



2024 TESOL-Ukraine National Convention

**COMPASSIONATE ELT:
VOICES OF RESILIENCE AND DIVERSITY
IN A TIME OF WAR**

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

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НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ У ВОЄННИЙ ЧАС: РОЗМАЇТТЯ ГОЛОСІВ СТІЙКОСТІ ТА СПІВЧУТТЯ : матеріали Міжнародної науково-практичної конференції (англ. мовою) / укл. Л. Гнаповська, О. Ільєнко, М. Цегельська, Л. Кузнецова. – Львів : ПП “Марусич”, 2024. – 122 с.

Збірник матеріалів Міжнародної науково-практичної конференції “Навчання англійської мови у воєнний час: розмаїття голосів стійкості та співчуття”, яка відбулася у м. Львів 24–26 травня 2024 за ініціативи ГО “TESOL-Україна” та фінансової й інформаційної підтримки Відділу преси, освіти та культури Посольства США в Україні, містить результати широкого спектру досліджень викладачів іноземних мов закладів вищої освіти та вчителів англійської мови середніх шкіл України. До збірника увійшли тези доповідей, що презентують авторські розвідки у галузі лінгвістики, перекладу, літератури, лінгводидактики та методики навчання іноземних мов з фокусом на використанні сучасних інноваційних інформаційно-комунікаційних технологій.

Видання стане в нагоді науковцям, викладачам-практикам, студентам різних освітніх рівнів, а також широкому колу зацікавлених осіб, які вивчають англійську мову як іноземну.

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WHY IS TEACHING DIGITAL LITERACY, MEDIA LITERACY AND CRITICAL THINKING IMPORTANT TO ADOLESCENTS?

Nowadays it is vital to develop digital literacy, media literacy, and critical thinking skills among students in middle school and high school. Teenagers are glued to social media, and this constant connection has the potential to significantly impact their understanding of the world. Unfortunately, they often do not critically evaluate the information they encounter online [2]. This is especially concerning because social media is a breeding ground for conspiracy-theory stories [3], ranging from those that reptilian creatures control the world to chemtrails.

The research suggests that teenagers often start believing in unproven conspiratorial ideas at age 14. This vulnerability to conspiracy theories may be due to several reasons specific to adolescence. First, they are dealing with more stress than other age groups, which makes them want simple answers like those conspiracy theories offer. Second, teenagers often feel like they do not quite fit in, which can make them feel scared and vulnerable. Conspiracy theories can provide a sense of control and community by giving them a clear enemy and people who “get it.” Third, adolescents are still learning how to manage their emotions, which can make them anxious and crave certainty. Conspiracy theories can seem to provide clear answers to complicated problems. Fourth, as teenagers figure out who they are and their place in the world, they can get worried about big questions with no easy answers. Conspiracy theories can give them a comforting story that explains everything. Finally, going from a close family to a wider social circle can be confusing and scary. This can make them more open to ideas that challenge what they have been told before [1, p. 500–501].

Conspiracy theories, which tend to flourish in times of societal crisis, appear to have a range of negative consequences. Belief in conspiracies can make young people feel like the system is rigged, leading them to withdraw from participation in politics and activism. They may feel their vote does not count or that taking action on climate change is pointless if powerful forces are secretly working against it. Conspiracy theories can create a climate of distrust and suspicion, making teenagers more likely to engage in petty crimes or even violence. If someone believes a certain group is secretly plotting against them, they may feel justified in taking extreme measures. Conspiracy theories in the workplace can breed a toxic environment. Employees, who believe co-workers or superiors are working against them, can become withdrawn. Conspiracy theories about vaccines and public health measures can have serious consequences. If someone believes these theories, they may be less likely to vaccinate themselves or to follow public health measures to prevent the spread of diseases [ibid, p. 500].

Equipping teenagers with digital literacy, media literacy, and critical thinking skills is a powerful teaching strategy that benefits all aspects of their lives. Digital literacy, media literacy, and critical thinking are essential for being an informed and responsible participant in

today’s digital world, especially in wartime. Critical thinking involves skills like spotting bias, recognizing logical fallacies, and evaluating evidence. Digital literacy expands on media literacy to encompass the technical aspects of using technology. Being digitally literate, teenagers can search for information online effectively, use digital tools to their advantage, and create content online in a responsible way. Media literacy empowers adolescents to spot prejudice in news and social media, allowing them to analyze information more fairly. Disinformation often relies on tricks like dramatic headlines and selective facts. Media literacy trains young people to recognize these warning signs. With media literacy, they can understand how messages are crafted, identify the purpose behind them, and consider the source. These skills enable teenagers to double-check information with reliable sources. By fostering media literacy, they become more resistant to disinformation and can base their decisions on solid facts.

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PSYCHO-EMOTIONAL BURNOUT IN TEACHING AND RESEARCHING CAUSED BY COVID & WAR

The presented study is the continuation of the series of works published in Arab World English Journal which deal with the remote process of teaching English as a foreign language, using edTech, and hypermedia technologies during COVID-19 lockdown, as well as psychological difficulties that teachers and students face.

The first research “Using Distance EdTech for Remote Foreign Language Teaching During the Covid-19 Lockdown in Ukraine” was connected with the very problem of transition from E-learning to full E-Learning process and the implementation of distance EdTech for remote foreign language teaching during the Covid-19 lockdown.

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Наукове видання

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