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Editorial

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Editorial

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Editorial

by Engin Ayvaz

As the journal editor, I am delighted to present to you the third issue of the EnglishUSA Journal. The 2020 Fall Issue features seven thought-provoking articles written by faculty, administrators and consultants from various programs and institutions across the nation and selected after a rigorous review process that involves members of the EnglishUSA Executive Board, external peer-reviewers and the EnglishUSA Central Office. I would like to take this opportunity to extend my appreciation to all those who were involved in the making of this publication.

As we all abruptly, forcibly (and somewhat reluctantly) transitioned to virtual teaching and working, most of us are still trying to figure out how to fully function in the two-dimensional workspace. Even more importantly, we are anxious to see how much of this temporary situation will prevail and become permanent or 'the new normal' as people like to call it nowadays. Thus, the third issue of the EnglishUSA journal is a collection of articles focusing on the ESL/EFL Industry response to the global COVID-19 crisis on multiple levels through innovative, effective and replicable ways to adapt instruction, assessment as well as other academic and administrative matters. Each article in the journal addresses a particular aspect of the issue. Nadine Baladi and Jennifer Wingate's article offers tactical aspects of creating an online brand for language programs in the absence of a conventional campus-based setting. Rachel DeDeyn highlights teachers as leaders in the classroom and makes recommendations for successful leadership strategies in the virtual context. Further, Jessica Cinco's article offers strategies for teachers to cope with the emotional toll brought by the pandemic. Building a community in the synchronous setting, yet another important aspect generally overlooked due to competing priorities, is examined by María Paredes Fernández in her article. In addition,

Amanda Brunson discusses accessibility issues in her article and offers recommendations for teaching students with disabilities online. In Jordan Gusich and Laura Colantonio's article, we learn about general principles and practical ways to adapt student evaluation to virtual contexts in order to assess student achievement reliably relative to curricular goals and objectives. Finally, Jennifer Gianico and Jacqueline Gianico's lesson plan provide a step-by-step guide to deliver an online class on recognizing and producing transition signals with synchronous gestural cues in writing samples. Overall, the quality, relevance and range of the articles are good indicators of the responsiveness, adaptability and resilience of our profession, which has always risen to the occasion and has endured many challenges throughout its history.

As you read this journal, the Professional Development Activities Committee (PDAC) has already started to plan for the 2021 Spring Issue. If you are interested in publishing in this journal, the call for proposals and the theme of the next issue will be released by the end of October. You may also apply to become a journal reviewer if you would like to be instrumental in determining the contents and sustaining the quality of the journal by evaluating submissions. The PDAC is planning several events to provide guidance to those who would like to be involved either as an author or peer-reviewer with the journal.

On behalf of the PDAC, I would like to thank you for being part of the EnglishUSA community by contributing to, reading, sharing and posting this journal.

Happy reading!

Engin Ayvaz is the Director of the Intensive English Center at Tennessee State University. He serves on the Executive Board of EnglishUSA and is the Chair of the Professional Development Activities Committee. His work focuses on quality and excellence in language teaching and international higher education.