VOICES OF COURAGE AND VULNERABILITY

Teaching English in a Society at War
(Ukraine 2022-2023)

Roxanna M. Senyshyn with Andrea E. Lypka (Eds.)

Voices of Courage and Vulnerability

Teaching English in a Society at War
(Ukraine 2022-2023)

Edited by
Roxanna M. Senyshyn
with
Andrea E. Lypka

SUNSHINE
TESOL PRESS

Contents

Meet the Authors

Yarnya Andrushko, Ph.D., Associate Professor, Department of Theoretical and Practical Psychology, Institute of Law, Psychology and Innovation Education, Lviv Polytechnic National University and an International Visiting Scholar at The Pennsylvania State University. Dr. Andrushko is studying research-based models of trauma to help people traumatized by the war in Ukraine and is the author of more than 90 scientific publications. She is a member of the National Association of Psychologists of Ukraine and American Psychological Association and a laureate of the regional prize to young scientists and researchers for scientific achievements.

Erzsébet Bárány, Ph.D., Associate Professor at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education in Berehove, Ukraine, teaches Ukrainian language and literature. Erzsébet holds a Ph.D. in Slav linguistics from Eötvös Loránd University, Hungary and is a regular invited reviewer of dissertations on Slav linguistics. Her main research interest is Hungarian loan words in Ukrainian literary texts. Currently, she is studying the impacts of war in Ukraine on tertiary students.

Oleksandr Bessarab, Ph.D., vice rector of V. I. Vernadsky Taurida National University on scientific and pedagogical activities and innovative development. Dr. Bessarab is a postdoctoral researcher in modern Arabic literature and teaches written and spoken English, modern literature of German speaking countries, theory and practice of translation from English, Basics of translation cursive. He is interested in literary science, Oriental languages, and education management.

Ostap Bodyk, Ph.D., is the Head of the English Philology Department at Mariupol State University, Ukraine, specializing in innovative English teaching technologies and designing high-quality distance courses. With over 150 academic publications, Dr. Bodyk contributes to the fields of Ukrainian and English philology, education management, and distance course design. He serves as an expert for the National Agency for Higher Education Quality Assurance.

Mitchell R. Bradford Jr., M.A., is an EAP Lecturer at the University of Waikato Joint Institute at Hangzhou City University. Hailing from Arkansas, he holds degrees in Foreign Languages from Southern Arkansas University and TESOL from Nottingham-Ningbo, China along with a DELTA. Mitchell has taught in the U.S., Guatemala, China, and online for the U.S. Department of State's English Language Program. He has published and presented research about EAP, virtual education, and Intercultural Communication and will be starting doctoral studies in 2024.

Katie Callahan Neginskiy is a teacher, education consultant, and non-profit founder. She has a B.A. in International Relations and M.A.s in Curriculum and Instruction and in Refugee Protection and Forced Migration Studies. She has taught in five countries and spent 15 years working in Education and Refugee Resettlement. She founded and directs the California based non-profit, the International Women's Resource Center, which provides education and community building programming for refugee and immigrant women.

Stuart Carroll, Ph.D., is an associate professor and co-chair of Elementary and Early Childhood Education at The College of New Jersey and a Virtual Educator for the U.S. State Department. Dr. Carroll has been working with Sumy State University in Eastern Ukraine since 2022.. He has a Ph.D. in Teaching and

Curriculum from Syracuse University and a M.A. in ESL, along with three B.A. degrees, and is interested in inclusive education and teaching as storytelling.

Márta Fábián, M.A., Assistant Professor at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education in Berehove, Ukraine, is an English language teacher and teacher trainer. She holds an M.A. in English philology. She has carried out investigations on online English teaching in both secondary and tertiary education in the Transcarpathian region of Ukraine. She publishes in renowned academic journals.

Olena Gryshchenko, M.A. in English Philology, Ph.D. in Linguistics, is an Associate Professor of the English Language and Communication Department at the Faculty of Romance and Germanic Philology at Borys Grinchenko Kyiv Metropolitan University in Ukraine. She has been teaching for 25 years and is the author of over 50 scientific works on discourse analysis, linguistic culture, and corpus linguistics. Her research areas include media discourse, corpus linguistics and psycholinguistics. She is interested in methodology of teaching English, unplugged and learner-centered teaching, and ICT.

Ilona Huszti, Ph.D., Associate Professor at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education in Berehove, Ukraine, is an English language teacher, teacher trainer and researcher. She holds a Ph.D. in language pedagogy from Eötvös Loránd University, Hungary. She teaches the course of Methodology of English Language and Literature Teaching. Her main research interests include teacher training, distance learning and language teaching online.

Olena Ilienko, Ph.D., is the Head of the Department of Foreign Linguistics and Translation at Beketov National University of Urban Economy in Kharkiv, Ukraine. She has extensive experience teaching EFL, ESP, and Academic English to both undergraduate and PhD students. Her research interests include EFL and ESP teaching methodology, higher education pedagogy, intercultural communication, and English as a Medium of Instruction (EMI). She is a co-author of several monographs and textbooks and has developed various tutorials and teaching materials. As the President of TESOL-Ukraine, she coordinates the association's activities and actively promotes its projects on the international scale.

Iryna Ivanova, M.A. in Applied Linguistics, is a teacher of English at Kropyvnytsky Lyceum Maximum in Kirovograd region. She has taught for 20 years. From 2013 until 2020 she was a counterpart at Peace Corps USA in Ukraine and in 2022 she was a voluntary teacher of English at UNICEF centers and a translator. Social Emotional Education is one of the tools she uses to support students in coping with the everyday challenges.

Renuka Karunaratne brings over 35 years of experience teaching English as a second language for academic purposes in elementary and secondary settings, for migrant adults, in-service and pre-service teachers, international students, and college students in Sri Lanka and the USA. Currently, she is an adjunct instructor in the English department at the University of South Florida. Since 2021, she has been a virtual fellow/educator in the English Language program in Ukraine. Additionally, she has held numerous positions within TESOL, including roles in the Awards Council, Membership Council, and the Proposal Review Committee.

Larisa Kasumagić- Kafedžić is an Associate Professor in the Department of English (Teacher Education and Language Pedagogy) at the University of Sarajevo (Bosnia and Herzegovina). She is the founder and President of the Peace Education Hub. Her latest publication *Peace Pedagogies in Bosnia and Herzegovina: Theory and Practice in Formal Education* (Springer, 2023) focuses on the importance of institutionalizing peace pedagogy in formal education and teacher training in Bosnia and Herzegovina.

Tetiana Konovalenko, Ph.D., is an Associate Professor and Vice-Rector at Bogdan Khmelnitsky Melitopol State Pedagogical University. An internally displaced person due to the war, her university has relocated to Zaporizhzhya. Her research explores technology in language teaching, student-centered methodologies, media literacy, and modern literature.

Alona Kovalenko, Ph.D., is an Associate Professor of the Department of English Language at the National University of "Kyiv-Mohyla Academy." She has been teaching EFL, English, and American Literature, Theory and Practice of Translation for more than seven years. Dr. Kovalenko's research interests include English teaching methodology, arts-based education, translation and interpretation issues, and linguistic and stylistic peculiarities of fiction and scientific literature.

Nataliia Kuravska, Ph.D., is an Associate Professor of the English Philology Department, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine. Dr. Kuravska is the author of more than 20 scientific works in CLIL and TEFL methodology, Cognitive Linguistics and Pragmatics, Lexical and Phraseological Linguistics.

Ilona Lechner, Ph.D., Associate Professor at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education in Berehove, Ukraine, is a German teacher and teacher trainer. She holds a Ph.D. in cognitive linguistics from Eötvös Loránd University, Hungary. She is author of the volume *Morality and linguistics: The metaphorical conceptualization of the concept of morality in Hungarian and German* (2023). Her studies have been published in Hungarian, German, English, and Ukrainian.

Iryna Liashenko, Ph.D., is an Associate Professor in the Department of Foreign Languages and Linguodidactics at Sumy State University. Dr. Liashenko teaches English for Academic Purposes to Ph.D. students, ESP, and General English, utilizing a social-emotional approach in teaching, and publishes and presents research. She serves as an expert for the National Agency for Higher Education Quality Assurance and is responsible for promoting internationalization and implementing best practices in higher education.

Andrea Enikő Lypka, Ph.D, is an EAP/ESP instructor, teacher trainer, and social media analyst with 15 years of teaching experience in Guinea-Bissau, Romania, China, and the U.S. She serves as the Publications Chair of the Florida Educational Research Association, editor for The Qualitative Report, and Past Chair of the Intercultural Interest Section TESOL and Sunshine State TESOL. Her experience as a Virtual Educator has shaped her teaching methodologies and broadened her understanding of global education practices. She is dedicated to promoting cross-cultural understanding and professional development opportunities for English language educators worldwide.

Tracy M. Mannon, M.A. in Applied Linguistics/Teaching ESL, has taught English learners of all ages and levels in the U.S., China, and Switzerland as well as done volunteer work in Peru and Ecuador. She currently teaches university students in Kharkiv, Ukraine, as a Virtual English Language Educator with English Language Programs. She is the author of *Travels With Tyler: A Mom's Journey With Her Aspie Son.*

Tetiana Marchuk, Ph.D., Associate Professor of the English Philology Department, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine. Authored and co-authored 5 manuals on EFL Methodology and teaching media literacy in the EFL classroom, and published over 30 articles and conference abstracts. Her latest projects are related to the implementation of media literacy education into the English language curriculum.

Oksana Moroz, Ph.D., is an Assistant Professor and Director of Writing at Messiah University. She pursued a doctorate in Composition and Applied Linguistics and an M.A. in TESOL as a Fulbright scholar at Indiana

University of Pennsylvania. Dr. Moroz's research delves around digital and gendered teacher and student identities, Wikipedia-based education, autoethnographic narratives, and language ideologies. She is an immediate past co-chair of the American Association of Applied Linguistics Graduate Student Council, an advocate for student-mothers, and a voice of Ukraine in Pennsylvania.

Kate Mueller, M.Ed, is currently a virtual educator at Vasyl Stefanyk Precarpathian National University with English Language Programs, a program of the U.S. Department of State. In addition to teaching, she founded a business dedicated to the development of workforce English resources to help adult refugee students. She has also created a health curriculum for English language learners with the Minnesota State Department of Health and has published student workbooks and teaching guides for English Language Development.

Serhii Petrenko, Ph.D., is an Associate Professor at the Foreign Languages Department for the Faculties of History and Philosophy of Taras Shevchenko National University of Kyiv, TESOL-Ukraine Newsletter Editor. He has obtained Cambridge English Level 7 Diploma in Teaching English to Speakers of Other Languages (DELTA), organized, facilitated, and participated in multiple projects, conferences, trainings, and webinars.

Iryna Ponomarets is an EFL teacher at Polohivskyi Lyceum №1 in Zaporizhzhia region. She is a teacher-methodologist, teacher trainer, and a conference presenter. She is a co-author of the online course for English Language Teachers, a Fulbright Teaching Excellence and Achievement Program Media Literacy Cohort Alumna, American English E-Teacher Program Alumna, Massive Open Online Courses for Teaching English to Young Learners facilitator, one of TOP 10 of Community Leads, a featured speaker in Community of Practice, and a Regional English Language Office Small Grants winner.

Karina Renee is a trilingual writer and an educator. She holds a M.A. in TESOL and has taught ESL/EFL in Asia, South America, and the US. She has also instructed courses in Eastern Europe that focused on utilizing storytelling in project-based learning. She currently teaches ESL to adults in a federal institution. While working as a Virtual English Language Fellow, she founded a community of practice to foster resource sharing amongst her peers.

Diana Sabadash, Ph.D., Associate Professor of the English Philology Department, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine. She has authored and co-authored seven manuals on teaching media literacy in the EFL classroom, TEFL Methodology and CLIL methodology, and published over 30 articles and conference abstracts. Her scientific interests include Linguistics, Cognitive-pragmatics, Translation Studies, Discourse Analysis, TEFL and CLIL Methodology.

Roxanna M. Senyshyn, Ph.D., is an Associate Professor of Applied Linguistics and Communication Arts and Sciences at Pennsylvania State University, Abington College. Her research interests span second/world/heritage language education, teacher identity, transformative learning, intercultural competence development, and multilingualism. Her work has been published in Intercultural Education, Journal for Multicultural Education, Journal of Transformative Education, and Journal of Intercultural Communication Research. She has been recognized by Abington College for her excellence in teaching with Outstanding Teaching awards in 2017 and 2023. Her current community work centers on advocacy for bilingual education in Pennsylvania and Ukrainian heritage language education in the United States.

Olena Shaparenko is a Candidate of Philosophical Sciences (2008) and a certified Associate Professor (2014). She works as an Associate Professor at the Department of Foreign Language Training, European

Integration and International Cooperation at the Ukrainian Engineering Pedagogics Academy in Ukraine and has more than 50 works in the fields of philosophy, philology, pedagogics, economics. She had received U.S.- Ukraine Awards for Excellence in Teaching English in 2002 - 2005.

Anna Sheremet, M.A., English teacher in V. I. Vernadsky Taurida National University. Anna teaches English as a second language, Business English, Introduction to Germanic Philology, Lexicology). Interested in following research topics in gender studies in linguistics, semiotics, psycholinguistics, conceptology. She is currently a Ph.D. student in Drohobych State Pedagogical University. Her research focuses on feminitives in functional and stylistical spheres of Ukrainian language.

Anastasiia Syzenko, Ph.D. in Philology, is an associate professor in the Department of Foreign Languages of the Faculty of Economics of Taras Shevchenko National University of Kyiv, Ukraine. In her capacity as teacher trainer with the British Council Ukraine she focuses on teacher professional development in teaching English for the New Ukrainian School state reform and, since the beginning of the war, on implementing trauma-informed strategies and practices in the learning process. Her research interests include internationalization of higher education, learning technologies and new developments in teaching English for Specific Purposes.

Galyna Tsapro, M.A. in English Philology and Ph.D. in Linguistics, currently serves as the Head of the English Language and Communication Department at Borys Grinchenko Kyiv Metropolitan University. With a teaching career spanning 30 years, Dr. Tsapro has imparted her expertise in English to students. She is the author of over 60 scientific works and has developed textbooks in Analytical and Critical Reading. Her research focuses on Discourse Studies, Gender, and Corpus Linguistics.

Maryna Tsehelska, Ph.D., is the Director of the Educational Centre "Interclass" and an Associate Professor at the English Language and Methodology Department of Kryvyi Rih State Pedagogical University. Her professional focus centers on cognitive methods of teaching English, which she develops and tests at the Educational Centre. Dr. Tsehelska is the author of several textbooks for English learners and actively integrates cognitive pedagogy into her teaching practice. As the Vice-President of TESOL-Ukraine, she supports English language teachers both within Ukraine and internationally through various projects and initiatives.

Vira Tymokhina is a senior lecturer of English in the Department of Slavic and Romano-Germanic Philology at Taurida National University in Kyiv. Vira is engaged in the method of studying the peculiarities of teaching Business English and ESP for students of economic specialties and defining criteria for evaluating the skills and abilities of presentational speaking in English. Vira is an active member of the admissions committee of graduate and postgraduate programs.

Andrii Verbovyi, an experienced TEFL teacher with over two decades of expertise, has dedicated 23 years to shaping minds at Chernivtsi Lyceum 6. Recognized as a national finalist in Future Leaders Exchange Programs and recipient of the Teacher of the Year award. Andrii's commitment to professional growth led him to become a certified teacher-trainer for the British Council Ukraine in 2016. A fervent advocate for world languages education, he continues to enhance his impact through active participation in international educational events.

Oksana Vysotska, Ph.D., is an Associate Professor at the Department of English Language and Communication, Faculty of Romance and Germanic Philology at Borys Grinchenko Kyiv Metropolitan University. Oksana has taught English to military professionals, diplomats, and teachers of English. She

worked for a higher military school, Donetsk National University, and Lviv Polytechnic National University. She is a Fulbright scholar and has participated in projects of the British Council in Ukraine, American Councils – USETI, and the Ukrainian Education Quality Assurance Centre.

Iryna Zuyenok, Associate Professor at the Department of Foreign Languages of Dnipro University of Technology. Having undergone special training in ESP: Curriculum, Syllabus Development, Course Design, and ESP Methodology, at Plymouth Marjon University and certified in ELT Trainer Development by the University of Exeter, she combines her teaching ESP with teacher training and material design. She is a facilitator in various organizations and a co-author of the National ESP Curriculum, an ESP textbook for engineers.

Olga Zelinska, Ph.D. in Linguistics, serves as an Associate Professor at Foreign Languages Department at Yaroslav Mudryi National Law University in Kharkiv. Her primary role is teaching English for Specific Purposes for post-graduate students. Dr. Zelinska has co-authored textbooks and manuals for students mastering Legal English. She is interested in the EMI approach in education, innovative methods of teaching English that provide psychological support to students, ensuring inclusivity and adaptability in the emergency.

PART II

ADAPTING AND FINDING MEANING IN TEACHING AND LEARNING UNDER EXTRA-ORDINARY CHALLENGES

Chapter 7

COLLEGE STUDENTS' ATTITUDES TOWARDS FOREIGN LANGUAGE LEARNING IN WARTIME IN UKRAINE

Ilona Huszti, Ilona Lechner, Erzsébet Bárány, and Márta Fábián

Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, Ukraine

———————————————

Introduction

The year 2022 presented significant challenges for Ukrainian tertiary education, still grappling with the aftereffects of COVID-19 when Russia's large-scale invasion prompted the introduction of martial law. Consequently, students were thrust back into remote learning, a transition as stressful as the initial shift during the 2020-2021 pandemic period (Huszti et al., 2021). The uncertainty surrounding the devastating war heightened students' anxiety.

Transcarpathia, the westernmost region of Ukraine and the site of our study, remained relatively peaceful, which influenced its selection for this research. Despite the absence of military operations, the region still experienced the war's physical and mental impacts. During the survey period, daily power shortages resulted in 11 to 16 hours without electricity, disrupting heating and Internet access.

To gain insights into how students at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education coped under martial law, their overall attitudes toward language learning, and the challenges they faced, we conducted a survey. We hypothesized that the war negatively affected students' language learning, with various distractions undermining their focus and fostering negative attitudes toward language studies. An anonymous online questionnaire was developed to probe these aspects. Findings revealed that students remained mostly optimistic, believing in the likelihood of wise decisions that would soon end the war. They expressed satisfaction with the use of Google Classrooms for each discipline, which significantly aided their study management. In-person teaching resumed in September 2022, and students appreciated the return to face-to-face classes, recognizing the effectiveness of direct interactions with teachers and peers in the language learning process and classes.

This chapter details the survey results, addressing the central research question: What are college students' attitudes toward foreign language learning during wartime in Ukraine?

Brief Insights from Relevant Research

Since the start of the war, several studies have been conducted to investigate its impact on higher education. Lavrysh et al. (2022) conducted their research with teachers at a university in Kyiv to survey how the war impacted the professional activity of 63 educators. They found that despite the severe circumstances, teachers did their best to provide quality education to their students.

An optimal solution for meeting the educational requirements in difficult or extreme circumstances (e.g., times of conflict or war) could be distance learning. Aranyi et al. (2022) concluded that the knowledge gained on distance education through emergency remote teaching during the COVID-19 pandemic might be of great value and use in contingencies like natural disasters or times of conflict. Such has been the situation in Ukraine since February 24, 2022. Boyko et al. (2021) consider that the rapidly developing distance learning technologies promise to be useful in Ukraine for providing quality training in tertiary education. They believe that teachers must be able to apply modern information technologies and "be psychologically ready to work with students in a new educational and cognitive environment" (p. 10).

Kornytska et al. (2023) write about the state in which Ukrainian tertiary education currently is, facing the new challenges posed by the ongoing war. They propose that at present, the asynchronous mode of teaching could be the most feasible in a significant part of the country because of the various factors impeding the educational process. Moreover, Banyoi et al. (2023) echoed Boyko et al.'s (2021) perspective, asserting the critical role of digital tools in implementing effective distance learning within the higher education landscape during times of war in Ukraine.

Methodology

To better understand our students' attitudes toward language learning during online teaching following the large-scale invasion on February 24, 2022, we designed a questionnaire to gather their perspectives on the topic.

Survey Tool. The online questionnaire consisted of four blocks of questions. We asked the participants to provide information such as age, gender, their major, year in the program, training modality, foreign language learned, and the number of years of learning it. In addition, we inquired about the students' location, since this was a factor that probably impacted the respondents' answers most. This introductory part was followed by three blocks of Likert-scale statements:

- Block 1 (16 questions) referred to the students' feelings towards the Russian-Ukrainian war in general.
- Block 2 (20 questions) aimed at the students' general learning experiences over the past year.
- Block 3 (18 questions) concerned their language learning processes over the past year (see Appendix for items in this block).

Students had to decide on a scale from 1 to 5 how much the statements were true for them, where 1 indicated 'not at all true' and 5 indicated 'completely true'.

In this chapter, we discuss our research findings from Block 3, which deals with students' attitudes to language learning during online teaching under martial law.

Participants and Demographics. Our online questionnaire was completed by 194 students, among whom 47 (24.2%) were male and 147 (75.8%) female students. Their age was from 17 to 24, or older (see Table 1).

Table 1
Age of Participants

Age (years)	17-18	19-20	21-22	23-24	Above 24	TOTAL
Number of students	44	87	31	7	25	**194**
Percentage (%)	22.7	44.8	16	3.6	12.9	**100**

Table 2 shows the various training modalities the respondents participated in at the time of the survey.

Table 2
Modes of Course Delivery

| Training Modality	Percentage of Student-Participants (%)
Daytime (full-time students)	58.7
Correspondence (part-time students)	33
Both	8.3

There were 114 (58.7%) daytime (full-time) students, 64 (33%) correspondence (part-time) students, and 16 (8.3%) of them studied in both training modalities, majoring in two different subjects. Students learned either English (156 students—80.4%) or German (38 students—19.6%) as a foreign language. The language choice depended mainly on which language they had been learning prior to their college studies at the secondary school. The time they had been learning these languages varied from six months to more than 15 years.

Our respondents also provided information on where they were located since the outbreak of the Russian-Ukrainian war. Thus, 128 students (66%) stayed in Transcarpathia, whereas 24 students (12.4%) lived abroad. Forty-two students (21.6%) stayed partly in Transcarpathia and partly abroad.

Findings and Discussion
Factors Influencing Students' Attitudes. Motivation is a key factor influencing the efficiency of language learning (Tomej, 2022). Unusual circumstances can lead to a loss of motivation, both integrative and instrumental. For this reason, the first survey question aimed to determine whether students were able to maintain their motivation or not. Results revealed that more than half of the respondents (52%) retained their motivation despite the unusual circumstances. The largest segment of respondents (36%) indicated they had not lost motivation, selecting the *completely disagree* option for the first question. Sixteen percent disagreed with the same question. However, there was a considerable proportion of hesitant responses (25%). The two lowest responses were *agree* (15%) and *strongly agree* (8%), indicating that only 23% felt demotivated to varying extents. Figure 1 shows a summary of the results.

Figure 1
Students' Motivation
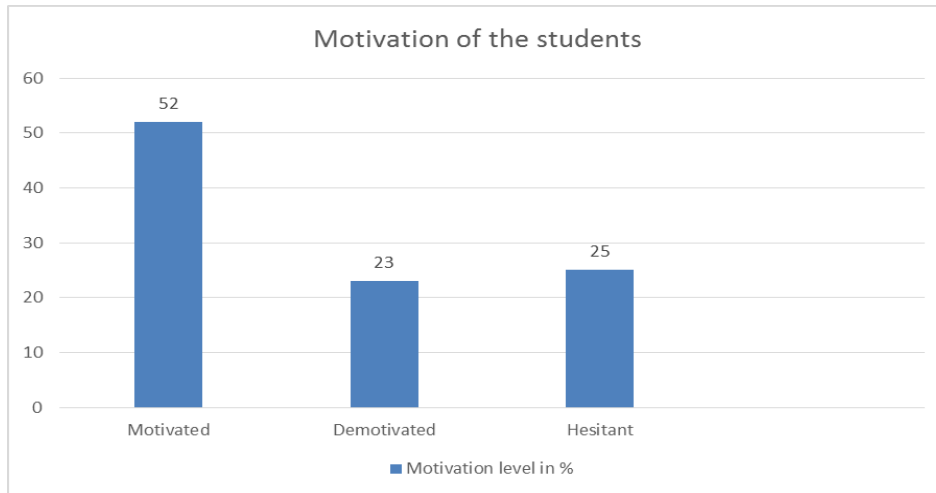
Among the essential conditions for learning are safety and peace. The next survey question explored whether external circumstances influenced respondents' attitudes towards language learning. A significant portion of participants (23%) reported that their current circumstances do not affect their attitude towards language learning at all. Similarly, 20% of the students who agreed with the question felt unaffected by today's conditions. The proportion of hesitant responses was high again (22%). In total, 35% felt that the wartime situation impacted their attitude towards language learning, with 21% agreeing and 14% completely agreeing with the statement.

Language Learning Results. We sought to determine if students believed they had achieved better results in language learning before the war. The highest proportion of responses was hesitant (27%). Twenty-three percent completely agreed, and another 16% agreed that they had better results before the war, totalling 39% who felt this way. Twenty-two percent completely disagreed with the statement, indicating that the war had no detrimental effect on these language learners. Additionally, the war did not negatively impact the 12% who disagreed. These students continued their language learning despite the more challenging conditions. Figure 2 illustrates the results in percentages.

Figure 2
Perception of Language Learning Outcomes
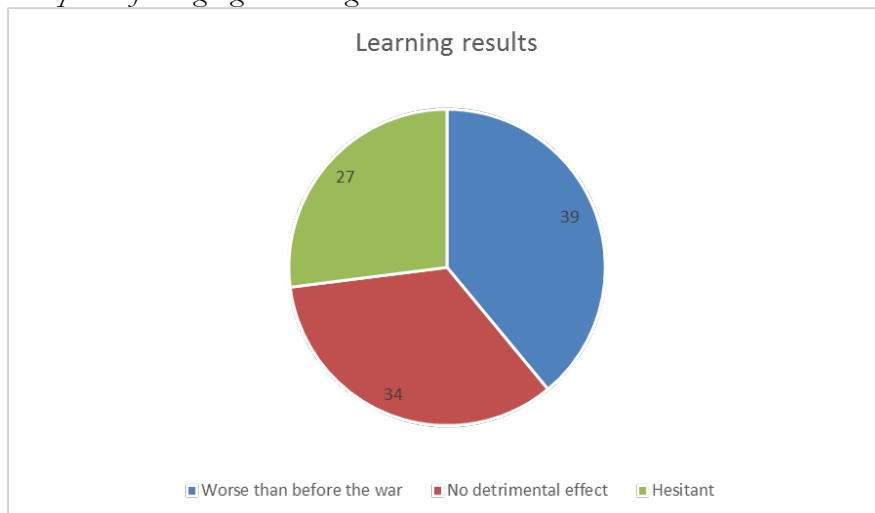
Figure 3
Effectiveness of Learning
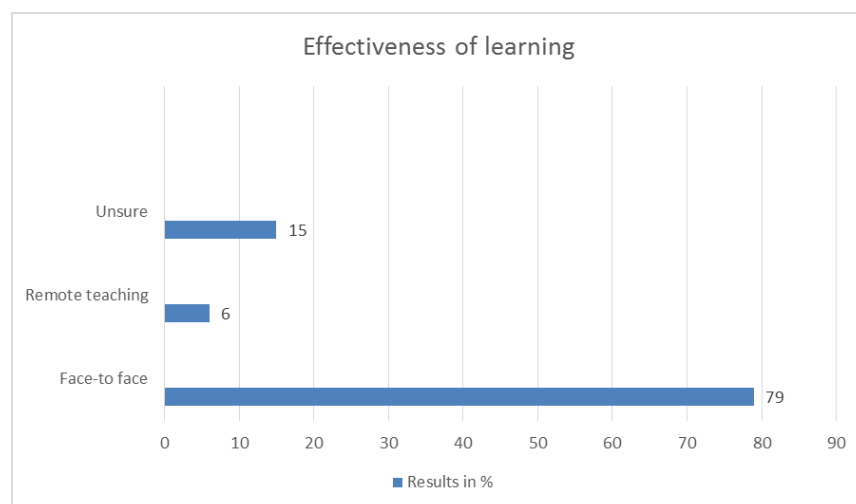
Interaction in Language Classes. Interaction among students in language classes was the focus of the next question. During the period when language learning took place online, forty-seven percent found this interaction with fellow students to be difficult and missed the realistic situations for practicing the language that are usually present in face-to-face class settings. Twenty-six percent were undecided, and 27% disagreed with the statement, indicating that this type of interaction did not hinder their progress in language learning.

Language Skills Development. More than 50% of the students noticed that during the language classes, their teacher encouraged them to talk to each other in the foreign language, for example, by prompting dialogues and discussions. However, a little more than 20% of the respondents did not perceive this at all. More than a hundred students (55%) welcomed the teacher's encouragement of dialogue between them. Nonetheless, 25 students (18%) did not like this idea. Almost 30% of the students were neither positive nor negative about this question. About 58% of the students believed that they mostly spoke only when the teacher asked them, whereas 16% disagreed. However, 26% of the students could neither agree nor disagree with the statement. Exactly 37% of the students stated that there was often awkward silence in the online language classes, which they found unpleasant. On the other hand, about 40% of the students did not observe such inconvenience during the class and were not disturbed by it.

About 22% of the respondents fully agreed that their speaking skills developed at a slower pace during distance learning due to fewer opportunities for oral practice in the online class. An equal share (26%) either agreed or disagreed, and the same number felt that the statement was not characteristic of them. Regarding reading comprehension, opinions were approximately equally divided. Only 7% believed that physical presence clearly had a positive effect on the development of reading comprehension, while 15% somewhat agreed. Exactly 28% were undecided about the necessity of physical presence during reading comprehension, 21% somewhat agreed with the necessity, and 29% were confident that they could practice alone, for which physical presence in the language class was not necessary. According to 27% of the respondents, listening exercises were more successfully completed in distance education because they could listen to the text as many times as they wanted. Approximately a third of the respondents (35%) were unsure about this statement, while 12% said that the distance learning opportunity did not influence the success of the listening exercises. The number of those thinking that the statement was not typical of them was low (6%). Regardless, students could look up unfamiliar words; they did not need to ask the teacher. However, some still preferred

to rely on the teacher to explain what a word meant in a particular context, especially when the primary meaning of the word was not the one in use. The written assignments were corrected by the teachers in Google Classroom, and in some cases, they provided their students with comments. According to 27% of the respondents, the feedback clearly had a positive effect on their development, while 32% said it was somewhat positive. A quarter of the participants were undecided about the statement. The same proportion of the students (8%) did not feel a significant improvement due to the comments or did not notice any positive effect.

Around 30% of the students claimed that they did not have enough time to write essays properly because too many tasks had to be submitted in writing. They admitted that they often used an online translator to save time. Approximately the same percentage of students (30%) stated the opposite; that is, they always managed their time well to cope with the written assignments and did not use an online translator. Slightly more than 40% of the students stated that in online classes, they developed all language skills equally. About 18% of the respondents disagreed that their language skills were developed evenly during distance learning. Another 40% of the students were undecided on this question. Figure 4 presents the overall results on language skills development.

Figure 4
Effects of Distance Learning on Students' Language Skills Development

The effect of distance learning on the development of language skills (% of students)
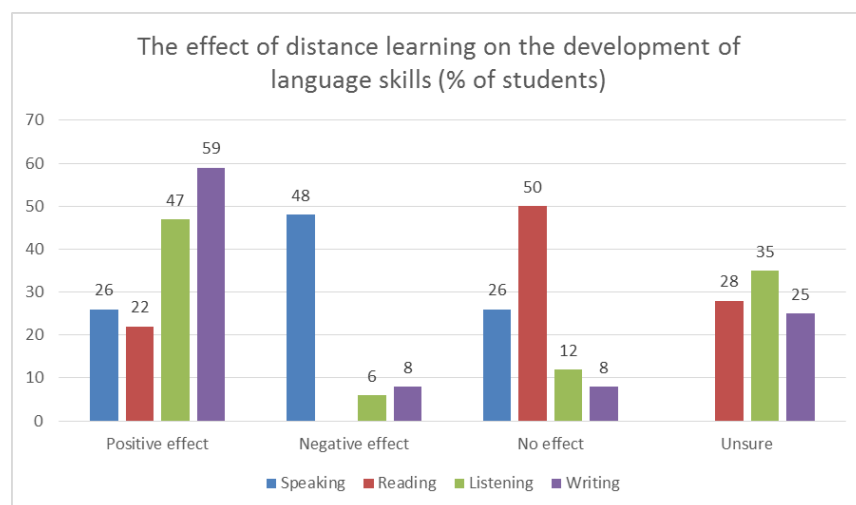
Conclusion

Despite the challenges posed by the shift to online education during the war, students demonstrated remarkable resilience and adaptability. Only 23% of the participating students clearly stated that they became demotivated, which is a relatively low percentage given the circumstances. However, 35% of respondents claimed the war affected their attitude toward language learning. Students did not feel lost when transitioning to online mode at the outbreak of the war, thanks to their prior experience during the pandemic. Nonetheless, 65% of the students expressed happiness in returning to in-person teaching in September of 2022, or even earlier.

A vast majority of students (70%) found learning more effective with direct contact between students and teachers. However, 16% of the students appreciated the ability to progress at their own pace in distance learning. For 47% of the students, the lack of interaction with peers and teachers during online studies posed challenges. While slightly less than half of the students felt their speaking skills developed more slowly online, about 50% noted improvement in their listening skills. Concerning their writing skills, students reported that

feedback from teachers in Google Classroom positively impacted their learning. Results indicate that online teaching may not be the best mode for developing speaking skills, as nearly 60% of the students stated they only spoke in online classes when called upon by the teacher.

Students strived to overcome the difficulties and challenges presented, and one critical lesson emerged: Nothing is impossible, and there is a solution for even the most hopeless situations. These students have learned to adapt to the circumstances. To maintain their optimism, we as teachers must persist, serving as role models for our students. A resource such as Schulten, Gonchar, and Engle's (2022) publication can be a great aid, as it helps educators support students and make sense of Russia's ongoing aggression against Ukraine. The maxim *where there is a will, there is a way* remains a guiding principle, reminding us that even in the most challenging circumstances, solutions can be found, and optimism can prevail. Moving forward, we must explore innovative approaches to address the evolving needs of students and ensure the continuity of quality education.

References

Aranyi, G., Tóth, Á. N., & Veisz, H. (2022). Transitioning to emergency online university education: An analysis of key factors. *International Journal of Instruction, 15*(2), 917-936. https://doi.org/10.29333/iji.2022.15250a

Banyoi, V., Kharkivska, O., Shkurko, H., & Yatskiv, M. (2023). Tools for implementing distance learning during the war: Experience of Uzhhorod National University, Ukraine. *Arab World English Journal, Special Issue on Communication and Language in Virtual Spaces*, 75-87. https://dx.doi.org/10.24093/awej/comm1.6

Boyko, M., Turko, O., Dluhopolskyi, O., & Henseruk, H. (2021). The quality of training future teachers during the COVID-19 pandemic: A case from TNPU. *Education Science, 11*, 660. https://doi.org/10.3390/educsci11110660

Huszti, I., Fábián, M., Lechner, I., Bárány, E., & Kacsur, A. (2021). Language teaching and learning in tertiary education in the time of a pandemic. In D. Shaffer, & J. Kimball (Eds.), *Re-envisioning ELT altogether, all together. Proceedings of the 28th Korea TESOL International Conference – 2021* (pp. 73-84). Korea TESOL. https://koreatesol.org/content/kotesol-proceedings-2021

Kornytska, Yu. A., Kolisnyk, M. P., & Sokyrska, O. S. (2023). Asynchronous mode: Practices to succeed in a wartime. *Інноваційна Педагогіка, 57*(1), 263-267. https://doi.org/10.32782/2663- 6085/2023/57.1.52

Lavrysh, Y., Lytovchenko, I., Lukianenko, V., & Golub, T. (2022). Teaching during the wartime: Experience from Ukraine. *Educational Philosophy and Theory,* 1-8. https://doi.org/10.1080/00131857.2022.2098714

Schulten, K., Gonchar, M., & Engle, J. (2022, March 16). Teaching resources to help students make sense of the war in Ukraine. *The New York Times.* https://www.nytimes.com/2022/03/16/learning/lesson-plans/teaching-resource s-to-help-students-make-sense-of-the-war-in-ukraine.html

Tomej, K. (2022). Learning motivation of university students in online and classroom teaching: Insights from teaching during COVID-19. *Teaching & Learning Inquiry, 10.* https://doi.org/10.20343/teachlearninqu.10.35

Tymoshchuk, N. (2022). The implementation of E-Learning to support learning and teaching foreign language: A case study in Ukrainian higher education. *Arab World English Journal (AWEJ).* 2nd Special Issue on COVID-19 Challenges. 233-244. https://dx.doi.org/10.24093/awej/covid2.15

Venzhynovych, N., Poluzhyn, M., Banyoi, V., & Kharkivska, O. (2021). Means of foreign language teaching during COVID-19 pandemic in Ukraine. *Arab World English Journal (AWEJ).* Special Issue on COVID-19 Challenges, 95-106. https://dx.doi.org/10.24093/awej/covid.7

Appendix

Part 3 of the Survey
1=totally disagree, 2=disagree, 3=neither disagree nor agree, 4=agree, 5=totally agree

		1	2	3	4	5	TOTAL
1	Due to external circumstances, I got demotivated to learn the language.						
2	My attitude towards language learning is independent of external circumstances.						
3	I think I achieved better results in language learning before the war.						
4	During the pandemic, we got used to distance learning, and when the war broke out, the transition was no problem.						
5	I was glad that we returned to face-to-face learning again from September.						
6	Language learning is definitely more effective if there is direct contact with the teacher and my fellow students.						
7	In distance learning, I was able to progress at my own pace.						
8	During the distance education, it was difficult to interact with my fellow students, so realistic situations were missing during practice.						
9	During distance learning, my speaking skills developed at a slower pace, as there was less opportunity for oral practice in class.						
10	I can practice reading comprehension on my own, it is not necessary to be physically present in the language class.						
11	I solved the post-listening exercises with greater success in distance education, because I listened to the text as many times as I wanted.						
12	My essays uploaded to Classroom were corrected by the teacher and I was able to improve through the comments.						
13	Too many tasks had to be submitted in writing, so I didn't have time to write the essays properly. I often used an online translator to save time.						
14	In the online classes, we developed all skills (reading, listening comprehension, speaking, writing) equally.						
15	In the language classes, the teacher encouraged the students to talk to each other in a foreign language (e.g. making up dialogues).						
16	I liked that the teacher encouraged dialogue among the students.						
17	The students mostly spoke only when the teacher asked them.						
18	There was often awkward silence in the online language classes. It was unpleasant for me.						