



TEACHERS OF ENGLISH TO SPEAKERS  
OF OTHER LANGUAGES IN UKRAINE



# TESOL-UKRAINE NEWSLETTER

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

Welcome to the fall-winter 2022-2023 issue of TESOL-Ukraine Newsletter featuring insights and experiences in the field of ELT in Ukraine. It focuses on a range of topics that will help educators to navigate the challenges and opportunities at wartime in Ukraine: air alerts, power outages, missile attacks.

This issue includes:

- TESOL-Ukraine projects at times of war;
- Fundamentals of ELT training;
- MultiEd initiatives;
- Incorporating CLIL;
- ChatGPT issues.

We hope that you find these resources informative, thought-provoking, and inspiring.

TESOL-Ukraine Executive  
Committee, February 2023

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# TESOL-UKRAINE AT TIMES OF WAR



**OLENA ILIENKO**  
**TESOL-Ukraine President**  
*Head of the Department of Foreign Languages*  
*O.M. Beketov National University of Urban Economy in Kharkiv*

TESOL-Ukraine started advocating for Ukraine since the very first day of the war, and our voices are heard in all corners of the world.

Before the TESOL Convention in Portland TESOL-Ukraine Board was interviewed for a podcast by Jeff Hutchinson. Below are the questions and our answers – they tell a lot about TESOL-Ukraine before and during the war time.

**Jeff Hutchinson** <jhutcheson@tesol.org>  
 Кому: Maryna Tsehelska, Lena Ilyenko

сп. 28 р.г.д. 2022 р. о 19:19 ☆

Thank you both!

We will use the same zoom link for tomorrow (29<sup>th</sup>) at 7PM your time.

Here are the three general questions – please let me know if you would like to change or add.

1. How is the situation currently (personal/family/community/country) – a glimpse into what life is like
2. TESOL Ukraine: how has it supported both its members (teachers/educators) and the students whom you serve.
3. What would you like other TESOL members to know about what you are doing? Challenges? Opportunities? Stories from members?

**Jeff Hutchinson**  
 Director, Advocacy & Public Policy

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## Section 1

TESOL-Ukraine was founded in 1995, and now it embraces nearly 500 English language teachers all around the country, including secondary school and college teachers as well as university educators.

Before the war of Russia against Ukraine the association had lots of projects every year including:

- Annual TESOL-Ukraine Convention;
- Teacher Development Institutes;
- Professional Trainings;
- Workshops, seminars and webinars;
- Forum for Young Researchers (for University students);
- Joint events with the partners, ELT Organizations from other countries.



## Section 2

Since February 2022, the life of all people in Ukraine, including ELT teachers and their students, has dramatically changed. TESOL-Ukraine members now help to fight Russian aggression – they teach, translate, volunteer, and fight in the information war.

We are so much thankful to our partners from all around the world who have supported us in this difficult time for our country and our association. TESOL International gave us the opportunity to attend the webinars and other events of the Annual convention in March 2022 for free. The representatives of TESOL Turkey, TESOL Italy and the Association of English Teachers of Moldova provided us with the same free participation in their annual conventions. Maryna and I were invited even as key speakers for the Convention in Italy and Moldova.

In May-June 2022, TESOL-Ukraine held a series of 8 professional webinars on various modern topics related to teaching English with our partners from Hawaii TESOL, and another series of 8 webinars with the partners of TESOL Italy. Our friend of many years in Hawaii TESOL Sally La-Luzern-Oi made a wonderful presentation on methods of teaching humor in those first gloomy days of the war, and we laughed, and it was a real emotional support for all of us. Italian colleagues acquainted us with a very interesting approach of teaching English, namely, *Teaching Oracy*. We presented in turns: 4 seminars were held by teachers from Italy, and 4 by teachers from Ukraine. This series of webinars was called *Webinars in Support of TESOL-Ukraine*. It was really great enjoyment for all educators from Ukraine who participated. A real breath of fresh air.

In June 2022, the Regional English Language Office of the US Embassy in Ukraine, and the Officer Lottie Baker organized a series of webinars in support of Ukraine. They invited a wonderful presenter Meagan Abrahamsson from the America House who introduced TESOL-Ukraine members to the specifics of *Social Emotional Learning*.

We are proud to mention that three members of the TESOL-Ukraine association Iryna Zuyenok, Oksana Chugai and Serhii Petrenko have been chosen to present the topic *Emergency ESL Teaching and Learning: Ukrainian Perspective* at the Annual TESOL International Convention in March 2023.

We have just finished another series of webinars held by Sally La Luzerne-Oi from Hawaii TESOL designed for the novice teachers on *the Basics of EFL Teaching*. It should be mentioned that some experienced Ukrainian teachers also joined the series of webinars, and provided their professional commentaries when young teachers presented their projects. The feedback proves that it was a timely professional support for young teachers – members of TESOL-Ukraine.

## Section 3

Generally, education has been always highly valued in Ukraine. And TESOL-Ukraine members have always strived for professional growth. Therefore, our professional trainings at this difficult time for our country is like a breath of fresh air for us. We try to keep our professional and personal values, and support our students. We believe that if you keep your values, this will keep your emotional stability and self-respect. We may say that every person, every professional in their place helps Ukraine win.



We have power outages but we are charged with the energy of our students who join online classes and study English when sitting in basements, using other shelters. Sometimes we have air raid sirens, and we suggest the students to interrupt the class but they say: “Please, let us check this exercise first.” And some of them join our classes from the temporary occupied territories. Currently, we have some students who visit our classes from the towns of Melitopol and Energodar in the southern part of Ukraine. And we cannot let our students and colleagues down.

The teachers also have to be strong and give hope for the better to their students. Some Ukrainian teachers conduct online lessons from the basements, special places called “Points of invincibility,” where powerful generators provide a stable electricity supply and Internet connection, and people can visit them, and use the Internet. It is worth mentioning that there are cases when teachers conducted classes from the trenches at the front. One of my colleagues at the university department, Svitlana Boiko, a young smart pretty woman, a PhD teacher, a poet and a translator, volunteered for the front line, and now works in a military hospital.

Currently, we have a series of webinars organized and held for TESOL-Ukraine teachers by Dr. Ruslana Westerlund. The series is focused on the *Systemic-Functional Approach to Teaching English*. Ruslana is of Ukrainian origin, and she has already held some meetings in support of Ukraine in her home state Wisconsin. The topic of the webinars is of great interest to teachers of TESOL-Ukraine, and if some of them cannot join the webinar immediately due to the lack of electricity, they can watch the recorded webinars. Webinars are held once a month, and after each of them we observe up to 100 views.

We live in this reality, and we are not going to give up. For example, today 8 rockets were fired at Kharkiv, and public transport was stopped. But all our classes took place.

## VOICES FROM THE CLASSROOM

On January 27<sup>th</sup> and February 3<sup>rd</sup>, the Intercultural Communication Interest Section (ICIS) of TESOL International conducted a *Voices from the Classroom* talk. Twelve teachers of English from Ukrainian schools and universities participated in the discussion sharing their experience of teaching during the wartime.

As the organizers informed: “The presentations were a part of the first-ever virtual forum series, *Voices from the Classroom: Teaching in a Time of War* on Friday, January 27<sup>th</sup> and February 3<sup>rd</sup>, 2023. There were a great number of positive comments from the participants, and many have expressed their professional reinvigoration as a result.”

Here is the presentation by Olga Zelinska and her students.

### Wartime Teaching Experience



**OLGA ZELINSKA**

*PhD in linguistics, associate professor with Foreign Languages Department of Yaroslav Mudryi National Law University (Kharkiv, Ukraine)*

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“What is it like to teach in the time of war?” The first answer that came to my mind is: “No teacher in the world should ever teach in the time of war.” I can say this from my own experience as more than 300 days and nights Ukrainians have been surviving the devastating circumstances of the war.

I live in Kharkiv, the second biggest city in Ukraine. The city with population of 1.5 million people is rightly called the Ukrainian capital of students: more than 300000 students from many countries used to come and study in Kharkiv before the war. All those who came to Kharkiv noticed immediately how many young people lived in our city.

As Kharkiv is situated in about 20 miles from the Russian border the Kharkivites were among the first who were woken up by the cannonade at 4 o'clock on February 24th in the early morning, and could see from their windows the Russian military vehicles, and even Russian soldiers walking and running around.

We all are endlessly thankful to the Armed Forces of Ukraine who stopped them, and did not allow them to invade the city.



*O.M. Beketov National University of Municipal Economy ruined by Russian missile*

During the period before liberation Kharkiv by the Ukrainian Armed Forces practically every day and night we survived under shelling, bombarding, and air raids. It usually takes 40 seconds for a missile to reach Kharkiv from the Russian territory, but minimum time to get to the nearest shelter is 10 minutes. It means constant danger for people who are outside.

Statistics show that more than 110 out of 200 schools in Kharkiv and several university buildings in the city were ruined by Russian missiles and bombs. Life stopped for some time, 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.

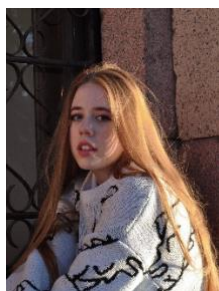


*Students sleeping in the university basement*

The most asked questions to each other have become and still are “How are you doing?” which got a wider meaning, “I am asking to give support, make you feel better and help, we care and hope.” We called family and friends holding breath if someone did not answer for a long time. We used to donate and try to help those in need as much as we can.

Today, in December 2022, after more than 300 days of Russian aggression our schools and universities are empty. The students were robbed of their homes, classrooms, communication, friendship, safety, and stability. In September 2022, the first-year students did not have their traditional meeting with the rector, or get acquainted with their new groupmates, did not see the classrooms, and our university famous library.

For my story not to be one-sided, I asked my first-year students to share their experience:



**Liza:** “When the war began, I had to go abroad. So, I am in Ireland now. The country is beautiful, people are friendly and caring but I do not feel like a happy tourist. At first sight, it is awful. I am so far from home and everyone I love.”

**Volodymyr:** “Although I live in a relatively peaceful Ivano-Frankivsk, my studies are complicated, because the aggressor state launches missiles at the energy infrastructure and tries to cut off electricity in Ukraine in winter.”



Our university was not relocated, so the only possible form of learning and teaching is online classes.

I usually feel excited before my first meeting with the first-year students and almost immediately find connection with the group in September, but this year I worried about saying the right words, creating the balanced emotional atmosphere, and setting the cordial tone of our communication. On the other hand, the students who are usually full of life and good humor, a bit shy in their first meeting, bright, vibrant, and ready to have fun were quiet, insecure with sad eyes on my screen. During the first lessons, they just watched me, had difficulties in participating in the classroom activities.

Before my first lesson in September I asked myself a lot of questions: *What should or should not be discussed at the lessons? Do we have to discuss news which were not good? How can I support them emotionally? 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.

One of the first steps was restoring normalcy in their new student life: ordinary classes with familiar exercises and tests. As they were getting acquainted with the students' life, they gradually were becoming active participants of the lessons, trying to cope, support each other, interact, distract from terrible events when we had Zoom meetings. 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 find 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 21<sup>st</sup> 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.

Here are some students' impressions of their studies at University:

**Liza:** I really want to go back home and study at our university, but our studies are not that bad even now. We have our lessons in Zoom and it is almost like in real auditoriums. We also have an absolutely incredible educational and information portal where we can find everything we need: books, lecture notes, tests, etc. I like to say that it is “the whole university on one website.” Our teachers are patient and understanding. They are trying their

best to make this all easier for us. And I am also lucky to have my groupmates. They are very friendly and helpful. We are chatting a lot and we have zoom meetings sometimes. We are trying to keep in touch even through the kilometers.”

**Volodymyr:** “After I entered Yaroslav Mudryi National Law University, I made new friends, and also joined the student organization “League of Students,” which allows me to develop my hard and soft skills. As for education, our teachers do everything possible so that even in such terrible conditions we could study and succeed. We study online on the Zoom and Microsoft Teams platforms, and also use the ASC platforms (where the schedule and information about our success are posted) and portal NEIK (where educational materials are placed, as well as our knowledge tested).”

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 with those from dangerous places, make decisions quickly, use and provide more resources, and support all productive ideas.

To my mind the best way to finish is to put here Volodymyr’s words: “I hope that the long-awaited victory will come soon and we will meet in in the hospitable students' capital of Ukraine - Kharkiv, and, in particular, in the extremely beautiful buildings and auditoriums of our Yaroslav Mudryi National Law University. This is important for our preparation to become legal professionals, who have been valued at all times, and after the war their relevance will much increase. Meanwhile, we continue our studies online despite everything. Russia as the aggressor will not be able to break us with its terrorist attacks aimed at civilians.”



# FUNDAMENTALS OF ELT TRAINING



**SALLY LA LUZERNE-OI**  
*Co-liaison for the Hawaii TESOL /  
 TESOL-Ukraine Partnership*

**MARYNA TSEHELKA**  
*TESOL-Ukraine Vice President  
 Ph.D., Associate Professor  
 Kryvyi Rih State Pedagogical University*

### *Sally La Luzerne-Oi:*

In September 2022, Maryna Tsehelska proposed that we co-facilitate a course called Fundamentals of English Language Teaching for TESOL Ukraine members. Because this was a course on the basics, we expected to meet a group of teachers fairly new to the field. So it was a surprise to look at the course list and find we would be working with a group of seasoned veterans! It is wonderful that teachers with so many years of experience continue to pursue professional development.

Sometimes after teaching for many years, we fall into routines. Routines aren't necessarily bad, but from time to time they need to be freshened up. My hope is that those teachers who completed the course brushed up on the fundamentals of English language teaching, and at the same time, came away with new ideas to consider and possibly try. I know I did!

I would like to thank colleagues who signed up for the course. It was a pleasure to meet more TESOL Ukraine members and to reconnect with several from the past. Keep up the good work!

Maryna Tsehelska and Sally La Luzerne-Oi are course tutors. The following topics are covered in the course:

1. Basics of ELT;
2. Understanding Learners;
3. Theories of Learning;
4. Motivating Learners;
5. Student Engagement;
6. Teaching Grammar;
7. Teaching Vocabulary;
8. Teaching Grammar and Vocabulary – Consolidation;
9. Teaching Listening;
10. Teaching Reading;

11. Teaching Speaking;
12. Teaching Writing;
13. Teaching Four Skills – Summary;
14. Classroom Management;
15. Assessment and Feedback;
16. Error Correction;
17. Planning your teaching.

If you haven't taken the course, you have the opportunity to do it until the end of August 2023.

It may be accessed from TESOL-Ukraine website:

<http://www.tesol-ukraine.com/training-fundamentals-of-elt/>



## FUNDAMENTALS OF ELT: REVIEW

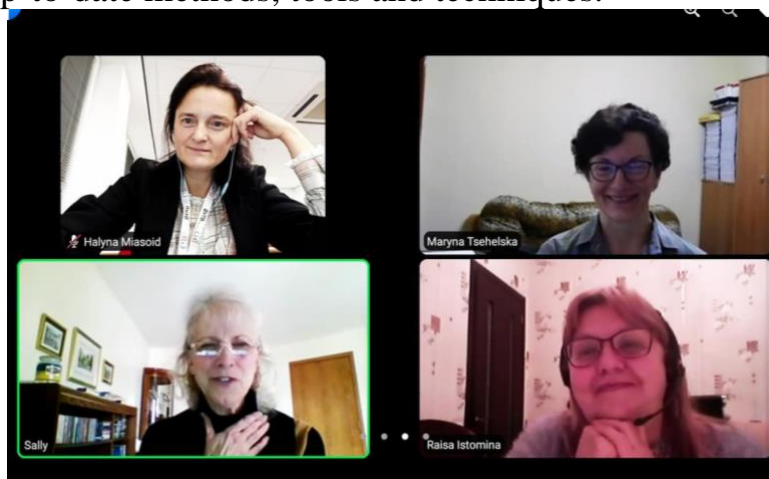


### IRYNA KOROTIAIEVA

*Associate Professor of the Germanic Philology Department  
Donbas State Pedagogical University, Sloviansk*

This academic year (November – December, 2022) we were lucky to participate online in a new amazing course for ESL teachers “Fundamentals of English Language Teaching” organized by Maryna Tsehelska, TESOL-Ukraine Vice President, Associate Professor of the English Language and Methodology Department, Kryvyi Rih State Pedagogical University and Sally La Luzerne-Oi, co-liaison for the Hawaii TESOL / TESOL-Ukraine partnership.

In spite of the current difficult circumstances, it was a great opportunity to feel part of the English language teachers’ community, to learn new things and improve our methodological awareness. The syllabus of the course was thoroughly planned, topics for discussion thoughtfully selected, ZOOM-meetings splendidly conducted and after-sessions reflections in Google Forms (with various tasks and activities) properly provided for the participants. All the applicants were supplied with up-to-date methodological materials, exciting videos, excellent handouts, useful references, and magnificent mind-maps. We were actively involved into spirited professional discussions on the current problems of principal approaches to ESL teaching; motivating learners; developing receptive and productive skill; classroom management; assessment and feedback; error correction; planning lessons; up-to-date methods, tools and techniques.



As we were going through the course, we became more and more close-knit team united in a common desire to upgrade our methodological knowledge and to become more successful teachers in the present complicated situation of distance teaching and learning. That was fabulous to be again with TESOL team of highly-qualified professionals and to gain this wonderful experience. I strongly hope that now, we, ESL teachers are sufficiently equipped with the fundamental methodological background which will allow us to cope efficiently with today’s challenges in the framework of hybrid teaching and learning.

## MULTIED PROJECT

### “CLIL at Work,” or How Ukrainian TESOLers Explored Romanticism of Multilingual Education in Germany



**LIUDMYLA HNAPOVSKA**

*Associate Professor of the Foreign Languages Department  
Sumy National University*

TESOL-Ukraine community at all levels (school teachers, university instructors and educational management staff) are broadly familiar with the concept of Content and Language Integrated Learning (CLIL) – an approach in which a foreign language is used as a tool in the learning of a non-language subject, with both language and the subject having a joint role. CLIL-based methodology is rapidly gaining its power in Ukraine as a set of classroom practices as well as an issue for teachers’ continuing professional development. One vivid evidence of this is TESOL-Ukraine Teacher Development Summer Institute “*CLIL Curriculum Integrated Language Teaching*” hosted by Odesa on June 25-28, 2021. This pre-war event facilitated a constructive dialogue of Ukrainian FL professionals on the vision, practical experiences and challenges of employing CLIL principles in their educational settings. Special emphasis was placed on the correlation between teaching English for Professional Purposes (ESP) and teaching specialist subjects by means of English (English-Medium Instruction / EMI), the latter showing signs of a fast galloping phenomenon inherent to each and every Ukrainian higher education institution.

This *Summer Institute* was followed by the attempt to find the answer to the question of whether a collaborative dialogue between university FL instructors and EMI teachers is possible. “*Basics of EMI*,” a professional development course for EMI lecturers from Taras Shevchenko National University of Kyiv, was designed and successfully delivered in October-December 2021 by ESP teachers (all of them are TESOL-Ukraine members) acting as the course trainers.

The year 2022, despite numerous challenges of emergency teaching at times of war, has created a new momentum for CLIL-based philosophy to spread and flourish within the TESOL-Ukraine community, and far beyond it. In November 2022, Pädagogische Hochschule of Heidelberg, the oldest University city of Germany and the cradle of German romanticism, warmly welcomed participants of a study visit “*CLIL at Work*” that finalized

the three-year chain of events organized within the framework of the EU-funded Erasmus+ KA2 project “*Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration.*”

Maryna Tsehelska, TESOL-Ukraine Vice-President, and Liudmyla Hnapovska, Associate Professor of Foreign Languages Department at Sumy State University, represented TESOL-Ukraine as a partner organization of this project. And before the details of the project are highlighted, we would like to express our warmest thanks to the study visit organizers, particularly Professor Dr. Hans-Werner Huneke and Imola Czolbe, International Department Executive, for the high-level professionalism, commitment and support they showed before, during and after the project participants’ stay in Germany.



### What is the ‘MultiEd’ project background?

**Project title:** “*Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration*” (abbreviation ‘MultiEd’).

You can read more about the project following the link:

<http://www.multied.com.ua/en/>

**Project duration:** 15 November 2019 – 14 November 2022

**The amount of the grant program Erasmus+:** 900 099 EUR

**Grant holder:** University of Tartu, Estonia

**Project goals:**

- Development of a Curriculum for the pre-service training of a foreign languages teacher;
- Professional development of in-service FL teachers at both school and university levels;
- Internationalization of education through launching CLIL-based courses and developing multilingual education strategies for Ukrainian higher education institutions along with the National Recommendations on Multilingual Higher Education.

**Project-specific objectives:**

- To train academic and professional staff teams;
- To review and audit all current curricula in the field of Education (BA and MA of TFLs);

- To update on average 14 BA and MA courses;
- To deliver and evaluate courses (both new and updated ones) through CLIL approach;
- To launch, pilot and introduce the revised curricula on a regular basis;
- To train academic and professional staff on e-course development;
- To develop, deliver and evaluate e-course “CLIL Methodology” for various target groups;
- To survey public opinion on “Multilingual education in Ukraine;”
- To embed the ideas of life-long learning and blended education with academic and professional staff;
- To design and deliver seminars on new pedagogical approaches, CLIL & ELT (English Language Teaching) methods;
- To facilitate development of general career-relevant skills within the specified target groups.

**Project expected results:**

- Education programs updated;
- New courses designed;
- Multilingual educational strategy developed along with National Recommendations on Multilingual Higher Education;
- Skills of in-service teachers upgraded.

**What are the key takeaways from the study visit “CLIL at Work?”**

28 professionals representing the institutions listed below made an international team of the study visit “CLIL at WORK” participants:

- University of Tartu, Estonia;
- Aston University, UK;
- Ministry of Education and Science of Ukraine;
- The Bohdan Khmelnytskyi National University of Cherkasy;
- Donbas State Pedagogical University / Horlivka Institute of Foreign Languages (relocated to Bakhmut);
- V.N.Karazin Kharkiv National University;
- Poltava V. G. Korolenko National Pedagogical University;
- V.O. Sukhomlynsky National University of Mykolaiv;
- Ternopil Volodymyr Hnatiuk National Pedagogical University;
- Vasyl Stefanyk Precarpathian National University;
- Zaporizhzhia National University;
- NGO “TESOL-Ukraine.”

During the five highly productive days (November 7-11, 2022) neatly packed with a variety of activities we were engaged in:

- Observing and discussing CLIL classrooms in various subjects (such as Physical Education, History, Mathematics, Fine Arts, etc.) in different types of Heidelberg secondary schools. Lessons were conducted by students of Pädagogische Hochschule of Heidelberg who are currently taking a course on CLIL-based methodology under the supervision of Dr. Jutta Rymarczyk;

- Brainstorming ideas related to implementing CLIL philosophy and the concepts of multilingual education in various educational settings. Numerous training sessions on the above issues were delivered by Pädagogische Hochschule of Heidelberg professors as well as Ukrainian academics currently doing their research on multilingualism at the University of Heidelberg;

- ‘Active learning’ of how to develop creativity and critical thinking of future teachers, make the concept of inclusivity work in a classroom, design the study materials relevant for CLIL approach. German professors facilitated our doing a lot of tasks that appeared pretty challenging even for us, experienced FL teachers and academicians;

- Meeting Ukrainian schoolchildren who had to flee from the war and are now exploring the ‘gains and pains’ of adapting to completely new, often unfamiliar and sometimes even frightening academic environment, which is a new and pretty hard socio-cultural experience for them;

- ‘Tasting’ the delicious cultural and educational heritage of Germany via exciting real-life and virtual tours through centuries of Heidelberg ‘romanticism.’

What we would like to share further are some *PIPs* we gained, i.e.

- Original *Perspectives* of CLIL-based methodology inspired by the study visit activities;

- Valuable *Insights* elicited from CLIL classes observation and discussions that followed;

- Possible *Prospects* of CLIL implementation in the Ukrainian educational context.

The study visit has brought about deeper understanding of certain CLIL conceptions – we could consider them from a practical rather than theoretical perspective. Specifically, we got a chance to observe how the “ingredients” of Do Coyle’s **4Cs** framework of **CLIL** (Coyle et al., 2010) work in a real-life classroom.

**# 1: Content.** We saw with our own eyes how schoolchildren progress in their knowledge, skills and understanding related to certain elements of a defined curriculum by acquiring certain subject-specific **content delivered via the medium of English as a foreign language**.

**# 2: Communication.** To do the classroom tasks, pupils were encouraged to perceive and produce subject-specific language (either orally or in writing) and participate in meaningful interaction, i.e they were engaged in authentic **communication**, which created conditions for them to use language to learn while learning to use language. .

**# 3: Cognition.** Communication always involves cognitive processes such as remembering, understanding and applying, analyzing, evaluating and thinking critically / creatively. In other words, communication goes hand-in-hand with **cognition** thus developing thinking skills which link formation and comprehension of a concept (abstract and concrete) and language. In the classes we observed we witnessed this too – though the degree of success varied from lesson to lesson.

**# 4: Culture.** Always behind the scene is **culture**, i.e. exposure to alternative perspectives and shared understandings, which deepens awareness of otherness and self. Cultural and intercultural competencies enhanced by effective use of CLIL methodology makes an important contribution to students’ (as well as teachers’ !!!) overall educational

experiences, including skills to appreciate and use diverse ways of such existential notions as ‘knowing, being, and doing.’ Such capabilities assist both learners and teachers to live and work successfully as linguistically and culturally (= socially and ethically) aware citizens of the world. A vivid example of this is an episode from a Physical Education (PE) class we observed and then discussed. Explaining the rules of a ball game kids were expected to play, the teacher highlighted its key rule – being fair. And then added that “fair play is the must-always-be-observed rule no matter what sport you are doing.” Isn’t it a subtle enough though very valuable contribution to students’ life experience to use outside the school classroom?

To wrap it all up, university students who acted as teachers and their ‘in-charges’ demonstrated fully that, as cornerstones of CLIL, *cultural context* together with *cognition, content and communication* create the setting for an engaging learning environment with clear linguistic and subject area goals.

For us, language teachers, this study visit provoked one more important insight – the one related specifically to the *linguistic* goals we pursue in our classroom. It happens that CLIL-based methodology offers a wider perspective of treating the use of the LANGUAGE we teach, and makes us consider the following language learning triptych (developed by analogy with assessment of/for/as learning):

- *Language OF learning* – essential lexical and grammatical structures associated with the topic under study. This language is related to content and used in authentic interactive contexts to develop communication skills, rather than focus exclusively on the language system itself (grammar, vocabulary, syntax, etc.);

- *Language FOR learning* – the kind of language needed to operate in a foreign language environment, i.e. to develop and activate skills necessary for pair work, collaborative group work, asking questions, debating, enquiring, thinking, memorizing, (dis)agreeing, etc. This language is related to meta-cognition and functional pragmatics;

- *Language AS/THROUGH learning* – the language directly related to cognition and necessitated by cognition: new concepts learned with their new meanings would require new language to articulate them. This new language must be introduced and captured during the learning process, then recycled and developed later in some way or another.

### So, what are the ‘wows’ of CLIL?

No doubt, CLIL as a *dual-focused* educational approach enhances both learning and communication. With its highly interactive teaching practices, abundance of various tasks, group formations and communicative focus, it is a fantastic method to empower students of all ages and levels of fluency. By teaching CLIL lessons, we can give our students the tools to grow, acquire and activate cross-disciplinary skills by using a language different from their own.

CLIL is a great method to promote positive attitudes towards language learning. Students won’t be corrected on every single error they make. Instead, they’ll be encouraged to keep talking and learning *in* the language, which lets them feel good about their ability to communicate. They can rely on their peers’ support in this process, which creates an anxiety-free learning environment, lowers learners’ affective filter considerably, and thus fosters and sustains motivation towards learning the foreign language itself.



CLIL supports collaboration skills, enhances learners' cognitive development, strengthens their ability to process input and prepares them for higher-order thinking skills like critical thinking, problem-solving, decision-making, etc. Learners won't be spoon-fed in their language lessons. Instead, they will need to pay attention to, observe and learn the language by learning about other subjects *in* that language.

The CLIL curriculum balances bilingual education and language learning. Rather than being the focus of teaching, language becomes a tool for communication. Repeated exposure and stimulation help students to assimilate the language while learning meaningful content. This will greatly expand their horizons and promote curiosity.

### **BUT ... 'What are the 'buts' of CLIL?**

As with all methods, CLIL has both merits and challenges. Although it can bring many advantages, some of which are mentioned above, at least two of its potential drawbacks are to be mentioned from the perspective of a foreign language teacher.

Firstly, meaning often becomes more important than form, i.e. there is a risk that students produce language output which is understandable and makes sense from a content perspective but which contains many flaws from a language perspective.

Secondly, oral interactions between students bring about confidence in language use, but with the crucial negative effect that the majority of the language produced remains without error correction. In many cases, the teacher is not present to make any corrections, and the students might not correct each other even if they could. From a linguistic perspective, this might be problematic.



# CLIL AT WORK: TEACHING EXPERIENCE



**VALENTYNA SHVYDKA**  
*School No. 22, Dnipro*

In summer 2021, my colleagues and I participated in the course from TESOL-Ukraine “Teaching Maths in English for Primary Students.” The course was developed by Maryna Tsehelska using CLIL methodology. During the whole summer we learnt new vocabulary, studied maths curriculum, and created our own tasks for students. After that I introduced this course in the school where I teach – School No. 22, and here are my ideas about the course.



For many educators, the challenge of bringing language and math instruction together is a relatively new one. EL teachers who hadn't taught content areas previously need to acquire some new vocabulary and refresh their knowledge of basic maths. With colleagues we noticed how big a role language plays in math instruction – students brush up their knowledge of English and build the knowledge of new structures in English.

As a result of this effective instruction, my students:

- understand the content better and are working together to find creative ways to learn;
- discuss math more and know how to use their knowledge;
- are comfortable with math and asking questions to get the help they need.

I feel that we are providing them with the foundation they need not only to understand the mathematical concepts, but also to successfully interact within a math classroom in order to continue learning more advanced concepts.

Here are some important tips on teaching Maths in English:

### **The importance of teaching academic vocabulary**

Vocabulary instruction is essential to effective math instruction. Not only does it include teaching math-specific terms such as “percent” or “decimal,” but it also includes understanding the difference between the mathematical definition of a word and other definitions of that word. A teacher has to remember:

- **Demonstrate that vocabulary can have multiple meanings.** Help students understand the different meanings of words such as “table” and “quarter,” as well as how to use them correctly in a mathematical context.
- **Encourage students to offer bilingual support to each other.** Students will understand material better if they explain it to another student, and the new student will benefit from hearing the explanation in their first language.
- **Provide visual cues, graphic representations, gestures, realia, and pictures.** Offer students the chance to work with objects and images in order to master vocabulary. If there aren't enough items for each student, use manipulatives on the overhead or posted throughout the classroom, and demonstrate the vocabulary in front of the students.
- **Identify key phrases or new vocabulary to pre-teach.** This strategy will help students decide which math function they should apply. Example: “more than” means “add.”

### **The importance of reading and understanding written math problems**

Written word problems present a unique challenge to EL students and teachers alike.

First, we read math word problems; I demonstrate the logical thinking process while translating words into pictures and, finally, into number sentences. Soon, they start to explain their own thinking after reading word problems that involve several steps. They correct each other, and argue about which number sentences they should use to arrive at the correct final results. As students become more familiar with math vocabulary, they will be able to solve problems more easily.

### **The importance of building background knowledge**

Background knowledge plays a critical role in math class! I found that sometimes her students would get “lost” in a problem simply because they didn't understand the context. Following are some tips to help in building background knowledge of students.



- **Modify the linguistic complexity of language and rephrase math problems.** Students will understand the problem better if it is stated in shorter sentences and in language they understand.
- **Guide students to cross out the unnecessary vocabulary in word problems.** Doing so allows students to focus on the math function required.
- **Build knowledge from real world examples.** Try to reinforce concepts with examples that students can picture and talk students through the situation.

- **Use manipulatives purposefully.** This is important at all grade levels.

Here are some tips to increase student-to-student interaction with academic language in the math classroom:

- **Have students translate symbols into words, and write the sentence out.** I used this strategy to check students' comprehension of problems before they solved them. For example,  $3x + 4 = 16$  would be written out, "Three times X plus four equals sixteen." This helps students process the operations involved in the question and gives them an opportunity to think through how to solve it. It also gives students a chance to familiarize themselves with important vocabulary words.

- **Create a "sentence frame," and post it on the board.** Write the format of the sentence you would like students to use in discussion and then hold them accountable for using it. For example, "The answer is \_\_\_\_\_ because it is a \_\_\_\_\_."

- **Have students share problem-solving strategies.** This involves asking a simple question such as, "Did anyone else get the answer in a different way?" Then allow enough wait time so students can think through how their problem-solving process was similar or different to the one offered.

- **Allow students to discuss how they are thinking about math.** This is a way of redirecting the lesson from teacher-to-student to student-to-student. For example, a student might ask a question, "How do you know what kind of triangle it is?" Instead of the teacher answering and going to the board, and pointing out the names and different triangles, the teacher can simply ask, "Does someone have an answer?" Or "Would someone like to offer help to Maria?" Allow students to share how they think about the math concept and any tips they have for remembering the information.

- **Incorporate writing activities like math journals.** This is an excellent way for students to process what they've learned and what questions they still have. Writing out the answer to a problem is a very important skill to develop because many state math tests require a constructed response to questions.

- **Challenge students to create their own math problems.** This can be a fun activity if students create a problem similar to the ones you have used in class and they exchange problems with a partner. By creating the problem and checking the answer they are reinforcing their own learning.

### Using technology

Technology can also be a powerful tool in math instruction for EL learners. Here are some ideas ways you can play with technology in a math lesson:

- **Teach students how to use a calculator.** Based on background and prior educational experience, students might not be familiar with how to use a calculator nor some of the more sophisticated models, such as the graphing calculator. Give students a chance



to practice solving problems with their calculators once you have reviewed different functions.

- **Look for interactive games that offer students a chance to practice their mathematical skills.** There are many games that provide excellent mathematical training for numbers and tracks results, showing student improvement over time.

- **Find out what's available online.** Online resources include video and audio segments, Flash interactives, images, documents, lesson plans for teachers, and student-oriented activities.

Even if it doesn't come easily at first, there are ways to get EL learners excited about math. By keeping their language skills and needs in mind when planning mathematical, you will be taking important steps in helping students master mathematical concepts and skills — and who knows? Your students may be the next generation of economists, rocket scientists, and math teachers just waiting for the tools they need!



# CAN CHATGPT SUBSTITUTE LANGUAGE TEACHERS?



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AI (artificial intelligence) has been constantly developing in the recent years. Examples of AI that people use today include but not limited to: *Siri, Alexa, Spotify*, education platforms, image recognition technologies, natural language processing, self-driving cars, smart homes, fraud detection systems, *Google* algorithms, AI-powered marketing tools, chatbots, etc. In late February, 2023, Ukrainians got access to *ChatGPT*, which is a type of deep learning model that has been pre-trained on a large corpus of texts to generate human-like texts. It can analyze a large amount of data (books, articles and websites), and provide general responses on a wide range of topics, e.g. education, translation, customer service, recommendations, etc. It can answer questions, engage in conversations, translate languages, generate texts, summarize articles, and assist with writing. The latter can be viewed as a real danger because our students can “write” letters, reviews and essays just asking the AI instead. How can teachers understand whether students fulfilled the task or did home assignments themselves?

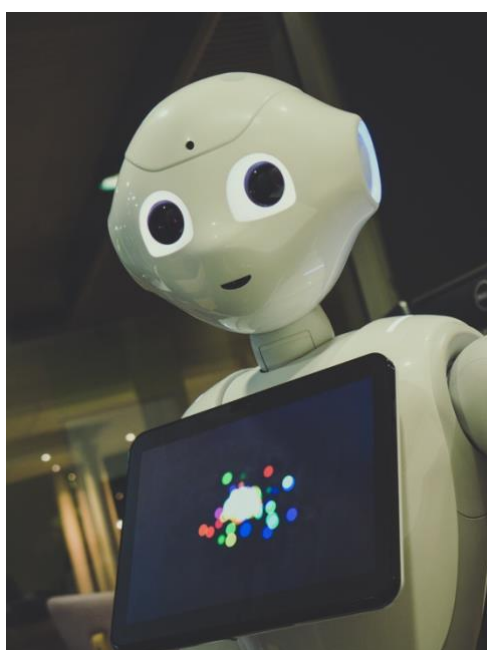


Photo by [Owen Beard](#) on [Unsplash](#)

I have decided to check *ChatGPT* if it can help create a lesson plan and interactive tasks for my students.

I asked the bot the following: *Create an ESP lesson plan for political science students (upper intermediate level). The topic: Comparing Elections in US, UK and Ukraine.*

Its response:

**Lesson Plan:** *Comparing Elections in US, UK, and Ukraine*

**Level:** *Upper-Intermediate*

**Subject:** *Political Science*

**Objectives:**

- *To develop students' understanding of the electoral systems and procedures of the US, UK, and Ukraine*
- *To enable students to compare and contrast the election processes of the three countries*

- To encourage critical thinking and analysis of the similarities and differences between the electoral systems of the US, UK, and Ukraine

**Materials:**

- Whiteboard and markers
- Handouts of electoral procedures for each country
- Video clips of election coverage from each country
- Internet access

**Procedure:**

**Introduction (10 minutes):**

- Begin the lesson by asking students to share their knowledge and opinions on the electoral systems of the US, UK, and Ukraine. Record their responses on the whiteboard.

**Presentation (25 minutes):**

- Distribute handouts of the electoral procedures for each country and provide a brief overview of each system.
- Use video clips of recent elections in each country to show the differences in campaign styles, voter turnout, and voting systems.
- Discuss with students the similarities and differences in the election procedures and systems of the three countries.

**Activity (20 minutes):**

- Divide students into small groups.
- Assign each group to compare and contrast the election procedures and systems of two of the countries (e.g., US and UK, UK and Ukraine, US and Ukraine).
- Encourage students to discuss and analyze the differences and similarities they identify.

**Discussion (20 minutes):**

- Ask each group to present their findings to the class.
- Lead a discussion of the similarities and differences that students have identified.
- Encourage students to think critically about the implications of these similarities and differences for each country's political system.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson.
- Ask students to reflect on what they have learned and how it might be relevant to their understanding of political systems in other countries.

**Assessment:**

- Evaluate student participation in class discussion and group work.
- Evaluate student comprehension and analysis of the electoral procedures and systems of the three countries.

As we can see, the AI has created the general structure of a lesson, provided learning objectives, procedure, and assessment. However, its lesson plan lacks ESP methodology, and ESL teaching principles. Let's specify, and ask the bot to change the lesson plan according to the needs. The query has been as follows: *Create an ESP lesson plan for political science students (upper intermediate level). The topic: Comparing Elections in US, UK and Ukraine. The subject: English for specific purposes. The approach: Task-based learning. It's an online university lesson, 80 minutes. The students have to practice debate, and functional language peculiar to debates.*

**Lesson Plan:** Comparing Elections in US, UK and Ukraine

**Level:** Upper intermediate

**Subject:** English for Specific Purposes

**Approach:** Task-based learning

**Time:** 80 minutes

**Objective:**

*By the end of this lesson, students will be able to:*

- 1. Understand and compare the electoral systems of the US, UK and Ukraine*
- 2. Use functional language peculiar to debates*
- 3. Participate in a structured debate on the topic of electoral systems*

**Materials:**

- A presentation on the electoral systems of the US, UK and Ukraine*
- Handouts with debate vocabulary and phrases*
- A list of discussion questions*
- An online debate platform*

**Procedure:**

**Step 1 (5 minutes): Warm-up**

*- Ask students to brainstorm everything they know about the electoral systems of the US, UK and Ukraine. Write their ideas on the board.*

**Step 2 (10 minutes): Presentation**

*- Present the electoral systems of the US, UK and Ukraine, highlighting the similarities and differences between them. Use the brainstormed ideas to facilitate the presentation.*

**Step 3 (10 minutes): Vocabulary**

*- Distribute handouts with debate vocabulary and phrases. Go through them with the students and make sure they understand the meanings and usage.*

**Step 4 (10 minutes): Practice**

*- Divide the students into pairs and assign them a topic related to electoral systems to discuss. Circulate around the room and give feedback on their use of the debate vocabulary and phrases.*

**Step 5 (10 minutes): Discussion**

*- Bring the class together and ask students to share their opinions on the topics discussed. Use discussion questions to facilitate the conversation.*

**Step 6 (30 minutes): Debate**

*- Divide the class into two groups and assign each group a side of the argument for or against the proposition that the US electoral system is the best. Use an online debate platform to structure the debate, and encourage students to use the vocabulary and phrases they have learned.*

**Step 7 (5 minutes): Wrap-up**

*- Summarize the key points of the lesson and ask students to reflect on their participation in the debate.*

**Assessment:**

*- Assessment will be based on participation in the debate, use of the debate vocabulary and phrases, and ability to articulate ideas clearly and effectively.*

As it can be seen, the bot provides more detailed procedure of the lesson. However, it does not provide any examples of key vocabulary, grammar or functional language phrases which can be used, e.g. for debates. In addition, no assessment strategies and/or rubrics has been suggested. The language teacher should search other resources to prepare the lesson. You can ask the platform to give examples of grammar or vocabulary that students will practice during the lesson. But it does not give the full picture yet.

In conclusion, *ChatGPT* is a nice tool to help language instructors prepare the lesson. But it cannot provide a high-quality lesson to practice language systems (grammar, vocabulary, pronunciation and discourse) and/or skills (reading, listening, speaking and writing). It is able to provide a general overview and recommendations, but not the lesson itself.





**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 Hawaii TESOL 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](mailto: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](mailto: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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