

EAP, science and public engagement meet the UN Sustainable Development Goals

*would you suggest? Why?*). Finally, the SDGs were introduced through a web search to identify the goals that might be reached by promoting the presence of more women in science. The students initially focused on Goals 4 (Quality Education) and 5 (Gender Equality), and during the ensuing discussion also suggested Goal 13 (Climate Action) and Goal 3 (Good health and Wellbeing) by referring to the ‘Women Defenders of the Amazon’ and the ‘Afghan All-girls Robotics team’.

Finally, a written assignment led the students from abstract argumentation to reflection on their personal experience (*Who is your role model? Why?*) and their experience within their field (*If you were a member of the opposite sex, how might your professional life be different?*), to global reasoning (*To what extent do you feel society expects men and women to fulfil different roles?*). By expressing their thoughts through (self-)reflection, the students engaged in an internal dialogue, and developed their own voice in English, i.e. moved from the language of facts and data to the language of personal feelings and reasoning through critical thinking.

## Conclusions

Exploring the cross-curricular content and inter-connected issues of the SDGs can provide higher education in STEM with wider scope, opportunities for collaboration across subjects, new challenging purposes for EAP, and an opening to transferable skills. Indeed, within this project, English became the language for critical thinking, (self-)reflection and mediation – an unusual domain for these students, who generally see English as the *lingua franca* of science. At the same time, thanks to their increased awareness of discrimination, through English the students voiced the values underpinning the UNESCO Global Citizenship Education (2015), and realised that they have an active role to play not only in furthering science, but also in improving the world by fighting stereotypes.

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## 4.3 ‘My war’: empowering language learners in times of conflict

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### Introduction

The field of English as a Second Language (ESL) has long debated the neutrality of language materials and the need for critical engagement in language learning. In

1993, Benesch challenged the notion of politically and ideologically neutral ESL materials, and, since then, scholars have supported the idea of contextual relevance in language instruction. Specifically, Nelson & Appleby (2015) emphasised the importance of equipping teachers to facilitate critical and creative engagement with English in relation to broader sociopolitical realities, including the implications of conflict for language learning.

In 2022, in response to the ongoing war in Ukraine, a local university introduced an innovative approach to the English curriculum, allowing students to submit 'My War' stories instead of traditional academic reports. This report discusses this methodological approach and explores its impact on language learners' motivation in times of conflict in the context of a course in English for Journalists.

### **The 'My War' project and curriculum design**

The initial curriculum of the 'English for Journalists' course consisted of ten units developed by educators from Central and Eastern Europe. These units covered various topics in journalism, providing learners with a comprehensive understanding of the field and its societal impact. Themes included *Citizen Journalism*, *Media Trends*, *The Roles of Journalists*, *Sports Journalism*, *Science and Technology*, *Inclusive Journalism*, *Global vs Local*, *Free Speech*, *Humour and Satire*, and *Ethics in Journalism*. This diverse range of themes aimed to foster critical thinking and contextual understanding among journalism students.

Students' motivation and performance, however, has been profoundly affected by the war. Its impact on education, as highlighted by Lavrysh et al. (2022), manifests as displacement of students and teachers, disruption of educational institutions, psychological trauma, fear, stress and low motivation to study, violation of social justice, brain drain, limited access to educational resources, and decreased academic hours. As a response to adversities, the 'My War' project was initiated to offer alternative assignments, encouraging students to create stories reflecting their experiences during the conflict. This approach enabled students to engage critically with the events around them and use English in a meaningful way. The project emphasised addressing sensitive subjects directly, empowering students to express their thoughts and emotions objectively and professionally. It provided a platform for language learners to navigate the complexities of conflict and develop their language skills simultaneously.

### **Tools for educational progress in times of conflict**

During times of extreme disruption, educational progress faces significant challenges. To support language learners during conflict, the 'My War' project incorporated various tools. Journals, video and written blogs, and context-dependent vocabulary development played crucial roles in sustaining educational progress and providing learners with a means of self-expression. The project adapted to the circumstances by implementing blended learning approaches combining synchronous and asynchronous modes, adjusting class schedules to accommodate air raid alerts, facilitating online forum discussions, and recording and sharing class discussions for absentees. Vocabulary selection addressed war-related topics while maintaining neutrality. Deadlines were adjusted, and the learning process was gamified to enhance student motivation.

### Further development and future implications

The principles and materials of the ‘My War’ project have the potential for broader application beyond the war in Ukraine. The report suggests that the students’ stories and the supporting materials can form the basis of a new unit of instruction to be integrated into an existing free online course English for Journalists, available globally. This development would enable learners worldwide to engage with the transformative approach and learn from the experiences of individuals living in conflict zones.

### Conclusion

The ‘My War’ project demonstrates the significance of responsive and contextually relevant language materials in engaging language learners during times of conflict. As the project suggests, by addressing sensitive subjects directly and professionally, providing alternative assignments, and utilising relevant tools, educators can foster critical engagement and meaningful student participation.

The project results encourage educators to explore alternative approaches and highlight the transformative potential of language learning in the face of adversities. Thus the impact of the project extends beyond the war in Ukraine, serving as an inspiring example for educators globally.

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## 4.4 Glossary building in ESP scenarios: why, when and how

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### Preamble

Glossary building stands for multipurpose compilations of specialist or technical words, terms or abbreviations, accompanied by their definitions and, at times, by examples of use and other features of interest, related to a specific discipline or field of knowledge.

### Glossary building in ESP settings

In ESP contexts, glossary building is a most valuable tool in intra/interlingual pedagogical and/or professional scenarios, where it serves a series of crucial purposes