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"PREVENTING CYBERBULLYING IN THE
LANGUAGE CLASSROOM: PROMOTING
AWARENESS AND SUPPORT FOR TEACHERS
AND STUDENTS"

CONTRIBUTING EDITOR'S INSIGHTS | Contributing editor's writing and suggested activities about the topic under discussion as support for teaching practices.

CONTRIBUTING WRITERS' RESEARCH | Focuses on guest writers' research based on teaching

CONTRIBUTING WRITERS' INSIGHTS | Guest writers' articles about the topic under discussion

INSIDE TOPIC | Current topic introduced for discussion.

TEACHERS' COLLABORATIVE CORNER | TALK ABOUT IT | COMPARE AND CONTRAST |
CONTRIBUTE | Contributions made by teachers around the globe

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REMARKS FOR THE TEACHERS

The Teachers' Forum is a space for teachers to express and share their teaching practices and experiences in Education based on work and research on the current topic under discussion. After Zoom and Facebook Live interactions to talk about a current teaching issue or practice, teachers provide their insights for this journal to contribute and exchange ideas with other teachers worldwide.

CONTRIBUTING EDITOR'S INSIGHTS

Corresponds to the contributing editor's writing and suggested activities about the topic under discussion as support for teaching practices.

CONTRIBUTING WRITERS' INSIGHTS

Guest writers' practical and innovative ideas for teaching English based on the topic.

CONTRIBUTING WRITERS' RESEARCH

Focuses on guest writers' research based on teaching English.

TEACHERS' COLLABORATIVE CORNER (TCC)

TCC is divided into three main sections: **TALK ABOUT IT**, **COMPARE/CONTRAST**, and **CONTRIBUTE**. It provides an avenue for teachers around the globe to share their knowledge, and research, and show how their reality is similar or different from other countries; taking as base the topic under discussion. It also gives them the opportunity to freely share their daily classroom practices for others to benefit from them.

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Special gratitude to teacher **Bryant Atencia** from **PHILIPPINES** for his participation as a **GUEST SPEAKER** during the ninth Episode of the IELTA Teachers' Forum 2023 in Zoom and Facebook Live.

DEDICATORY

This publication of the Teachers Forum is dedicated to all teachers in the world who work hard to innovate and are the part of a positive change in regards of the educational field.

ON THE COVER

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Preventing Cyberbullying in the Language Classroom: Promoting Awareness and Support for Teachers and Students

Yuliana I. Vásquez G. - Panamá
IELTA TFIJ - Editor in Chief

Abstract

Cyberbullying is a pervasive issue that affects students worldwide, including in language classrooms. With the rise of technology and online communication, educators must address this problem and implement effective preventive measures. This article explores the importance of promoting awareness and support for teachers and students in preventing cyberbullying in language classrooms. It discusses the impact of cyberbullying on language learners and the role of educators in creating a safe and respectful online learning environment. Furthermore, this article provides practical strategies and resources that teachers can utilize to foster digital citizenship and responsible online behavior. By promoting awareness and support, language educators can contribute to a positive and inclusive learning environment, ensuring students' overall well-being and academic success.

Key words: Cyberbullying awareness, responsible online communication, preventive measures, role of educators, digital citizenship.

Introduction

In recent years, the proliferation of digital devices and social media platforms has facilitated a new form of bullying - cyberbullying. Cyberbullying involves the use of electronic communication to harass, intimidate, or demean individuals. This insidious form of bullying has reached language classrooms, posing significant challenges for educators and learners alike. This current publication of the IELTA Teachers Forum aims to shed light on the importance of preventing cyberbullying in language classrooms and outlines strategies suggested for different teachers around the world to promote awareness and support among teachers and students. This is the editor's perspective.

Theoretical Framework

Cyberbullying's Impact on Language Learners

Cyberbullying can have severe consequences on language learners' mental health, self-esteem, and academic performance. Students who experience cyberbullying may suffer from anxiety, depression, and feelings of social isolation. According to Abaido (2020) recent reports from Canada, the United States, and the United Kingdom revealed heartbreaking suicides linked to bullying. These incidents underscore the seriousness of various bullying forms, particularly on social media platforms, leaving victims defenseless and continuously subjected to aggression. (p. 2). Moreover, language learners facing cyberbullying are likely to disengage from the learning process, leading to adverse effects on their language acquisition and overall educational progress.

The Role of Educators in Preventing Cyberbullying

Language educators play a crucial role in preventing cyberbullying within the classroom. "Scholars, school administrators, teachers, doctors, parents, and school pupils all recognize that cyberbullying



perpetration and victimization are important topics." (Barlett, 2023, p. 14). By fostering a supportive and respectful online environment, teachers can actively mitigate cyberbullying incidents and create a safe space for all students. "Once school staff become united on how to manage cyberbullying, and provide safe and diverse environments for their students, then cyberbullying may impact fewer students." (Beghin, 2020, p. 21). To achieve this, educators need to be aware of cyberbullying signs and establish open channels of communication with their students.

Promoting Awareness and Support

To effectively prevent cyberbullying, the whole educational community at schools: language teachers, directors, administratives, parents, and the same students, must promote awareness and support. They can integrate cyberbullying prevention into the curriculum by discussing the ethical use of technology and digital citizenship and creating effective policies to apply in the classrooms by working together. Cyberbullying situations should be investigated and evaluated as a requirement for the development of research-based cyberbullying awareness raising programs and management policy for its staff and students. (Ifon, 2023).

Raising awareness about the consequences of cyberbullying and its impact on individuals can encourage students to adopt responsible online behavior.

Strategies for Cyberbullying Prevention in the Language Classroom

a. Establishing Clear Online Communication Guidelines: Teachers can set clear guidelines for online communication, emphasizing the importance of respectful language and constructive feedback.

b. Encouraging Empathy and Respect: By promoting empathy and respect in the language classroom, teachers can help students understand the consequences of their actions online and encourage positive interactions.

c. Monitoring Online Activities: Teachers should regularly monitor students' online activities to identify potential cyberbullying incidents promptly.

d. Collaboration with Parents and Guardians: Maintaining open lines of communication with parents and guardians is vital for addressing cyberbullying cases and garnering support for preventive efforts.

e. Utilizing Educational Resources: Language educators can leverage educational resources, such as videos, interactive activities, and discussion topics, to educate students about cyberbullying and its prevention.

Conclusion

Preventing cyberbullying in the language classroom is a responsibility that educators cannot ignore. By promoting awareness and support, language teachers can create a nurturing and inclusive learning environment. Implementing preventive strategies and fostering responsible digital citizenship can significantly contribute to students' well-being, academic success, and overall positive learning experiences.

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Watch Out Cyberbullying!

Dr. Doris Massoud Younes - Lebanon
IELTA TFIJ - Staff

Abstract

The wide spread of social media and globalization led to lack of privacy and cyberbullying that in its turn causes suicidal thoughts in youngsters and adults minds who are victims of cyberbullying and hackers who use their social media accounts to threaten to publish porno pictures on their accounts if they don't pay them money. To prevent cyberbullying, teachers, parents and students at schools and universities should understand cyberbullying causes, effects and know how to prevent it by raising their awareness of cyberbullying through introducing in the classroom to students all forms of cyberbullying and some tips that help them avoid being victims of it.

Key words: Cyberbullying, globalization, raising awareness, hackers, victims.

Introduction

According to Adelphi (2020), cyberbullying is the situation wherein a person or a group of people are intentionally targeting, harassing, or threatening them repeatedly through digital media and communication tools such as the internet, cell phones, or social media. Also, Adelphi (2020) presented the common types of cyberbullying are first, text-based harassment which consists of sending offensive and hurtful messages or crude and unwanted jokes that make the receiver feel uncomfortable. The second type of cyberbullying is sexual harassment where in the person or student bullied receives continuous unwanted romantic advances online that results from the victim's rejection of the initial advances. This could lead to frequent threats of rape or sexual assault as well as unwanted pornographic images of sexual assault or sharing sexually explicit images of someone.

As for the third type of cyberbullying, it is the spread of lies about someone across social media. This type consists of exaggerated or completely false stories that are spread about a person across social media. Thus, this kind of cyberbullying leads to damage in the reputation of the student among his or her peers and potential employers. The fourth type of cyberbullying consists of invading someone's personal accounts and posting on it without the account owner's permission. The posts also hurt the person's reputation or embarrass him or her. The fifth is trolling which involves commenting unrelated and cruel things on someone's social media posts or attacking a person in their comments section repeatedly.

The sixth type of cyberbullying is threatening students by telling them to harm themselves. This is the most extreme form of cyberbullying wherein the student is threatened that he or she will be killed. The harm can be physical or psychological. These threats might include a student's address or information about their family to create a greater feeling of fear or ask the student to harm him or herself, which damages the student's self-esteem, especially when this request is repeated over a long time. The last form of cyberbullying is doxing. It consists of publishing private information about a student or teacher to encourage others to harass them. This not only includes hacking into personal accounts, but can also involve compiling publicly available information into one place to share with other people, making it easier for anyone to target the victim.



According to Hinduja (2018), there are a number of steps that educators can take to help students prevent cyberbullying. The first step is formal assessment of the problem of cyberbullying in the school district by surveying or interviewing your students once you have a baseline measure of what is going on in their school or university. In fact, to educate students and school staff, some specific strategies can be implemented about social media safety and internet use in creative and powerful ways. Second, educators or teachers need to explain to students that all forms of bullying are unacceptable and subject to discipline. Students need to know that cyberbullying not only occurs inside school is subject to sanction, but also if it happens outside school especially if this bullying behavior interferes with the rights of other students to feel safe at school or substantially disrupts the school environment. Third, there is a need to cultivate a positive school climate that is marked by connectedness, belongingness, respect and integrity, where violations result in appropriate sanction. Share with students specific clear rules for laptops, phones and other electronic devices used by posting signs or posters in school computer labs, hallways and classrooms to remind students about their standards. Moreover, the teacher needs to consult with his or her school attorney before incidents occur to find out what actions you can or must take in varying situations.

In addition to consulting the school attorney, educators need to create a comprehensive formal contract specific to cyberbullying in the school's policy manual, and consider introducing a formal 'honor code' which identifies various forms of bullying as examples of inappropriate behaviors. Furthermore, instructors need to teach social and emotional learning skills. Students are asked to research how to effectively manage their emotions and relationship with others that help in preventing interpersonal conflict. Encourage social awareness and self-management. Also, peer mentoring promotes positive online interaction by informally teaching lessons and sharing learning experiences with younger students. Not only peer mentoring supports a positive interaction but also assigns a cyberbullying expert at school who is responsible for educating him or herself about the issues and then passing on important points to other youth-serving adults on campus. Finally, there is a need to create cyberbullying curricula or assemblies and in-class discussions to raise awareness among youth. Schools need to invite specialists to come talk to staff members and students and send information out to parents or to sponsor a community education event or town hall to incentivize (Adelphi, 2020).

Conclusion

In a nutshell, to solve the socio-psychological problem of cyberbullying, educators can ask students to look for the definition of cyberbullying online, take notes of what they understand and think about other related aspects such as the causes and effects of cyberbullying. Students can also interview experts in the field of cyberbullying to learn more about what we can do to prevent and solve it.

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Preventing Cyberbullying in the Language Classroom: Promoting Awareness and Support for Teachers and Students

Bryant Bennet D. Atencia - Episode Guest Speaker - Philippines

Cyberbullying is a growing problem in today's digital age, and it can have serious consequences for the mental health and well-being of students. As a language model, I can suggest some strategies for preventing cyberbullying in the language classroom:

Promote awareness: Start by educating both teachers and students on what cyberbullying is and its harmful effects. Teachers can organize presentations, discussions, or workshops on cyberbullying and its prevention. As stated in the Yurdakul and Ayhan in 2022, Due to the prevalence of cyberbullying in adolescence and its association with a number of negative psychosocial consequences, there is a need to develop programs to prevent this phenomenon and it'll start with awareness about the issue itself.

Create a safe classroom environment: Encourage open communication and establish a classroom culture that values respect, kindness, and empathy. This way, students will feel comfortable speaking up when they see or experience cyberbullying. In the study of Clapper in 2010, he stated that If we are going to optimize interaction among our learners, which can have tremendous effects on learning, all learners must feel that they can safely take those risks that are part of exploration and constructivism. While many articles center on safe learning environments that are physically safe, and certainly this is extremely important, this article explores the idea of a safe learning environment from the psychological safety perspective and ways to establish one.

Monitor online behavior: Teachers should regularly monitor online interactions, especially on school platforms and social media. This will help them identify cyberbullying early on and intervene promptly. In an article written by Monica Anderson in 2016, she discussed different ways on how parents monitor their teen's digital behavior. According to Anderson, parents take a number of different steps to monitor their child's behavior and interactions in digital spaces, with personal monitoring being the most prominent of these steps. Fully 61% of parents say they have checked which websites their teen has visited, while 60% report checking their teen's social media profile. Teens are increasingly using mobile technologies to communicate, share and go online and nearly half (48%) of parents say they have looked through the phone call records or messages on their child's cell phone.

Encourage reporting: Let students know that it's okay to report cyberbullying incidents to teachers or school authorities. Ensure that the reporting process is confidential, safe, and without fear of retaliation. Li, Q (2010) study explored reasons why students report and also didn't report issues of cyberbullying. When students witnessed cyberbullying, about one in seven chose to join in and one in eight actually cheered the cyberbully on. The vast majority, over 70%, reported that they watched but did not participate. Over 25% said they chose to leave the online environment. Almost 9% reported they objected to others but not directly to the cyberbully, whereas 23% answered they objected directly to the cyberbully. About 35% tried to help or befriend the victim, but less than 10% reported the incidents to someone who could help the victim.

Teach empathy and digital citizenship: Help students understand the impact of their online actions on others. Teach them to use digital platforms responsibly and encourage them to be positive role models in



the online community. In an article written by Laura Bradley in 2017, she discussed teaching students how to behave in online communities, where they made so much more sense if they could connect those online expectations to their own face-to-face relationships. Since most online communities encourage feedback and dialogue, their students need to first learn how to do so in person. Questions like "Do we teach them how to disagree respectfully?" Or to offer kind and constructive feedback? Does empathy drive our students' design thinking? If we don't teach empathy and respect in our classroom communities, how can we expect students to practice them online? were given to let the educators contemplate on this matter.

Provide support: Create a support system for students who have experienced cyberbullying. This can include counseling services, peer support groups, or even online resources for coping with cyberbullying. From commonsense.org, responsibilities of a teacher on how cyberbullying can be prevented were given including Incorporate lessons on cyberbullying into your existing curriculum and advocate for a school- or district-wide digital citizenship program.

Conclusion

In summary, preventing cyberbullying in the language classroom requires a combination of awareness, communication, monitoring, and support. By working together, teachers, students, and parents can create a safe and positive learning environment that promotes respect, kindness, and empathy.

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Preventing Cyberbullying in the Language Classroom: Promoting Awareness and Support for Teachers and Students

Perpetual Bosomprah - Ghana

Abstract

Cyberbullying is on the ascendency in recent years and prevalent among the youth, especially students. The widespread usage of smartphones and the internet have contributed enormously to the phenomenon of cyberbullying. The problem may be underrated in developing countries where cybersecurity regulation and enforcement of legislation on cyberspace may be non-available or lax. In this article, the role of teachers and other stakeholders in education in preventing cyberbullying in the language classroom is highlighted. Other proactive practical measures that can be put in place to ameliorate the situation are brought to the fore.

Key words: Cyberbullying, harassment, awareness, digital platform, safety.

Introduction

Bullying is an old-age phenomenon that is not limited to physical aggression but may also assume the form of ridiculing, persistent mocking, spreading of rumours, among others (Cantone et al., 2015). Cyberbullying has gained significant attention in recent years due to the increased media reportage on the subject matter in many jurisdictions (Kessel Schneider et al., 2015). It involves the use of any electronic form of contact including websites, instant messaging apps and many others that provide a safe haven for a perpetrator's identity to most often remain anonymous while aggravating the feelings of discomfort in the victim. The aim of the incessant attacks may be to damage the victim's reputation, denigrate the person, extort money among others. Although some are of the view that the problem may be overrated (Olweus, 2012; Olweus & Limber, 2018), the dire consequences of the after effects of cyberbullying cannot be overemphasised. Cyberbullying has been linked to devastating effects such as suicide (E. Notar et al., 2013; Kessel Schneider et al., 2015). The issue of cyberbullying is therefore not just a social menace but also a public health issue. Pragmatic measures are therefore needed to curb this developing social canker.

Since the issues pertaining to cyberbullying predominantly affects a vulnerable segment of the population (Zhu et al., 2021), adolescents and children, the school going population, it is imperative for interventions to help deal with the situation targeting the school environment including the classroom. In a developing country like Ghana where research on bullying and by extension cyberbullying is rare, it is reported that that, bullying is generally considered a "rite" of passage into life in a boarding school and cyberbullying was rampant among both second cycle and tertiary students (Sam et al., 2019). In this article, the focus is on the prevention of cyberbullying in the language classroom by promoting awareness and support for both teachers and students.

Theoretical Framework

The language classroom as a source of cyberbullying. For non-native English-speaking countries like Ghana, students in their formative years use their vernacular as their medium of communication mostly at home and among their peers. In the formal classroom setting however, the English language is used as the medium of communication mostly at home and among their peers. In the formal classroom setting however,



the English language is used as the medium of instruction. The transition from the use of local dialect to the use of the English language comes with its own challenges especially with pronunciations (Afzal, 2019). Students and sometimes teachers are liable to make mistakes in the use of the English language. However, instead of correcting students and instilling confidence in them in relation to the use of the language, they are sometimes laughed at or mocked. With the advancement in technology and the availability of the smartphone and internet, such unpleasant scenarios sometimes are published on social media to derogate the victim. The repercussions can be dire on the confidence of the individual. The perpetrators may not necessarily be the teachers but can be students.

Language instructors and teachers, are not immune to cyberbullying. The unsuspecting teacher is also a victim when a slight slip of the tongue is transmitted by students and finds its way on social media platforms. The cyberbully may not just use the opportunity to derogate the victim but may sometimes use the opportunity to extort materially from the victim or blackmail the victim which can have an effect on the mental health of the victim. Hebert et al., 2016 made a similar observation on the effect of cyberbullying among others on the mental health of victims (Hébert et al., 2016).

Curbing cyberbullying in the language classroom

To prevent the canker of cyberbullying from flourishing in the language classroom, several measures can be put in place.

The language teacher should be conscientize about the need to help create a safe and enabling classroom environment. The language teacher should help create an open non-judgemental classroom atmosphere where students will be comfortable reporting any form of cyberbullying for remedial actions to be taken. Encourage students to provide constructive feedback on their peers' work. This helps them learn from each other, builds trust, and creates a culture of collaboration within the classroom. Furthermore, under no circumstance should a language teacher publish the mistakes of students on social media without their consent. Any such incident that will be considered derogatory to students, especially minors should never be published on social media or websites.

There should be a conscious effort to promote digital citizenship as part of classroom management. This will help educate students on their basic rights when it comes to cyberspace, what to look out for, how to identify a cyberbully and proactive measures to take to counter the menace of cyberbullying (McGillivray et al., 2016).

Teachers are admonished to include discussion boards when teaching online. Set up discussion boards or forums where students can engage in conversations and share their thoughts. Encourage active participation and create opportunities for students to respond to each other's posts. Strong learning community is crucial in fostering language education devoid of bullying.

The facilitator could organize virtual social events like game nights or group activities outside of regular class hours. This encourages students to interact in a more informal setting and strengthens their sense of belonging. Parents, guardians, and all stakeholders including school management authority have a crucial role in preventing cyberbullying from occurring in the language classroom and the entire educational system. A conscious effort should be made by stakeholders in identifying cyberbullies and reporting perpetrators to the appropriate authorities for remedial action to be taken. The stakeholders should put in adequate measures to deal with the emotional distress that victims may suffer.

Moreover, in developing countries such as Ghana, the government should spearhead the fight against cyberbullying. This can be achieved by enacting stringent laws with punitive measures to deal with perpetrators of cyberbullying. Law enforcement agencies should be adequately equipped with state-of-the-art gadgets to enable them to track and arrest cyberbullies.



Conclusion

Cyberbullying as a global canker has become a ritual among the youth. The classroom environment is no exception. In the language classroom, students can be inadvertently exposed to cyberbullying. Various practical steps such as teachers providing congenial atmosphere for such occurrences to be reported promptly by victims, promoting digital citizenship, stakeholders in education providing support systems for victims and on the national level, creating a learning community, government enacting laws and resourcing the security agencies to adequately deal with the menace.

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Preventing Cyberbullying in Language Classrooms: Promoting Awareness and Support for Teachers and Students.

James Zinteng - Ghana

Abstract

Bullying of any kind violates the fundamental human rights of students in language classrooms. Cyberbullying is the use of technology to intimidate and harass students. This kind of bullying occurs on the internet and causes students to suffer from depression, low self-esteem and being marginalized intellectually in the language classrooms. This article makes provision for innovative ways to remedy cyberbullying while encouraging the responsible use of technological tools.

Key words: Cyberbullying, prevention, language classroom, stakeholders, support.

Introduction

Cyberbullying in a language classroom situation is when students use electronic communication tools such as social media, email, or messaging apps to harm or harass their peers in a language class. For example, a student may send hurtful messages to another student about their accent or language proficiency or post embarrassing photos or videos of them online. This type of behaviour can have serious impacts on a student's confidence and well-being and can create a negative atmosphere in the language classroom. It is important to note that bullying of any kind in the 21st century is against the fundamental human rights of students. Physical bullying has been seriously against and is on the decline while technological bullying termed "cyberbullying" is rather increasing. Cyberbullying occurs mostly on the internet (Morgan, 2013). The negative impacts of cyberbullying on students in language classrooms are enormous. These range from academic problems, low self-esteem, and depression to external violence (Feinberg & Robbey, 2009; Morgan, 2013; Wolfer et al, 2014). Teachers should take steps to prevent cyberbullying in the classroom, by setting clear expectations for respectful communication and providing support for students who are being targeted. Cyberbullying can have a significant impact on a student's academic performance and emotional well-being, leading to anxiety, depression, and even suicidal thoughts. It is important for teachers to be aware of the signs of cyberbullying and to have strategies in place to prevent and address this type of behaviour in the classroom.

Recent studies have shown that students who are victims of cyberbullying are those with physical differences such as disabled, overweight, underweight, race and gender variant (Simmons & Bynum, 2014). Others include; intellectually different students such as the emotionally stressed and those unpopular. Feinberg and Robbey (2009), posit that students who are vulnerable to cyberbullies have few coping skills, poor relationships and are unable to overcome the bullying without intervention.

Theoretical framework

Prevalence of Cyberbullying in the Language Classrooms.

The prevalence of cyberbullying in schools has become a growing concern worldwide. Cyberbullying is a form of bullying that is carried out through electronic communication, and it has been found to lead to a number of negative outcomes for both victims and perpetrators. This paper explores the strategies to prevent



cyberbullying in the language classroom, with a focus on learners and teachers.

The number of studies on cyberbullying in the language classroom is still relatively small but growing. A study conducted by Bauman et al. (2013) found that around one-third of language learners in an Australian university had experienced cyberbullying while studying English and this had a negative impact on their academic performance and well-being. A similar study conducted by Varjas et al. (2015) found that around 15% of language teachers in the US had experienced cyberbullying from their students.

Consequences of Cyberbullying in the Language Classrooms.

The consequences of cyberbullying for learners and teachers in the language classroom can be severe. Victims of cyberbullying may experience depression, anxiety, and decreased academic performance (Kowalski et al., 2012). Cyberbullying can also lead to a negative classroom atmosphere and reduce motivation for language teaching (Juan et al., 2017). Moreover, teachers who experience cyberbullying may feel demoralized and discouraged and may even leave the profession (Kokkinos et al., 2018).

Innovative ways of preventing cyberbullying in language classrooms.

Cyberbullying has always been a complex topic to discuss because of its nature and the resources that are required to effectively diagnose cyber-related bullying (Justice & Hall, 2009). It requires collaboration from experts in the security sector and major stakeholders in education to clamp down on persons using technology and the internet to perpetrate such crimes. The various stakeholders in education (parents, teachers, policymakers) and law enforcement agencies need to urgently pull resources together to ameliorate the challenges and prevent cyberbullying. It is very important to educate both teachers and students about what cyberbullying is and how it can affect someone. Teachers can provide workshops or resources to help students understand what constitutes cyberbullying and how to spot it. Adequate education on the negative impact of cyberbullying should be posted on various media platforms by the stakeholders in education and security agencies to create the necessary awareness of cyberbullying among students in language classrooms (Notar et al., 2013). Students who are exposed to technological tools and for that matter, the internet, ought to be aware of the consequences of the use of the internet. Perpetrators and bullies should be brought to the book and made to face the full rigors of the law by law enforcement agencies while making a conscious effort to rehabilitate and reform victims who have suffered from this technological intimidation and harassment.

It is worthwhile for language teachers and key players on the education front to note that many victims will not report cyberbullying-related crimes because of fear of losing certain privileges through the internet. Hence, students who suffered cyberbullying seek redress from anonymous persons through the internet, so web-based interventions and anonymous reporting may ameliorate the non-reporting problem (Jacobs, Vollink, Dehue & Lechner, 2014).

In addition, adequate education will create awareness by assisting students to understand that sharing contents from the internet, accepting friends' requests, privacy settings and re-posting items online make them potentially exposed to cyber bullies (Furnell, 2010).

Furthermore, creating a safe and inclusive classroom environment will help prevent cyber-bullying. Teachers can work to create an environment where students feel comfortable talking about issues such as cyberbullying. This can be done by establishing classroom expectations and rules, encouraging respectful interactions among students, and providing support for students who are being bullied. School authorities should have internal rules and regulations in place for internet use to monitor students' activities online. Patchin and Hinduja (2012) claimed that one way of preventing cyberbullying is to promote a positive school environment. Promoting a positive school environment means having teachers demonstrate emotional support, creating an enabling and caring atmosphere that focuses on student learning in order to promote self-esteem as well as avoiding possible abusive conduct and tolerating such conducts from students. All these positive school environments must encourage policy respect or honour code.



Lastly, cyberbullying can be prevented if the marginalization and stigmatization of potential victims are stopped. Students are different and therefore, have the tendency of falling prey to cyberbullies. It is imperative for language teachers to bring to bear some of these features in the classrooms and encourage students to accept them. Issues of racism, gender discrimination of any form should be made known to the class and discouraged. Norton and Herek (2013), are of the view that positive interactions can help reduce bad attitudes towards stigmatized groups. Who knows, the possibility of these positive interactions may reduce or even stop cyberbullying.

Conclusion

In conclusion, systems should be put in place to monitor digital communication. Teachers should monitor digital communication within the classroom, such as emails, messaging groups, and on social media pages. This helps them to quickly identify any instances of cyberbullying and take appropriate action. If a teacher becomes aware of an instance of cyberbullying, they should respond proactively by speaking directly with the student(s) involved and their guardians. This can help stop the behaviour from escalating. Involve parents and guardians in discussions about cyberbullying prevention and response. This can help create a unified approach to addressing the issue.

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Children and Youth's Perceptions of Cyberbullying: A Comprehensive Analysis of Ongoing and Online Experiences

Wainaina - Joseph Kinyanjui - Kenya

Abstract

Cyberbullying has become a pervasive issue in today's digital age, affecting students both inside and outside the classroom. This article explores the importance of preventing cyberbullying in the language classroom and highlights strategies to promote awareness and support among teachers and students. Drawing upon relevant research and theoretical frameworks, this article emphasizes the role of educators in creating a safe and inclusive learning environment. It provides practical suggestions to address cyberbullying, such as fostering empathy, digital citizenship education, implementing clear policies, and establishing effective communication channels. By equipping language teachers with the necessary knowledge and tools, we can empower them to prevent and respond to cyberbullying incidents, ultimately promoting positive online experiences for students.

Key words: Cyberbullying, language classroom, prevention, awareness, support, digital citizenship.

Introduction

In today's interconnected world, the prevalence of cyberbullying has grown, impacting students' emotional well-being and academic performance. The language classroom is not immune to this issue, as students utilize digital platforms to communicate, collaborate, and learn (Mishna et al., 2009). This article aims to shed light on the significance of preventing cyberbullying in the language classroom and offers strategies to raise awareness and provide support to both teachers and students. By creating a safe and inclusive environment, language educators can foster positive online experiences, enhance students' language learning outcomes, and promote healthy digital citizenship.

Theoretical Framework

The Social-Cognitive Theory: the theory as proposed by psychologist Albert Bandura, is a theoretical framework that helps us understand human behavior, including phenomena like cyberbullying. This theory emphasizes the importance of cognitive processes, observational learning, and social interactions in shaping individual behavior (Bandura, 1986). Cyberbullying can be understood within the framework of the social-cognitive theory, which posits that individuals learn behaviors through observation, imitation, and reinforcement. Students may observe and imitate cyberbullying behaviors they encounter online, making it crucial to create a classroom environment that models empathy, respect, and responsible online conduct (Smith et al., 2008). To understand cyberbullying through the lens of Social-Cognitive Theory, it is needed to examine how it explains the development and perpetuation of such behavior.

Key Concepts of Social-Cognitive Theory

Observational Learning: Bandura's theory posits that individuals learn through observation, imitation, and modeling. People acquire new behaviors by observing others and the consequences of their actions. In the context of cyberbullying, individuals may learn aggressive or harmful online behaviors by witnessing



others engaging in such actions or by exposure to aggressive content on social media platforms.

Reciprocal Determinism: The Social-Cognitive Theory emphasizes the dynamic interaction between an individual's cognitive processes, behavior, and the environment. This concept suggests that individuals not only react to their environment but also actively shape it through their behaviors and cognitive processes (Williford et al., 2012). In the context of cyberbullying, a person's online behavior can influence and be influenced by the reactions of others, creating a feedback loop that perpetuates the behavior.

Self-Efficacy: Self-efficacy refers to an individual's belief in their ability to perform a specific task or behavior. People with higher self-efficacy are more likely to attempt challenging tasks and persevere through obstacles. In the context of cyberbullying, individuals with higher self-efficacy in using technology or manipulating others online may be more inclined to engage in harmful behaviors.

Applying the Social-Cognitive Theory to Cyberbullying

Cyberbullying can be understood through the Social-Cognitive Theory by examining how cognitive processes, observational learning, and social interactions contribute to its occurrence and persistence:

Observational Learning and Modeling: Individuals, particularly adolescents, may observe cyberbullying behaviors displayed by peers or public figures on social media or other online platforms. These observed behaviors can influence their understanding of what is acceptable or normal online conduct. If they witness others receiving positive reinforcement or attention for cyberbullying, they may be more likely to imitate these behaviors.

Reciprocal Determinism and Reinforcement: Cyberbullying is a behavior that can evoke responses from peers and the broader online community. For some individuals, the attention and reactions they receive through cyberbullying may serve as positive reinforcement, further motivating them to engage in such behavior. Conversely, individuals who have been victims of cyberbullying might react with fear, anxiety, or retaliation, perpetuating the cycle of aggression.

Self-Efficacy and Cyberbullying: The level of self-efficacy an individual has in using digital tools, manipulating online interactions, and dealing with potential consequences can influence their likelihood of engaging in cyberbullying. Those who feel more confident in their technological skills or ability to avoid detection may be more prone to engaging in cyberbullying.

Preventing Cyberbullying in the Language Classroom

Preventing cyberbullying in the language classroom is of utmost importance as it directly affects the learning environment, social dynamics, and emotional health of students. Language educators play a pivotal role in creating a safe and inclusive space where students can thrive academically and personally. By promoting awareness and providing support, teachers can empower their students to navigate the digital world responsibly and foster positive online experiences. In the following sections, we will discuss practical strategies that language teachers can implement to prevent cyberbullying. According to (Hinduja & Patchin 2018), cyberbullying prevention strategies should focus on identification, prevention, and response. Some of the strategies for preventing cyberbullying in language classroom include fostering empathy among students, integrating digital citizenship education into the language curriculum, establishing clear policies and guidelines, and facilitating effective communication channels.

Fostering Empathy: Cultivating empathy among students is key to preventing cyberbullying. Teachers can incorporate empathy-building activities, such as role-playing, discussions, and literature analysis, to help students develop an understanding of the impact of their words and actions online.

Digital Citizenship Education: Integrating digital citizenship education into the language curriculum equips students with the knowledge and skills necessary to navigate online platforms responsibly. Lessons on online etiquette, privacy, and respectful communication can empower students to make informed choices and engage in positive online interactions.

Clear Policies and Guidelines: Establishing clear policies and guidelines that explicitly address



cyberbullying is crucial (Patchin, J& Hinduja, 2017). These policies should define cyberbullying, outline the consequences, and provide guidelines for reporting incidents. By explicitly addressing cyberbullying, educators set expectations and create a safe space for students to seek support.

Effective Communication Channels: Creating effective communication channels between teachers and students is essential for addressing cyberbullying incidents promptly and providing support to victims. Teachers should encourage open dialogue, assure confidentiality, and be vigilant in identifying warning signs of cyberbullying.

Conclusions

Preventing cyberbullying in the language classroom requires a proactive approach that promotes awareness and support among teachers and students. By fostering empathy, integrating digital citizenship education, implementing clear policies, and establishing effective communication channels, language educators can create a safe and inclusive learning environment. Teachers play a vital role in modeling positive online behaviors, equipping students with the necessary skills to navigate digital spaces responsibly. Through collaborative efforts, we can combat cyberbullying and promote positive online experiences for students, ensuring their emotional well-being and academic success.

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Preventing Cyberbullying in the Language Classrooms: Promoting Awareness and Support for Teachers and Students

Jacob Moisob Gundow - Ghana

Abstract

In the current digital era, cyberbullying is a developing concern, especially for English Language Learners (ELLs), who may be more susceptible to online harassment. This article looks at the most recent studies on how educators may raise consciousness about cyberbullying prevention in ELL classrooms. The study emphasizes the value of addressing cyberbullying's definition and effects, promoting open dialogue, teaching online manners, outlining expectations, cultivating a supportive school environment, offering tools, and keeping an eye on online activities. The review comes to the conclusion that educators may support the development of a safe and respectful online learning environment for ELL students by raising awareness of cyberbullying and teaching appropriate online conduct.

Key words: Cyberbullying, digital era, teaching online, supportive school environment.

Introduction

Cyberbullying is a problem that has gotten worse recently in schools, particularly language classrooms. It's critical for language teachers to comprehend how to prevent cyberbullying because it can negatively affect both students' and teachers' mental and emotional health. We will talk about how language instructors may raise awareness and support for stopping cyberbullying in their classrooms in this article.

Cyberbullying is defined as the willful and repeated harm inflicted through the use of computers, cell phones and other electronic devices. Typically, it refers to incidents in which students threaten, humiliate or otherwise hassle their peers through malicious text messages, web pages or postings on Facebook or Youtube (Hinduja and Patchin, 2012). It is clear that peer harassment that occurs on school grounds is a significant threat to a positive school climate. That said, online bullying also disrupts the ability of students to feel safe and secure in the classroom.

When someone is harassed, threatened, or intimidated online, it is referred to as cyberbullying. Li and Li (2019) claim that there are many different types of cyberbullying, including sending threatening messages, rumors, and posting nasty comments or photographs. Online forums, chat applications, and various social media sites are all potential venues for cyberbullying. According to Hinduja and Patchin (2015), cyberbullying can have serious repercussions like despair, anxiety, and poor academic performance.

Similarly, researchers frequently define cyberbullying as a type of harassment and as an attempt to degrade or mock another person using information and communication technology (ICT). (Hamuddin et al., , 2020). Cyberbullying is frequently understood as behavior intended to hurt (emotionally) other people utilizing information and communication technology (ICT).

Theoretical Framework

Social Cognitive Theory

- a. **Affectations of self-blame:** A discussion of bullying or cyberbullying would benefit greatly from two



social cognitive theory principles. Some people have a propensity to blame their own deficiencies for unpleasant events rather than an external reason in order to justify them. These cognitive patterns, which we refer to as self-blaming attributions for victimization, are more likely to be linked to post-incident suffering than attributions of the incident's causation to others or chance. Targets may feel helpless to change the behavior and anticipate it to continue if they think they are to blame for being the victim because of a perceived unchangeable deficit (such as deafness or hearing loss). In a recent study, Bauman (in press) discovered that self-blaming attributions predicted emotional suffering in a sample of 221 rural intermediate school students following a cyberbullying episode.

b. Moral detachment: Another cognitive process that plays a role in bullying is moral detachment. This mechanism that enables people to act in ways that contravene their own personal moral norms was described by Bandura in 2002. According to social cognitive theory, moral judgment and the self-regulatory mechanisms of self-monitoring, self-judgment, and self-reactions are what determine one's moral behavior (Bandura et al., 1996). The cognitive mechanisms through which moral disengagement (or the deactivation of internal controls) is employed to rationalize to oneself and others behavior that is at odds with internal moral norms were outlined by Bandura et al. in their study. Earlier, Bandura (1986) had noted that social contexts might decrease internal self-regulatory mechanisms and that moral disengagement happens in a social setting. The technological environment that fosters cyberbullying may encourage moral detachment. For instance, the inability to see the victim's initial response may lead the offender to assume that "It was just a joke" or "He/she didn't really mind." The cyberbully may have attempted to downplay their actions by saying, "I didn't hit her or anything. This is not horrible, but that would be." According to the online disinhibition effect (Suler, 2004), inhibitions that typically function to restrain inappropriate behavior in social interactions are ignored in an online environment. This phenomenon can be thought of as a variation of moral disengagement because it permits the person to act in ways that are against their normal moral code. These cognitive processes have an impact on a person's behavior, including aggression and victimization responses (Vernberg et al., 1999). According to multiple studies cited by researchers from Canada, bullying conduct is likely influenced by moral disengagement (Hymelet al., 2010). Despite the justification that society holds, this study focuses on preventing cyberbullying in the language classroom.

Keeping cyberbullying at bay in the language classroom

Bullying is characterized as aggressive, repeated, and intentional harm inflicted on another person as a result of a dominance dynamic Peker, (2020). In order to stop cyberbullying in the language classroom, language teachers can be quite helpful. Here are some techniques that language instructors can use:

1. Establish boundaries and clear expectations

Language instructors should establish clear guidelines and expectations for their students' online behavior at the start of each semester. They should talk about what counts as cyberbullying and the repercussions for those that students do. A classroom agreement can be made by teachers outlining appropriate online conduct and sanctions for noncompliance (Li & Li, 2019).

2. Keep track of students' online activities

To spot any indications of cyberbullying, teachers should keep an eye on their kids' online behavior. They can either keep an eye on the sites youngsters are utilizing or employ social media monitoring technologies. Teachers can spot other online behaviors that may be precursors to cyberbullying by keeping an eye on students' online activities.

3. Provide support

Language teachers ought to render support to students who have experienced cyberbullying, including counseling if necessary and referrals to outside support services if necessary (Patchin & Hinduja, 2015). Teachers should also offer support to other teachers who may have experienced cyberbullying. For instance, some senior high school students in Ghana and across the globe have their private sex videos and nude pictures leaked providing probably a justifiable platform for those victims to be cyber bullied. Teachers



handling these students need to intervene quickly and provide social and emotional support to such students.

4. Encourage students to report cases of cyberbullying

Language instructors should establish a secure and encouraging environment where students feel free to come forward with any incidents of cyberbullying. Additionally, they must give students clear reporting guidelines and ensure that they are aware of how to report events.

5. Teach your students how to conduct themselves properly online.

Teach your learners how to conduct themselves respectfully and responsibly when communicating online. Teach children the value of speaking clearly, abstaining from offensive humour and sarcasm, and respecting other people's privacy. Encourage them to be mindful of online privacy.

Conclusions

In conclusion, minimizing cyberbullying in the language classroom necessitates a proactive strategy that includes raising awareness and fostering a positive environment. In addition to establishing clear expectations and boundaries, language teachers can inform their students about the negative effects of cyberbullying, encourage reporting, keep an eye on students' online behavior, and help those students who have been harmed. By implementing these measures, language teachers may combat cyberbullying and foster a supportive learning atmosphere in the classroom.

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Anna Kosenko

Ukraine

TALK ABOUT IT

What is cyberbullying for you?

"It actually comes in many forms. But the main point is it influences negatively on the person."

COMPARE AND CONTRAST

Why is it important to be aware of this nowadays? What has been done in your country about avoiding cyberbullying in schools?

"Digital edition is developing very quickly. And I, unfortunately, cyber bullying as well. It comes in many forms, so we, as teachers, should remember about it and be here for our students in case they are bullied and need our help or protection."

CONTRIBUTE

How can teachers promote awareness to avoid cyberbullying in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"Actually it is to be done alongside with our everyday work. We should inform our students about the effects of cyber bullying, the forms it comes in. We should let them know it is not ok and we are always ready to help. That way we can reduce cases of cyber bullying to minimum."



Dr. Kalyani Rao
India

TALK ABOUT IT

What is cyberbullying for you?

"There are some limitations to be shared on internet and if they exceed, other users can access our personal details to trouble us in social media."

COMPARE AND CONTRAST

Why is it important to be aware of this nowadays? What has been done in your country about avoiding cyberbullying in schools?

"Create poster making, Global classroom webinars to understand every country's cyber bullying issues, organise seminars with intercity schools. All this will be done via English language to improve skills."

CONTRIBUTE

How can teachers promote awareness to avoid cyberbullying in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"Teachers have to avail cyber bullying sessions to share to their students in the form of any research work, debates, parent sessions, installing cyber bullying clubs operated by elder students to help their peers."



Dejoy Amankwah

Ghana

TALK ABOUT IT

What is cyberbullying for you?

"It is when someone intimates the other on social media. It has both positive and negative effects of Cyberbullying. One positive effects of Cyberbullying is that, because one will be intimidated on social media, it will let me be cautious of who they chat. One negative effect is that, people are not able to explore the social media."

COMPARE AND CONTRAST

Why is it important to be aware of this nowadays? What has been done in your country about avoiding cyberbullying in schools?

"In Ghana, students are not allowed to bring phones to school so they can concentrate on their academics. So Teachers in Ghana do not get complains from Cyberbullying to students."

CONTRIBUTE

How can teachers promote awareness to avoid cyberbullying in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"Students are made aware of Cyberbullying. So they are very careful when it comes to the use of Social media."



Angelina Mensah

Ghana

TALK ABOUT IT

What is cyberbullying for you?

"Using abusive and offensive content or words through the digital media."

COMPARE AND CONTRAST

Why is it important to be aware of this nowadays? What has been done in your country about avoiding cyberbullying in schools?

"In Ghana, the students are not allowed to use mobile phones in schools. So, students who face this are made to seek counselling. Also, cautioned to parents to be aware of what they are exposing their children to by giving them their phones to keep them quiet. ."

CONTRIBUTE

How can teachers promote awareness to avoid cyberbullying in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"Cyberbullying could be as a result of Cyber addiction. Set rules in the classroom to protect each and every student. Create a safe environment for the students. We encourage our students to speak out and provide them with the necessary counselling service to help them overcome this menace."



Solomon Oti

Ghana

TALK ABOUT IT

What is cyberbullying for you?

"It is the act of making cyberspace unpleasant for another person."

COMPARE AND CONTRAST

Why is it important to be aware of this nowadays? What has been done in your country about avoiding cyberbullying in schools?

"We have to be aware of this because we are now in a digital world. In Ghana, students are not allowed to use phones but notwithstanding, there is a counseling service for students who are exposed to them. Teachers also educate students on cyberbullying."

CONTRIBUTE

How can teachers promote awareness to avoid cyberbullying in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"Teachers can use different ways to make students aware of this perplexing issue. Teachers should come together to create a plan and ensure that students in the language classroom are safe. We can also prevent cyberbullying in the language classroom by ensuring that students and teachers are proactive in the classroom."



Richard Cruz Llusco

Bolivia

TALK ABOUT IT

What is cyberbullying for you?

"When somebody takes advantage of his age, size, culture, to bother other people."

COMPARE AND CONTRAST

Why is it important to be aware of this nowadays? What has been done in your country about avoiding cyberbullying in schools?

"It's important because if we don't stop this behavior, it could have worst consequences. We don't know how the bullied person can respond, he /she could react in a bad way."

CONTRIBUTE

How can teachers promote awareness to avoid cyberbullying in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"I think, we could share situations, using role play, in which we could share the correct way to react against bullying."



Myrna Martin Balacano

Philippines

TALK ABOUT IT

What is cyberbullying for you?

"Cyberbullying is a kind of bullying through the use of gadgets like cellular phone and other forms of media. This is not a serious problem for our learners, for them it doesn't matter if they hurt somebody. It is like mocking and enjoying what they'd done when someone hurts and is affected. In return, those who were bullied will also do the same with others until they go on fighting."

COMPARE AND CONTRAST

Why is it important to be aware of this nowadays? What has been done in your country about avoiding cyberbullying in schools?

"It is important that we teachers should be aware about cyberbullying to avoid the misbehaviors and bad attitude of learners. Some students did not concentrate well in the classroom and they'll have to think about cyberbullying and how they need also to bully others. Nowadays we should be aware what happens to our students, we should talk to the parents, the school faculty and staff, the community officials to pass and approve bylaws about this problem. It is already time to avoid and stop this problem especially in the school. This is also the reason that their peers will be informed and misconduct is created, again to avoid it we have to pass bylaws with the help of our stakeholders."

CONTRIBUTE

How can teachers promote awareness to avoid cyberbullying in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"Let them form into different alternative group activities, where friendship, intimacy, cooperation and collaborative works and learnings be from within them. Have them do the sharing activities, share their unforgettable, sad, happy, experiences which they can give morals. Let them enjoy by having other group works in a rotation so that everybody in the class meets each other. Give them differentiated group activities in which they can enjoy what they are doing and let them listen to one another with an open heart and with an acceptance, respect others. This way, there's the feeling of love as brothers and sisters in the class, an openness and unity among them. Also God-fearing is one way of awareness to your students, there should be teacher-students, students - teacher good relationship."

"There should be love, unity, respect and amicable feeling among each other feel that we are one family."



Doreen Dela Agbedoe

Ghana

TALK ABOUT IT

What is cyberbullying for you?

"Cyberbullying refers to the deliberate behaviours or actions targeted at threatening, harming, or terrorizing another individual through digital and social media platforms. There is no limit to where cyberbullying can occur and the perpetrators who carry it out. It can occur in settings such as homes, schools, workplaces, or social gatherings. Peers, adults, or even complete strangers can engage in cyberbullying."

COMPARE AND CONTRAST

Why is it important to be aware of this nowadays? What has been done in your country about avoiding cyberbullying in schools?

"We, as teachers, encourage the use of technology and the internet as an additional platform of learning. Consequently, it is our duty to provide safeguards to protect our students against cyberbullying. There has been an increasing number of attacks on individuals, especially the youth, on social media platforms, with some having dire consequences. As a result, it is crucial to continuously reinvent safety procedures for our learners on these digital and social media platforms, both at the school and national levels."

Cyberbullying is not a prevalent issue at the pre-tertiary level in Ghana because most schools at this level prohibit the use of digital devices in their classrooms or premises. However, in day schools, especially at the high school level, students frequently access social media platforms and this is where most of the problems arise. We have had reported cases of students taking compromising pictures of their schoolmates and posting them on platforms such as Snapchat, TikTok, and Facebook, either with or without their consent. Additionally, there have been instances where some students have leaked audio recordings of private conversations with the entire class or school population, all with the intent to shame, terrorize and extort their targets.

At the tertiary level, there have been quite a number of cases of students of all backgrounds being cyberbullied. The widespread sharing of inappropriate images, videos, and private conversations is rampant among this age group. While there are laws in place to deal with cases of sharing indecent images, cases involving harmful or hateful words can be more challenging to prosecute. When "words" are involved, it can be difficult to prove that the intention was to cause harm or that harm was actually inflicted on the target. At the pre-tertiary level, the responsibility for handling cases of cyberbullying falls on teachers, counselors, and administrators who must sensitize students and manage the fall-out from any incidents."



CONTRIBUTE

How can teachers promote awareness to avoid cyberbullying in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"Approximately two months ago, a mini-workshop on the topic "Cyber Addiction: Effects and Management" was held for all students at my school. The workshop covered the topic of cyber addiction and its potential to expose students to cyberbullying. During the workshop, the students were assigned groups and tasked with creating a list of actions or behaviours they would consider bullying if done to them. We then regrouped after some minutes, and we discovered that almost all the lists compiled by each group had nearly identical items. Following this, teachers and counselors at the school had to assist students in understanding that nobody enjoys being bullied, and it is a problem that could affect anyone. We emphasized the need to be supportive and protect one another in order to foster a peaceful and harmonious school environment, rather than engaging in behaviour that would make the school an unhappy place for their classmates."

The top priority for every educator, parent, or school administrator should be the social and emotional welfare of our students. If a student is feeling depressed or threatened, they will not be in the right head space to learn effectively. It's essential to recognize that a student's social and emotional state during the formative years could have a life-long impact on their life, and inadequate support or guidance could have dire consequences for their future. It's therefore crucial that we take proactive steps to make the internet and digital space safe for our young ones.



Emmanuel Nermey

Ghana

TALK ABOUT IT

What is cyberbullying for you?

"Cyberbullying is the use of electronic communication or digital devices to deliberately intimidate other people."

COMPARE AND CONTRAST

Why is it important to be aware of this nowadays? What has been done in your country about avoiding cyberbullying in schools?

"It's important to be aware of cyberbullying to at least help reduce it. In my country Ghana, one could be sued when or sentenced when you are found guilty or a victim."

CONTRIBUTE

How can teachers promote awareness to avoid cyberbullying in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"Teachers in the classroom should prepare a reading passage or text on cyberbullying and make students suggest solutions to each of the cases found in the reading. The second activity would be to watch a video on cyberbullying and prepare a PowerPoint presentation in which you raise teenagers' awareness and they do an online webinar and invite all teenagers all over the world to attend and learn strategies on how to avoid and solve cyberbullying."

Teachers can promote awareness to avoid cyberbullying by letting their students get to know the positive effect of the use of the internet and how useful it could be to promote academic performance."

I suggest cyberbullying should be added to the various courses studied in our schools to help reduce it."



Kerwin C. Fabillaran

Philippines

TALK ABOUT IT

What is cyberbullying for you?

"Cyberbullying has been a pressing issue by which an act of harassment, intimidation, or inflicting harm towards another person takes space in the virtual realm. These offensive and unlawful actions may be channeled through digital communication tools, such as social media platforms, email, or text messages with the intention of staining one's personal identity and causing hostility to the victim. It involves habitual and hostile behavior that targets an individual, often invoking emotional distress and negatively impacting their psychosocial health."

COMPARE AND CONTRAST

Why is it important to be aware of this nowadays? What has been done in your country about avoiding cyberbullying in schools?

"With the onslaught of issues that have been rippling and impacting one's personal state, it is imperative to take action in mitigating the drawbacks that cyberbullying has brought. In the local context, a number of advocacies against all sorts of bullying have been amplified and resonated to the student-body. These measures create a safe space for each learner to also rally a common cause for the welfare of the majority. Adding to this, to rip off cyberbullying cases, it is crucial to teach students salient ways to protect themselves online. The school, as well as the teachers, can provide guidelines on safeguarding personal information, ensuring data privacy, and raising awareness through advocating a rallying point against it on social media platforms."

CONTRIBUTE

How can teachers promote awareness to avoid cyberbullying in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"As drivers of learning and inclusive education, language teachers are expected to model professional and ethical behavior online where students may benchmark correct practices. While linguistic competence and oral communication skill issues can be a source of mockery and cyber shaming for bullies, educators should manage the neutrality of being able to communicate effectively in a particular language does not entitle a student to be inferior toward the other. In fact, language differences should be uniquely addressed and regarded to foster respect and inclusivity. An array of classroom-based solutions to augment cyberbullying issues pertaining to language are a must to practice such as: encouraging open communication, fostering media information authenticity, engaging students in a barrier-free language learning, and other communicative approaches where linguistic disparities are accepted, not just tolerated. These are just among the multifarious ways which teachers can promote in the ELL classrooms. The end goal of language education is to enliven inclusivity and bring in respect regardless of the language they speak and the communicative competence they possess."



Shahidatul Maslina Mat So'od, Lena Ramamurthy, Noor Syamimie Mohd Nawawi, Syakirah Shafien & Siti Fathihah Abd Latif Malaysia

TALK ABOUT IT

What is cyberbullying for you?

"Cyberbullying among schoolchildren in Malaysia is a concerning issue, with a significant number of students experiencing harassment, threats, and humiliation online. In fact, the anonymity and accessibility of digital platforms have facilitated the spread of cyberbullying, with negative consequences for victims' well-being and academic performance."

COMPARE AND CONTRAST

Why is it important to be aware of this nowadays? What has been done in your country about avoiding cyberbullying in schools?

"Cyberbullying has a wider reach, longer duration, and can cause significant emotional distress to the students. In Malaysia, research has shown that cyberbullying victims often experience anxiety, depression, low self-esteem, and even thoughts of suicide. Thus, Malaysia has undertaken substantial initiatives to combat cyberbullying in schools. A prominent strategy is the implementation of the CyberSAFE programme since 2015. This programme focuses on promoting responsible digital citizenship, educating students about online risks, and providing support mechanisms. Another notable campaign, the Safe Online, Safe Offline, was launched in 2017 with the objective of emphasizing empathy, respect, and responsible online behavior. This campaign encouraged students to promptly report cyberbullying incidents and included a range of activities such as workshops, assemblies, and public awareness campaigns. In addition to the ongoing initiatives in Malaysia, the Malaysian Ministry of Education, along with local NGO Project I.D. and UNICEF, also organized the #ENDviolence Youth Camp from October 1 - 3, 2019. In this camp, schoolchildren ages 13 to 17 were gathered to work together and create suggestions for a zero-tolerance policy against bullying. Besides, a number of Malaysian schools have also implemented peer support programmes in which students are trained as peer counsellors or mentors through the "Friendly Buddy Programme," which provides emotional guidance and support. In conclusion, the implementation may vary across different schools and regions in Malaysia, however, these initiatives highlight ongoing efforts to address cyberbullying and foster a positive online environment."



CONTRIBUTE

How can teachers promote awareness to avoid cyberbullying in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"In the English Language Learning (ELL) classroom in Malaysia, teachers are essential in raising awareness and preventing cyberbullying. They can establish a secure and welcoming environment that promotes digital citizenship and responsible online behaviour among students by putting various activities and strategies into practice. Teachers can initiate classroom discussions and reflections, organise a cyberbullying awareness campaign, and assign students to do role-play exercises.

Firstly, teachers should initiate open discussions about cyberbullying, its impact, and ethical considerations. Teachers can foster critical thinking, reflection, and empathy in their students by encouraging them to actively participate in these discussions, ultimately promoting a positive and respectful digital environment. Besides, incorporating case studies and real-life examples of cyberbullying incidents into classroom discussions can also help students understand the problem, its consequences, and the importance of responsible online behaviour.

Secondly, teachers can also organise a cyberbullying awareness campaign where students create posters, videos, or social media campaigns. In this activity, students can use their creativity and digital skills to spread important messages promoting empathy, respect, and responsible online behaviour by actively participating in this campaign. Teacher can also encourage them to address the specific challenges that their Malaysian peers face, such as promoting cultural diversity and embracing unity, to make the campaign more relatable and impactful. This activity not only empowers students to stand up to cyberbullying, but it also fosters a sense of collective responsibility in creating a safer and more inclusive digital environment for everyone.

Thirdly, role-playing exercises can be very effective in helping Malaysian students become more aware of cyberbullying. During this activity, students can participate in acting out the situations by being given different roles in cyberbullying-related scenarios. Thanks to this immersive learning environment, students can better understand the emotions and points of view associated with cyberbullying instances. As a result, students will gain the skills needed to become advocates for stopping and dealing with cyberbullying in their own lives as well as within the larger school community.

Overall, it is essential for Malaysian students to learn about cyberbullying and how to prevent it in the ELL classroom if they want to become responsible online citizens. Teachers can effectively raise awareness and equip students to combat cyberbullying by implementing these three strategies in their classrooms. In addition to this, teachers must also establish a secure and encouraging atmosphere where students can openly express their worries and receive advice on appropriate online conduct. After all, a positive online environment that encourages respect, kindness, and inclusivity can be created by giving Malaysian students the information, abilities, and empathy they need to navigate the digital world...



CONTRIBUTE

How can teachers promote awareness to avoid cyberbullying in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"As educators in Malaysia, we are profoundly concerned about the alarming prevalence of cyberbullying among students, reflecting a distressing reality where Malaysian youth both perpetrate and suffer from this detrimental behaviour. Tragically, some cases have even resulted in devastating consequences such as suicide. It is imperative that schools should take more proactive measures to tackle this issue by implementing impactful initiatives that foster empathy, respect, and responsible online conduct. Given the widespread lack of awareness and reluctance to report incidents, it is also critical to educate Malaysian students about available reporting mechanisms. Furthermore, it is also critical to recognise and address the cultural nuances surrounding cyberbullying, as some students regard it as a taboo subject in their society. By encouraging open dialogue and cultural exchange, we believe that we can create a safe haven where students feel empowered to confront cyberbullying and seek the necessary support."



Jomar Calixto Catano

Benguet, Philippines

TALK ABOUT IT

What is cyberbullying for you?

"Cyberbullying refers to the act of using digital communication platforms, such as social media, to harass, intimidate, or harm others. It involves the deliberate and repetitive use of online means to target and negatively impact an individual, often causing emotional distress and psychological harm."

COMPARE AND CONTRAST

Why is it important to be aware of this nowadays? What has been done in your country about avoiding cyberbullying in schools?

"In today's digital age, being aware of cyberbullying is crucial due to its prevalence and harmful effects on individuals, particularly among young people. The rise of social media and online communication platforms has provided bullies with new avenues to target victims, making it important to address and prevent cyberbullying effectively."

In my country, significant efforts have been made to combat cyberbullying in schools. One approach is the implementation of comprehensive anti-bullying policies that include specific guidelines and procedures for addressing cyberbullying incidents. These policies emphasize creating a safe and respectful school environment and provide measures for prevention, intervention, and support for both victims and perpetrators.

Educational campaigns, workshops, and awareness programs are another component of tackling cyberbullying in schools. These initiatives aim to educate students, teachers, and parents about the nature of cyberbullying, its consequences, and strategies to prevent and address it. They promote responsible digital citizenship, empathy, and positive online behavior.

Schools also collaborate with local authorities, non-profit organizations, and internet service providers to improve the response to cyberbullying incidents. Reporting mechanisms, hotlines, and online platforms are established to enable students and parents to report cases confidentially and seek help or guidance.

Additionally, schools work towards creating a supportive and inclusive environment that fosters positive relationships among students. Building strong connections between students and teachers, promoting empathy, and cultivating a culture of respect and tolerance are vital in preventing cyberbullying...



COMPARE AND CONTRAST

Why is it important to be aware of this nowadays? What has been done in your country about avoiding cyberbullying in schools?

"Despite these efforts, challenges persist. The ever-evolving nature of technology and online platforms requires continual adaptation of prevention strategies. Collaborative efforts involving schools, parents, community organizations, and online platforms are necessary to effectively address and mitigate the impacts of cyberbullying.

In conclusion, raising awareness about cyberbullying is crucial in today's digital era. In my country, addressing cyberbullying in schools involves implementing anti-bullying policies, organizing educational campaigns, fostering digital literacy, and promoting supportive school environments. Continued collaboration and proactive measures are essential to create a safe and respectful online space for all individuals."

CONTRIBUTE

How can teachers promote awareness to avoid cyberbullying in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"Teachers play a crucial role in promoting awareness and preventing cyberbullying in the English Language Learning (ELL) classroom. Here are some sample activities and suggestions for teachers to consider:

1. Classroom discussions: - Initiate open discussions about cyberbullying, its consequences, and how it can impact individuals. - Encourage students to share experiences, concerns, and insights regarding cyberbullying. - Facilitate conversations on responsible digital behavior, empathy, and online etiquette.

2. Real-life case studies: - Present real-life case studies of cyberbullying incidents and engage students in analyzing and discussing them. - Prompt students to consider the perspectives of the victim, the bystander, and the perpetrator, fostering empathy and understanding. - Encourage students to brainstorm strategies for addressing and preventing cyberbullying in different scenarios.

3. Media analysis: - Have students analyze news articles, videos, or social media posts related to cyberbullying. - Discuss the ways in which the media portrays cyberbullying and its impact on society. - Encourage critical thinking and media literacy skills by examining biases, stereotypes, and the responsibility of individuals in disseminating information.

4. Creative projects: - Assign creative projects, such as digital posters, presentations, or short films, that focus on raising awareness about cyberbullying. - Students can work individually or collaboratively to develop materials that educate and inspire their peers about the importance of online safety and respectful communication.



CONTRIBUTE

How can teachers promote awareness to avoid cyberbullying in the English Language Learning Classroom? Provide sample of activities or suggestions to other teachers about it.

"5. Role-plays and skits: - Organize role-plays or skits in which students act out different cyberbullying scenarios. - Students can take on various roles, such as the victim, the bully, the bystander, or the supportive friend, to understand the dynamics and consequences of cyberbullying. - After the performances, facilitate discussions to explore alternative strategies and solutions for each scenario.

6. Digital citizenship projects: - Assign projects that focus on fostering digital citizenship skills and responsible online behavior. - Students can create posters, infographics, or videos that highlight key guidelines and tips for maintaining a safe and supportive online environment. - These projects can be shared within the school community or even on social media platforms to spread awareness beyond the classroom.

7. Guest speakers or experts: - Invite guest speakers or experts in the field of cyberbullying prevention to share their experiences and insights with students. - They can provide valuable information, strategies, and resources to promote awareness and empower students to take action against cyberbullying.

8. Establish a safe reporting system: - Ensure that students are aware of the school's reporting system for cyberbullying incidents and make it clear that reporting is confidential and taken seriously. - Provide clear guidelines on how and when to report any online harassment or concerns.

Remember, it is vital for teachers to foster a supportive classroom environment and lead by example by promoting respectful, inclusive, and empathetic communication among students. By integrating these activities and strategies into the ELL classroom, teachers can contribute to the prevention and awareness of cyberbullying while promoting responsible digital citizenship.



TEACHERS' IMPRESSIONS

"It has been going on well. It has improved my teaching techniques in class."

_Dejoy Amankwah - Ghana

"It has been awesome...I have learnt the forms of cyber bullying and how to prevent it in class."

_Muniratu Mohamadu Abanga - Ghana

"Very informative and fruitful by providing information that will be very useful in our classes."

_Arlita C. Sion - Philippines

"Today's topic is great. IELTA Teachers Forum has improved my professional skills"

_Pearl Ayebea Ntiful - Ghana

"...the forum gave ways in which we as teachers of English can help curb or reduce the effects of cyber bullying on students. It has been insightful and has given ways to assist learners who suffer cyber bullying or are likely to suffer from it"

_Felicia Dadzie - Ghana

ON THIS SECTION

It is a collection of some teachers' feedback and testimony after participating in the IELTA Teachers' Forum sessions.



TEACHERS' IMPRESSIONS

"I gain new knowledge from different participants in other countries. I am always a better teacher after attending or participating in IELTA forum. It is very supportive. Especially, teachers have the opportunity to share ideas from different backgrounds.

New ideas are learnt in such sessions."

_Frank Agyapong Kwaku Oduro - Ghana

"It is always a very informative session. The topics are always of relevance. I also appreciate that it is during the weekend and we try to keep it short and not dragging.

Definitely! I learned something new and it also helps validate the techniques and methods that I have already implemented in class."

_Mary Chiles V. Cuyugan - Philippines

"It has boosted my pedagogical skills in teaching"

_Iddrisu Naaba Imurana - Ghana

"It promotes the understanding of different topics"

_Mohandarezki Lahdiri - Algeria

"Yes, it has been a great support to me because whatever I learn from them I share it with colleagues and students."

_Ghulam Fiza Memon - Pakistan

ON THIS SECTION

It is a collection of some teachers' feedback and testimony after participating in the IELTA Teachers' Forum sessions.



ASSOCIATION REGISTRATION NUMBER 11387724

TEACHERS' IMPRESSIONS

"...lot of learning and exchanging our opinions , receiving solutions from other's experience. Excellent program!"

_Dr.Kalyani Rao B - India

"I learnt steps that can help me prevent my students from cyberbullying. I also learnt what cyberbullying is and what to do to prevent people from its drawbacks."

_Abdoul Karim Sogodogo - Mali

"It was useful and clear. It's important to talk students and create a confidential environment in class. I could understand that this problem is not only in my country but all around the world."

_Richard Cruz Lluzco - Bolivia

"Whenever I participate in IELTA Teacher Forum sessions, I gain new insights from colleagues from different cultural background who are teaching at different levels. IELTA Teachers Forum has been a fountain of knowledge ad experience that I have drunk from and will continue all through to drink. I have learnt new strategies, techniques, and technology, some of which I have already incorporated into my lessons. During sessions, I'm reassured that I'm doing the right thing for my learners and I'm not afraid to share my shortcomings and seek support from other members, which is a relief in the ever-changing phase of education."

_Doreen Dela Agbedoe - Ghana

ON THIS SECTION

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MISSION STATEMENT

To provide high quality international standard programs to English language teachers, researchers, and learners around the world in order to enhance their human, professional and scientific skills through a respectful, collaborative, cooperative, critical, and intercultural interaction.

VISION STATEMENT

To be a reference model of innovative, academic, and organizational quality, which contributes to educational improvement by creating a community of professionals in every country in the world who are able to build dynamic and supportive learning environments and ultimately a better world.

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The edition we developed required teachers to meet and discuss, in the IELTA FORUM ninth episode, about *"PREVENTING CYBERBULLYING IN THE LANGUAGE CLASSROOM: PROMOTING AWARENESS AND SUPPORT FOR TEACHERS AND STUDENTS"*, and provide their knowledge of the course topic based on their English language teaching experiences and ideas to support other teachers worldwide.

