etc., on the one hand, and reading for gathering information, processing information and its compilation from different sources, writing articles and their further publication etc. – on the other.

The problem of developing communicative skills by journalists, organizing an appropriate syllabus and selection of teaching tools suitable for these purposes is not particularly new. It has sufficient reflection in research literature and has always been the focus of attention for teachers and academics. Yet, reviewing and updating existing methods, techniques and other ideas that once proved productive never ceases to be important, especially in the context of new challenges met by the society and education environment.

Thus, the *objectives* we set for our research will be the defining of efficient approaches to the development of English language communicative skills by future journalists with regard to the specifics of their professional training and the nature of their future activity in the sphere of media communication.

Traditionally, the process of English language teaching in professional training is predominantly viewed from a perspective of ESP concept i.e. English for special purposes and sometimes EAP i.e. English for academic purposes. Such a concept raises few doubts because we come from an understanding that topics of general character are allocated for the school programme, and by the time the students accomplish it they have mastered **B1** level in accordance with *Common European Framework of Reference for Languages* and have covered most general topics and issues.

While analysing the problem of content of teaching *English for special purposes*, we cannot avoid considering an issue about approaches and methods of teaching within this general concept. The closest integration of teaching English and professional subjects students major in could be achieved through the application of an approach *CLIL (Content and language integrated Learning)*, the very name of which reflects its meaning – integrated



teaching of a foreign language and the subject. This approach (according to terms used by American scholars it is referred to as *Content-based instruction*) for the past years have gained a lot of popularity. Unlike a more traditional approach when the teaching content employs professional themes, in this approach the syllabus is literally based on the subject topics whereas the sequence of topics is similar or has the same chronological pattern. In this way, the students learn the knowledge from their professional domain while language and communicative skills are mastered alongside, being secondary to their basic professional competence.

In spite of obvious advantages, this approach has not become the mainstream one because, for all its pluses, there are also some drawbacks that narrow the range of its efficient use in higher education establishments e.g. the shortage of teachers who could be experts at both areas. For one thing, most departments are naturally staffed with teachers having expertise and experience only in one direction. And also the shift towards studying the main subject at the expense of a greater focus on the language and communication may eventually lead to some deficiencies in student knowledge and skills and, as a result, insufficient linguistic and communicative competence on the whole.

Nevertheless, these conclusions should not be regarded as the only correct and final ones and the issue itself is in need of further research, namely, through modelling favorable conditions in professional training and approbation of its key principles. In a situation when there are some favorable preconditions of making efficient use of *CLIL* we suggest using it partly, for instance, by offering separate clusters of topics or for learning single topics.

Among all communicative skills making up the overall goal of teaching, reading should be singled out in the first place because of the fact that this communicative skill turns out to be the easiest of all. Most school graduates and first year students are no exception: they feel more confident when they read than while doing other communicative tasks. However, under new university conditions they find themselves confronted with some specific tasks, and the process of reading is no longer so easy and predictable as it used to be at school. Professional literature is something that the students find absolutely different from those pieces of reading they are used to dealing with both in terms of stylistics and lexis. Therefore, they have to undergo the period of adaptation to new conditions during which they learn how to make use of various approaches to reading, mastering new techniques and learning its different types.

It would be convenient to subdivide all types of reading into two large groups according to communicative strategies i.e. intensive and extensive reading. The former is best suitable for classroom activities which will involve the focus on the both form and meaning, whereas the latter fits the purposes of getting general information rather than focus on the language used.

In our opinion, types of reading which are not associated with learning language and testing but rather with building up communicative strategies remain somewhat underrated in ELT methodology. It is the extensive reading that could serve the purpose of the development communicative competence of journalists; it can present a wide range of topics for consideration and discussion, helping the students form their personal attitude to various issues and their public position in general.



Various productive ideas of how to organize a teaching process in the way that it would be most favorable and efficient for forming communicative skills by future journalists fall well outside this article, and those will be the subject of our further study and publications.

BRAVING THE ODDS: HOW TEACHERS IN KHARKIV (UKRAINE) CONTINUE TO TEACH ENGLISH ONLINE DESPITE WAR

Olga Oliinyk (*Kharkiv, Ukraine*)

As wars and instability continue to affect various parts of the world, including Ukraine, education provision can become increasingly challenging. In particular, teaching English, a crucial skill for accessing many opportunities, can be difficult in areas affected by conflicts. However, with the rise of online learning, educators can now offer high-quality English instruction remotely, even in the most challenging circumstances.

The ongoing war between Ukraine and Russia has had a significant impact on the education system across the country, including Kharkiv. With all schools and universities closed due to the war, educators in Kharkiv have had to adapt quickly to ensure that their students can continue their education. This includes English language instruction. In order to make up for the loss of in-person instruction, all schools and universities have adopted innovative methods of teaching English remotely, such as online video conferencing and virtual classrooms. This has allowed students to continue their studies and learn English, despite the challenges posed by the conflict.

In my personal capacity as a member of three institutions of varying educational levels (Kharkiv Lyceum Professional, a secondary school; Kharkiv State Academy of Culture, a tertiary educational institution; Language School Professional, an adult education center), I am able to attest to the effectiveness and potential of online learning in war-affected communities. Throughout the past several years, first due to the outbreak of the covid pandemic and then due to the war, I have witnessed firsthand how online instruction has enabled our students to access high-quality English language instruction and acquire the skills necessary for academic and professional success.

Kharkiv Lyceum Professional is one of the leading schools in Kharkiv. Like many other schools and universities in the country, the lyceum has had to adapt quickly to the challenges posed by the war. However, the institution has continued to provide high-quality education to its students through a range of measures, including online teaching. Kharkiv Lyceum Professional has also taken steps to ensure that the quality of education is not compromised by the shift to online teaching, providing support and resources to both teachers and students to ensure that everyone can participate in online learning.

