



2023 TESOL-Ukraine National Convention

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

**THE CONVENTION IS SUPPORTED BY REGIONAL
ENGLISH LANGUAGE OFFICE,
U.S. EMBASSY, UKRAINE**

Book of Convention Papers

Lviv, May 26-28, 2023

УДК [811.111:37.016]:351.86:352.07:316.422

It is recommended for publication by the Executive Committee of TESOL-Ukraine and the Organizing Committee of the 25th Annual TESOL-Ukraine Convention.

TEACHING ENGLISH IN WARTIME: CHALLENGES AND OPPORTUNITIES FOR COMMUNITY BUILDING AND SOCIAL CHANGE: Book of Convention Papers / Comp. O. Illenko, M. Tsehelska, Liliia Kuznetsova. – Lviv : ПП „Марусич”, 2023. – 193 p.

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.

NEW TRICKS WITH AN OLD TEXT

Galyna Tsapro, Olena Gryshchenko

Reading is an activity that involves the interpretation of a written or printed text. Engaging in reading activities has numerous benefits especially for individuals learning English as a second language. It can help to improve vocabulary, comprehension, and grammar skills, as well as to provide exposure to English language conventions and usage. Reading can also reduce stress, improve concentration, and provide a means of escape from everyday life. Furthermore, reading can expose learners to new perspectives, cultures, and ideas that they may not have encountered otherwise. It can broaden students' horizons and promote empathy and understanding of different people and experiences. Reading can improve learners' writing skills by exposing them to different writing styles, sentence structures, and vocabulary. By selecting appropriate materials and using reading strategies, ESL learners can make significant progress in their language learning journey.

Reading as ESL activity starts with working with a text, the goal of which is to engage actively with the material, understand its meaning, and extract important information. Texts can range from simple sentences or short paragraphs to longer articles or essays.

In this paper we would like to share our experience working with texts while teaching master students. The following activities enhance listening, speaking, and writing skills. They also promote students' cooperation in class and increase STT. As an example we provide the stages of reading activities for a short story "The Open Window" by H.H. Munro (Saki) published in 1914.

Pre-Reading Activities are designed to activate students' prior knowledge, to anticipate the topic of reading, and to motivate them to analyze the text in detail.

One of our favourites is interpreting the title of the story. It evokes ideas connected with the metaphor "An Open Window". However, the text is not about opportunities. The window turns out to be the door (French window) leading to the garden. So, students speculate on the reasons for the title and a possible plot, but the story line does not coincide with their anticipations about the story, which contribute to the later final discussion.

While-Reading activities help students focus on the text to identify the key information of the text, its main ideas, supporting details, and active vocabulary; to infer meanings from the text, to draw conclusions and to make judgments.

For this stage students are divided into small groups or break-out rooms to concentrate on new words and word combinations, to study and explain their meanings and to check pronunciation. One of the tasks given to students is to pick up words and phrases which are not widely used nowadays. For the following cases students should offer equivalents in modern English. As for notions which can be considered old-fashioned, students should explain their meanings. For example, "letters of introduction" (not as common today as they were in the past, a formal way for someone to introduce another person to someone else, usually with the purpose of requesting a favor or assistance).



Some phrases require special attention and linguistic analysis, i.e., *Romance at short notice was her speciality*. Such an easy and familiar word for students “romance” is used in its rare meaning, which is not registered in all dictionaries, “something (such as an extravagant story or account) that lacks basis in fact” (<https://www.merriam-webster.com/dictionary/romance>), which changes the meaning of the phrase significantly and contributes to overall understanding of the story.

After-Reading activities help students to understand, reflect, and engage with the text more deeply, promote discussion and collaboration. Such activities develop speaking skills as students comment on the ending of the text and their perception of it.

We offer to watch a short movie which is a screen adaptation of the story “The Open Window” but entitled “The Open Doors” released in 2004 (<https://www.youtube.com/watch?v=pBXb-8YoR0E>). After watching the movie students are asked to compare and contrast the movie and the short story and dwell upon differences. Students manage to name up to ten discrepancies and explain why they occurred. Students also analyze how verbal means in the story are conveyed through non-verbal means in the movie.

In conclusion, we would like to stress upon the fact that not all possible reading activities have been mentioned in the paper. It may be considered a matter of further research.

ABSTRACT

Reading is an activity that involves the interpretation of a written or printed text. Engaging in reading activities has numerous benefits especially for individuals learning English as a second language. Reading activities at all stages (pre-reading, while-reading, after-reading) improves vocabulary, comprehension, and grammar skills, as well as provides exposure to English language conventions and usage. It exposes learners to new perspectives, cultures, and ideas that they may not have encountered otherwise. It broadens students’ horizons and promotes empathy and understanding of different people and experiences. Reading improves learners’ writing skills by exposing them to different writing styles, sentence structures, and vocabulary.

In this paper we share our experience working with texts while teaching master students. The following activities enhance listening, speaking, and writing skills. They promote students’ cooperation in class and increase STT. We provide the stages of reading activities for a short story “The Open Window” by H.H. Munro (Saki) published in 1914.

Key words: *reading, pre-reading, while-reading, after-reading.*



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Укладання *Олена Ільєнко*
Комп'ютерне верстання *Наталія Лобач*

Формат 60x84/8. Папір офсетний. Гарнітура Times New Roman.
Друк на різогр. Умовн. друк. арк. 9,7.
Тираж 200 прим. Зам. № 744.

Видавничий центр: ПП „Марусич”, Львів