



The Word

May 2021 | Volume 30 | Issue 3

In this



- 5** **Hawai'i TESOL's 1st Virtual Annual Conference**
By J. Perry Christensen and Brent Green
- 7** **Serving our English Learners: Meeting the Challenge by 2024**
By Kecia McDonald
- 9** **Tinkering Time**
By Bailey K. Ledesma
- 11** **In Memoriam: Dr. Robert "Bob" Gibson; Dr. Michael "Mike" Long**
- 13** **TESOL Ukraine Spotlight and Member Profile: Oksana Chugai**
By Sally La Luzerne-Oi
- 18** **The Ukrainian Capital Name Issue: Kiev or Kyiv?**
Reprint from the Seterra Blog
- 20** **Enjoying Teaching in a Language Camp in Russia during the Pandemic**
By Vyacheslav Hnatyuk
- 23** **Teaching English in Ukraine: Perspective of an English Language Fellow**
By Wendy Finlayson
- 28** **Reflections on Teaching ESL/EFL in a HyFlex Format**
By Michael Lin
- 33** **Mentoring in Action**
By Samir Omara
- 36** **A Glance at Online Visual Reference Works**
By Maximiliano E. Orlando
- 39** **Thinking Beyond the Word: Connecting with Language, Culture, and Communication When East Meets West**
By Wei-Chun Liu
- 43** **The Usage of SNSs & LLSNSs During the Covid-19 Pandemic: There is a Light at the End of a Tunnel**
By Soumen Mukherjee

Hawai'i Teachers of English to Speakers of Other Languages, the local affiliate of TESOL, is a nonprofit organization dedicated to building a community of professionals teaching English as a Second Language (ESL) in the state of Hawai'i.

Cover photo retrieved from <https://www.parrishkauai.com/blog/may-day-is-lei-day/>
Image retrieved from https://www.123rf.com/photo_26974428_miami-south-beach-sunrise-with-lifeguard-tower-and-coastline-with-colorful-cloud-and-blue-sky.html

Submissions



Image retrieved from <https://www.theodysseyonline.com/love-coffee-shop-writing>

Topics

I welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawai'i. We are interested in, for example: recommended Internet sites (or a tech type column), book reviews, a grad student's perspective, field trips/learning outside the classroom, reports from members working overseas, content-based teaching ideas, using video and music in the classroom, online teaching, CALL, a "gripes" column, DOE news/concerns, K-12 news, neighbor island news, applying theory to practice, interview with someone in the field, blended learning, and other topics. (You do not have to be a member of HITESOL to submit an article).

Format & Style

Articles should be no more than 4 pages, double-spaced, Times New Roman font, 12 point, attached as an MS Word document. Accompanying photos or clip art are optional but welcome. Please also include a short biography statement about the author (email address optional). In general, articles are written in a fairly informal, non-scholarly style. Please refer to previous issues of *The Word* to get a sense of the types of articles which appear in the newsletter, or contact the editor with questions.

Submission Deadlines

You can send an article at any time and it will appear in the next issue of *The Word*. Please note that the deadline for submissions will be posted on the web site regarding the upcoming issue.

Please submit the articles via E-mail to Lisa Kawai at kawai793@aol.com

Hawai`i TESOL Officers

Elected Positions

President
Vice President
Membership Secretary
Treasurer
Program Chair
Socio-Political Action Chair
Newsletter Editor
Members at Large

Big Island Chapter Representative

Anthony Silva; silvaa@hawaii.edu
Samantha Hume; sjhume@hawaii.edu
Carrie Mospens; mospens@hawaii.edu
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Vacant

Appointed Positions

Conference Chair
Hawaii TESOL / TESOL Ukraine Liaisons

Social Media Chair
Graduate Student Representative
Webmaster

Samantha Hume; sjhume@hawaii.edu
Jean Kirschenmann; jkirschenmann@hpu.edu
Sally La Luzerne-Oi; slaluzerno@gmail.com
Kristen Urada; kurada@hawaii.edu
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News from Hawai`i

Photo retrieved from <https://www.tourmaui.com/may-lei-day/>

Hawai`i TESOL's 1st Virtual Annual Conference

By J. Perry Christensen and Brent Green

Hawai`i TESOL's 2021 Annual Conference held Saturday February 13th, 2021, was uniquely positioned as the first virtual conference in Hawai`i TESOL history. But given the strangeness of our pandemic year, it all seemed rather normal.

Since travel and space were no longer an issue, we were able to virtually gather from several places throughout the islands and around the world, including Virginia, California, other parts of the mainland, Canada, Ukraine, Columbia, Taiwan, and Japan with each participant having a front row seat from

their favorite office or living room chair.

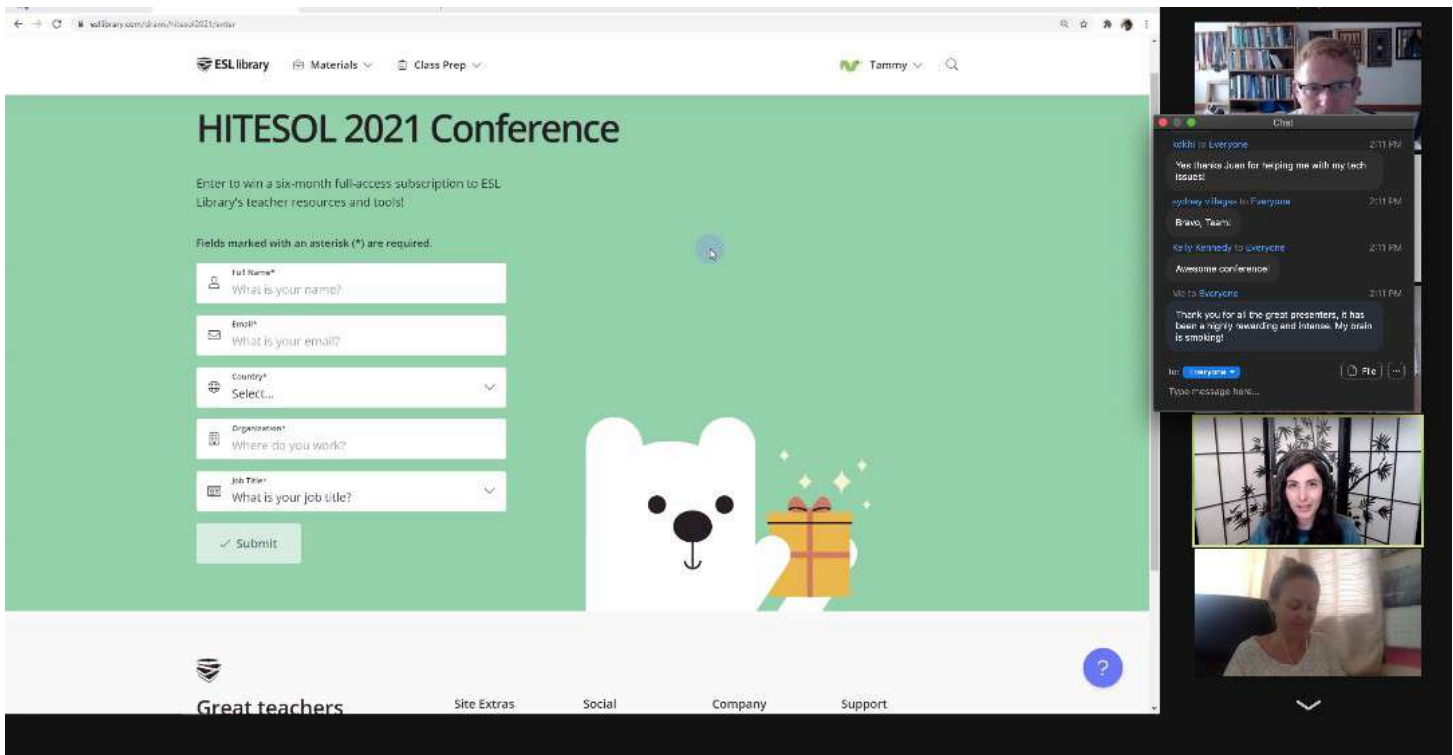
The theme of the conference, "Principles, Pedagogy, and Practice", allowed for a variety of meaningful presentation topics.

Deborah Short, current President of TESOL International, lead writer of *The 6 Principles for Exemplary Teaching of English Learners: K-12*, and series editor for additional 6 Principles books gave the plenary address entitled "The 6 Principles for Exemplary Teaching of English Learners: Pedagogy and Practice."

After the plenary,

conference participants could choose to attend sessions hosted in five different Zoom rooms with two sessions before lunch and three sessions after lunch. During lunch time, one Zoom room served as a gathering place to Network while you raided your own fridge for something to eat while the four other Zoom rooms had poster presentations.

Each Zoom room had a moderator who welcomed the various presenters, granted them screen sharing access, and kept them on schedule. Many participants added comments or questions in the chat. Furthermore, participants could



(Continued on page 6)

Hawai`i TESOL's 1st Virtual Annual Conference

(Continued from page 5)

jump from room to room till they found a session that appealed to them. However, we saw very little “jumping” since all of the sessions were very engaging. The one complaint was that there were several great presentations being presented at the same time so participants had a difficult time choosing which ones to attend.

After the final sessions, everyone met back in Zoom Room 1 for a conference conclusion including a raffle and a free 2-month subscription for

all participants sponsored by ESL Library.

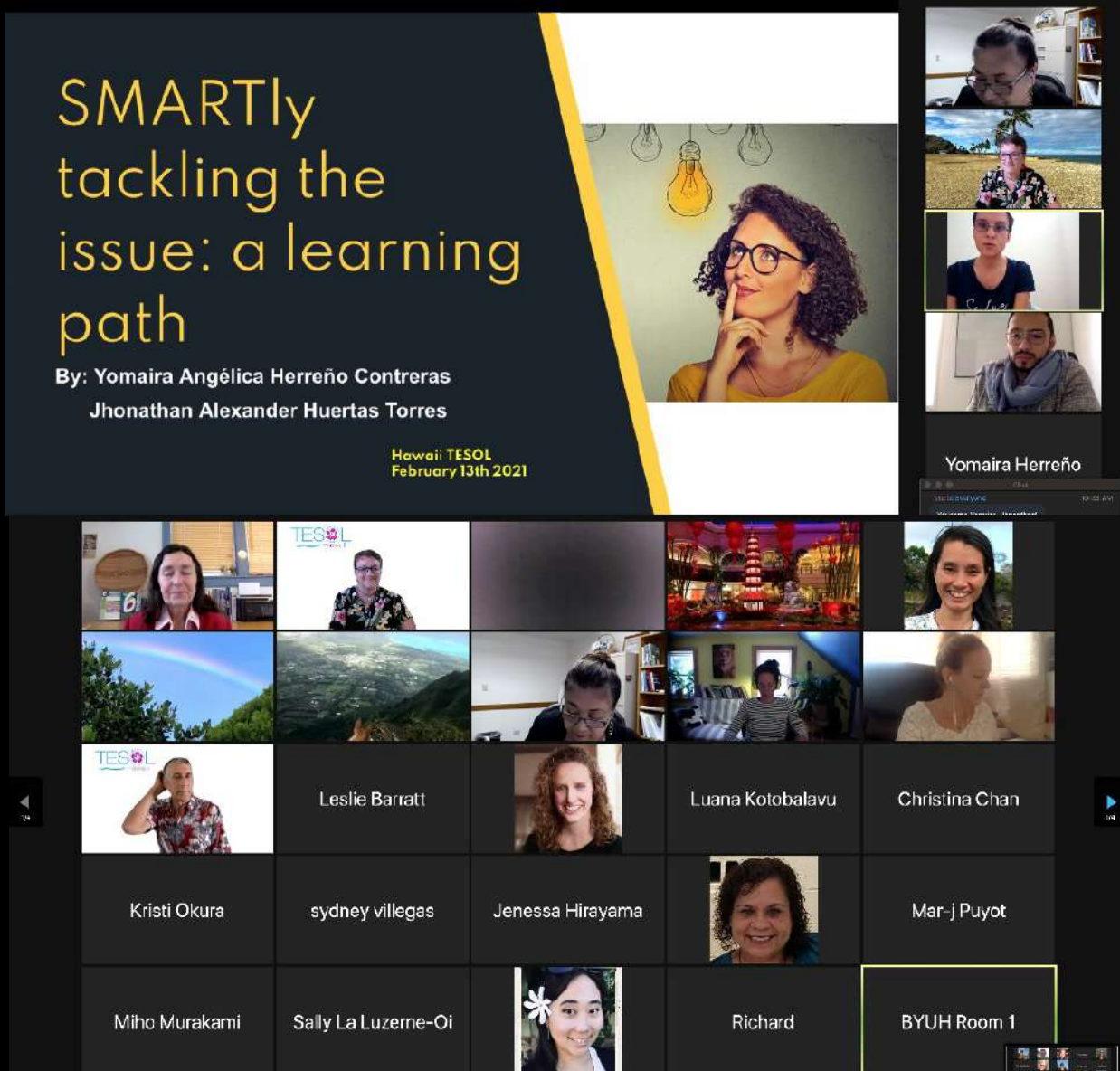
Everything seemed to run smoothly. A detailed conference program was pre-emailed out to the 141 or so registered participants. Besides listing the schedule, the program had links to the five different Zoom rooms. Essentially, it was no different from any other conference except that one didn't walk through a door to enter a session. They simply clicked on a link and snap! they were there.

Excluding the plenary

speaker, there were 41 presenters among the 30 presentations. Several sessions were conducted by student panels and multiple presenters. There was also a K-12 strand for DOE teachers and staff.

Hats off to our Conference Chair, Samantha Hume, and all the wonderful people who made this year's first virtual pandemic conference a success.

About the Authors: J. Perry Christensen and Brent Green are avid Hawai`i TESOL fans who work at BYU-Hawai`i.



Serving our English Learners: Meeting the Challenge by 2024

By Kecia McDonald

By 2025, 1 out of 4 children in classrooms across the nation will be English language learner (ELL) students. This is the fastest-growing group of students in grades K-12.-- National Education Association (2020).

Has there been a marked increase in English Learners (EL) at your school? If there has not, it is likely to happen soon. I served at a site where our EL population grew from 55 to 165 in less than two years. The feeder school next door has seen its EL demographic grow to the level of nearly 1 in 4, just as the NEA predicts. The need to support our multilingual scholars is outgrowing our ability to provide services and instructional supports that are appropriate and legally mandated.

The Hawai'i Department of Education is striving to address the needs of this growing special population. The priority is to ensure all teachers are equipped to teach EL students by the end of SY 2023-2024 (a one-year extension was granted in the memo of [3/11/2021](#)). It starts with all educators working together to meet EL scholars' needs instead of compartmentalizing services and instruction. To be

ready for this integration, all teachers will need a foundational understanding of language development and EL support through either TESOL or Sheltered Instruction competencies.

Have you heard of the **TESOL or SIQ** requirement? It stands for Teaching English to Speakers of Other Languages or Sheltered Instruction Qualification. A [memo of 12/19/2019](#) states,

"In order to ensure that all teachers are prepared to teach EL students, the Hawaii State Department of Education has determined that all licensed K-12 teachers who plan or provide direct instruction to students will or have obtained a minimum of six (6) Teaching English to Speakers of Other Languages (TESOL) related course credits or equivalent within three (3) years, beginning in school year 2020-2021."

TESOL HQ or certification is required for positions that plan or provide targeted, dedicated ESL/ELD instruction. If you have a TESOL certification, licensure or endorsement, you have already met the SIQ. SIQ or Sheltered Instruction Qualification needs to be met by all teachers and provides

immediate classroom strategies and practices to support EL students in the general education classroom.

Attachment A of the [June 3, 2020](#) memo provides information on how to meet this requirement. Here's what you need to know:

- First, check your current status on the electronic eHR for Hawai'i Qualified (HQ) system <https://ehr.k12.hi.us/ehqp/>. Once you log in, check your profile for university courses or certifications in TESOL or ESL recognized by the Office of Talent Management (OTM). You may already have met the requirement through prior certification or earned university credits.

If your profile does not show HQ designation in TESOL or as being recognized as having met the Sheltered Instruction Qualification, there are seven different options to meet the TESOL or SIQ requirement:

1. Six university credits earned through an approved teacher education program or from an institute of higher education from Hawai'i and/or other states.

(Continued on page 8)

Serving our English Learners: Meeting the Challenge by 2024

(Continued from page 7)

2. Completion of two three-credit PDE3 courses related to TESOL that begin with course code “ESL” and/or other related courses where the TESOL competencies are addressed.
3. Completion of 72 seat hours of TESOL-related HIDEOE non-credit Professional Development courses.
4. TESOL-related endorsement and/or certificate earned from other states.

TESOL Hawai`i-Qualified or TESOL licensure status. (find out about DOE-approved TESOL pathways [here](#)).

National Education Association Supporting English Language Learner micro-credentials, a stack of eight courses (this is **free** for NEA members and can be

found [here](#) and tutorials on how to sign up [here](#)).

A combination of one (1) three-credit college credit course in TESOL-related credits and one (1) three-credit HIDEOE sponsored English as a Second Language (ESL) or TESOL PDE3 course.

Once you have met the TESOL or SIQ, you will fill the Sheltered Instruction Qualification Cover Sheet (Attachment C in the [memo of June 3](#)). On the sheet, you will find instructions on how to submit it to OTM. This should be done by the end of SY 2023-2024. Upon approval, OTM will issue a Sheltered Instruction Qualification.

Please direct all teacher qualification questions to the EQS, OTM, at hgt@k12.hi.us. Specific information about the HIDEOE EL program can be found on the [state website](#).

If you have any questions

about this requirement or how to meet it, please ask your EL Coordinator or [Complex Area EL Resource Teacher](#).

Welcome to the EL ‘ohana! It’s exciting to know that our EL educator network is growing to include all teachers in Hawai`i to meet the needs of all students.

References

National Education Association. (2020, July). English language learners. Retrieved from <https://www.nea.org/resource-library/english-language-learners>

About the Author: Kecia McDonald is an English Learner Resource Teacher for the West Hawai`i Complex Area. She is a Returned Peace Corps volunteer and has learned several languages including Spanish, Russian, Japanese, SeSotho, and Afrikaans. Kecia has moved 26 times and currently resides in Kailua, Kona, Hawai`i.

Image retrieved from <https://www.readingrockets.org>



Tinkering Time

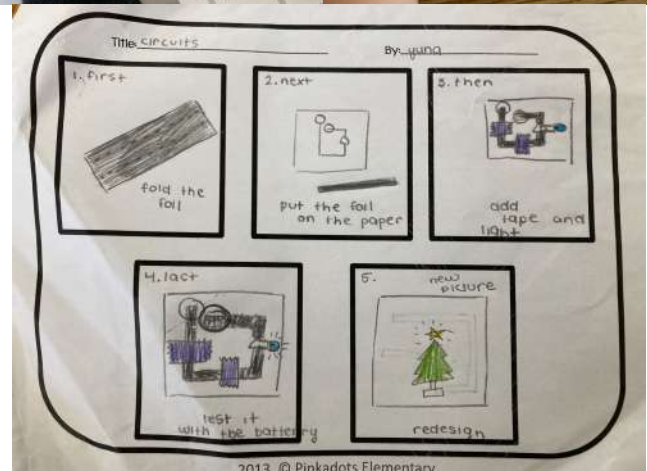
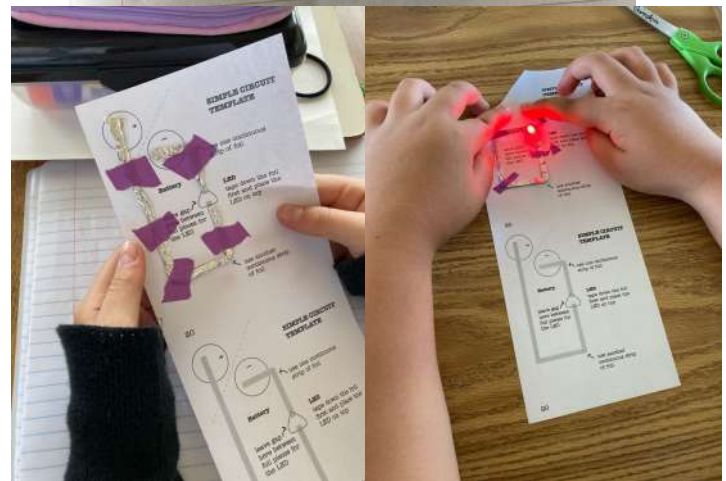
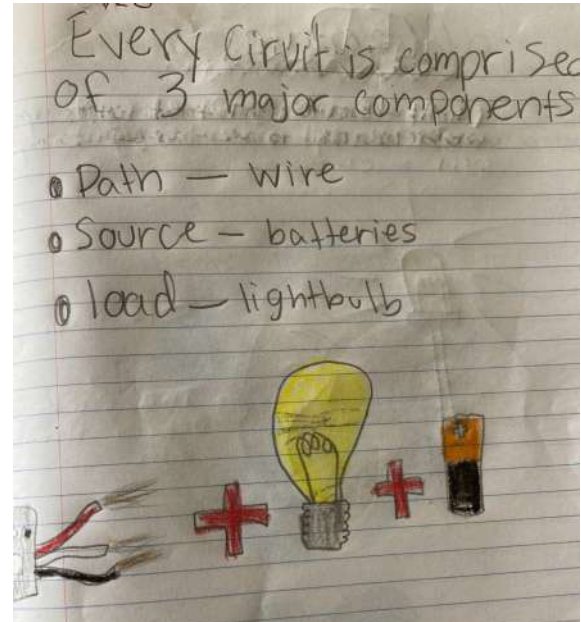
By Bailey K. Ledesma

My dad was the ultimate creator. His office was filled with tools, computer parts and metal supplies. He was a college professor, computer programmer and an engineer. He gave me my first set of tools - including a soldering iron - all marked with purple nail polish! This was a vote of confidence from him and it opened the door for a hobby I still enjoy today. I cherished our time tinkering together.

Our Multilingual Learners need tinkering time and hands-on opportunities. The simple act of building something is so incredibly satisfying. I think this is one of the reasons why I still feel such a positive connection to Legos. I often give Lego gift sets with great gusto. I wonder how we might offer more opportunities for exploration and connection with content standards and language acquisition?

Philosophy for Children (p4c) has been a life-saver, especially in our transition to virtual and hybrid classes. Our safe circles of creativity, sharing and questioning enhanced our community bond and thinking skills. This work is tinkering for the mind. Students propose and vote on our discussion topics. Students drive the inquiry and reap the benefits of friendship, speaking skills and empathetic listening. Higher order thinking is a positive offshoot of our time together asking questions and wondering about the world around us. Dr. Thomas Jackson and Ms. Aya Watanabe (UH Manoa Partnership/Uehiro Academy) joined my science classes to support our science wonderings. P4c has helped our community ask for clarification, pose questions and offer counterpoints in a positive way.

I strive to add p4c, art and tinkering to all of our science lessons. Additionally, Project GLAD strategies help support our quest for rigor and understanding. The simple practice



2013 © Pinkadots Elementary

(Continued on page 10)

Tinkering Time



(Continued from page 9)

of previewing and reviewing academic vocabulary transforms lessons into straightforward bite sized cookies of information. Graphic organizers, like the comic strip template (see below), serve as data collection and sequencing support. This comic strip approach is user-friendly, fun and very effective in terms of supporting my newly arrived Multilingual Learners. We built simple paper circuits, created art and talked about the Engineering Design Process without leaving anyone behind.

While my Dad passed away in 2000, his love of learning, building and appreciating the infinite possibilities of this world lives on in me. I hope my Multilingual Learners catch the spirit of innovation and personal satisfaction from our tinkering time together.

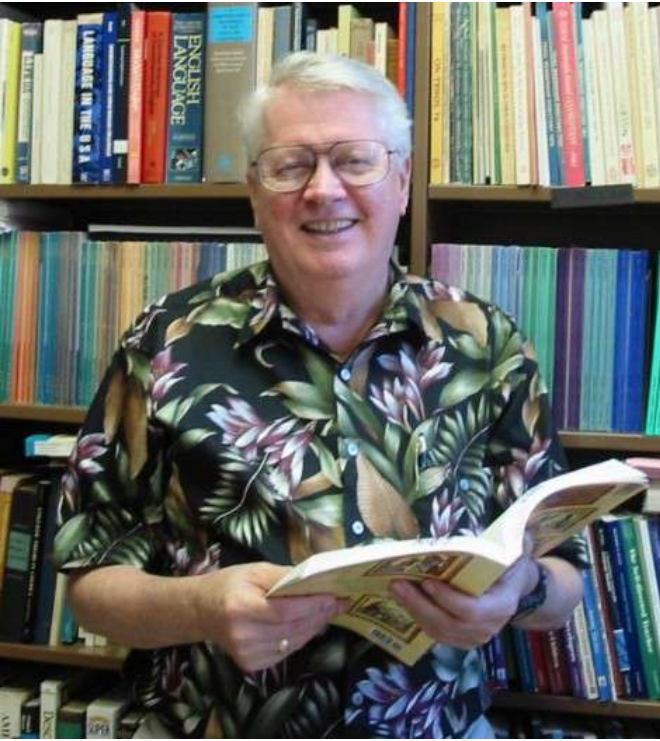
Photos Show:

Define essential vocabulary preview/review (sketch in science notebook/show exemplars)
Discuss science wonderings/P4c
Dr. Thomas Jackson "Dr. J" & Ms. Aya Watanabe /UH Manoa Uehiro Academy for Philosophy and Ethics in Education
Conducting an experiment with paper circuits (Chibitronics)/add art to paper circuit
Review sequencing/The Engineering Design Process (Comic Strip Graphic Organizer)

About the Author: Bailey K. Ledesma is a local Hawaiian Irish girl from Kaimuki. She attended Hawai'i Preparatory Academy in Kamuela and University of Massachusetts at Amherst. Bailey is a certified TESOL and Structured Literacy Teacher. Project GLAD and TPR strategies are her go to teaching favorites. Her teaching interests include ELs with language-based disabilities, word games and exercise breaks to enhance learning. Bailey is a wife, mom of three, sports coach, avid reader, pasta consumer and puppy lover.



In Memoriam



Dr. Robert "Bob" Gibson

Dr. Bob Gibson passed on February 28, 2020. He was a faculty member of the Second Language Studies Department at UH Mānoa, where he taught SLS 680P (Program Administration) and SLS 460 (English Phonology, which he called "Fun-ology") before his retirement in 2006. Dr. Gibson is credited with inventing the strip story, used by generations of language teachers for eliciting authentic classroom communication. He will be remembered for his support of Hawai`i TESOL and for his contributions to English language instruction in Hawai`i and the Marshall Islands.



Dr. Michael "Mike" Long

Dr. Mike Long passed on February 21, 2021. He became a faculty member of the Second Language Studies Department at UH Mānoa in 1982, where he taught courses in second language acquisition and research before moving to the University of Maryland in 2003. He will be remembered for his contributions to the development of SLA research and theory over his career, particularly the concept of focus on form, which he first proposed in 1988.



2021 Virtual TESOL Advocacy & Policy Summit

(June 21 - 23)

OPPORTUNITY

Hawai'i TESOL would like to sponsor up to two Hawai'i TESOL members in good standing to attend the [2021 Virtual TESOL Advocacy & Policy Summit](#) on June 21 - 23, 2021.

As explained on the TESOL International website, the summit is “an unparalleled professional development opportunity for educators to learn about U.S. federal and international education issues and advocate for policies that support English learners and the field of English language education.”

Requirements for Hawai'i TESOL Sponsorship

- Hawai'i TESOL member in good standing. (Membership in TESOL International not required.)
- Available to meet virtually with other Hawai'i TESOL sponsorship awardees during the week of May 24 - 28 to discuss a coordinated approach to the event (meeting will be convened by the Hawai'i TESOL president).
- Submit an article to the fall 2021 issue of *The Word* newsletter summarizing the event and your participation in it.

Application Process

Hawai'i TESOL sponsorship for this event covers registration fees. Please visit the [summit webpage](#) to view the event schedule and activities. If you are interested in attending the event, we invite you to complete the [online application form](#) by **May 21, 2021**. Awardees will be notified during the week of May 24 - 28.



2021 Virtual TESOL Advocacy & Policy Summit

DATE: 21-23 June 2021

PRICING:

TESOL Members	US\$149
TESOL Global and Student Members	US\$49
Nonmembers	US\$199

[FULL SCHEDULE](#)

The agenda for the 2021 TESOL Advocacy & Policy Summit is will be available in May. For an idea of the speakers and sessions that will take place at the Summit, last year's schedule [can be downloaded here](#).

The Summit will take place during the following times:

Monday 21 June: 12:30 pm - 8:00 pm EDT

Tuesday 22 June: 12:30 pm - 8:00 pm EDT

Wednesday 23 June: TESOL Day of Action, see schedule below

- All Day: Virtual Congressional meetings, scheduled by attendees at their convenience
- All Day: Visit and send messages to members of Congress in the [TESOL Advocacy Action Center](#)
- 12:30 pm - 2:00 pm EDT: TESOL Affiliate Network Panel on International Advocacy
- 7:00 pm - 8:00 pm EDT: Closing session and wrap-up

* All sessions will be recorded and sent to participants about 24-48 hours after the conclusion of the Summit.

Image retrieved from <http://biletskiyevgeniy.com/portfolio-item/summer-carpathian-mountains-ukraine/>

Ukrainian Connections



TESOL Ukraine Spotlight

By Sally La Luzerne-Oi

TESOL Ukraine Member Profile



In this issue, we are profiling our Ukrainian colleague, Dr. Oksana Chugai. She teaches at the post-secondary level in the beautiful Ukrainian capital of Kyiv. Oksana is a long-time member of TESOL Ukraine and has held positions on the Executive Committee during her years of membership. She is currently the TESOL Ukraine Secretary. In her profile, Oksana has not only provided links with information on her city and institution but also a link to a useful teaching resource, a book she has written on media literacy.



Oksana Chugai

(Continued on page 16)

TESOL Ukraine Spotlight

(Continued from page 15)

Name: Oksana Chugai

Institution:

National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine

Please tell us about your institution.

National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute” is located in the center of Kyiv and dates back to the 19th century (<https://kpi.ua/en/almamater>). Today Igor Sikorsky Kyiv Polytechnic Institute is the largest technical university in Ukraine, one of the leading universities in Europe and the world. The university campus occupies about 120 hectares of land. About 25,000 students study here, including foreign students. The university has 19 faculties, nine educational and scientific institutes, several scientific and research institutes, and educational centers (<https://kpi.ua/en/about>); the university trains specialists in 42 specialties and has 134 educational programs (<https://kpi.ua/en/education>).

What is your position at this institution?

I have been working as a teacher of English for about 20 years, a university teacher for 7; now I am a Doctor of Philosophy, an associate professor of the Department of English for Engineering, Faculty of Linguistics (<https://kamts2.kpi.ua/>). My students study at the Institute of Physics and Technology and specialize in physics, math, and cybersecurity (<https://kpi.ua/en/pti>).

Please tell us something about the city where your institution is located.

I was born in Kyiv, so this city is not only the capital of Ukraine for me. Without a doubt, it has changed since my first memories from the Soviet period. I remember how beautiful and festive it was during holidays, sporting and cultural events, and then deserted and scary after the Chernobyl disaster, full of anger and despair during political protests and uprisings. Now it is a

modern vibrant city facing a new challenge of living in quarantine, looking for ways of surviving COVID-19 (<https://kpi.ua/en/kyiv>).

What are your professional interests?

My main fields of interest are test preparation, distance course design, and professional development. Meeting our students’ needs is the priority, so I prepare future students for ZNO (External Independent Testing), and bachelor students for EVI (Entrance English Exam). Teaching and learning online for about a year resulted in mastering new technologies, creating materials, and designing distance learning courses. Finally, without professional development— webinars, online summer institutes, and courses, conferences, participating, and, if possible, presenting— it is impossible to teach online effectively.

What are your personal interests?

Now I live in the countryside, so I am busy working in the garden and doing household chores, like starting the fire in a fireplace. My hobbies are beadwork, reading, riding a bike, picking mushrooms, going fishing. Now, after hours and hours of working on my computer and videoconferencing in Zoom, I use any opportunity to spend some time outdoors.

How long have you been a member of TESOL Ukraine?

After getting a Master’s Degree in Language and Literature (English) and qualification as an English teacher in 2003, I looked for ways of continuing my professional development. Joining TESOL-Ukraine, I had much more than PD, and now it is a precious part of my life. Since then I have been a TESOL-Ukraine member, Newsletter Editor, Secretary, and have witnessed all the ups and downs during those years. I am proud of those people who became my true friends, who remained loyal to this unique community of like-minded enthusiasts. All TESOL-Ukraine events inspire, motivate and educate not only the participants, but also their colleagues, students,

(Continued on page 17)

TESOL Ukraine Spotlight

(Continued from page 16)

parents, administrators, and other people involved in teaching English. All my achievements are because of the TESOL community: Ph.D., internships in the USA (TEA), Belgium (ERASMUS+), Germany (MELTA), Cambridge certificates (CELTA, TKT), about 70 publications in Ukrainian and foreign professional journals. For instance, the textbook I compiled last year “The English Language. Media Literacy” was the result of my participation in the TESOL-Ukraine National Teacher Training Institute “Critical Thinking for Media Literacy” in Odessa, 2019 (<https://ela.kpi.ua/handle/123456789/38895>)

What else would you like to add about yourself or your work?

Teaching English, either F2F or online, is hard work, but it is enjoyable and rewarding. The greatest treasure for me is an opportunity to learn from my colleagues, students, and communities like TESOL-Ukraine.

Can you suggest a website where Hawaii TESOL readers can learn more about you, your institution, or your region?

I have provided links with my answers above.

(Continued on page 18)



Життя дана для професорів і асистентів.

TESOL Ukraine Spotlight

(Continued from page 17)

A Bit of History about the Partnership

In 2000, Hawai`i TESOL President at that time, Donna Prather, wrote an article for *The Word* relaying a request from the TESOL International Association suggesting that U.S. affiliates consider forming partnerships with international affiliates. She asked if any HI TESOL members had a connection with an international one. Sally La Luzerne-Oi had spent the 1995-96 academic year as a Fulbright Scholar in Ukraine precisely at the time that Ukrainian teachers of English were working to form an official affiliate of TESOL which became a reality on October 31, 1996. She shared this story in response to Donna's article, and interest in collaboration grew as result. After some hard work over the next few years, the partnership became official at the TESOL 2002 Convention in

Salt Lake City when representatives from TESOL Ukraine and Hawai`i TESOL both signed a formal Partnership Agreement and celebrated over dinner. Since then, the members of both affiliates have connected in a number of ways, including meeting at the annual International TESOL Convention. Watch for stories about present-day TESOL members and events in future issues of *The Word*.

(Continued on page 19)

Image retrieved from <https://www.pinterest.com/rosannakobryn/>



TESOL Ukraine Spotlight

(Continued from page 18)

RECENT NEWS FROM TESOL UKRAINE

- January-February 2021. TESOL-Ukraine Winter Institute for Novice Teachers (taught by Shaun Hicks, Virtual English Language Fellow). This institute included six workshops: Teaching Reading Online, Teaching Writing Online, Teaching Listening Online, Teaching Speaking Online, Critical Thinking Development, and Learning Styles. More than 90 teachers participated in the training; all gave their presentations in groups as final projects.
- February 24, 25, 26 Social Emotional Learning Webinars by Dr. Robert Nelli
- March 26 & 27 TESOL Ukraine members were invited to the VII Virtual International Symposium: Empowering English Language Educators through Action Research sponsored by Alecu Russo State University of Bălți in the neighboring Republic of Moldova. Several TESOL Ukraine members presented at the symposium. In addition, **Betsy Gilliland, Cade**

Christensen, Michelle Kunkel, Hoa Le, Kristin Urada and Hayley Cannizzo were invited to reprise their Hawai'i TESOL Conference presentation at this symposium. <https://www.facebook.com/usarb.balti/videos/3778542238933426/>

- April 22 National Identity in Language and Culture International Conference (online) Kyiv National Aviation University
- April 23 VII Forum for Young Researchers: "Young Researchers in the Global World: Achievements and Challenges"
For more information about TESOL Ukraine and past issues of its newsletter, visit the TESOL Ukraine website <http://www.tesol-ukraine.com/>
You might also want to like TESOL Ukraine on Facebook.

About the Author: Sally La Luzerne-Oi is one of the Hawai'i TESOL / TESOL Ukraine liaisons.



The Ukrainian Capital Name Issue: Kiev or Kyiv?

An independent nation has naming rights over its cities, free to determine official names and specify the spelling of each place name in as many languages as it chooses.

Whether that name gets used in other languages is where things can get a little bit tricky. When an unapproved name translation is used internationally, for an extended period of time, then mapmakers, airlines, encyclopedias, and the entire international community begin to accept it as standard and correct.

That's what's happening with Ukraine's capital, and it's got a lot of Ukrainians upset. "Kyiv" and "Kiev" are the two most common spellings for the name of the country's capital. While Ukrainians feel very strongly that the name should, officially, be "Kyiv," the long-standing usage of "Kiev" around the world has squelched Ukraine's efforts to change how the city's name is spelled. It's a stalemate that's been going on for a while but may be broken very soon.

Recently, the United States Board on Geographic Names (USGS), responding to an appeal from the Ambassador of Ukraine to the United States, replaced "Kiev"

with "Kyiv", as the correct spelling for that city's name.

To some extent, as the USGS goes, so goes the world. Numerous global organizations, like the International Air Transport Association (IATA), typically use place names from the USGS database. It probably won't be long before your boarding pass for a flight to Ukraine's capital will read "Kyiv" instead of "Kiev."

Why does the spelling matter so much to Ukrainians?

Ukraine names its places using translations from Cyrillic into Latin and then into the Ukrainian language. "Kyiv" is a Latin version of the city's name, translated into Ukrainian. The spelling, "Kiev," on the other hand, is a romanization of the Russian name for the city. It became very common internationally in the 20th century.

That's a sore spot for Ukrainians because it recalls the days when the Russian Empire, and, later, the Soviet State, banned the use of the Ukrainian language. It was an attempt to strengthen Russian influence in Ukraine, and Ukrainians have never really gotten over it.

Ever since it became an independent state in 1991,

Ukraine has campaigned for the use of Ukrainian versions of their place names when they are referred to in English and other languages. Specifically, in 2007, the campaign to encourage international media to switch from "Kiev" to "Kyiv" really ramped up.

But English speakers are used to "Kiev," and most major news organizations have continued to use that spelling.

There's a solid argument for the conventional spelling. "Kiev" is what's known as an exonym—an external name for a geographic place. For example, in English, we use "Germany" to refer to what the Germans call Deutschland, whereas, the French use the word "Allemagne."

The UN, and the international community in general, tend to honor a country's right to name its places. In fact, countries are allowed to determine their official place names in any language. Politics, historical factors, and translation issues get in the way though, and sometimes, a place's most common name in a given language is not the one specified by the country's government.

(Continued on page 21)

The Ukrainian Capital Name Issue: Kiev or Kyiv?

(Continued from page 20)

At Seterra, we're careful to use the most commonly used place names, usually choosing the name used in Wikipedia, and we strive to get it right in English, Ukrainian, Czech, and all the other 32 languages we support. Since November 2019, we are now using "Kyiv" in all our English language quizzes.

This article originally appeared on the Seterra Blog on November 8, 2019 and is being reprinted with permission. Seterra is a map quiz website offering more than 400 customizable map games in 39 languages for free. <https://www.seterra.com>



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Enjoying Teaching in a Language Camp in Russia during the Pandemic

By Vyacheslav Hnatyuk

While Russia was slumbering through its Christmas and New Year's holidays in the first week of 2021, I was privileged to teach its children and teens English. For Russia this privilege is as real as it can get because the whole country devotes itself to two weeks of New Year's and Christmas holidays starting on December 31. And the Russians do this so wholeheartedly that everybody living in the country is sentenced to a lack of action.

English plus fun My privilege of teaching was coupled with the challenge of intensive teaching. I went to teach English at a children's camp 100 kilometers east of Moscow. The camp ran under the "English plus fun" motto. It was located in a picturesque place full of natural beauty. A

forest, the Kirzhach River and a respectable distance from the capital assured that city participants had solid conditions for a thorough rest.

Besides English classes, children and teens joined various "fun" or extracurricular groups: a rock music circle, a pop singers' society, and a drama club. All these groups performed in front of full house concerts at the end of each of the camp sessions. The children also participated in winter and indoor sports groups. Riding horses was a local highlight.

My colleagues and I wished that those activities were conducted in English. But finding so many English-speaking professionals presented the organizing team with a mammoth task. Not many Russian educators in the remote areas of the Vladimir

and Moscow regions where the camp took place speak English.

The younger educational professionals in the camp, however, were confident English speakers. And they only needed a little guidance to be able to teach their subjects in English. Teachers of English and other educators would often speak English to each other, especially if the British colleagues participated in our discussions.

Having a brighter palette of activities taught in English would have certainly boosted the children's mastery of the language. During the camp the kids were speaking English in English class and sometimes after class, when they spoke to a teacher of English.

The organizing school

BKC-IH, one of the oldest

(Continued on page 23)



Enjoying Teaching in a Language Camp in Russia during the Pandemic

(Continued from page 22)

foreign language schools in Moscow, organized the camp. The school is a part of the International House World Organization. BKC-IH runs the camp four times a year; there is a winter, a spring, an autumn and a summer camp, each consisting of several one-week sessions. There were around 300 children in the winter camp, but numbers varied from week to week as new participants would arrive and some had to go.

The school enjoys a good reputation and standing in the local market due to its access to top-level methodologies and global talent. So, the English teachers' team during the camp included two experienced professionals from the United Kingdom. The other five teachers, who were non-native speakers of English, brought international qualifications or experience.

Re-starting in teaching foreign languages

Participating in the camp was a re-immersion into teaching for me. The camp revived my memories of studying to be a teacher of English and German. And the input of all my lecturers came alive instantly, notwithstanding the fact that I took an 18-year sabbatical from the teaching profession.

So, I once again felt the thrill of standing in front of the class and teaching kids of all age groups during the day. My

classes were not big, from 10 to 15 students. Some colleagues taught much bigger classes and could deal with 30 or more students at a time. What is more, they enjoyed the process.

Our working days in the camp started at about 10 in the morning with teaching junior teenagers aged 11 to 14, then came children aged six to ten with a lunch break planned in between their 45-minute-long sessions. The crowning experience of the day was to teach high school seniors. These were the most advanced learners of English, capable of writing essays and critical thinking.

The English-language program of the camp ran under the theme: "Home, Household, and House Chores." Otherwise, the teachers were free to choose activities and fit those to the needs of their groups. Bad preparation on the teacher's part would be spotted and frowned upon by all classes, especially the senior teenagers. They were willing to make the most of their time in the camp, both academically and socially.

If I were well-prepared, I could earn the cooperation of the pupils and, thus, enjoy great teaching time with them. I would feel proud and thankful for a day well spent by the end of my final class with the seniors at about 6:30 P.M.

Re-starting in the teaching profession at the age of 44

turned out to be a challenge. And I needed a magic bullet to cope with it. Supportive colleagues proved to be the right solution. My colleagues from Russia and Britain provided me with tips, advice and encouragement. Plus, I prepared for the classes. The only time I could do that was after classes, which meant working into the night. Then followed a reward. Feeling well prepared I walked by myself for almost an hour through a forest on a road to a hotel, where teachers of English stayed during the camp. I got scared during the first midnight walk thinking that Russian wolves would make bad company for a Ukrainian teacher of English! All the other walks offered me an ideal meditation experience.



Enjoying Teaching in a Language Camp in Russia during the Pandemic

(Continued from page 23)

Quiet white forests work magic on moonlit nights.

A rewarding experience

And thus, my five days of teaching passed: preparing for lessons, exchanging experiences with colleagues, and having fun in class. This was a rewarding time during which I did my best to teach children some grammar and vocabulary. I also managed to do a bit of writing and discursive speaking with the high school seniors. Listening and reading were also on the agenda, but I prioritized language production relying on my belief that it would motivate pupils for more learning in their schools.

The camp took all the necessary precautions required by the Covid-19 pandemic. For example, children and educators needed to be tested for Covid-19 in advance and abide by certain rules during the camp. Complying with the Covid-19 restrictions introduced by the Russian state authorities allows BKC-IH to carry on its

standard camp program.

Working in an onsite learning experience was a gift for me. I was surrounded by colleagues and pupils, who wanted to teach, learn and have fun at the same time. All this allows me to rate the camp with a Triple-A.

To conclude, I would like to remember a recurrent theme in the essays of my senior class, who I asked to write on the topic of “Being Home Alone”. They wrote that having the experience of the BKC camp freed them of the need to dream about being home alone. In the camp they were free of parents’ supervision and found new friends. This guaranteed the pupils were having the time of their lives. They would be happy to come back at least once again. I shared this take of the situation.

About the Author:

While a student, Vyacheslav Hnatyuk was co-editor of the Future Teachers of English (FTESIG) Newsletter (1994-1997). This was the first special interest group of TESOL Ukraine. After graduation, he pursued various language-related experiences, such as teaching, translations, international marketing and communications, linguistic research, and journalism. He pursued these experiences in Ukraine, Germany, and Switzerland and even made short forays into the British Isles. Getting married to a Russian woman brought him from Kyiv to Moscow, his wife’s home-town, in the midst of the pandemic. He currently teaches English and German at BKC-IH in Moscow.



Image retrieved from <https://www.themoscowtimes.com/2018/01/15/parts-of-russia-descend-into-minus-60-celsius-winter-a60186>

Teaching English in Ukraine: Perspective of an English Language Fellow

By Wendy Finlayson

Walking through the city center along Soborna Street to my bus stop, the Russian Orthodox church bells signal the hour while pigeons flock together on the cobblestone to feast on stale bread offered by grandmothers and children. I pass by men, bundled up in the cold, selling artwork, and I listen to the melodies of street musicians playing the bandura or the accordion. It is winter, and the leaves of the trees along the street have long since fallen, but remnants of Easter are still visible on the branches- homemade Easter eggs (pysanky) hung by school children in the spring- and I smile, even through the long, dark winter months, thinking about spending another spring in the lovely city of Sumy. I wrote these observations of everyday sights and sounds in my journal in the winter of 2019, as I was reflecting on the many reasons I loved living and working in a small city in northeastern Ukraine.

As an English Language Fellow in Sumy, Ukraine from 2018-2020, I had the opportunity to work with students and teachers on a variety of projects, such as teaching English courses at a pedagogical (teacher training) university, working with youth in an after-school program called the English Access Microscholarship Program (Access) and providing professional development for teachers in more than 14 oblasts (regions) throughout the country.

Introduction to the English Language Fellow Program

“The English Language Fellow Program sends experienced U.S. TESOL professionals on paid teaching assignments at universities and other academic institutions around the world. As a U.S. Department of State public diplomacy initiative, Fellows are cultural ambassadors that promote



Soborna Street in the city center of Sumy

English language learning and mutual understanding through cultural exchange. Fellow projects are 10-month, full-time positions for professionals with a graduate degree in English language teaching and classroom TESOL teaching experience. In return, the program provides professionals with a platform to build skills that can greatly enhance their TESOL careers.” (*The English Language Fellow Program*)

Life as an English Language Fellow

Working as an English Language Fellow provided me with many opportunities for personal and professional growth. I taught both undergraduate and graduate students at my university, presented at 32 conferences, and worked with the English Access Microscholarship Program each week. I collaborated with Peace Corps volunteers in my host city and in other cities in Ukraine. I also provided workshops at my university for university teachers as well as for primary and secondary teachers in the Sumy region. In addition, during my second year, I

(Continued on page 26)

Teaching English in Ukraine: Perspective of an English Language Fellow

(Continued from page 25)

applied for a small grant from the Regional English Language Office (RELO) and hosted a conference on media literacy in Sumy for teachers from more than a dozen regions in Ukraine. As a second-year Fellow, I also helped plan and execute a Fellow Midyear conference in Tallinn, Estonia for fifty English Language Fellows in Europe.

While attending various conferences, I had the opportunity to meet and network with teachers from almost all of the regions in Ukraine and gain a better understanding of their needs and goals. I met many inspiring, dedicated and motivated teachers and fellow presenters. I also encouraged my university students to submit proposals and papers to attend and present at conferences, and one of my students published a paper and presented at two conferences with me during my first year, including at the TESOL-Ukraine convention in 2019. In addition, that same year, two of my students were accepted to attend a summer institute for pedagogical university students and teachers in western Ukraine.

Working at Sumy State Pedagogical University

English Language Fellows are assigned primary and secondary projects. My primary project was to teach English classes to university students at my host institution, Sumy A.S. Makarenko State Pedagogical University. My courses focused on English for communication, and I worked with students in their second to fifth years of study. The ages of my students ranged between 19 and 24 years old. The main concern of the professors in my department was about their students' ability to speak spontaneously. Many students lacked confidence in their abilities to speak and understand native English speakers. Also, despite attending a teacher training university, approximately one in ten students in each of my classes actually wanted to work as a teacher after they graduated. However, many of the



English Language Fellow, Wendy Finlayson, working with teachers at the IMPULSE teacher training event in Berdyansk



English Language Fellows Francisco Resto and Wendy Finlayson (wearing a vyshyvanka) with TESOL Ukraine leadership, Lily Kuznetsova (treasurer) and Maryna Tsehelska (vice-president)



TESOL-Ukraine Vice-President, Maryna Tsehelska with English Language Fellow, Wendy Finlayson at the Sumy Media Literacy Institute (November 2019)

(Continued on page 27)

Teaching English in Ukraine: Perspective of an English Language Fellow

(Continued from page 26)



Learning to make pysanky (Ukrainian Easter eggs) with the traditional wax method in Sumy

students at the university who express not wanting to become teachers often end up working as teachers for at least part of their careers.

My fourth-year university students were required to complete student teaching during the spring semesters, so I took advantage of the opportunity to visit local schools in order to observe and provide feedback to the student teachers as well as to gain a better understanding of the school system in Ukraine. In turn, this helped me to modify my workshop presentations and create new presentations catered to specific needs of teachers and student teachers. Working with K-12 teachers helped to broaden my professional experience

since previously, I had mostly worked with university and adult education teachers.

Working with the English Access Microscholarship Program (Access)

My main secondary project as a Fellow was to support the first Access program in Sumy. I visited the classes once per week and provided activities connected to American culture. Our American culture themes were centered around holidays, so we held activities such as celebrating Halloween with a costume party, creating a gratitude tree and eating pumpkin pie for Thanksgiving, making gingerbread houses and exchanging white elephant gifts for Christmas and having a barbecue with s'mores to celebrate an early Independence Day. The students and teachers who participated in the Access program in Sumy were delightful to work with and the students made an impressive amount of progress with their English-speaking skills and confidence in a short time. They loved learning about American culture and sharing Ukrainian culture with me.

Teacher Training

Each Fellowship is unique, but part of my specific placement included opportunities to provide teacher training in many of the oblasts (regions) throughout Ukraine as well as in other countries in my region, such as Moldova and Azerbaijan. I provided training and workshops for university faculty in my department and students at my university as well. One of my favorite and most fruitful partnerships for teacher training was with the TESOL-Ukraine organization. We worked together at six different events, including their spring, summer and winter institutes as well as their annual TESOL-Ukraine conference, where I presented on topics such as critical thinking, media literacy, active learning and teaching writing. At the end of 2020, I once again had the opportunity to collaborate with TESOL-Ukraine as I presented a series of online workshops as a Virtual English Language Fellow for their online teacher development institute.

(Continued on page 28)

Teaching English in Ukraine: Perspective of an English Language Fellow

(Continued from page 27)

Favorite Aspects of Working in Ukraine

The most beautiful aspects of any opportunity to teach abroad for me are the sharing of culture and customs and creating opportunities to develop mutual understanding. I value the friendships and professional relationships formed with wonderful people from all around Ukraine during my time there. I also cherish the memories of experiencing aspects of Ukrainian culture such as learning to make pysanky (Ukrainian Easter eggs), buying my first vyshyvanka (traditional embroidered blouse), learning to cook borscht (traditional Ukrainian beet soup) and holubtsi (Ukrainian stuffed cabbage), and performing a traditional Ukrainian folk dance.

My experience as an English Language Fellow provided me with many opportunities to grow both personally and professionally. Continuing the connection to my Ukrainian colleagues through online professional development during a worldwide pandemic has been rewarding and productive, and I hope to keep those connections strong for years to come. Ukraine will always have a special place in my heart, and I look forward to future collaboration.



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With fourth year students in front of Sumy State Pedagogical University

About the Author: Wendy Finlayson is originally from Oregon and Arizona and has been teaching English since 2006. From 2020-2021 she worked virtually as an English Language Specialist (a program of the United States Department of State) on two phases of a professional development project with faculty at universities in Almaty, Kazakhstan. From 2018-2020, she was an English Language Fellow in Sumy, Ukraine. Prior to her work as a Specialist and Fellow, she worked as an administrator and teacher trainer in the adult education field and as a community college instructor. She has a BA in Spanish from BYU and a Master's degree in TESOL from ASU. Her interests include traveling, hiking, practicing hot yoga, salsa dancing, camping, volunteering, woodworking and maintaining "favorite aunt" status. (wendy.finlayson1@gmail.com)

News from Abroad



Reflections on Teaching ESL/EFL in a HyFlex Format

By Michael Lin



HyFlex [Online image]. HyFlex Teaching: One Class, Three Modalities. <https://academicaffairs.sps.columbia.edu/content/hyflex-teaching>

How many of you remember your first online ESL/EFL teaching experience? Undoubtedly, many university ESL/EFL educators in Japan had their first online teaching experience in 2020. It was an unforgettable year as educators all over the world made tremendous strides in meeting the needs of a wide range of students in the middle of a once-in-a-lifetime pandemic. Phrases like “I’m Zooming right now” or “Your microphone is muted!” are now an inseparable part of the present-day educational environment.

Little did I know that I would be given a preview of the joys and challenges of online teaching years before. In 2015, I taught a graduate level English class called Business Law in English to law students in Japan. It was like any other

face-to-face ESL/EFL university class, except I was doing content-based instruction and facilitating tasks to a small group of students. My English curriculum covered many areas of law such as contracts, torts, criminal, corporate, intellectual property, and employment law, such that students had opportunities to compare Western and Japanese legal systems and share their aspirations in the field of law. At the time, I had taught law in English in Japan for several years and had experience at my previous job in the United States, so the class was an outlet for me to share knowledge, experience, and connections.

One day, my department asked for permission to record my class lectures. My response was, “Sure, why not?” Subsequently, my department

asked if my class could be made available on demand. My reply was the same. Finally, I was asked to teach students face-to-face at the main campus while simultaneously teaching another group of students at a satellite campus via video and teleconferencing. At that point, I thought to myself, “What did I get myself into?” Online ESL/EFL teaching was a brave new world for me.

Over the course of the next several years teaching that class, I realized I was providing a “HyFlex” course, which is an online class where students are given a choice in how they participate and engage in the course with material in the mode that works best for them (Hybrid/HyFlex Teaching & Learning, n.d.). In my class, students could participate in one of three ways at any given

(Continued on page 31)

Reflections on Teaching ESL/EFL in a HyFlex Format

(Continued from page 30)

time: (1) face-to-face synchronous class sessions in person in a classroom; (2) face-to-face class sessions via video and/or teleconferencing software; or (3) asynchronous on-demand through recorded class lectures (Hybrid/HyFlex Teaching & Learning, n.d.). Figure 1 shows what a HyFlex course might look like. A teacher instructs a group of students appearing in person and a group of students taking the class remotely through video and teleconferencing software. Other students may be taking the class asynchronously on-demand and are not present in the image.

arrangement made sense, given that my audience included graduate students, practicing lawyers, paralegals, and so forth, all with varying work schedules and geographic limitations that could have made on-campus learning prohibitively burdensome.

Due to COVID-19 in 2020, a large number of ESL/EFL instructors taught in a synchronous online format, asynchronous format, and/or hybrid format. In the future, perhaps more ESL/EFL instructors may be asked to deliver lessons in a HyFlex format given its ability to mitigate the unique impact COVID-19 has had on society.

enrollment, such as disability, proximity to campus, work and family commitments, personal and social issues, HyFlex can also enable more students to achieve their education goals (Milman, Irvine, Kelly, Miller, & Saichaie, 2020).

On the downside, HyFlex courses can make it more difficult for teachers to do well, as technology and the curriculum must align, and technology needs to work reliably for every student (Milman, Irvine, Kelly, Miller, & Saichaie, 2000). Faced with the prospect of teaching an ESL/EFL course in a HyFlex format, instructors may feel challenged, apprehensive, and unsure whether technology will



Figure 1: An example of a HyFlex course layout.

HyFlex Classroom Configurations [Online image]. HyFlex Classrooms: Everything You Need To Know. <https://www.tangraminteriors.com/blog/hyflex-classrooms-everything-you-need-to-know>

Typically, half of my students took my class primarily face-to-face while the other half did so remotely in real-time. Students could access the on-demand format when absent or in emergency situations. This HyFlex

For example, when health crises, climate change, or natural disasters occur, instructors using HyFlex can continue their lessons uninterrupted (Milman, Irvine, Kelly, Miller, & Saichaie, 2020). By reducing barriers to

meet their students' needs. However, realization relies in part on trust between the teacher, the school, and the students. Can I trust the school to provide the necessary equipment and technical

(Continued on page 32)

Reflections on Teaching ESL/EFL in a HyFlex Format

(Continued from page 31)

support? Will the internet connection be stable? Will students be able to see, hear, and understand all that is being communicated? Will students feel comfortable interacting with a camera trained on them? The doubts and concerns are numerous and understandable. Not being in full control of the classroom is a difficult shift from face-to-face language teaching to the HyFlex format. However, while acclimating to a continual feeling of vulnerability may take time and great mental strength, it may result in a unique and more accessible experience for students.

Three aspects of teaching ESL/EFL in a HyFlex format

particularly challenged me. First, my video and teleconferencing equipment were not a natural fit for an interactive ESL/EFL discussion-based experience. The system I used was more optimal for a lecturer giving a one-way lecture, which is a traditional method of teaching law in Japan. However, I had designed my class to utilize a participatory, communicative style combining the task-based language teaching method and case study method. Figure 2 shows an example of what my class looked like. I had one camera and one microphone available at the main campus and another set available at the satellite campus. At the main campus, the camera was

primarily trained on me so that it could record my instruction. Students at the satellite campus could remotely move the camera at the main campus left and right and zoom in out to see their peers in class. However, the camera could only capture a limited number of students in the frame at any one time and changing the frame could not be done frequently while I was instructing. Moreover, while students could do group work with one another at the same location, they could not do so with students at another location. The set-up required a bit of getting used to for everyone and may be better suited for smaller class sizes or classes where content and



Figure 2: Example of a set-up similar to my class.

Teleconference [Online image]. 10 Smart Teleconference Tips for Productive Meetings. <https://biz30.timedoctor.com/productive-teleconference-tips/>

(Continued on page 33)

Reflections on Teaching ESL/EFL in a HyFlex Format

(Continued from page 32)

knowledge acquisition from the instructor are primary objectives. In a HyFlex format, instructing in a manner that translated well on camera was a high priority for me. As my classes were available on demand and recorded weekly, I found myself trying to stay in the camera's view for the entire lesson and not make sudden jerky movements. Teaching felt restricted because I could not go around the room and interact with students closely. If I moved to a different area of the room, I was not always sure if the microphone at the center of the room would pick up my voice. At times, I pronounced more precisely and moved my mouth in an exaggerated manner in case the internet connection lagged. For ESL/EFL teaching, being able to see the teacher's mouth move was something students often looked at meticulously so they could model the teacher's example answers or speech expressions. I also had to remember to write on the whiteboard in big, bold, and neat lettering so that they could be seen on camera. That often was necessary when I had to define and spell out legal terms for my class. Students retained more easily when visually they could see the target language and write down notes. In summary, with HyFlex teaching, it may be necessary for the teacher to pay more attention to subtle

presentation details.

A final challenge of HyFlex teaching I encountered was the need to facilitate spontaneous interactions between in-person and remote students. A study found that classes using video conferencing software resulted in a more teacher-centered model of learning moderated by attempts from the lecturer to involve students in discussion with questions (Andrews & Klease, 1998, p. 91). In my class, there were certainly moments where communications from students felt stilted. It could be because of the communication medium as well as the need to unmute the main microphone and speak to an audience at another location. Students felt more at ease when instructions and interactions were facilitated and directed by the teacher and less comfortable with a student-centered or Socratic method approach. Students at the same location tended to speak spontaneously to one another but when speaking to classmates through a TV screen, discussions were less natural and less frequent, perhaps because they felt as if they were talking to an "outside" group. For the purposes of language acquisition and output, not being able to speak spontaneously consistently in the class minimized a part of developing naturalness in student English

communication. In regard to the legal English aspect of my class, many of the expressions studied could be considered legal jargon and less conversational. Consequently, the HyFlex format could have added more difficulty to the existing content and language acquisition considerations in the class. In conclusion, the way I facilitated spontaneous interactions was through a Line chat group outside of class rather than during class and that way worked with students.

Fortunately, after my third year of HyFlex teaching, I grew more accustomed to its format and adapted more quickly. I stayed focused by being prepared, having interesting content, being myself, and listening patiently to my students. My hope was that students would gradually pay less attention to the HyFlex format and show active participation and measurable progress in their homework and assessments. They would share their lives and connect with me and each other. When students feel a sense of connection and effort, they give positive feedback in class surveys. Students have an adjustment period getting used to the HyFlex style and delivery, but in my experience, they appreciate the flexibility and the options they would not have in a traditional face-to-face class setting. While the HyFlex format is not perfect

(Continued on page 34)

Reflections on Teaching ESL/EFL in a HyFlex Format

(Continued from page 33)

and there are definite limitations, successfully teaching in a HyFlex format is a unique skill set that takes time to develop and do well, but once the skill set is acquired, there is much that can be built upon that experience.

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Mentoring in Action!

By Samir Omara

Language teaching is a very dynamic and challenging profession. Language teachers should reflect on and build upon their practices regularly; novice and junior teachers can be guided by senior teachers by supporting and advising them through mentoring. Mentoring is a collaborative relationship between more experienced teachers (mentors) and junior ones (mentees). Janas (1996) thinks that successful mentoring is important for staff development. Mentoring helps to shift from teacher training to continuous professional development. It is a beneficial, multi-phased and sustainable process of guiding teachers. Communicating, coaching, facilitating, problem-solving, reflecting and giving feedback are key skills for good mentors. Mentors facilitate learning through preparing, negotiating, enabling growth and closure. They act as friends, role models, confidants, and nurturers.

There are different types of mentoring; one-to-one, peer, group, training-based, executive, career, reverse, speed and distance mentoring. The one-to-one mentoring is the most common model. It

helps to link one mentor to one mentee. It helps to develop the personal relationship and professional support for the mentees. However, some mentors might not be available all the time. The peer mentoring is a beneficial relationship between two persons who are interested in sustaining their personal and professional development. Peer mentors come together as they have things to learn from and contribute to one another through a give-and-take dynamic process. Group mentoring helps to link several mentees to one mentor at a time. This model helps mentees to learn from one another and the mentor as well. It helps to develop knowledge, skills and experience. The group meets regularly to discuss personal and professional development topics. However, it might be hard to schedule regular meetings. Sub-group and remote meetings might help overcome such challenges. Training-based mentoring is a training program part. It helps to develop specific knowledge, skills and experience required for certain positions or roles. Its key focus is on skills included in training programs

or role orientation. However, it does not help to enhance the mentee's broader skills. The executive mentoring is a top-down model which helps to develop mentoring culture, knowledge and skills throughout schools, institutes and organizations. It helps to develop organizational planning and development. It helps to develop more new leaders for schools, institutes and organizations. The career mentoring is an on-the-job training. It helps to link junior professionals with experienced ones. It helps to enhance the mentees' personal and professional development through asking questions and sharing experiences on personal skills and professional experiences. It helps to create and continue professional learning communities and networks of junior and experienced professionals. Reverse mentoring is a flipped model in which junior professionals help senior professionals develop new skills. Speed mentoring is a model of some one-to-one conversations to prepare the mentees for certain tasks or roles in a short time.

The distance or e-

(Continued on page 36)

Mentoring in Action

(Continued from page 35)

mentoring is a model in which mentors and mentees are physically separated due to geographical, travel and global limitations and challenges. It is beneficial for both mentors and mentees as they develop their knowledge, skills and expertise. The mentors and mentees collaborate and communicate with each other through technology solutions.

Zachary (2000) thinks that collaboration is key to learning and growth as "mentor and mentee travel a parallel journey. They use emails, telephoning, social media applications, teleconferencing and online platforms. There are some strategies for effective distance or e-mentoring. The strategies are matchmaking, follow through,

purposeful interactions and in-person meetings. The matchmaking means to have mutual and trusted mentor-mentee links that develop and increase confidence. The follow through means to develop, prioritize and act upon personal commitments. The purposeful interactions mean to plan, conduct and reflect on mentoring meetings

and to be open to constructive feedback. The in-person meetings mean to use technology solutions to schedule, conduct and reflect on individual meetings. There are different techniques for effective distance mentoring.

Building relations and trust:

Distance mentoring relations need quite a bit of time to grow. It takes some

engaged through constructive feedback, regular tasks and meetings and feedback.

Develop different plans:

Mentors should develop different plans and schedule regular meetings. They should send notifications, reminders and updates to mentees. They should have

alternative plans for unexpected situations.

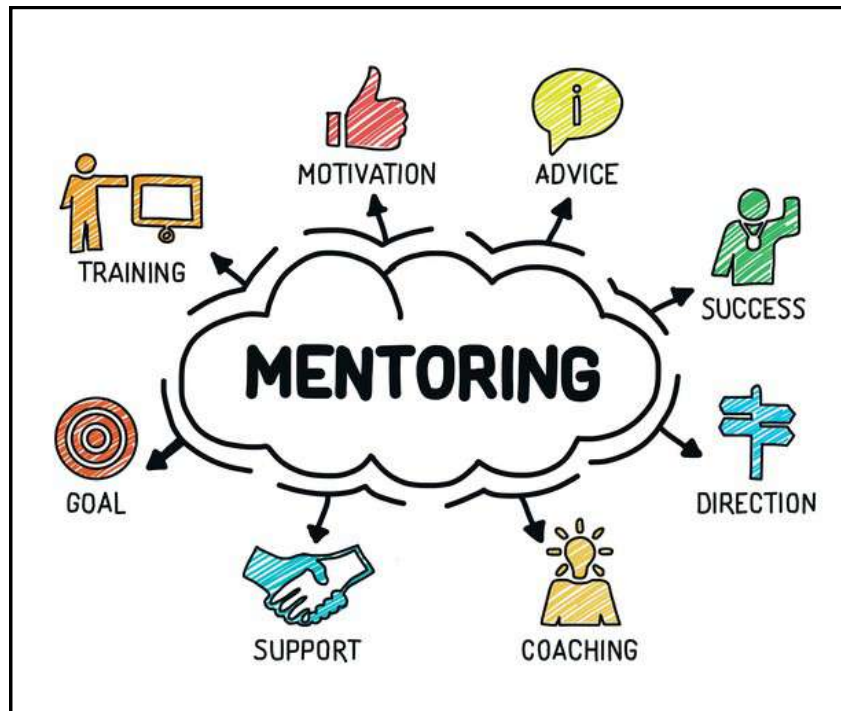
Listen actively to mentees:

Mentors should avoid distraction and mis-interpretation when they listen to their mentees individually or in groups. They should make the mentees the most important people in order

to define their needs and support them.

Conduct frequent communications:

Mentors should communicate with their mentees between regular phone or online meetings to make sure they are fully supported.



time to become familiar with distance mentoring and to build trust. Mentors should keep organizational information available for mentees from the very beginning.

Sustain commitments:

Mentors should help to keep distant mentees committed, motivated and

(Continued on page 37)

Mentoring in Action

(Continued from page 36)

Make use of technology:

Mentors should make use of different and updated technology solutions and tools to keep communicating with their mentees to feel personally and professionally supported.

Meet face-to-face:

Mentors should have face-to-face meetings with their mentees as often as possible. Face-to-face meetings help to develop social engagement, relations and trust.

React to mentees spontaneously:

Mentors should react to their mentees as soon as possible. Spontaneous reactions help to develop and sustain the mentors-mentees relations.

In January 2017, I attended the Mentor Program conducted by the U.S. Embassy in Cairo's Regional English Language Office (RELO Cairo). The program has been a great opportunity to pay teachers' professional development forward in non-traditional ways, taking the local context into consideration. Since March 2017, I started and have continued the "instructional coaching" community service program to help develop English language senior teachers and supervisors into mentors in Monofia Governorate, in the middle of Nile Delta in Egypt. The

program has been of face-to-face workshops and online mentoring through a social media network.

There have been some opportunities, challenges and solutions. I have made use of my educational leaders and teachers' networks and links to move the instructional coaching program into action. Most teachers have been busy, so I have delivered summer vacation workshops. Most teachers were not happy to travel to the workshops' central venue, so I have delivered workshops at the teachers' schools or nearby schools in their districts and towns. To keep mentor-mentees ongoing contact, I have started and continued English Language Teaching Professional Development (ELT PD) Facebook public group to share feedback, opportunities, resources and best practices. I have encouraged teachers to collaborate and act as peer mentors for each other. I have shared my community service program experience on a co-presentation poster session at TESOL 2018 International Convention and Language Expo in Chicago in the USA. The blended model of very few face-to-face workshops (when possible), virtual sessions and online ongoing mentoring could be one solution to sustain professional development of teachers and educators during a time of pandemic.

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A Glance at Online Visual Reference Works

By Maximiliano E. Orlando

Introduction

A printed picture dictionary may be defined as a reference book which is divided into sections that may revolve around a semantic field, for example, occupations, food, or sports and where users may come across both linguistic units that are relevant to these fields and pictures that illustrate these units. Because of the wide range of fields picture dictionaries may deal with and of the number of linguistic units these dictionaries may illustrate, they may be regarded as comprehensive and, therefore, useful sources of vocabulary. It could be claimed that this argument should be one of the reasons why pictorial materials that are similar to those used in printed picture dictionaries have been used in English language dictionary entries.

In a study of pictorial illustration in dictionaries, for example, Biesaga (2016) showed that the entry for *office* in the *Oxford Learner's Dictionaries* is accompanied by a picture that presents several linguistic units that are related to this entry. It may be observed that this is done in a fashion that resembles that of printed picture dictionaries: linguistic units are presented in context. Lew, Kaźmierczak,

Tomczak, and Leszkowicz (2017) also reported the presentation of objects in context in pictures appearing in the *Longman Dictionary of Contemporary English Online*.

In looking at the study of the use of pictures in online English language dictionaries and at the use of pictures in printed picture dictionaries, the author of this paper thought that it would also be interesting to look at *online visual reference works* (OVRWs) with a view of analyzing features that could be relevant if OVRWs were to be compared with online English language dictionaries and printed picture dictionaries. As a result, this short paper aims to explore, firstly, the way in which topics are presented in three visual reference works that are available online and that may be used while teaching EFL/ESL to adults even if they may not be meant specifically for adult learners; and, secondly, the tools and kinds of visuals that are used to deal with these topics. Indeed, this paper will not look into the accuracy of the information these reference works contain or into technical issues such as software performance or reliability.

The following three works have different approaches to

presenting linguistic units. *NASA's Picture Dictionary* has been made available by an organization whose primary goal is not the study of the English language; thus, it deals with vocabulary that is related to the areas of activity of this organization. *Visual Dictionary Online* deals with a variety of themes, for example, astronomy, food and kitchen. *Vidtionary* is similar, but it differs from the previous two in that it focuses on the presentation of linguistic units through videos. Information about the creators of these reference works is available on their respective websites. It is hoped that the observations that are made below may be interesting for EFL/ESL practitioners who would like to explore the OVRWs discussed in this paper or other OVRWs with a view to considering the usefulness and convenience of incorporating them into teaching EFL/ESL to adults.

Presentation of Topics

An OVRW may cover a variety of topics. *Vidtionary* is a case in point. It includes a wide range of topics in its list of categories: animals, food, patterns, to name but a few. Topics may also be divided into subtopics. *Visual Dictionary*

(Continued on page 39)

A Glance at Online Visual Reference Works



Image retrieved from <https://miamijet.net/what-does-ultra-long-range-mean/>

(Continued from page 38)

Online, for example, comprises fifteen themes which are divided into subthemes. Topics can also deal with a specific language area. *NASA's Picture Dictionary* includes terms that are related to the activities of the organization that makes this dictionary available to the public, including space and atmospheric phenomena.

In addition, OVRWs may introduce topics in a variety of ways. Whereas, as explained, *Visual Dictionary Online* offers a list of themes that are divided into subthemes, *NASA's Picture Dictionary* presents its entries in alphabetical order as a standard printed English language dictionary would do. *Vidtionary*, on the other hand, gives users the option of looking up entries alphabetically and the option of looking them up according to categories.

Visuals and Tools

OVRWs may contain a range of visuals. The entry for *jet* in *NASA's Picture Pictionary*, for example, contains a photo of a jet plane whereas the entry for *jet* in *Vidtionary* includes a video. The entry for *long-range jet* in *Visual Dictionary Online*, by contrast, shows an illustration. It is also interesting to point out that a variety of tools are used to deal with the target linguistic units. In the same entry, for example, *jet*, *NASA's Picture Dictionary* provides two definitions, two sentences that illustrate the term *jet* and a hyperlink to a page that explains how a jet engine works. The entry for a related item, for example, *airplane*, in *Vidtionary* shows its part of speech, and it includes a definition and sentences that contain this item. There is also a wordless video of this linguistic unit on this site; the user may guess

what this unit is while or after watching this video. The entry for *long-range jet* in *Visual Dictionary Online* also includes a definition and it provides an audio file that allows the user to listen to the pronunciation of this entry. The illustration of a long-range jet contains annotations that point at different parts of this type of jet. By clicking on them, the user can subsequently read the definitions of these parts and listen to the corresponding audio files. Some of the entries for the parts of a long-range jet are accompanied by links to other illustrations that are related to these entries.

Conclusion

While looking at the target OVRWs, it may be realized that their approach to presenting topics can vary and that they may make use of different kinds of visuals or tools to deal with them. It may be claimed that the advantage of this

(Continued on page 40)

A Glance at Online Visual Reference Works

(Continued from page 39)

diversity is that users may pick out those OVRWs that suit their learning needs and styles and, as a result, combine the use of different OVRWs. It could also be argued that the target OVRWs as a whole may be midway between online English language dictionaries and printed picture dictionaries: they may include some of the features of the former, for example, hyperlinks, definitions, example sentences and audio files for each linguistic unit, while still relying on the use of visuals like the latter. It is expected that this could be considered an interesting feature in addition to the use of online English language dictionaries and printed picture dictionaries while teaching EFL/ESL to adults.

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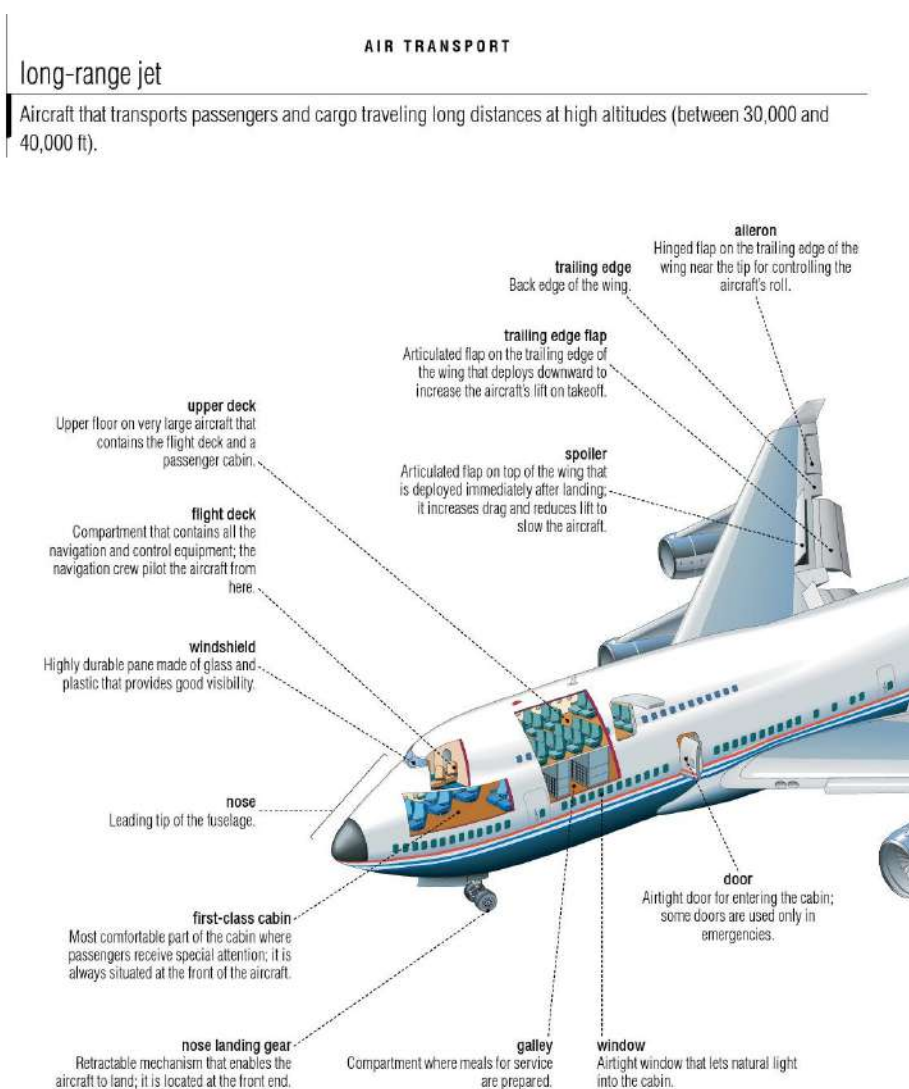
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154

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Thinking Beyond the Word: Connecting with Language, Culture, and Communication When East Meets West

By Wei-Chun Liu

This article reports on perspectives that examine issues of language, culture, and communication, illustrating how these perspectives can raise an educator's awareness about their interrelationship and enable them to create conversations with sociocultural aspects of language. When it comes to understanding how culture and communication (especially language) impacts cognitive development, Vygotsky (1978) emphasized the role that language plays in a pluri-functional approach. Minds are viewed as cultural products that develop from human social and verbal activity and development is led by dialogic experiences with a competent other rather than through a teacher who simply transmits information. As these verbal and social experiences are internalized, there is an integration of experience and cognition (Wertsch, 1987). Thereby, culture, language, and cognition merge to form culturally accepted (and diverse) ways for dealing with the world, its problems, and its relationships. The importance to the study is obvious.

Recognizing the role that

culture and cosmology plays in language learning, scholars further highlight the cultural experience that needs to be addressed. Kotta (1942) further noted that "man adapts to his environment through technology and language, through patterns of group organization, and through ideology" (p.19). Bruner (1986) also recognized learning as a process of culture communication and its base as a communal activity among people.

"Language is a means of communication; human behavior is related and unified through language. It should not be difficult to get students to appreciate this social function of language, and to recognize that without language there would be no communication of behavior and opinions-that, indeed, the very existence of society itself is dependent upon the communication that language makes possible" (Dewey, 1973, p. 295).

The opium wars became a watershed that divided Chinese traditional culture and the Chinese new cultural movement. Chinese people were humiliated as they

attributed the loss of the opium war to outdated Chinese technology and ideology as opposed to the advanced knowledge of western countries. It was the failure of the Opium War that brought Chinese attention to the new culture movement with advancement of technology and science. However, Confucian thinking was still deeply rooted in the Chinese mind and life. Even though the pursuit of science gained recognition at that point in time, Kwok stated: "It would be a mistake to assume that the Chinese at this time had been completely won over to the spirit and substance of modern scientific civilization. Their faith in the adequacy and vitality of the Confucian doctrinal framework hardly wavered" (1965, p.35).

The era of "the New Republic" was established in 1911 as a new leaf of Chinese history in which people were eager to catch up with the advanced scientific achievements of the West. During the reform activity, some knowledgeable people perceived conflicts between new Chinese cultural experiences and traditional

(Continued on page 42)

(Continued from page 41)

Chinese cultural experiences. Regardless of any social reform, only after drastic changes in Chinese culture will people be able to solve the problems existing in China (Chang, 2002b). As Chang (2002a) points out, Chinese culture rests on the notion of Confucianism, as it accounts for challenges with the democracy and betterment. This is an important factor because Confucianism was viewed as an obstacle to the betterment of a modern society.

Chen Duxiu (1916, p.2) gave one explanation of how Chinese people could make a new society: “to import the foundation of the Western society, that it, the new belief in equality and human rights,” and to throw away what is incompatible with the new belief, the new society, and the new state.” Chen Duxiu’s perspective reflects Chinese culture, presented in a series of traditional barriers, each with its obstacle to move into a new stage, as they move from establishing interpersonal relationship to fulfilling the structure of the society and on to centering around complicated rules and policies; interspersed with Confucianism.

The next issues that have close connections with attempts at cultural transformation is a change in the Chinese language from *Wenyan* (archaic or classic



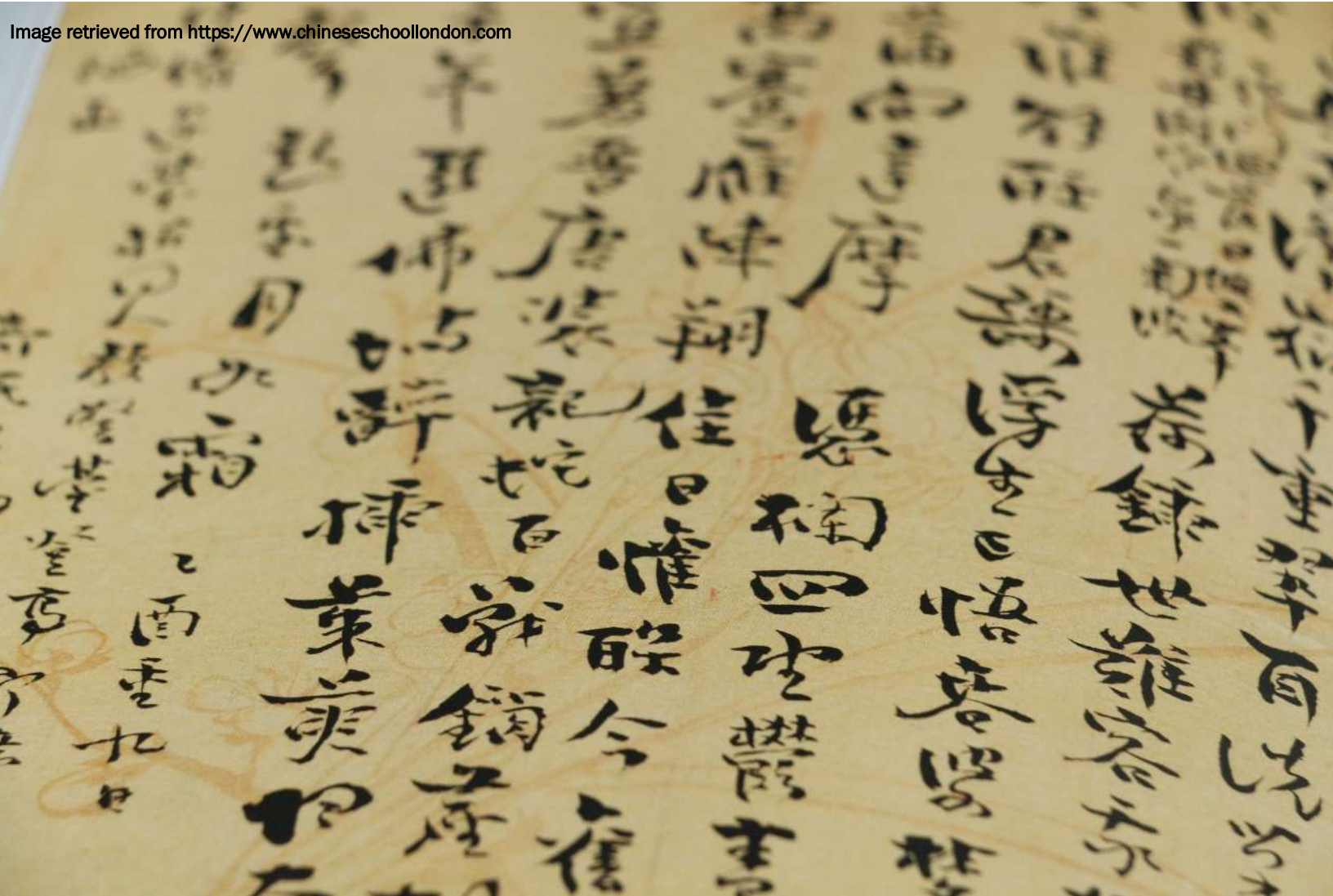
Image retrieved from <https://www.institute4learning.com/2012/08/08/the-stages-of-life-according-to-confucius/>

Chinese or literacy Chinese) to *Baihua* (vernacular or daily speech). Drawing on Chang (2002b), *Wenyan*, the language of written communication, differs from

Baihua. The 1917 movement to *Baihua* was devoted to making Chinese communication easier and more accessible to every walk

(Continued on page 43)

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(Continued from page 42)

of life (Chang, 2002b).

Hu Shi, a well-known writer and scholar in China, conducted a research study entitled “Some Tentative suggestions for the reform of Chinese Literature” (1917). Based on his study, Hu found that the use of *Baihua* enhanced the prevalence of language (as cited in Chang, 2002a). Further, Hu Shi argued that in order to regenerate the Chinese language and Chinese culture, *Baihua* (vernacular) needed to replace the use of

Wenyan (classic) with the aim of adapting to contemporary Chinese culture and experience.

Chen Duxiu wrote an article entitled “On the Literacy Revolution.” Chen stated that there is a close connection between literary style and its effect on the culture of a country (Chen, 1916). Chen regarded classical Chinese literature as a superficial and decorative language style. The *Baihua* movement became a remarkable cultural movement in Chinese history that

demonstrated the close connection between culture and language and questioned Confucius’ ideas and the role of the ancients. Thus, Hu observed that the literary revolution (to the *Baihua* script) allowed and supported new thought, the free development of the spirit, and the expression of good ideas because it was not revered and considered unchallengeable (as cited in Chen, 1916).

Despite the popularization of *Baihua*, Qian (1918) argued

(Continued on page 44)

(Continued from page 43)

that Confucius' thinking was still embedded in written works. Qian raised the issue of authenticity, even if a work were translated into western thought, original meanings would be changed and filled with Confucian ideas. For example, Chinese people commonly translate Western equality into the perspective of Confucianism *lunlixue* (the hierarchical rules among children, parents, and siblings). However, it distorts the real meaning of equality in the Western works. Qian (1918, p. 356) stated that "the fundamental solution is to abolish Confucianism, but the fundamental of the fundamental solution is to abolish the Chinese writing that recorded the thoughts of Confucianism and the crazy words of Daoism."

By using culture and language analysis to unpack communication, this review is a significant one for raising educator's awareness about teaching language and culture and enable them to benefit all language learners.

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The Usage of SNSs & LLSNs During the Covid-19 Pandemic: There Is a Light at the End of a Tunnel

By Soumen Mukherjee

Social Networking Sites (SNS), also defined as 'social media,' 'social software,' or 'Web 2.0', have progressively become widespread with the help of digital technologies (tablet, smartphone, notebook) and the Internet in the last couple of decades and have transformed themselves into a virtual platform. Many social networking sites like Blogs, Facebook, Instagram, LinkedIn, Twitter, YouTube, and others are unquestionably providing the users the opportunity to make new-fangled acquaintances and to exchange information. The recent research show that there are more than 500 million people with Facebook membership, and the majority of them are members of other social networking sites as well. Besides, approximately 250 million of these members visit Facebook site at least once in a day. In point of fact, students now depend on social media in nearly every aspect of their lives, whether it is to communicate with their friends, play games or even for receiving online education. Not only that, but nowadays social networking also gives a complete understanding for

English language learning, where the learners may grasp the gradations of the language in an increasingly unvarying mode through the exchange of communication, irrespective of whether they are sending messages, posting on Facebook, Telegram, Twitter, or Instagram, or they are playing web-based games.

In this context, Language Learning Social Network Sites or LLSNs deserve special mention. They are online communities, which are specifically aimed at encouraging collaboration between language learners bringing together opportunities for students to receive structural tutorials and organize what they learn in authentic communication with native speakers around the world. The emergence of LLSNs thus brings together two important features of Computer Assisted Language Learning (CALL): instruction and communication (Boyd & Ellison, 2007). Furthermore, new apps for mobile devices by the two market leaders, *Livemocha* and *Busuu*, now empower learners to access and harmonize LLSNs whenever and wherever they

wish.

As the present world has been entirely swamped by the COVID-19 pandemic, education in many countries has had a hasty and virtuous response to the noxious contagion by adapting to a new culture of virtual learning, using free online platforms and social media. The coronavirus outbreak first became apparent on December 31, 2019 when China informed the World Health Organisation of a cluster of cases of pneumonia of an unknown cause in Wuhan City in Hubei Province. Subsequently the disease spread to more provinces in China, and to the rest of the world. The WHO declared it a pandemic and the virus has been named SARS-CoV-2, and the disease is now called COVID-19. As of May 2021, more than 158 million cases have been confirmed, with more than 3.29 million deaths attributed to COVID-19 alone, making it one of the lethal pandemics in the history of human civilization. The universal spread of the epidemic has resulted in schools, colleges, universities and other educational

(Continued on page 46)

The Usage of SNSs & LLSNs During the Covid-19 Pandemic: There is a Light at the End of a Tunnel

(Continued from page 45)

institutions being shut-down across the world. Globally, approximately 1.2 billion children are out of the classroom. Hence, there has been a significant surge in the usage of language apps, virtual tutoring, video conferencing tools, or online learning software among the students and teachers alike, since the advent of COVID-19, almost one-and-a-half-year back. What are pertinent, Social-networking sites (SNSs) are used now days not only as a means for amusement, but also for learning. In a state of lock-down, when most of us are spending time at home, we may utilize the prevalent SNSs in delivering/acquiring lessons in language learning, which are as follows:

- The teacher may create a Facebook page, where the concerned students may all become group-members. The teacher may then start posting rubrics of English Grammar in the group-page. Subsequently, she/he may ask the students in the page itself, to frame sentences using the rubrics and request them to gauge its accuracy by checking the content in 'Grammarly'- the online grammar checker;
- By creating a blog or Tumblr, the learners may start publishing their writing in the English language thereby acquainting the fellow-

learners with the technique of sentence construction or similar procedures, and if possible, share it with each-other as well as their teachers. They may, in the process, encourage other hesitant learners enough to inscribe something of their own in English;

- The teacher takes some pictures of info-graphics about languages in general, to help the students understand more about why they should learn it, post-it in a Pinterest account, with their description in English and 'pin' them on the class-boards. Under the present critical situation, the concerned teacher may also take photos depicting optimistic and positive side of life to instil buoyancy among the learners and

asking them at the same time to articulate it in their own words;

- Instagram is one of the most prevalent forms of social media these days. Many of the youngsters spend too much time scrolling through their feeds to see what preferred celebrities are getting up to. However, instead of wasting their time in the so-called 'gram,' the learners may follow some accounts exclusively created for language learning and enjoy their Instagram time guilt-free, like @word_formation_for_exams; @teacherjoecrossman; @corkenglishteacher; @pronunciationwithemma etc.

Already, the ever-increasing growth and speed of the



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(Continued on page 47)

The Usage of SNSs & LLSNSs During the Covid-19 Pandemic: There is a Light at the End of a Tunnel

(Continued from page 46)

Internet has massively increased on-line language learning, and the recent emergence of LLSNSs has transformed this environment by providing enriched opportunities for synchronous and asynchronous interaction (Brick, 2012). Language learning social networking sites (LLSNSs), which are relatively new and an innovative and fun way of learning a new language, are fast garnering new heights, during the ongoing pandemic. A number of start-ups and academic institutions have launched specialized websites for language learning, including *Livemocha*, *iTalki*, *Lang-8*, *Hello-Hello*, *Duolingo*, and *Palabea*. *Livemocha*, for example, provides both language-learning materials and opportunities to practice the user's target language with more than 13 million international users. Its approach aligns with the community-of practice theory (Wenger, 1998), according to which learning occurs when a group of people who share a particular interest interact regularly. *Palabea*- the speaking world, is a marketplace for speaking and learning languages via video chat. The peer-review feature of most of these sites may promote mutual engagement, as users mutually engage in discussions to achieve their goals in learning the language.

To conclude, our

ineffectiveness in providing appropriate language learning online resources to the engrossed learners may not only divest the entire cohort in acquiring the phonological doctrines of the language, but it may also dismay them, predominantly at a time, when they are unremittingly being deprived of the retreat of a real-time classroom. Further, when we all are striving to attain inventive prospects in our respective inclinations from the cosiness of our home, looking at the ways language learning is hypothesized and materialized through the affordances of SNSs or LLSNSs could shed light on the design of online materials and in general course development, too. Of course, there is a light at the end of a tunnel....

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Up Coming Events:

**September, 2021:
Fall Social**

**November, 2021:
Practical Workshop**

**February, 2022
Annual Conference**

**May, 2022
Language Experience**

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