

ONLINE ENGLISH LANGUAGE TEACHING/LEARNING DURING THE COVID-19 PANDEMIC: STUDENTS' AND TEACHERS' PERCEPTIONS AT VILNIAUS KOLEGIJA/ UNIVERSITY OF APPLIED SCIENCES

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***Abstract.** The article analyzes the challenges posed by rapid shifting from face-to-face to online teaching/learning due to the Covid-19 pandemic. Along with other educational institutions Vilniaus kolegija/University of Applied Sciences had to switch to online teaching/learning. After a year of new experience, a cross-sectional study was conducted to establish students' and teachers' perceptions of online learning and highlight areas for improvement. Two surveys were conducted: a student survey (N=39) and a teacher survey (N=13). The findings revealed that the vast majority of the respondents in both groups feel fully or partially satisfied with online teaching/learning and academic achievements. Of the two main tools engaged in online teaching/learning preference is given to Microsoft Teams, leaving the Moodle platform slightly behind. The authors conclude that despite overall positive feedback some improvements are necessary to raise the quality of online teaching/learning. Further research would help to monitor the development of the situation.*

***Key words:** higher education, language learning, online learning, Covid-19 pandemic.*

Introduction

The COVID -19 pandemic situation has impacted the entire education system and brought a new phase in education which is marked by shifting from traditional face-to-face learning in classroom to online learning. Online learning has suddenly become a necessity rather than an option. It has become a must, whether we like it or not, and whether we are ready or not. Rapid solutions had to be made in spring of 2020 when the global pandemic was declared, which came as a great shock to many educational institutions all over the world. HE institutions started exploring and adopting instructional modes to manage the changing demands of education as they deal with COVID-19. Online learning is one of such modes. In many countries online learning seemed to be the only solution to continue providing educational services in the pandemic situation. In China, for example, where the pandemic started, "there was an overnight shift of normal classrooms into e-classrooms, that

Pdf Online Christian English Language Teaching Learning

Mary Shepard Wong,Ahmar Mahboob

Pdf Online Christian English Language Teaching Learning:

Spirituality and English Language Teaching Mary Shepard Wong,Ahmar Mahboob,2018-08-09 This collection of 16 reflective accounts and data driven studies explores the interrelationship of religious identity and English Language Teaching ELT The chapters broaden a topic which has traditionally focused on Christianity by including Buddhist Hindu Muslim and non religious perspectives They address the ways in which faith and ELT intersect in the realms of teacher identity pedagogy and the context and content of ELT and explore a diverse range of geographical contexts making use of a number of different research methodologies The book will be of particular interest to researchers in TESOL and EFL as well as teachers and teacher trainers

Digital Teaching and Learning: Perspectives for English Language Education Christiane Lütge,Thorsten Merse,2021-03-29 The ongoing digitalization of social environments and personal lifeworlds has made it crucial to pinpoint the possibilities of digital teaching and learning also in the context of English language education This book offers university students trainee teachers in service teachers and teacher educators an in depth exploration of the intricate relationship between English language education and digital teaching and learning Located at the intersection of research theory and teaching practice it thoroughly legitimizes the use of digital media in English language education and provides concrete scenarios for their competence oriented and task based classroom use

Professional Guidelines for Christian English Teachers Kitty Purgason,2016-09-30 This handbook is for people in the field of English language teaching who are looking for practical ways to be both committed followers of Jesus and ethical TESOL professionals What do such teachers actually do in the classroom What materials do they use How do they relate to their students and colleagues in and outside the classroom How can they treat students as whole people with spiritual and religious identities How can they set a high bar for ethical teaching Professional Guidelines for Christian English Teachers has grown out of Kitty Purgason s experience as a Christian seeking to follow the Great Commandment and the Great Commission as a practitioner with a deep concern for excellence and integrity and as a teacher trainer with experience in many parts of the world

Mental Health in English Language Education Christian Ludwig,Theresa Summer,Maria Eisenmann,Daniel Becker,Nadine Krüger,2024-04-08 Mental health has become a growing concern in today s society with schools emerging as focal points for addressing this topic The present volume takes this as a starting point to explore the relevance of curricula and competencies texts and materials digital culture and communication and teacher education in the context of mental health and English language education This for instance includes insights into interrelated topics such as gender climate change stress and conspiracy theories A variety of texts including multimodal novels video games and songs provides practical impulses for integrating mental health related topics into English lessons As such this volume brings together scholars from various fields who discuss the relationship between mental health issues and English as a foreign language learning from a variety of theoretical empirical and practice oriented perspectives

Language Education in the School Curriculum Ken

Cruickshank, Stephen Black, Honglin Chen, Linda Tsung, Jan Wright, 2020-05-14 There is widespread concern in all English speaking countries at the rapid decline in study of languages The promise of languages for all in the UK and North America in the 1970s marked a shift from languages as lite subjects for the privileged few but this promise has not been fulfilled This book explores the reasons for and solutions to this decline More importantly it looks at how these trends have been reversed in successful school programs and the implications of this for language education policy makers The study draws on an analysis of data from 600 primary secondary and community languages schools over six years and from detailed case studies in a representative sample of 45 successful schools The book proposes a range of strategies to address the decline from engaging classroom learning assessment outcomes and embedding languages as central in school curriculum on the one level to a mix of incentives and mandation for language study especially at upper secondary school level The authors explore the impact of learning languages on the thinking educational experiences and outcomes of young people across a range of ethnic backgrounds and socioeconomic statuses They show the importance of having equal access to languages study in a world where young people will have increasingly more diverse working lives and argue that the gap in languages between policy and uptake is really a gap in the thinking of policy makers and government Born-Digital Texts in the English

Language Classroom Saskia Kersten, Christian Ludwig, 2024-06-11 This book is the first to focus specifically on born digital texts in EFL teaching uniting international and innovative scholarship with practical classroom applications The book develops a theoretically sound framework for curriculum materials and methods design that takes into account the growing ubiquity of born digital texts in the digital age It covers a broad variety of born digital text types including those generated by AI which so far have not been an explicit focus in the context of language teaching while also providing a grounding in current discussions around digital tools in education The chapters cover a wide range of issues from methodological approaches to born digital texts to curriculum syllabus and materials design The book will be a valuable introduction to the subject for trainee and practising teachers as well as teacher educators and students on EFL courses Chapter 7 is free to download as an open access publication under a CC BY licence and is available here <https://zenodo.org/records/11174197>

Explorations of Language Teaching and Learning with Computational Assistance Zou, Bin, 2012-07-31 Computer based technologies can enhance language learning and help students embrace the complexities of an additional language Due to rapid technological changes innovative teaching approaches and strategies are necessary in order to successfully integrate new technologies within language teaching Explorations of Language Teaching and Learning with Computational Assistance provides cutting edge research which evaluates improves and applies effective pedagogy in the fields of computer assisted language learning CALL and foreign language learning It expands on the principles theories design and implementation of computer assisted language learning programs

Empowering English Language Learners Jeanne C. DeFazio, William David Spencer, 2018-06-13 Empowering English Language Learners showcases strategies of those who

teach English as a second language in pre schools graduate schools secular public schools and private Christian schools What makes this book unique is the way each teacher evaluates teaching strategy through personal experience This book explains what works and what doesn't With additional contributions from Dean Borgman Julia Davis Jean Dimock Cherry Gorton Seong Park Olga Soler Virginia D Ward Gemma Wenger *Implementing Educational Language Policy in Arizona* M. Beatriz Arias, Christian Faltis, 2012 This book brings together scholars researchers and educators to present a critical examination of Arizona's restrictive language policies as they influence teacher preparation and practice The Structured English Immersion model prescribes the complete segregation of English learners for 4 hours a day from English speakers and academic content for a minimum of one year Handbook of Latinos and Education Juan Sánchez Muñoz, Enrique G. Murillo Jr., Margarita Machado-Casas, 2009-12-16 Providing a comprehensive review of rigorous innovative and critical scholarship relevant to educational issues which impact Latinos this Handbook captures the field at this point in time Its unique purpose and function is to profile the scope and terrain of academic inquiry on Latinos and education Presenting the most significant and potentially influential work in the field in terms of its contributions to research to professional practice and to the emergence of related interdisciplinary studies and theory the volume is organized around five themes history theory and methodology policies and politics language and culture teaching and learning resources and information The Handbook of Latinos and Education is a must have resource for educational researchers graduate students teacher educators and the broad spectrum of individuals groups agencies organizations and institutions sharing a common interest in and commitment to the educational issues that impact Latinos Biography-Driven Culturally Responsive Teaching, Second Edition Socorro G. Herrera, 2016-01-27 Culturally responsive pedagogy literacy and English learner education expert Socorro Herrera has updated this bestseller to clarify focus and redefine concepts for the continued professional development of educators serving culturally and linguistically diverse CLD populations Teaching strategies and tools have been updated to reflect important new brain research and to keep pace with our nation's ever changing demographics and constant shift in expectations for K-12 students Herrera has also revised the structure and format of the book to help educators find information quickly while working in highly complex and demanding environments New for the Second Edition Teaching strategies and tools based on the most current knowledge in the field Authentic classroom artifacts that have been collected from teachers across the country Glossary of key terms providing an auxiliary resource for current readers and for future applications of content in professional practice Reorganized features with new icons providing a more user friendly text for practitioner and classroom use Updated excerpts from grade level classroom teachers clarifying practice with CLD students and families Additional planning and instructional aids available for free at www.tcpress.com Grounded in the latest theory and with more user friendly features the Second Edition of Biography Driven Culturally Responsive Teaching will help educators to reflect on their assumptions and perspectives integrate best practices and accelerate CLD students academic

learning Socorro Herrera does a masterful job of mediating multicultural education theory and practice specifically for culturally and linguistically diverse students in *Biography Driven Culturally Responsive Teaching* From the Foreword by Geneva Gay University of Washington Seattle **Engaging English Learners Through Access to Standards** Shelley Fairbairn,Stephaney Jones-Vo,2015-07-16 Use this six part strategy for measurable cross curricular EL achievement How can districts and schools successfully promote academic English language development through teaching content knowledge and standards based skills and abilities This thoroughly researched book provides concrete answers You ll find practical steps and ideas for developing collaborative cross curricular programs that address EL specific needs Clear tables and templates essays expert research and real life teacher and parent stories illuminate best practices for appropriate standards based instruction that gets results Using the authors six part ENGAGE Model you ll learn to Establish a shared vision for serving ELs Name the expertise to utilize within collaborative teams Gather and analyze EL specific data Align standards based assessments and grading to ELs linguistic and content development Ground standards based instruction in both content and language development Examine results to inform next steps Use this groundbreaking guide to accelerate progress and ensure effective instruction for all ELs Learning requires attention engagement and quality instruction This book provides all three necessary components in one place a model that teachers can use to ensure that their English learners achieve Douglas Fisher San Diego State University This book should be a mandatory must read for all educators as we continue to serve our diverse student populations and strive to ensure we are honestly reaching academic achievement for each and every student Michele R Dean Coordinator Ventura Unified School District **Innovations in Teaching and Learning: International**

Approaches in Developing Teacher Education and Curriculum for The Future Marco Ferreira, Lawrence Meda, Markus Talvio,2024-04-16 During the last few years teachers across cultures have faced a lot of unprecedented demands in developing their methods in instruction Population mobility unstable labour market and globalisation change society around us rapidly In addition education per se is constantly changing and redefining and modifying learning and teaching environments are an ongoing process For example modern educational psychology including positive psychology movements emphasizing collaborative knowledge creation calls teachers to facilitate their students learning and wellbeing and to create a positive learning environment instead of using traditional frontal teaching and other teacher centered methods Digital revolution has challenged teachers to adapt new educational settings and to update their pedagogical approaches into more use of digital solutions Indeed the COVID 19 pandemic propelled the teachers to offer new optimal learning experiences

Ab Initio Language Teaching in British Higher Education Ulrike Bavendiek,Silke Mentchen,Christian Mossmann,Dagmar Paulus,2022-12-01 Drawing extensively on the expertise of teachers of German in universities across the UK this volume offers an overview of recent trends new pedagogical approaches and practical guidance for teaching at beginners level in the higher education classroom At a time when entries for UK school exams in modern foreign languages

are decreasing this book serves the urgent need for research and guidance on ab initio learning and teaching in HE Using the example of teaching German it offers theoretical reflections on teaching ab initio and practice oriented approaches that will be useful for teachers of both German and other languages in higher education The first chapters assess the role of ab initio provision within the wider context of modern languages departments and language centres They are followed by sections on teaching methods and innovative approaches in the ab initio classroom that include chapters on the use of music textbook evaluation the effective use of a flipped classroom and the contribution of language apps Finally the book focuses on the learner in the ab initio context and explores issues around autonomy and learner strengths The whole builds into a theoretically grounded guide that sketches out perspectives for teaching and learning ab initio languages that will benefit current and future generations of students *Handbook of Human and Social Conditions in Assessment* Gavin T. L.

Brown,Lois R. Harris,2016-06-23 The Handbook of Human and Social Conditions in Assessment is the first book to explore assessment issues and opportunities occurring due to the real world of human cultural historical and societal influences upon assessment practices policies and statistical modeling With chapters written by experts in the field this book engages with numerous forms of assessment from classroom level formative assessment practices to national accountability and international comparative testing practices all of which are significantly influenced by social and cultural conditions A unique and timely contribution to the field of Educational Psychology the Handbook of Human and Social Conditions in Assessment is written for researchers educators and policy makers interested in how social and human complexity affect assessment at all levels of learning Organized into four sections this volume examines assessment in relation to teachers students classroom conditions and cultural factors Each section is comprised of a series of chapters followed by a discussant chapter that synthesizes key ideas and offers directions for future research Taken together the chapters in this volume demonstrate that teachers test creators and policy makers must account for the human and social conditions that shape assessment if they are to implement successful assessment practices which accomplish their intended outcomes *Global Practices of Language Teaching: Proceedings of the 2008 International Online Language Conference (IOLC 2008)* Azadeh Shafaei,2008-12-30

The first International Online Language Conference was successfully held in September 2008 This event invited professors Masters and Ph D students and academicians from around the world to submit papers in areas related to the conference theme The event was organized by International Online Knowledge Service Provider IOKSP The main conference objectives were as follows to provide a platform for language educators academicians and researchers from diverse cultural backgrounds to exchange ideas and the best practices for effective language teaching and learning to promote better understanding of cultural diversity in language learning to encourage language educators to be involved in the research process in order to achieve comprehensive excellence and to produce a collection of scholarly papers **Integrating**

Cutting-Edge Technology Into the Classroom Chee, Ken Nee,Sanmugam, Mageswaran,2024-04-09 The upheavals of

technological advancements and the COVID 19 pandemic have reshaped the traditional contours of education creating a pressing need for innovative solutions to bridge the gap between traditional classrooms and the evolving demands of remote or hybrid learning As we grapple with these changes it becomes increasingly evident that the integration of new technology is not just a preference but a necessity to ensure educational resilience and adaptability Integrating Cutting Edge Technology Into the Classroom delves into the profound impact of technological disruptions on teaching methodologies student engagement and overall learning outcomes This book doesn't merely document technological advancements it is a trigger for a fundamental shift in the research community By showcasing real world applications and their impact on student achievement the book propels researchers into uncharted territories sparking collaboration and dialogue Through in depth case studies research findings and expert perspectives it provides a platform for academics technologists and educators to explore the opportunities and challenges posed by advanced technologies in education As an indispensable resource it fosters a collaborative environment that propels educational technology to new heights

Multilingual Learners and Academic Literacies Daniella Molle, Edynn Sato, Timothy Boals, Carol A. Hedgspeth, 2015-03-05 Shifting the discourse from a focus on academic language to the more dynamic but less researched construct of academic literacies this volume addresses three key questions What constitutes academic literacy What does academic literacy development in adolescent multilingual students look like and how can this development be assessed What classroom contexts foster the development of academic literacies in multilingual adolescents The contributing authors provide divergent definitions of academic literacies and use dissimilar theoretical and methodological approaches to study literacy development Nevertheless all chapters reflect a shared conceptual framework for examining academic literacies as situated overlapping meaning making practices This framework foregrounds students participation in valued disciplinary literacy practices Emphasized in the new college and career readiness standards the notion of disciplinary practices allows the contributing authors to bridge the language content dichotomy and take a more holistic as well as nuanced view of the demands that multilingual students face in general education classrooms The volume also explores the implications of the emphasis on academic literacy practices for classroom instruction research and policy

The Handbook of Research in World Language Instruction Victoria Russell, Kathryn Murphy-Judy, Francis John Troyan, Aleidine J. Moeller, Krishauna Hines-Gaither, 2025-06-05 This seminal handbook provides a comprehensive overview of the research on world language education and how that research can transform into effective and daily instructional practices for K 16 language teachers With contributions from leading scholars in the field the volume addresses cutting edge research trends and practice Covering key topics in language education the volume is organized in six sections Teaching Methods and Approaches Culture Pragmatics and Intercultural Communicative Competence Assessment and Program Evaluation Diversity Equity and Inclusion in the World Language Classroom Technology Integration and Online Language Teaching and Learning and Key Issues in World Language Instruction including advocacy teacher

recruitment and retention and professional development This handbook is an essential text for all scholars researchers and educators in world languages The Bilingual Advantage Diane Rodriguez,2014 This comprehensive account of bilingualism examines the importance of using students native languages as a tool for supporting higher levels of learning The authors highlight the social linguistic neuro cognitive and academic advantages of bilingualism as well as the challenges faced by English language learners and their teachers in schools across the United States They describe effective strategies for using native languages even when the teacher lacks proficiency in that language This resource addresses both the latest research and theory on native language instruction along with its practical application the what the why and how in K 8 classrooms

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