The Word | September 2022

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Stay up to date at hawaiitesol.org
I welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawai`i. We are interested in, for example: recommended Internet sites (or a tech type column), book reviews, a grad student’s perspective, field trips/learning outside the classroom, reports from members working overseas, content-based teaching ideas, using video and music in the classroom, online teaching, CALL, a "gripes" column, DOE news/concerns, K-12 news, neighbor island news, applying theory to practice, interview with someone in the field, blended learning, and other topics. (You do not have to be a member of HITESOL to submit an article).

**Format & Style**

Articles should be no more than 4 pages, double-spaced, Times New Roman font, 12 point, attached as an MS Word document. Accompanying photos or clip art are optional but welcome. Please also include a short biography statement about the author (email address optional). In general, articles are written in a fairly informal, non-scholarly style. Please refer to previous issues of *The Word* to get a sense of the types of articles which appear in the newsletter, or contact the editor with questions.

**Submission Deadlines**

You can send an article at any time and it will appear in the next issue of *The Word*. Please note that the deadline for submissions will be posted on the web site regarding the upcoming issue.

Please submit the articles via E-mail to Lisa Kawai at kawai793@aol.com

**Note:** All images are from the author or from Upsplash.com.

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**Hawai`i TESOL Officers**

**Elected Positions**

- President: Anthony Silva; silvaa@hawaii.edu
- Vice President: Samantha Hume; sjhume@hawaii.edu
- Membership Secretary: Kelly Kennedy; mcklanah@hawaii.edu
- Treasurer: Brent Green; brent.green@byuh.edu
- Program Chair: Monica Vidal; mvidal@hawaii.edu
- Socio-Political Action Chair: Shawn Ford; sford@hawaii.edu
- Newsletter Editor: Lisa Kawai; kawai793@aol.com
- Members at Large: Mark Wolfersberger; maw44@byuh.edu

Big Island Chapter Representative: Kalehua Kamakawiwo’ole; hkamaka@hawaii.edu

**Appointed Positions**

- Conference Chair: Brent Green; brent.green@byuh.edu
- Hawaii TESOL / TESOL Ukraine Liaisons: Juan Escalante; juanescalante@byuh.edu
- Jean Kirschenmann; jkirschenmann@hpu.edu
- Jean Kirschenmann; jkirschenmann@hpu.edu
- Sally La Luzerne-Oi; slazernoi@gmail.com
- Kristen Urada; kurasda@hawaii.edu
- Daniel Holden; dholden9@hawaii.edu
- Hoan Nguyen; hoantn@hawaii.edu
- Perry Christensen; perry.christensen@byuh.edu
- Historian: Hoan Nguyen; hoantn@hawaii.edu
- Kristen Urada; kurasda@hawaii.edu
- Daniel Holden; dholden9@hawaii.edu
- Hoan Nguyen; hoantn@hawaii.edu
- Perry Christensen; perry.christensen@byuh.edu
Hawai`i TESOL Advocacy Efforts

Hawai`i TESOL advocates on behalf of language teachers, language learners, and the profession as a whole. Hawai`i TESOL has provided written testimony to the U.S. Department of Education, House of Representatives, and Senate, and to the Hawai`i Board of Education, State House of Representatives, and State Senate to advocate for policies that support local English language learners, families, and teachers. Hawai`i TESOL has also participated in the TESOL Advocacy & Policy Summit in Washington, DC, and has met with Hawaii’s US Representatives and Senators to advocate for policies that support teachers and learners.

Learn more about current Hawai`i TESOL advocacy efforts and how you can participate by visiting Hawai`i TESOL’s Newspage (https://hawaiitesol.org/news/advocacy/) on its website (https://hawaiitesol.org/).

Hawai`i TESOL encourages its members to write individual letters of support, asking their U.S. Representative – depending on their district – to sponsor House bills, and asking both U.S. Senators to sponsor Senate bills. Members can use templates or write their own emails to Hawaii’s Congressional delegation. Individual stories about how bills would impact members as teachers or parents, or how bills would affect students and families, are especially relevant, so personalized messages are best.

Current Hawai`i Congressional Representatives and Senators:

U.S. Representative Case (1st District): https://case.house.gov/contact/
U.S. Representative Kahele (2nd District): https://kahele.house.gov/contact
U.S. Senator Hirono: https://www.hirono.senate.gov/help/email
U.S. Senator Schatz: https://www.schatz.senate.gov/contact

Shawn Ford, Hawai`i TESOL Socio-Political Action Chair, with Maesie Hirono. Shawn attended the TESOL Advocacy & Policy Summit in Washington, DC.
Upcoming Events:

November, 2022:
Practical Workshop

February 18, 2023:
Annual Conference
Brigham Young University—Hawai`i
Laie, Hawai`i

March 21-24, 2023:
TESOL International Association Conference
Portland, Oregon

May, 2023
Language Experience
News from Hawai`i
Aloha and welcome to another academic year of networking and professional development with Hawai`i TESOL!

We have all spent a long couple of years navigating the COVID-19 pandemic, and while we continue to do so, it does appear that there is a lot of energy behind returning to pre-pandemic modes of operation. In this spirit, this academic year Hawai`i TESOL will transition back to in-person events for our Opening Social in fall and our Annual Conference in February. Since we enjoy being able to provide programming for our members in areas beyond O`ahu, we also hope to continue to offer online experiences when possible for our Practical Workshop in late fall and Language Experience in spring – stay tuned for more news about these events. We hope you will be able to join us this year at an in-person or virtual event, or both!

Hawai`i TESOL also continues to develop our new website, which we hope will become a hub of information that will better serve our members. The latest development on the website is an auto-notification when new content is added to the site. You may have already seen the first of these in your email inbox with the recent posting of an advocacy update. Be sure to check your inbox or visit our website for the latest info on local and national advocacy activities, early members-only access to selected newsletter articles, and more.

The Hawai`i TESOL Executive Board encourages you to let us know how we can best serve you as we begin to move beyond the pandemic, especially regarding any new areas you would like to see us explore. Feel free to contact me or any of the Executive Board members with your thoughts and ideas.

Thank you for your continued interest in, and support of, Hawai`i TESOL!

Sincerely,
Anthony Silva
President, Hawai`i TESOL
Introducing the Arbinger Approach to the ESL Classroom
By Sadie Nitta

Seeing people as people. This is the moral proposition made by the Arbinger Institute (www.arbinger.com), a global training and consulting firm that helps individuals, teams, and organizations achieve “breakthrough results” by shifting mindset in human interaction. Arbinger’s unique approach to organizational change applies across all industries, especially ESL teaching.

Following the outbreak of COVID-19, the need for Arbinger’s presence in our ESL classrooms has increased. At present, our international student population is burdened with a deep set of challenges: culture shock, closed borders, inflation, overt racism, sociocultural identity conflict, and more. These challenges may seem disconnected from our teaching, but they are indeed “equally powerful influences” on our students’ language learning (Brown & Lee, 2015, p. 156).

In response to the personal challenges communicated by my first-semester international students, I invited two Arbinger-certified facilitators to the classroom… and SO glad I did! Specific outcomes for educators and students included:
• Thriving together with greater confidence and accountability.
• Increasing trust and collaboration between educators, individuals, and their peers.
• Developing deep personal responsibility in themselves and others as leaders.

By the finish, the Arbinger workshop equipped my students with tools to 1) strengthen rapport through mindful listening and speaking, 2) improve accountability within peer-to-peer collaboration, and 3) evaluate their impact on others and community.

In all, I can say with confidence that the tools and principles taught by Arbinger can benefit any group of educators and students. As intended, the workshop experience is “deeply transformative,” “immediately practical,” and adaptable for the ESL classroom.

To learn more, please visit www.arbinger.com.

References

About the author: Sadie M. M. Nitta is a current MA in TESOL candidate and Graduate Assistant at Hawai`i Pacific University. She has experience teaching English as a Foreign, International, and Second Language at universities in Japan and Hawai`i. Her main research interests are corpus linguistics, sociolinguistics, and peace linguistics.
No matter how much you encourage intermediate and advanced ESL skill level students to be active class participants, there might still be some teeth pulling or a symphony of crickets during a discussion. Exhausted of incentives and bribes and wanting to try another way? Might I offer a simple tool that will boost participation in class discussions: The Outline.

We are all familiar with the outline. We use it to write essays, take notes, and organize information. But it can also be used as an instrument for our English Language Learners to increase confidence in speaking and become active participants in class settings. Having a tool to help in the discussion process provides some training wheels that, with practice, once removed, the learner will breeze through and enjoy the ride.

With that, let’s dig a little deeper and talk about our minds and thought processes for a bit. Native English Speakers organize information in a linear fashion. Events, explanations, descriptions, and opinions, all begin with some sort of general idea and are then broken down into bite-sized pieces, all directly connected to the main idea. On the other hand, many English Language Learners organize information in a circular fashion. Instead of bite-sized pieces directly pointing toward the main idea, stories, examples, and concepts that seem completely off-topic are woven together in a beautiful patchwork of thoughts that make up a whole. Native English Speakers deem this type of organization as chaotic or irrelevant and feel that the ELL is not fluent. But all it is is the difference in organizing thought.

The outline shows clearly how NES organizes information. The basic thought pattern in American culture is three. If you look at the structure of a paragraph or an essay, it is broken up into three: Introduction, Body, and Conclusion. Within the body, there are usually three reasons. Within each body paragraph, three details support the reasons. Remembering the fundamental rule of three is key to understanding and communicating with Native English Speakers.

In textbook readings, class lectures, and homework assignments, information is organized in a linear style, thus having students know about the outline is beneficial. Having the learner practice taking notes in an outline fashion will boost their confidence in comprehension. When the student can identify and decipher the thought pattern of NES, they can follow along with their notes and understand the format of the lecture or discussion and raise their hands with confidence to add to the conversation.

Having used this method in my classes, the learners are eager to participate and can sustain a single topic with valid supporting details. They can articulate not only what was in a reading or previous lectures, but the discussions are lively and engaging with a high-quality level of participation. Give it a try!

About the Author: Lorraine Lucrecio teaches English as an International Language at her alma mater, Brigham Young University – Hawai‘i, and incorporates cultural strategies into her lessons. Her interests include exploring new places, all types of live music (especially reggae), and vintage Hawai‘i thrifting.
A wider recognition of the colonial past as associated with English-speaking nations in the past decades, is impacting the educational approaches to teaching English as a foreign language (TEFL) around the world. While the effects and consequences of cultural and linguistic hegemony of the English language among speakers of Indigenous languages are still vivid, the idea that a decolonial overturn of the pedagogical premises and foundational beliefs that made English language teaching a colonial practice is within sight.

An Overview

The 2019 United Nations General Assembly Resolution for the 2022-2032 International Decade of Indigenous Languages has marked numerous initiatives to vindicate and revitalize these languages in a global effort. One of the challenges to the revival and support of these languages has been limited government support in various nations. Many educational and linguistic policies in many formerly colonized countries promote a national language and in most cases a prominent international language, such as English, to have access to commerce, science, and technology opportunities. In this situation, oftentimes schooling in local indigenous languages does not receive government financial support. These languages are seldom part of their national curricula. Furthermore, there is a prevalent lack of social incentives to continue using Indigenous languages beyond their family circle. Specialists in language preservation have hit the alarm and equated this situation to linguistic genocide.

Fortunately, many more speakers of indigenous languages are becoming increasingly aware of what needs to be done to ensure that their languages survive and thrive in their communities and nations. Schooling in these Indigenous languages to achieve first language literacy holds the potential to be a tremendous opportunity for them to accelerate multilingual literacies and multiliteracies in their national language and the chosen international language in their countries. In the case of English as a foreign language, many speakers of Indigenous languages are already motivated to learn this language. For them, the role of English as a tool to gain access to higher education, travel, and better job opportunities is undeniable. It is in this context and given the oppression and lack of resources that indigenous languages have suffered for centuries, it is essential to reconsider language teaching approaches and considerations to strengthen trilingualism and even plurilingualism. Being educated in an Indigenous language, a national language, and an international language gives these speakers an asset that has been undervalued and ignored for a long time. Using the learners’ home language (s) or national language in learning English as a third

(Continued on page 11)
and foreign language needs to be an accepted pedagogical practice. By giving these languages an equal footing in national language policies and TEFL practices, trilingual and plurilingual individuals stand to gain solid ground to establish their ethnic, national, and international identities.

Being able to communicate effectively in two, three, or more languages is a manageable educational goal for Indigenous students when teaching methodologies and school curricula are supported equally. The most important change in national policies is that speakers of Indigenous languages as their first language need to receive deliberate academic support, not only from members of the school faculty and their local community but also from their second and third language teachers. Whether English is the second, third, fourth, or fifth language, the local English teacher needs to be aware that first language literacy skills, grammatical literacy, and cross-linguistic interaction need to be solid in place to accelerate and support bilingualism, trilingualism, or plurilingualism.

**Brief Literature Review**

Julian Edge edited a comprehensive collection of essays that dissects the professional role that TESOL has had in presenting hegemonic discourses in and outside countries where English is a second or foreign language (2006). The case is made of the complicity of TESOL in globalization processes of empire-building practices predominantly in the 20th Century. The question of what English language teachers should do when learners are intrinsically hurt...
The Decolonial Turn in TEFL to Speakers of Indigenous Languages (Part 1)

by colonial language teaching practices is posed and answered stating that raising awareness of such practices is urgently needed. It is in the context of this collection of essays that the use of non-judgmental discourse is essential: Colonialism and imperialism as factual phenomena need to be acknowledged to proceed to make amends. Reframing EFLT is then possible as a collaborative effort to change directions and reconvene objectives, methods, and even values.

Decolonizing TEFL requires critically questioning “education approaches that “prioritize white, western thought” and “the displacement of indigenous and non-standard language varieties” implemented in formal schooling (Macedo, 2019, p. i). Donaldo Macedo, a critical language theorist, assembled the collective thought of applied linguists and world/second language education scholars to “interrogate” methodological practices to well-established beliefs among teachers of English and other colonial languages (2019). In this logic, remaining silent is a form of complicity that would perpetuate imperialistic linguistic practices according to Michel DeGraff in his Preface to Macedo’s book (Macedo, 2019, p. xxii). An example, writing on the topic is Claire Kramsch who describes two seemingly opposing forces in foreign language education: globalization and decolonization. Favoring linguistic and cultural processes of decolonization are supporters of translinguaging, translingual practices, and multilingual (multicultural) pedagogies that detach “standard languages from their national cultures.”

Globalization views foreign language learning of national (colonial) languages as a means to access resources and tools to thrive in neo-colonial, neoliberal world order (as cited in Macedo, 2019, p. 50).

Hearing voices from the periphery, the so-called Global South can validate TEFL practices that come from the ground up. Wallace Rodrigues, Francisco Edviges Albuquerque, and Michol Miller at the Universidade Federal Do Tocantins in Araguainá, Brazil, investigated Indigenous teachers’ contributions to the development of ELT methodology and curricula that focuses on their communities, cultures, and traditional knowledge (2019). In their pedagogical framework, Indigenous teachers are “decision-makers in the development of ELT curricula and instructions in their roles as experts on the local knowledge and practices in their Indigenous contexts, and thus the possibility that subaltern Indigenous learners of English can be heard becomes more tangible” (2019, p. 13).

The Decolonial Turn in TEFL has started by raising awareness that there is a great deal to implement national educational and linguistic policies that can not only undo the effects of an imperialistic past but also that hold the promise to reestablish the prominent role of Indigenous languages as the mother tongue of underserved minority communities. Once TEFL can implement practices that promote first language literacy in Indigenous populations, ELT outcomes can be expected to thrive in a way that does not minimize or threaten indigenous cultures, identities, and languages. Teaching English as a Foreign Language to Speakers of Indigenous Languages (TEFLSIL) methodologies need to be adjusted to each nation’s context and circumstances.

**TEFLSIL Methodologies**

There are several current language teaching methodologies, approaches, and frameworks of foreign language teaching that can be used when English is the target language for speakers of Indigenous languages. I grouped five of them that specifically focus on (marginalized) students’ language learning needs and
consider the value of minority languages as an essential link to a postcolonial educational experience. This is not an exhaustive list, nor are all practitioners or theorists included.

Supportive Teaching Approaches and Methodologies

1. **Pedagogical Translanguaging**: This approach values and reframes the use of translanguaging (using the home language, the national language, and English, the target language) as a valid cross-linguistic resource in instructed-language settings. Translanguaging expands on a learner’s language learning repertoire by validating minority languages, such as Indigenous languages, in the postcolonial English language classroom around the world (Cenoz & Gorter, 2022; Paterson, 2021).

2. **Social Justice and Critical Pedagogies**: There are various lines of research and teaching practices based on the awareness that language teaching has an oppressive impact on the cultural identities of underserved language learners. In the case of Indigenous populations, their ethnic, racial, and socioeconomic backgrounds are put into question when English is presented as an imperialistic dominating language. These pedagogies shift the focus to local communities, autochthonous cultures, knowledge, and values when using English as a language for communication (Clemente & Higgins, 2008; Gorter, Zenotz & Cenoz, 2014; López-Gopar, 2016, 2019; Makhanya & Zibane, 2020; Shin, 2006).

3. **Differentiated Instruction Approaches**: There are various systematic ways to adapt the curriculum, adjust goals, and modify activities that can meet the needs of language learners with different (linguistic and educational) backgrounds. By keeping attune with a learner’s abilities and areas to develop, TEFL can facilitate the learning processes of learners of various capacities that are placed together in a classroom (Blaz, 2016).

4. **Multilingual Multiliteracies Pedagogies**: Literacy skills in a first language have been found to be transferable to a second or third language. Cross-linguistic literacy strengthens a learners’ ability to develop multiliteracies. Raising awareness of such assets can benefit plurilingual Indigenous learners in the development of more sophisticated literacies (Lavoie, Sarkar, Mark, & Jenniss, 2012).

5. **Learner Autonomy Approaches**: As a consequence of colonialism and imperialism cultural models that give prominence to western thought, there is a need to deconstruct an assumption that successful language learning could only be accomplished by having teachers who were native speakers of English, preferably White Anglo-Saxon Protestant outsiders. This seemingly incorrect idea undermined learners from Indigenous communities to feel empowered to learn on their own. Compounding this problem, many of these learners live in rural, sometimes isolated communities where all sorts of learning resources are limited and where the expectation has been that only a teacher could be the source of knowledge. TEFL2SIL should include learner autonomy strategy training adequate to the particular circumstances of the school and local community.
What Decolonial TEFLSIL Looks Like

TEFLSIL frameworks should vary depending on their implementation by ELT instructors who are also speakers of indigenous languages. These frameworks are possible if Indigenous languages are vindicated as the *sine qua non* of plurilingualism for the 21st Century. National language policies, curricula, teacher training, and materials development need to prioritize schooling in the local indigenous languages in their communities. Formal schooling can then embrace national languages and the chosen international language(s) with a decolonial turn in language education. According to Tim Marr and Fiona English (2019) this is the moment to rethink TESOL in diverse global settings because teachers, educators, and education ministries are living in a time of change. While globalization is losing strength, national and local identities are gaining force. This is why education policies need to favor minoritized languages, in particular Indigenous languages that have survived centuries of cultural imperialism.

References


**Pedagogical translinguaging.** Cambridge, UK: Cambridge University Press.


About the Author: Gonzalo Isidro Bruno has published in the field of metacognition with a special focus on trilingual and multilingual education and virtual study abroad. He has a doctorate in language education from Indiana University. He is currently an instructor and International Programs Coordinator at the University of Hawai`i Outreach College.
Hawai‘i TESOL and TESOL Ukraine have had an official partnership for 20 years! The official Partnership Agreement was signed by representatives of both affiliates during the TESOL 2002 Convention in Salt Lake City.
Since September 2019, we have included a profile of a TESOL Ukraine member in each issue of The Word. The purpose of this column is two-fold: to meet members of our sister affiliate and to get to know more about the area where they work and live in Ukraine. You can read past profiles and more about the history of the partnership in previous issues of The Word found on the Hawaii TESOL website (https://hawaiitesol.org/).
For more information about TESOL Ukraine and past issues of its newsletter, visit the TESOL Ukraine website (http://www.tesol-ukraine.com/). TESOL Ukraine is also on Facebook.

About the Author: Sally La Luzern-Oi is a liaison for Hawai‘i TESOL / TESOL Ukraine.
For the first column of the 2022-2023 academic year, we are profiling Dr. Serhii Petrenko, Editor of the TESOL Ukraine Newsletter. He is a professor at an architecturally beautiful university in Kyiv, the capital of Ukraine. Serhii has taken part in a number of interesting professional endeavors. Hawai`i TESOL members who attended more recent TESOL Conventions might have crossed paths with him there.

Name: Serhii Petrenko

Institution: Taras Shevchenko National University of Kyiv

Please tell us about your institution.
Taras Shevchenko National University of Kyiv is a classical university and the leading academic and educational higher institution in Ukraine, founded in 1834 as the University of St. Volodymyr. It was named after Prince Volodymyr the Great, the ruler of Kyivan Rus from 980 to 1015, and who continued the process of Christianization. The construction of the well-known “Red building” started in 1837, designed by architect Vincent Beretti.

At the beginning of its activities, the university had only the Faculty of Philosophy, with two Departments: History and Linguistics, and Physics and Mathematics. Now there are 12 Faculties (of Chemistry, Computer Science and Cybernetics, Economics, Geography, History, Information Technology, Mechanics and Mathematics, Philosophy, Physics, Psychology, Radio Physics, Electronics and Computer Systems, and Sociology) and 11 Educational and Scientific Institutes (of Biology and Medicine,
In 1834 only 62 students were enrolled, now there are more than 32,000 students.

**What is your position at this institution?**

I work as Associate Professor at the Foreign Languages Department for the Faculties of History and Philosophy, and teach ESP (English for Specific Purposes) and EAP (English for Academic Purposes) for philosophy, history, public administration and political science students. When I prepare for my classes, I try to find and incorporate relevant authentic tasks, so that students can study not only systems (phonology, grammar, vocabulary and discourse) or develop English language macro-skills (speaking, writing, listening and reading), but also try to develop Core skills (or 21st century skills), which are inevitable in today’s life.

**Please tell us something about the city where your institution is located.**

My alma mater is located in the heart of Kyiv, the capital of Ukraine. The university buildings are scattered throughout the whole city. The Red, Yellow and “Green” (that is how Taras Shevchenko Park is sometimes named by students, where they can play truant) buildings are located in the downtown, whereas the majority of faculties and university campus are in the city’s residential districts.

According to the legend, the city’s name is derived from the name of Kyi, who together with his brothers Shchek and Khoryv, and their sister Lybid founded it the 5th century. Some hills and a river in Kyiv are named after them. Here’s a monument of the city’s founders.

At 4 o’clock in the morning on the 24th of February, 2022 Russia (*deliberately written in lowercase) started to bomb the city, similarly as Nazi Germany (*deliberately written in lowercase) had started to bomb Kyiv at 4 o’clock in the
morning of the 22\textsuperscript{nd} of June, 1941. Luckily, the former didn’t have an opportunity to capture the city, and were forced to leave its suburbs (Bucha, Irpin, Hostomel, etc.) in the end of March 2022. We hope that Ukraine will liberate all its territories soon.

What are your professional interests?
In 2014 I presented my PhD. thesis in Germanic languages titled “Genres of literary criticism of present-day English-speaking media discourse: communicative and cognitive approach”, where I analyzed the informative, analytical and evaluative characteristics of literary abstracts, literary reviews, literary commentaries, features, interviews with the author and customer reviews, as well as the selection of communicative strategies and tactics, axiological peculiarities, speech act representation, vertical context and intertextual elements there.

I also completed all three Cambridge Delta Modules, and obtained the Cambridge English Level 7 Diploma in Teaching English to Speakers of Other Languages, and completed the Online Teacher Training Course in Critical Thinking for English Language Teaching Curriculum (University of Oregon). I’ve participated in various conferences, workshops, seminars and trainings on linguistics and ELT methodology, particularly at TESOL Conventions in 2016-2019 in the U.S. In 2016 I was a Mevlana Academic Staff Mobility Programme Instructor at Duzce University (Turkey).

What are your personal interests?
My hobbies are traveling, playing chess and running half marathons and marathons. I usually combine traveling with running competitions. I remember my last trip to the U.S. in 2019 when I participated in and presented at the TESOL International Convention in Atlanta, Georgia, and then I ran a marathon there. Luckily, both events happened in one week.

I’ve also volunteered at UEFA football championships, musical festivals, and even at Taste Washington Event (it happened at the weekend after the TESOL International Convention in Seattle finished, where I participated, too).

How long have you been a member of TESOL Ukraine?
I’ve attended TESOL-Ukraine conferences since 2017. I like the idea that the conference takes place in different Ukrainian cities each year. It’s another opportunity to travel and explore new regions and cities. In addition, you can discuss English language methodology with professional instructors and teacher trainers, and learn new teaching tricks.

My main responsibility in TESOL-Ukraine is to prepare our online Newsletter. Besides, it’s great to help organize teacher trainings and workshops for English school and university teachers in Ukraine. One of the latest projects dealt with Basics of English as a Medium of Instruction, where the experienced TESOL-Ukraine members provided lectures for instructors of Taras Shevchenko National University of Kyiv who wanted to teach their courses in English (e.g. in the fields of Economics, Law, Mathematics, Psychology, etc.).

What else would you like to add about yourself or your work?
The process of teaching in 2020-2021 dealt with adapting to COVID-19 restrictions. We, as teachers, tried to adapt to new ways of teaching online and Zooming. In 2022 we have tried to adapt to teaching during the war times. I believe that the new teaching approach may soon appear titled something like, Teaching in Emergencies, and we’ll write books about it, or share our experiences.

Since the war started in February 2022, almost 300 schools and higher educational institutions in Ukraine have been destroyed, more than 2,000 damaged. A lot of schoolchildren and university students have moved to western regions of Ukraine or abroad. I believe we’ll return to normal life and studies in
Can you suggest a website where Hawai`i TESOL readers can learn more about you, your institution, or your region?
Some websites about my university and its history can be found here:
https://www.univ.kiev.ua/en/#geninf
https://www.univ.kiev.ua/en/geninf/history/
Information about Ukraine before and during the war can be read here:
https://ukraine.ua/
Some photos of destroyed cities, towns and villages because of war are found here:
https://360war.in.ua/en
August 24 was Independence Day in Ukraine. It also marked six months since the Russian invasion of Ukraine. We asked TESOL Ukraine colleagues if they would be willing to share their experiences of teaching during war. Here are seven of their stories.

Olga Zelinska has a PhD in linguistics and is an Associate Professor in the Foreign Languages Department of Yaroslav Mudryi National Law University in Kharkiv, Ukraine. Olga teaches general English and ESP, coauthored several textbooks for students mastering law, and is always eager to communicate with colleagues and gain new knowledge and experience. She has been a TESOL-Ukraine member since 1995. (ozelinska12@gmail.com)

Reflections on War-time Teaching in Ukraine

I am writing on September 1, 2022, the first day of school. This day is usually one of the brightest days of the year in Ukraine and Kharkiv, that is often called the Ukrainian capital of students. More than 300,000 students lived in the city with a population of 1.5 million people before the war. It is the New Academic Year and Day of Knowledge with lots of smiley faces, flowers, and excited students wearing their new clothes in the streets, schoolyards and university campuses while reuniting with friends and exchanging summer impressions.

I am writing on February 212, 2022, day 190 of the war (normal ended on February 24, 190 days ago which makes today, September 1, 212. Many Ukrainians including journalists use these dates to follow the sad timeline). Sirens are wailing all over the city. Today the streets, school yards and university buildings are empty in Kharkiv. More than 110 out of 200 schools and several universities in the city are ruined by Russian missiles and bombs. We have passed the six-month mark of the Russian war against sovereign democratic Ukraine. At 4 o’clock in the morning on February 24, 2022 Russians started artillery strikes and shelling of our city, killing people, ruining our homes, schools, universities. And since that morning they have been bombarding Kharkiv every night and day for half a year from their territory because our city is situated just 20 miles from the border with the Russian Federation.

Life stopped, 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. The most asked questions of our lives have become and still are, “How are you doing?” which got a wider meaning: “I am asking to support, make you feel better and help, we care and hope”.

After four weeks of an involuntary break, we went on with our classes. The students who used to be full of life and good humor, bright, vibrant, and ready to share jokes now became quiet, sad, and insecure. Before my first lesson during the war, a lot of questions arose in my mind: what should or should not be discussed at the lessons? Should I give them more or less tasks and home assignments? How can I support them emotionally? How will they be able to master the subject? 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.

When we renewed classes and realized life had to go on, everyone wanted something normal: ordinary classes with familiar exercises and tests. We were trying to cope, support each other, interact, distract from terrible events when we had Zoom meetings. We (students and I) were mutually supportive and patient. They always asked me if I was safe because I was staying in Kharkiv under missile strikes. 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 a more or less normal atmosphere for work. Some of the students had to contact me very early in the morning when they could go up some high hill to catch a signal or connection and send some of their work 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 XXI 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. My students grew up very fast emotionally, became more careful and attentive, and 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 from dangerous places, make decisions quickly, use and provide more resources, and support all productive ideas.

In our so troubled life we get much needed support and comfort from our colleagues and partners from Hawaii TESOL. They kindly provided Webinars in Solidarity with TESOL Ukraine engaging Ukrainian teachers of English in fruitful activities and discussions, creating the atmosphere of peaceful professional communication, and giving a boost to our emotional state. It was so normal and calming to see the familiar people on the screen and discuss issues concerning linguistics, literature, and methods of teaching. The webinars helped us concentrate more on teaching rather than devastating circumstances and enriched our teaching portfolios with low stress high impact materials. We are grateful to TESOL Hawaii partners for the fruitful communication, empathy, and encouraging words. Our special thanks to Sally La Luzerne-Oi for long standing communication and support, sharing ideas, and giving a hand in furthering our professional development.

We are grateful for all your support and hope for peace in Ukraine.

Half a Year of War: Digest of Insights

Dear readers,

Looks like it was yesterday, but it has been more than four months now since I submitted my profile as a TESOL-Ukraine member to the May issue of “The Word”. Four months of the war with sleepless nights, the sounds of alerts and shocking news from the front. Four months of reconsidering a lot of things – the time when we understood the real value of the simple phrase “How are you?” Four months of fear and despair among shelling, blackouts and ruins. And still, six months of HOPE that very soon this nightmare will vanish forever.

What are the insights from these four months? What has happened? How have we struggled through these four months?

Sumy

The city has recovered from the initial shock. It keeps living its everyday life. A lot of people have come back home. Many businesses have come back. Even traffic jams have come back! But it is the ruins of the bombarded houses, new graves in the cemeteries, and the sounds of artillery shooting in the city outskirts that constantly remind us of the war.

Sumy State University

Unfortunately, the six months of war have become times of great losses for Sumy State University. On August 31, at the traditional staff meeting held annually before the new academic year starts, the Rector said that many of our students will never again come to the university classrooms. He didn’t even say how many…

But Sumy State University keeps working, planning, and moving forward. In fact, it never stopped working, planning, and moving forward. This half a year of war has been marked by very significant successes and achievements.

• The number of students enrolled in a variety of University study programs hasn’t fallen down dramatically, and most of our foreign students (1840 out of a bit more than 2000 at the beginning of the war) have stayed with the University, which is a positive sign.
• Several new study programs for Bachelors and Masters have been licensed and launched.
• Sumy State University has significantly improved its position in some international rankings, e.g. QS, Times Higher Education, Webometrics.
• 100 new projects for distance learning have been developed and implemented.
• The University has subscribed to Coursera and Udemy platforms, which resulted in 1893 and 851 new learners respectively who have got free access to quality international academic MOOCs.
• Sumy State University has bought more than 1000 ZOOM licenses to enable academic staff to work online effectively in an unlimited mode.
• During the war months, the University scholars published 105 articles in the SCOPUS-indexed journals.
• A record number of international grant applications have been successful: 11 “Jean Monet” Erasmus+ projects submitted during wartime have received financing, and so has a very prestigious European Union “Horizon Europe” program.

These are just some statistics. But behind each of these and many other figures I haven’t quoted there stand personalities of people who made these figures at extremely challenging times thus writing the war history of their Alma Mater.…

You can follow all the news about the life of Sumy State University here:

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My professional self
Like my city, I have also recovered from the initial shock, and for me, these four months have turned into a time of fresh challenges, fresh insights, and fresh plans for the future. The summer appeared to be rich in a variety of events.

- I am very much grateful to the TESOL-Ukraine’s sister affiliate Hawaii TESOL, and Sally La Luzerne-Oi personally, who were the first to support our Ukrainian TESOL community by providing a series of fantastic webinars: each of them reminded me of life “before” and brought new senses into my life “after”.
- I remember being a member of the plenary keynote speakers team at the NAFSA spring conference “Educate, Advocate and Innovate with Peace and Aloha” which was held online on April 30 (April 29 local Hawaii time). A team of Ukrainian teachers of English representing four universities (Sumy State University; National Academy of National Guard of Ukraine, Kharkiv; Taras Shevchenko National University of Kyiv and Dnipro University of Technology) were invited to share their insights from “Teaching Practices at Times of War and Uncertainty in Ukraine”. My part was on “The Grammar of War”, and when I saw tears of support in the eyes of colleagues from far-far away, I was so touched, and I even forgot that it was around 3 am in Sumy.
- Then May came, and it brought the joint project with TESOL-Italy “Sharing Contexts Across Cultures”. New webinars, new ideas, new professional insights again. And a new challenge – leading a workshop «TESOL in a Ukrainian setting: QUO VADIS?» on May 6. A couple of sleepless nights, but “all is well that ends well”.
- Now I’m designing the professional development program “Building Assessment Skills of Ukrainian EFL teachers”. We planned it within the framework of TESOL-Ukraine activities for March-May 2022, and 63 participants applied. But the war changed the schedules, and we hope to host the program online later this year in October-November. Another challenge, but this is what keeps us alive and fit.

My personal self
I won’t change much from what I said previously in my profile.
- Thank God, I AM still ALIVE. I keep living and keep working.
- I am lucky to live in a house that hasn’t been bombed and destroyed, where my whole family can come together and sit at a dinner table.
- I am the mother who never abandons hope that her two grown-up sons will come back home safe, and who still keeps praying 24/7 when they drive to the front volunteering.
- I am a happy (though still greatly worried) granny whose grandkids are now at home, and who are my greatest love, my endless source of energy, and my biggest spring of inspiration and hope.
- But, above all, like millions of other people, I am now even more proud to be a UKRAINIAN! I am even happier now than four months ago to be a citizen of the country whose wisdom, unity and collective courage have become a synonym for freedom, independence and strong will, which is so much admired worldwide!
- And I AM confident that future looks bright despite the dark nightmare we all are living through now!!!
TESOL Ukraine Spotlight: Teaching During War


Teaching Experience at a Time of War Ukraine 2022

The year 2022 started happily: the New Year holiday, dreams, plans, work. Yeah, there was a kind of anxiety in the air. Some journalists warned about the possibility of war. But we didn’t believe it. Is a full scale war possible in the 21st century? Nonsense!!!

But in the morning of February, 24 we were woken up by explosions and shelling. It was so difficult to accept the fact that we found ourselves in a real war.

Tanks, heavy military trucks, cars with special holes for machine guns, machine gunners ready to shoot were rushing along the streets of our city. A lot of people were at a loss.

But teachers had to pull themselves together. And we’ve done it. My colleagues didn’t conduct lessons in schools, universities and educational centers. It was dangerous to concentrate a big number of students in one place. So we shifted to totally online. And there was a variety of options for how to organize the work.

Here I’m sharing my experience. It took me a couple of days to evaluate the situation and figure out ideas for supporting my students. As a tutor and an English teacher at the language center, I proposed to my students to continue studying online. I took into account that some of my students had left the city in search of safe places, some lost internet access, some parents lost their jobs and possessions – all the families unexpectedly found themselves in a difficult financial situation. And everyone experienced fear. I remember that body tremor and horrible stomachache caused by fear. I thought about the feelings of my students. And I got an idea to conduct free lessons, consulted my husband, and he supported me.

I started, and I realized that my lessons should be different from typical ones. They should distract children from the war. We played, sang, did sports, watched cartoons, and drew. It turned out that children were eager to attend our meetings. So I started conducting 18 lessons a week. I even worked on Saturdays and Sundays. I was inspired not by philanthropy. The real reason was the desire to escape thoughts about the war. And it worked! Our cooperation was mutually beneficial: I supported the children and they supported me.

In summer our meetings were less frequent, but we didn’t quit. I announced a pause because of the beginning of the new school year, which is very unusual and challenging.

I’ve gained a rich technological and methodical half-year of experience so far. So, now I am sharing it.

It is logical that my lessons were mostly entertaining, and as a result I used popular sites for formative assessment which my students considered to be just games. I am thankful to designers and developers of the sites. Take a look at a kind of review of resources I used.

Kahoot! used to be among our favorites before the war. In the classroom students looked at the big screen and worked on their gadgets. But the situation has changed during war time: some students had poor internet connection, and as a result they couldn’t send answers on time. Another challenge we faced was playing Kahoot involves two gadgets. But the majority of my students had only smartphones. Yes, it is possible to divide the screen in two parts. But the pictures appear to be quite small.

Quizlet - very helpful for individual work giving a variety of options for learning and practicing new words. And in the classroom it brings excitement, competition and tempo. Additional bonus – it is resistant to poor internet.

Pear Deck from Google provides tons of templates adopted to class activities such as reading, spelling, drawing, matching, SEL activities. The most precious aspect of Pear Deck for me as a teacher is
anonymity of answers, which promotes students’ confidence, helps to cope with the fear of making a mistake in public which is a great problem in post-Soviet countries.

Wooclap helps involve everyone in classroom activity. Like Pear Deck, it allows the teacher to observe the involvement of every student in the class. And it takes a teacher even less time than Pear Deck.

Baamboozle was a magic wand at the periods of connection problems. I shared my screen and my students looked at it and chose cards with questions. A great advantage of Baamboozle is providing games for any activity a teacher can imagine: speaking, vocabulary, grammar, physical exercises, etc. Our favorites were scavenger hunts and optical illusions.

Gimkit – an amazing site which managed to combine assessing language skills with IT and entrepreneur skills, and critical thinking development. Unfortunately the players were often thrown off by a poor internet connection. As a result we used it only from time to time. The children demanded variety, and I looked for resources.

Genial.ly, Vooks, Pear Deck, card factory, Quizzziz, templates for Jeopady games, Voki, Learn Hip, etc. A lot of free resources are provided by BBC and Cambridge. Special thanks to Oxford University Press for giving Ukrainian teachers a free access to almost 200 interactive books of different levels.

Have I got any results? Sure. Playing games helped my students develop, first of all, speaking skills. They broadened their vocabulary, practiced grammar in chants and now use them easily. I should confess that great progress was achieved by younger learners. As for the students of the secondary school, they were reluctant to do some difficult tasks. My goal was to keep their interest of learning, review the knowledge they had, and provide some development.

On behalf of all my colleagues I express the gratitude to all the countries and learning sites for support of Ukraine. It is very important for us to feel ourselves a part of the big world.

BUT YOUR SUPPORT HAS AN UNEXPECTED SIDE EFFECT. The matter is the invaders have blocked Ukrainian internet providers and forced us to switch to theirs. So, now we are “Russians” for all the computers in the world. A lot of countries and sites banned Russian users. As a result, we, that is people living in occupied territories, can access learning resources only via VPN application (virtual private network). And it causes definite difficulties. The situation is even worse because of Russia’s conflicts with Facebook and Google. Neither works in Russia. Zoom is also unavailable for us without VPN. We, Ukrainian teachers, have a sad feeling of losing contact with this wide world.

Have no doubts about our victory. Can’t wait to participate in different international events for teachers, meeting my colleagues from all over the world, and meeting happy students.
Wartime made some of my colleagues move to western regions of Ukraine or abroad, but I managed to stay in Kyiv all the time. My family didn’t want to go anywhere, so we decided to stick together and even shared our house with some friends. I’m in the same position as before the war, and the requirements are as tough as in previous years. Our university officials expected us to continue working as usual, which created a competitive atmosphere. Thinking about meeting the requirements at work relieved the stress of everyday challenges, especially during the first weeks of war, when we could see and hear the missiles flying in the sky, the explosions, when what we did was check the news and figure out what the situation was in Kyiv.

For the Russian army, Kyiv was the number one target, according to the war experts. Luckily, I live in a relatively safe community, which wasn’t under occupation like Bucha or Irpin. When I had to go to the center of Kyiv in March, I was shocked by what I saw – blocked streets, check points, closed shops and offices. It was another city, completely different from what I used to live in. Sirens, signs “Danger, mines”, deserted streets, for me it was a city from a horror film. Now Kyiv looks better because of those people who plant flowers, open coffee shops, sell fruit and vegetables in open markets.... They make our city come alive.

Working during the war as before the war was challenging but possible. Honestly, our life in Ukraine will never be like before the war. What we had to do was emergency teaching. Experiencing teaching through Covid-19, we needed a couple of weeks to adjust to our new life and then to restart the second semester. It wasn’t about new projects, rather continuing the old ones, which was not easy to do. I participated in a couple of events organized by TESOL-Ukraine, as well as by my department, where I shared my experience of teaching during wartime. Our colleagues from different countries demonstrated their support and understanding, and it was really helpful.

A new academic year 2022-2023—I have mixed feelings about it, being hopeful and pessimistic at the same time. What I know is that our students need us, teachers of English, during these difficult times. Glory to Ukraine! Glory to heroes!


Profile Update during Times of War

Just a few thoughts on the 180th day (written on August 22) from badly wounded but courageous Ukraine.

There are no radical changes so far, as there is so much pain, grief, so many deaths and wounds, but the community spirit is still VERY high in Vinnytsia. Today is the 180th day of this unprovoked barbaric war and being part of the huge volunteer army is an absolute must for the vast majority of people in Ukraine and abroad.

In addition to the support Vinnytsia volunteers provide for the needy people and the refugees, many citizens have realized that to do their best in their workplace is part of the step-by-step movement to post-war normality for the community and for the country. Undoubtedly, doing what you are good at makes a basis for stable psychological and social backgrounds and shapes prospects for healing emotional and physical traumas.

We believe it operational to think big and positive about the future. The discovery of true Ukrainian identity came as
a kind of surprise for many, but now after six months of the war fatalities, atrocities, shelling, sorrow and grief, Ukrainians feel more united than ever.

What is more, the people here have learned the hard way to appreciate the bravery of our courageous military men and sincere eagerness of civilians to help those in need, to do small acts of kindness to children, strangers, animals. We know that every word of support matters, that every smile can make a difference and that every day is a time of opportunities. But the most valuable lesson of all is the pride we take in the strength, love for freedom and inborn kindness of our great nation!

Sincere thanks to all the kind people who support Ukraine in these tragic times! Slava Ukraini and her Heroes!


Profile Update during War

I have loved teaching for the past 32 years, so I was devastated when I learned I would have to quit my job at Vinnytsia Institute of Trade and Economics because I am in Romania now. Then I learned I still had a job there but in a different capacity! Being a human being, I do suffer every minute of my existence for my country, for my people and for the human disaster endlessly going on, even right now. Personally, I am happy to stay away from war horrors in safe Romania with my family.

At present I am a fulltime babysitter for my 3-year-old grandson and a mixture of tutor and mentor for my 13-year-old son, who is going to ‘enjoy’ his third school year online. Hopefully, he will be able to socialize in real life afterwards.

However, my professional and personal interests stay and expand. I read a lot of books on psychology, literary criticism, and classical literature trying to find the answers to numerous questions as history repeats itself. I am studying Spanish and Romanian, doing morning exercise and praying. I also have private lessons for Ukrainian refugees, which is challenging and demanding. The students I taught last year are now all over the world – Europe and North America, so I am really happy to know I helped them to get adapted to new cultures.


Profile Update during War

I'm still teaching at the university and own the Educational Centre "Interclass," but everything has changed greatly. In the Educational Centre, we had six very difficult months - the number of students dropped because many fled from the war, and English textbooks were not what they put into their suitcases. Most teachers volunteered to teach students even as they were fleeing the war, settling in new places, and had no money to pay for English lessons. However, many kids attended online classes, too, as many of them admitted it "felt like home." We had some money saved, luckily. Most of it we either donated for the Ukrainian Army or used for paying salaries to teachers at Interclass. To somehow fill this awful emptiness from the war inside my body, I started a new project - Bilingual English-Ukrainian School (BISS).

I have undertaken a new project—the bilingual school. We had this idea for a long time, but decided to start implementing it now, when all schools in Kryvyi Rih will be working online. The idea is to use the Integration Synthesis System (aka Interclass System) for teaching all subjects, not English only.

Here are some important points of the ISS:
- information is grouped into categories and presented

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in concept maps and conceptual schemes;  
- grammar is studied functionally, so that students could use it for various models of speaking;  
- all curriculum is spiral - we teach not in blocks, but in bits, which are expanded from year to year.

From the summer preparatory course we understood that this system works marvelously with all subjects, so this academic year we're going to implement it.  
Kryvyi Rih is only 40 km from the front line and it has changed dramatically. We have estimated 25,000 IDPs (Internally Displaced Persons), who fled to Kryvyi Rih from Russian occupation. You can see them in long lines to get humanitarian aid, and in groups of people - whole families of parents, kids and grandparents together, during working hours, walking around the city. It doesn't look festive; it looks very sad.

Some days ago I was volunteering to distribute donated clothes to IDPs, and many people did not want to take warm coats. They were superstitious and wanted to get back home in the fall. We all hope they'll be able to see their ruined villages as soon as possible.

Many people notice that Ukrainian cities are very clean now - cleaner than they used to be. Ukrainians value their places so much more now, and do everything to make them comfortable.

Global Service Corps, an International Volunteer Community Service since 1993, has launched the Ukraine Refugee Support Service-Learning Program to address the needs of the estimated 12-14 million internally and externally displaced Ukrainian refugees. Global Service Corps has partnered with several Ukrainian NGOs, including TESOL-Ukraine. Surveys distributed by these partner organizations indicated that many refugees were interested in conversational English training “as a means of addressing trauma and improving mental health” in their new communities where they don’t know the local language. The first English conversational workshop was held in July. More are anticipated. To learn more about this organization or to possibly volunteer as a conversational English mentor, go to this site. [https://globalservicecorps.org/ukraine-refugee-support-service-learning-project/]
The idea to create a board game for improving communication skills came to my friend three years ago. At that time she used to visit different speaking-clubs in Kyiv to keep her English on a good level, because she lacked permanent practice and needed English for work and traveling. She was not satisfied with the speaking clubs she visited mostly because of the choice of topics and the boring routine. Then she contacted me, shared her ideas and together we came up with the idea of creating a board game “Pick & Speak” specially for speaking clubs.

The implementation of the project took a bit longer than we expected because of lockdown and COVID-19. When we registered a trademark and got a patent and started to conduct our first speaking clubs, the war broke out in Ukraine, but we decided not to give up and went on with the project.

“Pick & Speak” is an innovative and unique language learning project in the format of a board game that has no analogues. If you are studying and need language practice or teach a language and are looking for ways to make classes even more interesting and useful for your students, then the game "Pick & Speak" will come in handy.

The goal of the game is to improve communication skills for players and overcome the language barrier. “Pick & Speak” develops “small talk” skills, helps you learn to keep up an interesting conversation and ask relevant questions.

As we have noticed, the game has a great social effect!

Topics are formed in such a way that participants can share their stories, interesting experiences, preferences and knowledge from various spheres of life, expanding the horizons of each other's worldview, and become confident interlocutors. The game is suitable for people with average, above average and advanced language skills, as well as for teenagers and adults.

Target audience: high school and university students, visitors of speaking clubs, language school students, corporate clients. It’s really useful that it is an educational game because it can be only conducted by a mediator (teacher).

The game set consists of: box, playing field, dice, chips, cards with questions, pickcoins (game currency which the winner has to collect), and hourglass.

What is the hourglass used for?
As a teacher I know that some students (even not taking into account their speaking skills) can talk for half an hour on some topic, while other students (even with a good level of English) just give short answers, it just depends on their temperament. That’s why we decided to use an hourglass - you need to talk no longer and no less than 2 minutes. And this really works.

I hope this information was useful for you and you would like to know more about “Pick & Speak” - a board game created and produced in Ukraine (pickandspeak.com.ua).

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What Being a TESOL-Community Member Means

By Raisa Istomina

April, May and June 2022 were rich in meetings with our foreign colleagues and gave us, Ukrainian teachers of English, tangible support in this very difficult time for every person in our country. Thanks to the series of on-line webinars under the umbrella term “Sharing Contexts Across Cultures” delivered by our colleagues from TESOL-Italy we got vitally important information and practical advice on how to cope with difficulties we all faced unexpectedly and how to teach reducing stress. Gina M. Petrie and Janine J. Darragh in their presentation “Trauma-Informed Teaching: Strategies to Support Teachers” shared the “secrets” what and how to do that. Also, the colleagues presented webinars on other important topics. Professor Kurt Kohn shared techniques on how to help foreign language learners to make the target language their own. His colleagues, Neil Mercer, Sarah M Howell and Lisa Kester-Dodgson demonstrated effective ways of speaking skills development. Moreover, Neil Mercer introduced a new term for many of the participants: “oracy.” The Speak for Change report [1] defines oracy as “our ability to communicate effectively using spoken language. It is the ability to speak eloquently, articulate ideas and thoughts, influence through talking, listen to others and have the confidence to express your views.” [2]

Sharon Hartle and Valeria Franceschi in their webinar “ESP for the 21st Century: Providing a bridge between university and the workplace: English for Professional Purposes at the University of Verona” and Mike Mayor in his presentation “Skills for the Future: Preparing students for life after formal education” focus attention on the following questions: “What are the skills of the future that will ensure their place in tomorrow’s job market?; and Is it the place of ELT teachers to be teaching these skills?” [3] We understand that CLIL and EMI will be on the top of the most effective approaches in preparing competent specialists in all spheres of social life in the nearest future. TESOL-Ukraine community in the project TESOL-Italy with TESOL-Ukraine was represented by Olena Ilienko, Lilia Kuznetsova, Maryna Tsehelska, Iryna Zuyenok, Oksana Chugai, Lyudmyla Hnapovska and Serhii Petrenko. They all shared their ideas of developing and improving English language teaching in Ukraine and raising students’ motivation in learning English. Olena Ilienko informed us about the history of “Teacher Development Institutes in TESOL-Ukraine”, Liliia Kuznetsova introduced the topic of 2022 “How to Teach Post Millenials” and Maryna Tsehelska shared the results of the first TESOL Ukraine Institute “that was to be completed on February 24, the first day of the war, but its participants got a chance to present their projects only two months after.” [4]

Thanks to the Hawai`i TESOL and TESOL-Ukraine Joint Project “Hawai`i TESOL Webinars in Solidarity with TESOL-Ukraine,” Ukrainian teachers of English had a chance to get mostly new and extremely necessary information on how to teach in challenging circumstances. From Mark Wolfersberger’s and Jean Kirschenmann’s webinars the participants got interesting ideas how to teach the “unteachable” and how to use these categories in speech, written or oral, and how to foster students’ fluency in speaking English with quick

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What Being a TESOL-Community Member Means

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progress and low stress.

Sam Hume and Sally La Luzerne-Oi used extracts from fiction and famous people’s biographies for teaching English. And Joanne Powell shared the lessons and resources which help to improve language proficiency for English Learners (ELs) or Multilingual Learners (MLLs). The presenter used Pear Deck online tool to demonstrate how to share your “own resources and lessons with other teachers worldwide to leverage shared expertise, save time & collaborate for the betterment of our EL or MLL students!” [5] Sam Hume chose Harry Potter for teaching reading, writing, and enriching vocabulary. Sally La Luzerne-Oi’s choice was biographies. The designed activities such as Mini-Lecture, Building the Biography, Piecing the Biography Together, Experts and Researchers help teachers to engage language learners in active participation. Answering the question “Why are biographies naturally suited for language learning?” the presenter stated that “biographies are a form of story and storytelling.” Also “biographies are typically organized in transparent sections.” And what is more “each new experience with a biographical text provides another opportunity for recycling language.”

And it is worth mentioning that not only serious topics were in focus; there was time for humor. “Using a Touch of Humor to Enhance Language Lessons” webinar delivered by Sally La Luzerne-Oi totally absorbed the participants’ attention. The presenter stressed that “humor builds positive atmosphere in the classroom and helps to build bridges between a teacher and students.” Everyone realized that “humor can decrease student anxiety and stress.” The presenter designed extremely interesting activities using mostly authentic materials. Teachers can use funny pictures and signs, cartoons and comics. Jokes

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and puns as well as proverbs and quotes are also good for language learning. And there are some slides from the above-mentioned presentation to demonstrate that “humor encourages creativity.” [6]

Meagan Abrahamsson who is currently the English Language Resident for America House Kyiv in the joint project of RELO Kyiv & TESOL Ukraine in her presentation “Project Based Service Learning” shared the ideas of importance of educating the youth in order to be able to implement knowledge and experience into real-life situations, and the webinar “Conversation & Career Development” was devoted to “some of the best ways to motivate students in the classroom.” They should think about the purpose of their visiting “career development clubs” in the EL Classroom. An autonomous student-centered classroom is the steppingstone to their own success, both in learning and in career development.

Then to answer the question from the title of the article, we may state that being a TESOL-community member is to be ready to support, encourage, motivate, and engage each other in exchanging thoughts and ideas in every-day format and especially in challenging circumstances. Also, it is great that our colleagues from other countries realize the reality we have been experiencing here, in Ukraine, and they all express their solidarity with Ukrainian teachers of English through empathizing. Shared and received experience in foreign language teaching and learning is valuable for all the participants and the presenters. We thank everyone who has been supporting Ukrainian teachers!

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What Being a TESOL-Community Member Means
I work at three private universities in Tokyo. In early 2020, teaching changed abruptly to online and like other teachers, I had to adapt quickly to Emergency Remote Teaching. Nworie reminds us that it is important to acknowledge that there is a difference between well-planned and developed online courses or distance education programs and the eclectic methods cobbled together hurriedly to meet the urgent demands of the situation. Nevertheless, the lessons learned from the experience should not be discarded. (Nworie, 2021)

I would like here to reflect on some challenges I faced over the last two years, changes I made to my teaching and what I can take forward from the experience.

Almost all of my courses are first- or second-year English courses in Speaking, Listening and Reading and Writing. The universities I teach at are quite academically focused; the students’ levels range from A2 to C1, and most are conscientious about their studies. Confidence in using technology, however, varied significantly from university to university.

Many of my methods were problematic at the outset of the ERT period. Being used to correcting written work on paper, I used only email for receiving student assignments. This caused confusion and delay in receiving, correcting, and grading. When carrying out tests I sent question papers and accepted answer sheets through Zoom Chat File Transfer: this was frequently chaotic. During group activities, there was a lack of communication between teacher and students and between student group members. Student engagement suffered in this very teacher-centered learning environment: a result of my lack of preparedness for remote teaching.

Scagnoli, Buki, and Johnson (2009) commented that “when instructors venture out of the traditional classroom to engage in online teaching, they acquire new skills and competences” (p. 115). In my case the acquisition of these new competences was arduous but ultimately significant. As I got advice from colleagues grappling with the situation, I started to change my methods. The first change was to stop assigning and accepting work by email and to start doing so through my schools’ Learning Management Systems. Doing this made it much easier to keep track of who was submitting work and whether it was on time, which in turn saved a lot of wasted time and mistakes. I could and should have been using this method pre-Covid, but it took the upheaval of the pandemic to force me into updating.

Using dedicated online platforms for tests and quizzes was another major change. I experimented with Google Forms and subsequently Testmoz. Using either is far better than what I was doing before. No document submissions are required, students can get their scores immediately, mistakes in scoring are less common and are more easily fixed.

The most significant improvement over the last two years has been my adoption of Google Docs for group work and for solo tasks in which I want students to be able to see their classmates’ efforts. Initially, this came from a need for student groups to be able to collaborate more efficiently on projects outside of lesson

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time. Lacking the ability to see what other group members were doing (as this required multiple rounds of emails and/or online meetups), students would often be found to have duplicated work, to have written something at cross purposes with the rest of the group or not to have done the work at all. Google Docs is an example (like Google Drive and Slack) of what Batista, Santos, and Marques (2021) defined as “Collaborative Technologies” (CoT) in their Taxonomy of Communication Technologies related to education (p. 486). As such, it gives group members the ability to work on one document on which any group member can see in real time any changes others have made. This enables them to avoid contradiction and redundancy. It also allows the teacher to supervise in and outside of lesson time. These have led to a faster writing process and improved final pieces.

As well as groups, Docs works well for solo classwork assignments; for example, I have had all the students in a class each write a paragraph on a textbook topic as coursework, all in the same Google Doc. This allows them to see how their classmates are attempting the task, enables the teacher to make edits and suggestions in real time and also makes peer-checking simple to do. This is an example of Docs as the type of “arena” for clarification identified by Stone and Perumean-Chaney (2011): “The experience of teaching online enables instructors to devise varied strategies for the submission of course work and provides additional arenas for the instructor to clarify misunderstandings in a forum in which all students can participate” (p. 398).

In the period 2020-22, I succeeded after some struggle in improving my online teaching in the ways described above. However, what is most important from those two years is what I can take from them going forward.

All three changes - usage of schools’ LMS, online testing and Google Docs - can be incorporated into face-to-face classes, and I have already started to do this. These are easier to include now than they would have been in 2019 because of updates forced by the pandemic: almost all students now have access to laptops and bring them to school every day, and a greater number are competent and confident in using technology for schoolwork.

I think the adoption of Docs has had the greatest effect in raising the standard of lessons, because it creates a more student-centered learning environment. It also answers the need for what Gillett-Swan (2017) has identified as “a platform that can effectively encourage and develop a sense of community online amongst the students and with the facilitator while also extending their skills, confidence and capabilities utilising the online form” (p. 27). It offers this whether used in the classroom, online or alternating between the two (as has been the case with some courses recently). In every context it allows students to communicate and collaborate smoothly with each other, requiring less teacher input. Others have found their participants to have had a similar experience to mine: “In their transition, the majority of the participants noted their teaching role changed to more of a facilitator since teaching online” (Andrews Graham, 2019, p. 150).

While the teacher is needed less, the online nature of a Docs document does allow them to advise when necessary and enables easier student-teacher dialog outside of lesson time. The combination of greater student-centeredness and more frequent, on-demand teacher feedback has had a beneficial effect on student engagement in several writing and presentation projects. My experience with this mirrors the case of a participant professor in the Scagnoli, Buki, and Johnson (2009) research who found that his experience of learning how to teach online went from teaching what felt like “an elaborated
correspondence course” at the
beginning to “facilitating the
interaction within the student
cohorts and the sharing of
projects” as his online
competence improved (p. 122).

These have been the major
gains to my teaching and, hopefully, for my students from the
experiences of the last two
years. Going forward, I will
seek to “continue to discover
innovations supported by
technology and pedagogical
design to provide instruction
that is socially and emotionally
supportive and flexible enough
to adapt to a wide range of
student needs.” (Pelletier et
al., 2021, p. 7) These are very
likely to be online, collaborative, and student-
centered.

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Inquiry pedagogy refers to teaching and learning that help students explore language learning materials through questioning. It is student-centered, and it is important for English language teachers and learners. It helps teachers design and deliver higher thinking questioning. It helps students learn, communicate, and develop their thinking skills. There are different models of inquiry pedagogy such as the six-stage cycle and the 5-E model. Questioning is a key technique for inquiry pedagogy; there are different categories and types of questions that could be used in language classrooms. There are some tips for teachers to design and implement inquiry teaching and learning.

Inquiry pedagogy refers to teaching and learning that engage students into thinking of different questions and key challenges. Collins (1987) thought that it is both a cognitive educational theory and a teaching practice. It is based on using questioning to present and deliver language teaching materials. Language teachers use different questions to develop students' higher thinking skills while they learn in classrooms or online. Students develop language, discussion skills, active listening, collaboration, information and communication technology, presentation and reporting skills while they practice inquiry. Inquiry pedagogy helps to get and maintain students' attention. It helps develop students' vocabulary and structures. It helps students communicate, be engaged in question-answer interaction and explore different cultures and challenges. It helps students go beyond vocabulary and grammar memorization. It helps develop students' linguistic and communicative skills. Inquiry pedagogy makes teachers facilitators. Teachers raise different questions for students to think and learn. They provide students with instructions, mentoring, support, help and feedback. They help students develop content-related questions and guide them throughout learning to answer questions. They design and deliver teaching and learning experiences that challenge students' critical thinking. They design and deliver sequenced questions that help fix key challenges. They help students explore and construct knowledge and use language. They regularly assess different students' learning. Inquiry learning makes students co-learners as they work to find, construct and share knowledge. Tsui (1995) thought that questions are a very important aspect of classroom talk. Students discover knowledge and generate rules based on examples. They apply rules to new contexts and go through daily life situations.

There are different models for inquiry teaching and learning such as the six-stage cycle and the 5-E model. According to Llewellyn (2002), the six-stage cycle consists of inquisition, acquisition, supposition, implementation, summation and exhibition. In the inquisition stage, there is a question or a challenge that is stated to be explored and answered. In the acquisition stage, there is brainstorming to explore the possible procedures. In the supposition stage, students develop statements or hypotheses to explore and test them. In the implementation stage, students design and implement their plans. In the summation stage, students collect evidence and draw conclusions. In the exhibition stage, students share and communicate their results.
According to the 5-E model, there are five phases of inquiry instruction; they are engagement, exploration, explanation, elaboration, and evaluation. In the engagement phase, teachers help students develop curiosity by asking open questions and raising key challenges. In the exploration phase, teachers help students explore language learning materials. Students work with each other while teachers observe, monitor, ask questions and scaffold. In the explanation phase, teachers encourage students to share and communicate what they have explored and learned. Teachers help students use their knowledge. In the elaboration phase, students connect their new knowledge to real-life contexts. Teachers help students learn and apply what they have learned. In the evaluation phase, teachers assess students' learning. They give constructive feedback. They help students assess their learning. They encourage students to learn how they have learned and to think of thinking.
Walsh (2013) thought that there are two types of interactions: (1) Teacher – Learner Interaction and (2) Learner – Learner Interaction. There are different approaches and techniques for developing both types of interaction. Questioning is a key interaction technique for inquiry teaching and learning. There are different categories and types of questions that develop inquiry pedagogy: closed and open-ended questions. Closed questions usually begin with question words; they require short and fixed correct answers such as (Where is London?). Open-ended questions usually begin with (why) and (how); they require longer and different correct answers such as (Why do we need water?).

According to Long and Sato (1983, 1984), there are two types of inquiry questions in language classrooms: echoic and epistemic. Echoic questions are used to check comprehension (Do you all understand "happy"?), request clarification (What do you mean?) and check confirmation (Did you say "they"?). Epistemic questions are used for display purpose (What is the opposite of "early"?), referential purpose (Why didn’t you do your homework?), rhetoric purpose (Why did I do that?) and expressive purpose (The book is interesting, isn't it?). Different types of questions help develop lower and higher thinking skills. They help to develop critical thinking and meta-cognitive or thinking of thinking skills. To use questioning in language classrooms effectively, teachers should think of question delivery, engagement of students into teaching and learning processes and use of different aids and resources. They should plan different types of questions that develop students' thinking skills. They should ask questions that meet different students' learning needs and interests; they should give them opportunities to think and respond. They should avoid judging students' responses at some different points of inquiry teaching and learning. They check students' responses and encourage them to develop higher thinking skills.

In order for language teachers to use inquiry teaching and learning effectively, there are different things to take into consideration while designing the inquiry pedagogy. Teachers design behavioral objectives; they build upon their understanding of students' abilities, interests and cultures. They help students go through the inquiry processes. They design teaching materials; they make sure they provide students with varieties of appropriate materials. They design questioning strategies; they develop different types of questions that challenge students' curiosity and critical thinking. They design teaching and learning strategies; they make learning objectives and activities clear for students to learn and assess. They make use of students' individual, pair and group work flexibly. They design how they assess the inquiry teaching and learning processes and products; they use different techniques to assess students' learning before, during and after learning through observations, questions, projects, presentations and other in-person and online techniques.

To implement inquiry teaching and learning, language teachers start the inquiry process they have designed. They promote students' dialogue using different questioning strategies and types of questions. They conduct smooth transitions between small groups and classroom discussions. They give regular and constructive feedback; They deliver oral, written, verbal and non-verbal feedback that meet the learning styles and capacity of different students. They monitor students' learning, intervene to make concepts clear and make sure students understand language learning materials. They model scientific steps, procedures and attitudes to help students go through inquiry learning. They help students use their
experiences to develop and communicate new knowledge.

To conclude, inquiry pedagogy helps teachers or facilitators and students or active learners experience different approaches of teaching and learning. Teachers use questioning to develop students' thinking skills. Students go through certain stages or phases to explore learning materials, answer questions, experience challenges, communicate and learn.

References

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