



2026 TESOL-Ukraine National Convention

**ELT AS AN ACT OF HOPE
IN CHALLENGING TIMES:
ROOTED IN REALITY,
REACHING FOR RENEWAL**

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ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ЯК АКТ НАДІЇ У ЧАСИ ВИПРОБУВАНЬ: ВКОРІНЕНІ В РЕАЛЬНОСТІ, СПРЯМОВАНІ ДО ОНОВЛЕННЯ : матеріали Міжнародної науково-практичної конференції (англ. мовою) / укл. Л. Гнаповська, О. Ільєнко, М. Цегельська, Л. Кузнецова. – Львів : ПП “Марусич”, 2024. – 268 с.

Збірник матеріалів Міжнародної науково-практичної конференції “*Викладання англійської мови як акт надії: вкорінені в реальності, спрямовані до оновлення*”, яка відбулася у Київському національному лінгвістичному університеті 22–24 травня 2024 за ініціативи ГО “TESOL-Україна” та фінансової й інформаційної підтримки Відділу преси, освіти та культури Посольства США в Україні, містить результати широкого спектру досліджень викладачів іноземних мов закладів вищої освіти та вчителів англійської мови середніх шкіл України. До збірника увійшли тези доповідей, що презентують авторські розвідки у галузі лінгвістики, перекладу, літератури, лінгводидактики та методики навчання іноземних мов з фокусом на використанні сучасних інноваційних інформаційно-комунікаційних технологій.

Видання стане в нагоді науковцям, викладачам-практикам, студентам різних освітніх рівнів, а також широкому колу зацікавлених осіб, які вивчають англійську мову як іноземну.

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affects the ability to use them. Third, teaching materials should include authentic or semi-authentic spoken input instead of exclusively slow, carefully articulated textbook audio. Finally, pronunciation assessment should recognize connected speech as part of communicative competence, since natural rhythm and reduction can improve both intelligibility and listening success.

Thus, teaching assimilation, elision, linking, and weak forms is not an optional supplement to pronunciation instruction but one of its most functional dimensions. A three-stage progression from noticing to controlled practice and free production provides teachers with a clear and adaptable framework for helping B1–B2 learners move from passive recognition of connected speech to its spontaneous use in real communication.

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WHEN AI GENERATES TASKS: CHALLENGES FOR LANGUAGE TEACHERS

We have already passed the stage where AI tools are something new in teaching. They are here and in use. Not occasionally, not experimentally, but quite regularly, especially when it comes to preparing classroom tasks. Like many teachers, we started working with ChatGPT out of curiosity. Then it became convenient. And after that, it became routine [3].

At first, the experience was very positive. Tasks appeared instantly. If something did not work, another version followed within seconds. There was no need to spend time searching for examples or manually adapting materials. It really felt like a breakthrough. In a way, it was even tempting to rely on it more than expected.

But this stage did not last long before complications arose. Very soon after trying to use these tasks in real classroom situations, a different pattern began to emerge. The materials looked fine. Sometimes even good. But almost every time, they required correction. Not just small changes, sometimes quite substantial ones. This happened often enough to stop being accidental [1].

One thing became clear quite early. The tool does not always follow the instructions as you expect. Even when the task is written carefully, the result can shift. You ask for seven True or False statements based on a text and get more than seven, or something mixed, or statements that are only partly related to what was actually written.

It is not constant. Sometimes everything works. But then it happens again. And after a while you start noticing it.

In practice, this changes the whole workflow. Instead of using ready-made tasks, the teacher ends up editing them: removing extra items, checking each statement, making sure it actually

refers to the text. The task is no longer ready. It is only a draft. As a result, the time that was supposed to be saved is spent again, just in a different way.

Another issue becomes visible a bit later. Some tasks look correct, but do not really work in class. True/False statements are often too obvious. Students do not need to read carefully; they can guess. Vocabulary exercises sometimes include definitions that are too general or too detached from context. Everything is formally there, but the task does not lead students anywhere. There is no movement, no development from simple recognition to more active use.

The question of level is also less straightforward than it seems. Even when a specific level is given in the prompt, the result may not follow it consistently [2]. Some items are too easy, others unexpectedly complex. In simplified tasks, the language can sound unnatural as if it was reduced mechanically, not adapted. As a result, the teacher cannot take the material as a whole and use it without changes.

Work with texts brings its own difficulties. Tasks are supposed to stay close to the text, but this does not always happen. Some questions refer to details that are not really there. Others add information that was never mentioned.

At first, everything looks fine. It even feels convincing. But once you go back to the text and check, the differences become apparent. And for reading tasks, this is a serious problem.

There is also something less visible, but equally important. The language itself. It is correct, but often too neutral, too even. Dialogues do not really sound like real conversations. Examples repeat similar patterns. After some time, this becomes noticeable. Not immediately but gradually. And it affects how students perceive the material.

Some inaccuracies are even more subtle. Slightly unusual collocations. Definitions that are not fully precise. Statements that sound convincing, but are not entirely reliable. These are easy to miss if you read quickly. But they are there.

So, the main paradox becomes quite clear. The tool produces a lot and very quickly. But this does not mean the material is ready to use. It still needs to be checked, filtered, and sometimes rewritten. In this sense, the work is not reduced; it is redistributed.

And this leads to another important point. The role of the teacher changes. Less time is spent on creating tasks from scratch. More time on checking, selecting, and adjusting. In other words, the teacher becomes not only a creator, but also an editor and a filter. And this requires a different kind of attention.

At the same time, experience shows that the situation is manageable. Clearer prompts help. Working in several steps works better than expecting a perfect result immediately. And most importantly, the material always needs to be checked against the text, against the level, and against the purpose of the task.

Probably the most effective approach is not to rely on AI completely. It works better when combined with human decisions. The structure, the aim, and the logic still belong to the teacher. AI can help, but it cannot replace this part.

It is not about replacing the teacher. It is about changing the type of work. And maybe also about becoming more attentive to things we used to do automatically.

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STUDENT-CENTERED LEARNING IN THE NEW UKRAINIAN SCHOOL DURING WARTIME

In 2026, Ukrainian schools operate under the shadow of war, adapting to daily threats. Shelters, underground campuses, and hybrid learning formats have become the new normal. School is no longer just about knowledge – it's about survival training, emotional support, and safety protocols. The educational process has transformed into a daily struggle to maintain stability and humanity.

Despite ongoing hostilities, the government has continued the New Ukrainian School (NUS) reform that started in 2017 to modernize education in grades 1-12 and align it with EU standards. The reform emphasizes a curriculum focused on the 21st-century skills, continuous professional development for teachers, and modernized education management.

Iryna Tkachenko, Deputy Director for Educational Work at the Lyceum, explains the reform's philosophy, which is centered on helping students develop critical skills for today's world: "NUS isn't just about transferring knowledge. It focuses on practical application of knowledge. ... The child is at the center, with emphasis on ensuring mental, physical, and psychological well-being. ... Children are more active and communicate because they work in groups or pairs during lessons. Their critical thinking is more developed because they independently explore topics rather than just receiving explanations from teachers."

Furthermore, this approach develops important life skills. Students learn how to think critically, solve problems, and express their opinions. These skills are necessary not only for school but also for the future life and careers.

In modern education system the approach of the student-centered learning lies in the idea of partnership and mutual assistance. The main task of the teacher is to maximise the student's interest in appropriately selected tasks (discussion, participation in projects, business role-playing games, creative tasks, case studies, problem solving, role-plays, simulations, or real-life language tasks, which promote engagement and reduce anxiety.)

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