



2023 TESOL-Ukraine National Convention

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

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

Book of Convention Papers

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

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

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

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

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

SOCIAL-EMOTIONAL LEARNING OF ACADEMIC SUBJECTS AT TERTIARY LEVEL

Liudmyla Babii,
Olha Datskiv (*Ternopil, Ukraine*)

The integration of social-emotional learning (SEL) into academic subjects has become increasingly popular in recent years, as educators recognize the importance of supporting students' emotional and social development alongside their academic progress. While SEL has traditionally been associated with secondary education, there is growing interest in applying SEL principles and practices to tertiary-level education. In this paper, we will explore the potential benefits of incorporating SEL into academic subjects at the tertiary level, drawing on empirical research and practical examples to support our arguments.

Research has shown that SEL can have a significant impact on students' academic achievement, as well as their social and emotional well-being (Millett, 2020). SEL is based on the key components of emotional intelligence and encompasses a range of skills, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills are critical for success in both personal and professional contexts, and can help students to develop resilience, empathy, and positive interpersonal relationships (Jones & Kahn, 2017).

In higher education, the integration of SEL into academic subjects can help to create a more supportive and engaging learning environment. By fostering a sense of belonging and connection, SEL can promote student retention and academic success. It can also help to prepare students for the demands of the workforce, where social and emotional skills are increasingly valued alongside technical expertise (Millett, 2020).

There are a variety of ways in which SEL can be integrated into academic subjects at the tertiary level. One of the simplest activities which became particularly important is a daily check-in which might help teachers realize the learners' needs and the general emotional state of the group. For deeper analysis teachers can incorporate activities that promote self-reflection and self-awareness, such as journaling, mindfulness exercises, or reflective writing assignments. These activities can help students to better understand their own thoughts, feelings, and motivations, which can in turn help them to regulate their emotions and make more responsible decisions.

Another way to implement SEL is collaborative learning activities that encourage students to work together and build positive relationships. Group projects, peer feedback sessions, and small-group discussions are all examples of activities that can promote social awareness and relationship skills. Collaborative learning activities develop active listening skills and help to create a sense of community and belonging among students, which can be particularly important in online or hybrid learning environments.

Finally, teachers can use real-world examples and case studies in their lessons, which can help students to apply SEL skills in practical contexts. For example, instructors in a



business class might use case studies to explore ethical decision-making, while instructors in a psychology class might use role-playing exercises to practice empathy and active listening skills.

While the integration of SEL into academic subjects at the tertiary level can have numerous benefits, there are also some challenges and considerations to keep in mind. For example, teachers may need to devote additional time and resources to developing and implementing SEL activities and assignments. They may also need to provide additional support and guidance to students who are struggling with social-emotional issues. In addition, there may be cultural or disciplinary differences in how SEL is understood and valued. In such cases, teachers may need to advocate the value of SEL in their specific field, and provide specific examples of how SEL can support academic success and workforce readiness.

To sum up, the integration of SEL into academic subjects at the tertiary level can have numerous benefits for students' social, emotional, and academic development. By fostering self-awareness, social awareness, and responsible decision-making, SEL can promote resilience, empathy, and positive interpersonal relationships. Teachers can incorporate a variety of activities and assignments that support SEL, including self-reflection exercises, collaborative learning activities, and real-world case studies. While there are some challenges and considerations to keep in mind, SEL integration can help to create a more supportive and engaging learning environment for all.

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1. Jones, S. M., & Kahn, J. (2017). The evidence base for how we learn: Supporting students' social, emotional, and academic development. Aspen Institute. https://assets.aspeninstitute.org/content/uploads/2017/09/SEAD-Research-Brief-9.12_updated-web.pdf
2. Millett, C. M. (2020). Perspectives on social and emotional learning in tertiary education (Research Report No. RR-20-19). EducationalTesting Service. <https://doi.org/10.1002/ets2.12303>

WHY COOPERATIVE LEARNING FOSTERS LANGUAGE ACQUISITION IN WARTIME CLASSES?

Iryna Bielievykh (*Kamianets-Podilskiy, Ukraine*)

What if we took the time to review and list every activity capable of keeping the students focused even in the shelter while air raid? Many of these would be cooperative activities. Carefully structured activities have potential to equally engage both willing and reluctant language learners into exciting process of pair/group work.

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