

TEACHING AND LEARNING ENGLISH AT HIGHER EDUCATIONAL INSTITUTIONS IN UKRAINE THROUGH PANDEMICS AND WARTIME

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Abstract. *The study aimed to analyse online English teaching and learning experience in higher education institutions in Ukraine through pandemics and wartime. To answer our research questions, we employed a mixed-method research design, which considered social, methodological and emotional aspects of education. We conducted quantitative research to collect data on the experience of Ukrainian university teachers of English (N=100) and students (N=277) related to the emergency caused by pandemics and wartime. The qualitative data sources included online interviews and written comments of*

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the participants. The main findings were as follows: teachers experienced challenges during the COVID-19 pandemic such as lack of interaction with students, and unawareness of effective teaching methods in the digital environment. The wartime challenges included: air raids and power outages and, consequently, disrupted communication and isolation, stress and sense of insecurity, excessive workload, with students experiencing technical issues, air raids and communication problems as well as large amount of homework, no access to the software, inconvenient schedule, and their own unwillingness. To solve the problems, teachers introduced an online synchronous mode during the COVID-19 pandemic, supported by blended and asynchronous modes which was a transformational period to teaching and learning English during wartime. The most common among the learning platforms and applications were Zoom and Google Classroom, as well as Moodle, MS Teams, YouTube, and Classtime, listed by both university teachers and students. Social networks such as Telegram, Viber, Facebook etc. were widely used too. To conclude, the COVID-19 pandemic caused Ukrainian teachers and students master new tools to use at online lessons of English, during wartime the demand on already familiar tools, as well as the range of them, increased as they provided more interaction. Considering emotional aspects, the study revealed disturbing data on teachers' well-being: nearly 50% confessed that they were burned out and emotionally devastated, close to 40% were tired and pushed themselves to continue teaching. Despite these challenges, the majority were able to find solutions in conflict situations with students and colleagues, two-thirds were sure that their work was even more important during the wartime and they found ways to provide emotional support to their students needed in the times of war.

Key words: *teach English; university students; higher educational institutions; pandemic; wartime; social, methodological, emotional aspects.*

1. INTRODUCTION

The COVID-19 pandemic has affected vital aspects of human life like socio economic, health, politics and education. Nearly 94% of children and young people worldwide have suffered because of it (World Health Organization). Remarkably, the degree of its negative impact correlated with the economic level of the country: the most technological response meant that the consequences of the COVID-19 pandemic for the country were the least challenging (UN, 2020). However, in the case of Ukraine, the COVID-19 pandemic was aggravated not only by the state of economics, but the Russian full-scale invasion against Ukraine on February 24, 2022 which happened just on the heels of COVID. That is what has triggered crucial changes in approaches to teaching and learning at tertiary level on the whole and English as a foreign language.

Researchers have coined the terms education in emergencies (O'Neill, 2008), emergency remote education (Bozkurt et al., 2020), emergency remote teaching (Gkonou, Dewaele & King, 2020; Hodges et al., 2020), while the terms which existed before the pandemic like online education (Appel & Robbins, 2021; Kostikova et al., 2023), and online teaching (Bouderbane, 2022, Baklazhenko & Kornieva, 2023) were also used. Education in emergencies encompasses a range of structured learning activities, both formal and

informal, aimed at sustaining education in times of acute crisis such as natural disasters (e.g. floods, cyclones, droughts, tsunamis, earthquakes, etc.), outbreaks of diseases (e.g. cholera, COVID-19, etc.), as well as long-term instability (e.g. civil unrest, armed conflict or war) (O'Neill, 2008: 2). During such emergencies, learners often stop attending educational institutions, and may be exposed to traumatic experiences and fear as a result of losing family members, being displaced from their homes, witnessing extreme violence, becoming victims of unexpected disasters, making them more vulnerable to various risks. As communities struggle to cope with instability, limited resources and the threat of violence, their primary focus shifts to survival, while education plays a critical role in saving and sustaining lives by providing learners with physical protection, psychological support, and the skills and knowledge necessary to survive (O'Neill, 2008; Zins & Elias, 2007).

The global COVID-19 pandemic declared in early 2020 has led to significant changes worldwide. By the end of March 2020, many countries have been in the process of implementing drastic measures to control the spread of the disease, resulting in a shift towards online education (Appel & Robbins, 2021). To address the unique circumstances of crisis or disaster situations, especially this outbreak of disease, the term emergency remote teaching has emerged. It distinguishes between courses that are temporarily moved to online delivery due to unforeseen events, and courses that are deliberately designed for online delivery. The challenges of emergency remote teaching are influenced by teachers' and learners' access to technological resources, readiness for online learning, available instructional support, and institutional or government policies. Emergency distance learning involves a temporary shift from face-to-face or blended courses to full distance learning in response to crisis circumstances.

In the case of COVID-19, teachers had to shift into emergency remote teaching without prior training, and at the same time they experienced how COVID-19 was affecting them personally. As a result, as education has increasingly been recognised teaching as an emotionally charged process, understanding the emotional impact of COVID-19 on teachers has become a critical concern (Gkonou, Dewaele & King, 2020, p. 1). Emergency remote education is different from existing distance education approaches because of the compulsory nature of the circumstances and the associated trauma, psychological pressure and anxiety experienced by all participants (Bozkurt et al., 2020: 3). According to Hodges et al. (2020), emergency remote teaching involves a temporary shift from face-to-face or blended courses to fully distance learning in response to crisis circumstances.

Teaching online poses a number of challenges. Some scholars differentiate technical and pedagogical difficulties (Bouderbane, 2022; Chun & Russell, 2022; Hodges et al. 2020). More specifically, the COVID-19 pandemic has brought two main challenges to teaching: the availability of custom-designed teaching materials for online learning, and teacher preparedness for online teaching (Chun & Russell, 2022, pp. 4-5). In their studies they report the following pedagogical difficulties: teachers had to find teaching methods which would provide sustainability of learning while being at a distance, adapt their syllabuses to new teaching modes and use of digital technologies. The two most common modes of teaching online are synchronous and asynchronous ones. At the beginning of the COVID-19 pandemic the most popular was asynchronous learning, where students accessed course materials in their own time via a learning management system (LMS) as

many universities had ready-made courses on Moodle and other learning platforms. Synchronous learning, where students participate in real-time lessons via video conferencing software (e.g. Skype, Zoom, etc., and later Google Meet) was a real challenge for English teachers who needed to take urgent professional development with the focus on developing teaching skills through information technology with the help of various applications. Pedagogical challenges arise when teachers have to wait for students to log on, and connect to video conferencing platforms, resulting in important parts and warm-ups being excluded from the lesson, as well as unfamiliarity with online teaching tools, slow adaptation to online course delivery, ineffective online communication techniques, limited technological literacy, lack of instructional support, institutional and government policies. Teachers often lack sufficient training to effectively use technologies, including sound effects, video projection and subtitling. In addition, teachers may lack the necessary knowledge and skills to prepare and deliver classes online (Bouderbane, 2022, p.8; Chun & Russell, 2022, pp. 4-5; Hodges et al. 2020). Apparently, pedagogical challenges during the COVID-19 pandemic were conditioned mostly by technical difficulties.

Technical problems include Internet disruptions, lack of access to resources, minimal teacher-student interaction, class management difficulties, and university teachers' unpreparedness (Chugai, 2021; Dogar et al., 2020; Gkonou, Dewaele & King, 2020; Winthrop, & Mendenhall, 2006). Whatever challenges could be, their impact on teachers differs. A study by Moorhouse and Kohnke identified two distinct groups of teachers in terms of motivation. The "thriving" one experienced a revitalisation of their teaching, and gained new skills, while the "surviving" group questioned their teaching ability, struggled to build rapport with learners, felt isolated, and struggled to find job satisfaction (Moorhouse & Kohnke, 2021).

The war in Ukraine has not only brought significant changes to people's lives, but has also had a profound impact on education, where not only face-to-face, but blended teaching and learning has become practically impossible in Ukraine. In this context, online education has played a crucial role in ensuring educational continuity during the war, and strengthened the resilience of academic pursuits in the face of disasters (Kostikova et al., 2023: 124). The COVID-19 pandemic has acted as a transitional phase, prompting a shift from traditional in-person teaching and learning to the adoption of online education.

Despite these challenges of war, educators have remained committed to teaching and supporting students, upholding core values and introducing new perspectives. Many Ukrainian educators have found it difficult to maintain emotional balance and resourcefulness during these trying times. There are some strategies developed by social-emotional learning (SEL) experts which could improve Ukrainian teachers' well-being. It is important to try one strategy and if it is not effective, use another one. For those who are into writing, starting a reflection journal may be helpful (Pentón Herrera & Martínez-Alba, 2021, p.42). Another way of feeling refreshed is connecting with peers, when even talking about issues with somebody experiencing similar problems may help solve them and renew energy. Organising a teacher's workplace, which is a physical space or Zoom Room, is also a part of self-care. Adding some features, getting rid of clutter, and choosing soothing colours take the teaching environment to the next level making it more peaceful (Pentón Herrera & Martínez-Alba, 2021, pp. 43-45). However, dedication of teachers to

helping students and actively participating in educational and scientific projects and conferences has served as adding meaning to life (Lavrysh et al., 2022).

The article aims to analyse online English teaching and learning experience in higher education institutions in Ukraine through pandemics and wartime. In order to achieve the aim, we set out to answer the following research question to frame our inquiry: how did COVID-19 and wartime affect social, methodological and emotional aspects of teaching and learning English in institutions of higher education during the period of 2019-2023.

2. METHODS

Research design

To achieve the aim and to answer our research question, we used mixed-method research design which used both quantitative and qualitative methods, analysis, and synthesis.

Participants and instruments

The quantitative research was conducted to collect data on the experience of Ukrainian university teachers of English (N=100) and students (N=277) related to the emergency caused by pandemics and wartime. The online survey for teachers conducted in February 2023 consisted of twenty-one questions covering social, methodological and emotional aspects of teaching English before the COVID-19 pandemic, during the quarantine and after the beginning of the war on the 24 February 2022, caused by an unprovoked aggression by Russia. The online survey for students consisted of seventeen open-ended questions about their experience of studying English during the same periods of time. The qualitative research included online interviews and written comments of the participants. The respondents participated in the survey voluntarily and signed the informed consent.

Data collection

We collected data using Google Forms application, which was shared with university teachers and students through social networking sites like Facebook, Telegram, Viber, and emails.

3. RESULTS AND DISCUSSION

The results of our research are presented below according to three main groups of aspects identified: social, methodological and emotional. The study surveyed teachers and students from various universities of Ukraine considering their experience of teaching and learning English before, and during the COVID-19 pandemic, including the wartime covering the period of 2019-2023.

According to the results of the survey, more than half of the participants were teachers of English with at least 20 years of experience (64%), the third were teachers with experience from 10 to 20 years (29%), while the rest had less than 10 years of experience (Figure 1).

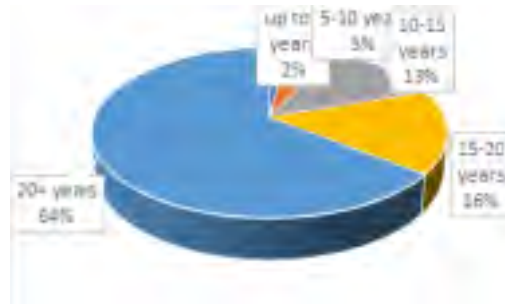


Figure 1. Teaching English experience of the respondents in years

Considering gender aspects of teachers, there were mostly women (95%) who completed the survey, which was predictable as statistically mostly women are engaged in teaching English in Ukraine. In terms of their geographic location, teachers from about 40 different higher education institutions from all over Ukraine completed the survey, slightly more than half of them being from two largest universities of Ukraine, Taras Shevchenko National University (28%) and Igor Sikorsky Kyiv Polytechnic Institute (27%), a bit more than 10% from Dnipro University of Technology (8%) and Kryvyi Rih State Pedagogical University (3%). The prevailing age range of the respondents was 35-55+ (94%), the rest of the respondents were in the 25-34 age range (Figure 2).

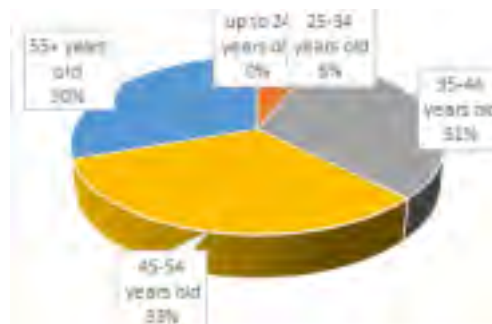


Figure 2. The age of the respondents (teachers of English)

Teachers did not change their place of living during the COVID-19 pandemic (99%), however, one third had to move somewhere else after the beginning of the war. In addition, in February 2023 more than two thirds of the teachers (70%) stayed in their home towns or cities, some in safer places in Ukraine (10%), and the rest were abroad (20%).

The student results were as follows: half of the students who completed the survey were first-year bachelor students, the rest were second-, third-, fourth-year students and masters (Figure 3).

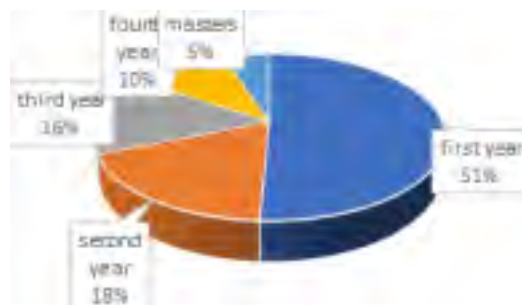


Figure 3. The year of study of the respondents (university students)

Students from five Ukrainian higher education institutions in Kyiv, Dnipro and Lviv completed the survey. 50% of them were from Taras Shevchenko National University (46%), a quarter of students were from Igor Sikorsky Kyiv Polytechnic Institute (25%), a bit less from Dnipro University of Technology (21%), and the rest from Ivan Franko National University of Lviv and Prydniprovskya State Academy of Civil Engineering and Architecture.

The majority of the university students did not change their place of living during the pandemics (87%), but after the beginning of the war nearly half of the respondents (47%) had to move somewhere else. Nevertheless, at the moment of responding to the prompts of the survey 76 percent of students were in their hometowns, 13 percent considered themselves to be internally displaced, nearly 10 percent were abroad, and 1 percent in the so-called “grey zone”, which may be a center of military actions depending on the situation.

Methodological aspects. The advent of online teaching has facilitated the activation of both synchronous and asynchronous learning, allowing teachers to tailor lessons to the specific needs of their students, offering flexibility, and allowing to remove, delay or postpone lesson phases (Bouderbane, 2022: 9-10). Before the COVID-19 pandemic university teachers of English in Ukraine mostly worked offline (91%), some had blended classes (13%), online synchronous (6%) and online asynchronous classes (2%). Students’ responses were similar to teachers’, majority of them had offline lessons of English (68%), some had blended classes (8%), online synchronous (12%) and online asynchronous classes (4%). As we can see, before the COVID-19 pandemic offline lessons of English were mostly common at Ukrainian universities.

According to teachers’ responses, during the COVID-19 the share of online synchronous classes increased significantly (80%), as well as blended (33%) and online asynchronous (20%), while the share of offline classes shrunk (6%) (Figure 4).

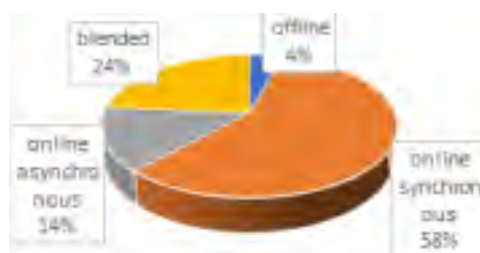


Figure 4. Teaching mode during the COVID-19 pandemic

Students' responses confirm the tendency of increased significance of online synchronous classes (69%), as well as blended (33%) and online asynchronous (17%), while the share of offline classes decreased rapidly (4%).

After the beginning of the war, according to the claims of teachers, online synchronous classes prevailed (87%), supported by online asynchronous (42%) and blended classes (15%), while the share of offline classes fell significantly (2%) (Figure 5).

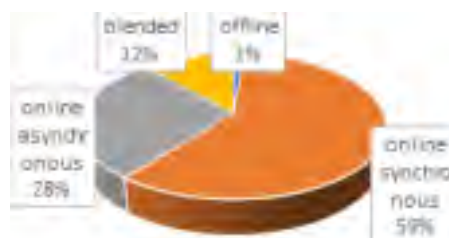


Figure 5. Teaching mode during the COVID-19 pandemic

Students' responses revealed the similar results: synchronous classes prevailed (75%), followed by online asynchronous (48%), blended classes (8%), and offline classes (2%).

Before the COVID-19 teachers used a wide range of tools like YouTube (60%), Telegram (43%), Classtime (41%), Moodle (37%), Quizlet (37%), Viber (35%), Kahoot (35%), Google Classroom (20%). According to students' responses, Telegram was the most frequently used (38%), followed by Google Classroom (23%), Moodle (19%) and Zoom (19%).

According to teachers' responses, during the COVID-19 Zoom was the most frequently used (85%), followed by Telegram (77%), You Tube (68%), Google Classroom (65%), Quizlet (55%), Viber (52%), Kahoot (48%), Moodle (43%), Padlet (38%), Classtime (30%), Jamboard (30%). Students had practically the same experiences, naming Zoom (63%), Telegram (63%) and Google Classroom (45%) most frequently used, as well as Moodle (31%), MS Teams (22%), YouTube (22%), Classtime (20%). For most, studying online was comfortable: they had free time to find new hobbies, get a job, or do extra courses online. The previous research had similar results when students listed interactive activities like games, quizzes, role-plays, and online tests as their favourite and assessed their overall experience of learning English online positively (Chugai & Svyrydova, 2022, p. 9).

After the beginning of the war Zoom was still frequently used by teachers (82%), popularity of Telegram (80%) and YouTube (74%) increased, while that of Google Classroom (61%), Quizlet (55%), Viber (52%), Moodle (45%), Padlet (35%) and Classtime (27%) remained practically the same. Students singled out Telegram (73%) and Zoom (70%) as the most frequently tools used during wartime, followed by Google Classroom (47%), Moodle (38%) and YouTube (31%), as well as some others like Classtime, Quizlet, Skype, Kahoot, Jamboard, Viber. These results are consistent with the previous studies which indicated students' interest in Quizzes, which is quite similar to Quizlet, Google classroom, Moodle, considering them the most useful tools to expand their English language skills during crisis periods (Lavrysh et al., 2022). To conclude, the COVID - 19 pandemic made Ukrainian teachers and students master new tools to use

during online lessons of English, during war time the demand on already familiar tools, as well as the range of them increased.

Our findings support earlier research indicating that before the onset of the COVID-19 crisis, distance learning was mainly used in the field of distance learning courses. The communicative approach was dominant in foreign language classrooms, followed by the task-based approach, which led to significant changes in teaching methods and the roles of teachers and learners before experiencing emergencies (Appel & Robbins, 202, pp. 4-5). Other approaches, such as Backward Planning, Project-based Learning and the Dogme approach, as well as asynchronous and synchronous learning platforms, have proven to be effective in overcoming the above challenges in wartime (Petrenko, 2023; Petrenko & Zuyenok, 2023, pp. 113-114).

According to the results of the survey, the biggest challenges for teaching English before the COVID-19 were technical problems, either the absence of the necessary equipment, or the internet connection, which affected the quality of the lessons, but it was possible to conduct the lessons using printable materials, for example. Teachers wrote about various problems related to students like large groups, absenteeism, partially related to the fact that some students had part-time jobs and could not attend lessons, lack of motivation, diversity of students, mixed-ability classes. Other problems like work overload, the necessity to develop materials for English for Specific Purposes (ESP) classes, lack of time for preparation, lack of technical or methodological knowledge, skills, class management, combining teaching with administrative work, and a lot of paperwork were also mentioned. However, there were some positive teachers' comments about face-to-face classes, how precious communication was when even technical aspects could not spoil the friendly atmosphere of the lesson. Some teachers remarked that the problems before the COVID-19 could be hardly compared to the problems during the wartime.

According to teachers, the most frequently mentioned problem during the COVID-19 pandemic was lack of interaction with students, especially at the beginning of teaching online. The respondents listed the following reasons: lack of online teaching experience, unawareness of online tools to use, effective teaching methods in a digital virtual environment related to class management, engaging students, assessment, etc. Using various ways of interacting with students and colleagues led to information overload. Teachers had to invest in their professional development in order to adapt to a new mode of working from home and then spend a lot of time mastering the applications and developing online materials for students. These findings are in keeping with the studies of Appel and Robbins (2021), who stated that professional development programmes were of paramount importance in enabling teachers and learners to effectively integrate technology into their new classroom environments, which paved the way for exciting prospects for the future of education, fostering a long-awaited shift towards learner-centred approaches (2021, pp.18-20).

Teachers respondents also assumed that some students were not motivated enough to study online, they either missed lessons or were not active during online classes. However, students' absenteeism was largely due to technical problems such as inability to access the Internet or the Internet delays. Lack of online learning skills could be seen as one of the reasons of students' absence at online classes and their low

engagement in the process of learning. Despite the students' technical problems, it was teachers' responsibility to involve them in the process of learning using various channels of communication and materials available to assess their performance at the courses. There were fewer possibilities for students to speak in an online class, so the focus was on writing assignments. Consequently, academic integrity of students was questioned, as teachers were not sure their students cheated or not, some urgent measures had to be taken. In addition, having their own children who stayed home made it more complicated for teachers, as well as buying necessary equipment needed for working from home. There were tensions between family members who had to work and study from home, sometimes sharing the same devices and/or rooms.

The results of this exploratory study related to teachers' feedback on teaching English during the quarantine differ from those on students' feedback reported earlier, indicating that students practically never experienced technical problems studying from home during the COVID-19 pandemic (Chugai & Svyrydova, 2022, p. 9). However, the results of our study are consistent with the previous studies which indicate the similar problems like limited access to technology, teaching competencies, difficulties with digitalising the contents, the high workload, as well as difficulties with maintaining life-work balance (Reimers & Schleicher, 2020). Responding to the prompt about the biggest challenges during the wartime, Ukrainian university teachers mentioned air raids and power outages most frequently and, consequently, broken communication and isolation, stress and sense of insecurity, excessive workload for teachers. According to the teachers, fear, depression, anger, desperation lessened cognitive abilities of students, who had to think about staying alive during shelling and massive attacks, which altogether questioned high quality of education. Teachers also mentioned low attendance or participation of some students, when they did not show up even without having technical problems. "The war was the main problem", as one of the teachers remarked.

According to students' responses, the most frequently mentioned challenges were power cuts, low speed of the Internet, no access to the Internet, frequent air alerts and lack of communication (Figure 6).

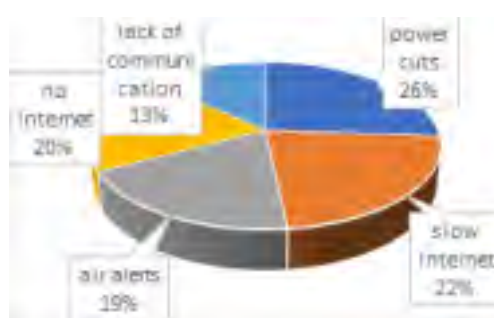


Figure 6. Challenges experienced by students during wartime

To conclude, the students mentioned technical issues, air raids and communication problems most frequently. There were some other problems like "large amount of homework", "no access to the software", not convenient schedule, absence of a teacher, "unstructured information", their own apathy and laziness. Our findings accord with the earlier research indicating that while enjoying a higher level of independence learning

English online, self-regulation of technical university students became an issue (Chugai et al., 2023).

Emotional aspects. Teacher well-being used to be neglected by the researchers. However, presently it is considered to be one of the most important elements of teaching practice, students' success and education environment in general (Pentón Herrera & Martínez-Alba, 2021:40; Kustini, 2022). According to the results of our research, practically half of the teachers confessed that they were burned out and emotionally devastated (46%), while a third of them were indecisive about that (Figure 7).

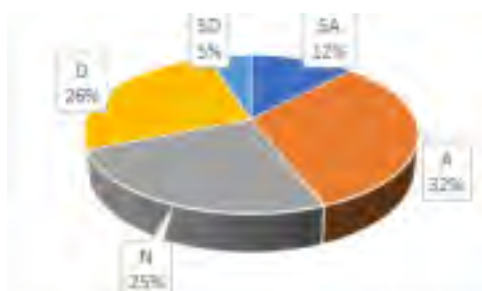


Figure 7. Teachers' burnout and emotional fatigue

Less than half of the respondents were tired and pushed themselves to continue teaching (44%) (Figure 8). Teachers wrote that besides managing their own emotional state, they had to provide support to their own families and students.

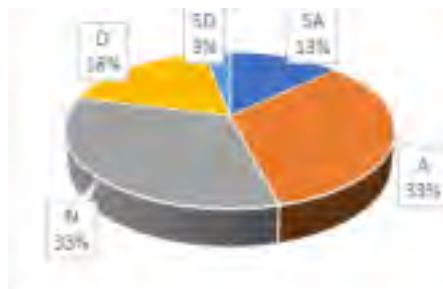


Figure 8. Teachers of English about being tired and pushing themselves to continue teaching

Nevertheless, the majority of respondents could find solutions in conflict situations with students and colleagues (89%) (Figure 9). Teachers wrote about professional help provided by free online seminars and courses on emotional learning during wartime.

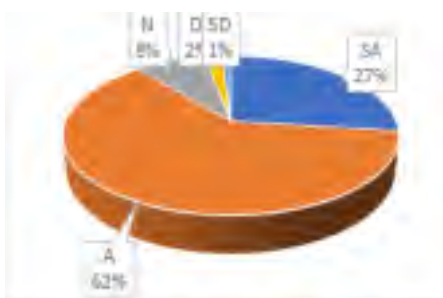


Figure 9. Teachers of English about finding solutions in conflicts with students or colleagues

Moreover, two-thirds of teachers were sure that their work was even more important during the wartime (77%) (Figure 10).

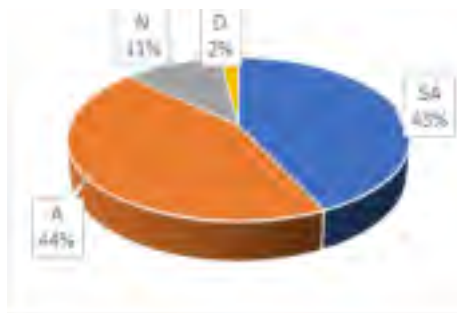


Figure 10. Teachers' data on importance of their work during wartime

The present findings confirm the previous report of effective and productive cooperation between teachers and students in terms of emotional support needed in the times of war (Korniush, 2023). It is also proven that social and emotional learning has a strong impact on English learning achievements (Bai, Shen & Wang, 2021). Instead of the term “classroom management” another term “classroom coexistence” comes into use to acknowledge the fact that the classroom belongs to everyone who takes responsibility for maintaining order (Pentón Herrera & Martínez-Alba, 2021, p. 9).

The prevailing part of the respondents had plans for the future and were optimistic about the implementation of their plans (80%) (Figure 11).

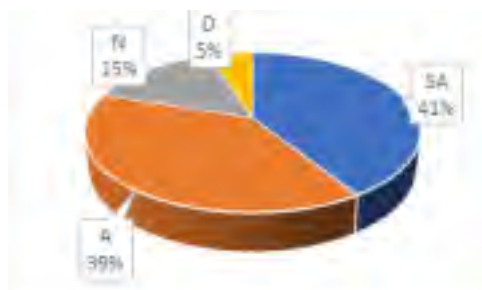


Figure 11. Teachers of English about implementing their plans for future

Therefore, in spite of burnout and emotional fatigue, teachers of English understand the importance of education during wartime and make plans for the future.

Limitations

Our study has certain limitations regarding the scope of the geographic representation of higher educational institutions of the study participants. In addition, first-year students prevailed in number, which affected the responses regarding their previous experiences, as they were high school students then. In the future studies, it would be desirable to involve university students from all regions of Ukraine in order to draw stronger conclusions and have more generalizable results.

4. CONCLUSIONS

The study was based on the responses of teachers from forty universities with at least ten years of experience in teaching English, the third of whom had to relocate after the beginning of the war. Bachelor and master students from five universities took part in the research, with first-year students being the most numerous. Half of the students had to go to safer places after the beginning of the war.

The results of the research done on the basis of practical experience of teaching and learning English in Ukrainian higher educational institutions supported by statistics data of the survey performed in February 2023 proved that the main challenges for teachers during the COVID-19 pandemic were lack of f2f interaction with students, and lack of preparation in effective teaching methods in digital environment. This led to the need for investing in teachers' professional development to master the learning platforms and various applications and develop online courses and materials for students. The main challenges for teachers during wartime were air alerts and power outages and, consequently, disrupted communication and isolation, stress and sense of insecurity, excessive workload. The main challenges for students were technical issues, air alerts and communication problems as well as large amount of homework, no access to the software, inconvenient schedule, decreased motivation and low engagement in the process of learning ESP.

To overcome these challenges, online synchronous mode was widely introduced in Ukraine during the COVID-19 pandemic, supported by blended and asynchronous modes which could be considered to be a transformational period to teaching and learning English during wartime as the share of online synchronous classes prevailed supported by online asynchronous. The most common among the learning platforms and applications were Zoom and Google Classroom, as well as Moodle, MS Teams, YouTube, and Classtime, listed by both university teachers and students. Social networks such as Telegram, Viber, Facebook etc. were widely used too. For urgent connection with Ukrainian students and within the university groups Telegram proved to be the most effective one. To conclude, the COVID-19 pandemic has made Ukrainian teachers and students master new digital tools and apps to use them at online lessons of English, during war time the demand on already familiar tools, as well as the range of them, increased as they provided more interaction.

Considering emotional aspects the study revealed disturbing data on teachers' wellbeing: practically half of them confessed that they were burned out and emotionally devastated, less than half were tired and pushed themselves to continue teaching. Nevertheless, the majority could find solutions in conflict situations with students and colleagues, two-thirds were sure that their work was even more important during the wartime and they could provide emotional support needed in the times of war.

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