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# Series Editor's Preface

**T**he TESOL Voices series aims to fill the need for expanding practical knowledge through participant research in the field. Each volume showcases the voices of students and teachers engaged in participant inquiry about language education. These inquiries of participants in various TESOL learning environments are told as insider accounts of discovery, challenge, change, and growth.

What constitutes TESOL classroom life and who is best positioned to research this unique ecology? Traditionally, there has been a hierarchy of credibility in TESOL encouraging the production of knowledge by credentialed “experts” in higher education who offer TESOL practitioners outsider understandings about teaching. In contrast, the TESOL Voices series presents insider accounts from students and teachers who are theorizing the practices of both learning and teaching for themselves. In other words, this series positions practice ahead of theory for understanding the complex phenomena of language teaching and learning. In short, the TESOL Voices series seeks to elevate the value of localized learning through classroom research.

In this series, readers will discover relevant strands of theory extending from accounts of practice. The philosophical point of departure for the series is that enduring theory in TESOL is most likely to surface from participant inquiry that happens among the clutter of classroom desks and chairs. As participants tell their stories, reflective questions and implications for language teaching emerge that illustrate the practical theory practitioners use to make decisions as they experience classroom life.

The TESOL Voices series attempts to give readers a view from the classroom floor on the appropriateness of current policy, practice, and theory in language education. While the accounts in these books are personal reflections colored by particular contexts, teachers are likely to find parallels with their own situation. So as you read, listen carefully to discover what the murmurs, echoes, articulations, singing, humming, silence, cries, laughter, and voices that flow from each of the six volumes might teach you.

## Insider Accounts From Online and Hybrid Classrooms

This volume demonstrates the rich diversity currently available for English study and teaching in online and hybrid environments. Chapters in this volume are organized in the following sections: teacher preparation, ESL and EFL online teaching and learning, and ESL and EFL hybrid teaching and learning. Reflective teaching and participant inquiry are featured throughout the book. Specific chapter topics include formalized course training to help teachers deal with the new technologies that are entering schools, mentorship practices, developing learner autonomy, flipped-classroom formats, and the potential of social networking for language learning. Chapter authors in this volume truly are trailblazers in the dynamic frontier of teaching and learning technology. This book of insider accounts is a must for TESOL practitioners who want to stay abreast of developments for online and hybrid classrooms. The concluding chapter is a broad reflection on where the field currently stands and where it appears to be heading. This volume is a solid attempt at anticipating both student and teacher needs as all participants in language classrooms adjust to technological change.

*Tim Stewart, Kyoto University*

# Introduction: A Diversity of Online and Hybrid TESOL Voices

GREG KESSLER

Hybrid and online learning have been around for some time and many of us across educational domains have had experience teaching and learning in these contexts. However, not all online environments and practices are created equal. The breadth of these contexts today requires us to carefully reflect upon our practices to better understand the various ways that we can interact with one another in the pursuit of effective teaching and learning. There is evidence that many factors may influence how technologies are implemented, including cultural norms and expectations. Similarly, the educational backgrounds of teachers and learners and their attitudes toward these approaches, and technology in general, can determine if a given technological intervention will have any chance of success. As we learn more about these online and hybrid contexts, we continue to develop a richer and more sophisticated understanding. The chapters in this volume have much to contribute to this discussion. This volume in the TESOL Voices series addresses reflective teaching practices and participant inquiry in online and hybrid teaching contexts. The authors in this collection present a diversity of authentic TESOL teaching and learning contexts utilizing online and hybrid instructional approaches. Each chapter is illustrated with a rich description of participant inquiry.

This is a collection of insider perspectives that is geographically, culturally, and contextually diverse. The collection is divided into three sections: (1) voices of participants in online and hybrid TESOL teacher preparation contexts, (2) voices of participants in online ESL and EFL contexts, and (3) voices of participants in hybrid ESL and EFL contexts.

## Voices From Online and Hybrid TESOL Teacher Preparation Contexts

The first section begins with a chapter that vividly illustrates the importance of participant inquiry. In the chapter, **Andrei and Salerno** share their personal stories through the lens of collaborative activity as instructors with shared experiences of, interests in, and explorations of teaching online.

They describe their partnership, one formed by colleagues who might otherwise be isolated, based on a personal linguistic bond that has been maintained for years online. These inspiring authors employ the same principles that helped them maintain this relationship to their online teaching. They offer suggestions for harnessing the power of collaboration to enhance the experience of both MA TESOL candidates and teacher trainers.

Chapter 2 takes us to an online TESOL teacher preparation course that allows MA candidates to participate from anywhere in the world. **Gilmetdinova, de Oliveira, and Olesova** present the voices of an instructor, a teaching assistant, and a student to describe their design, implementation, and evaluation of specific interactive tools within Blackboard, a virtual learning environment and course management system, to strive toward an improved learning experience for students in a fully online context. They observe that the use of tools that support voice-based interactions can help to support teaching presence and contribute to the maintenance of a human connection. The chapter illustrates the importance of reciprocity throughout the educational process and offers guidance for others who are considering wholly online TESOL courses and programs.

In Chapter 3, **Ates and Graham** present the reflective voices of graduate students and faculty about their experiences in an online MA TESOL program. The authors describe this experience and share a number of practical recommendations for both students and faculty. These recommendations are not only thorough and practical but should also be useful for students and teachers in many other online contexts.

In Chapter 4, **Guler** explores the challenges mainstream teachers of ELLs face. She provides insight into the distinct needs of this often overlooked constituency and offers recommendations for addressing their concerns. Through the voices of these teachers, we can appreciate how these challenges are addressed. Guler also shares implications for how online teacher education can help better prepare teachers to effectively address the needs of ELLs.

## Voices From Online ESL and EFL Contexts

The second section includes chapters focused on the voices of participants in online ESL and EFL contexts. This section begins in Chapter 5 with **Casal and Lee** exploring the discourse practices of tutoring within a fully online context through the reflective dialogue of a tutor and his mentor. They recognize that such practices are becoming increasingly important as online and hybrid teaching becomes increasingly commonplace and technologies provide greater support for “sustainable synchronous one-on-one interactions.” They observe that “reflection can lead to a profound awareness of personal discourse practices,” particularly as they manifest in online writing lab spaces, and guide tutors toward more effective practice. Such awareness can benefit all of us who engage in these emerging online contexts.

In Chapter 6, **Chang and Windeatt** present a framework for creating and delivering online English for academic purposes courses. This framework is informed by a number of established frameworks and the observations of teacher and learner use of the Moodle learning management software at the authors’ institution. They share the voices of students and faculty within a course, with a focus on evaluating course design through the use of this framework, and they outline the benefits of this approach and provide suggestions for expansion of the framework. Their process and recommendations should help readers reflect more thoughtfully on future online course design projects.

In Chapter 7, **Lima** describes an investigation into learners’ perspectives of an innovative approach to teaching pronunciation through the use of an online tutoring system. She shares the voices of students using a tool that she developed, Supra Tutor, intended to improve the comprehensibility of international teaching assistants in an online, self-paced environment. Lima includes student experience with and reflection on the use of this online environment and concludes with

suggestions for future improvements that may support learner autonomy. This chapter should also prove useful for others who are creating their own innovative solutions to challenging situations.

## Voices From Hybrid ESL and EFL Contexts

The third section of this volume includes chapters focused on the voices of participants in hybrid ESL and EFL contexts. In Chapter 8, **Lee and Nakamura** describe the experience of participants in a videoconference-based flipped class in Japan. With a focus on advocating for an English as an international language (EIL) perspective, the authors focus on the use of videoconferencing as a pedagogical method. They describe this implementation in response to various challenges presented by this particular teaching context. The chapter concludes with suggestions for others, including combining EIL with content language integrated learning and applying EIL concepts to computer-assisted language learning teacher education.

For a student-centered perspective, Chapter 9 takes us to a Japanese EFL course constructed around self- and peer-reviewing activities facilitated through the exchange of mobile video. **Toland and Mills** present the common scenario of a Japanese-based English-teaching context in which students are extremely reluctant to speak publicly but are expected to master the skill. The authors illustrate how they constructed alternative approaches that are much less intimidating for these students in a course they describe as a metareflection instructional model intended to improve students' public speaking and presentation skills, and they share students' perceptions. Having taught in this context myself, I recognize the challenges they face quite clearly and applaud their creative intervention.

In Chapter 10, **Downer and Daleure** present a flipped-classroom environment in which students at a technical university in the United Arab Emirates participate in experiential learning, including hands-on activities such as the creation of a Rube-Goldberg machine, based on the relevance of and student interest around topics. These activities are constructed upon reading and writing skills designed to "engage them in interesting and relevant activities." The voices of students and instructors describe this culturally contextualized approach. This is followed by advice from former graduate students regarding an online MA TESOL program.

In Chapter 11, **Rashid** presents an innovative online peer mentoring project using Facebook to promote autonomy among Malaysian preservice teachers. This use of social media allows students to engage in an informal mentoring relationship while allowing those who are more knowledgeable or experienced to provide guidance for those who are less so. Rashid describes the participants' reflections on the peer mentoring process and the potential for using social network sites such as Facebook for such pursuits.

In Chapter 12, I reflect on these studies and present an overview of various developments that are underway in instructional technology, CALL, and language education. These are described with a focus on how these developments may influence hybrid and online teaching and learning.

Throughout these chapters, readers will note the conviction and passion of the authors and participants. As we embrace these new teaching and learning contexts, it is comforting to know there is so much commitment and creativity among those leading the way. I am confident that readers will be inspired by the voices and reflections captured throughout this volume.

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