



Dear Readers,

Welcome to the 11th issue of our Professional ELT Magazine Online, proudly presented by TESOL Türkiye! We are thrilled to bring you another diverse and inspiring collection of articles, reflecting the dynamism and passion of our community.

In this issue, there is a remarkable group of contributors whose insights and expertise will undoubtedly enrich your professional journey. Our presenters in this issue include Ana Jovic, Belinay Başara, Deniz Özbeyli, Fatma Duygu Kaya, Gökçe Gök, Jafar Moazzez, Sibel Söğüt, Zeynep Oğul, and our Special Interest Group, LAMSIG. We would like to thank all our contributors for their invaluable effort.

We would also like to extend a heartfelt thank you to our previous editor, Sibel Taşkın Şimşek, for her outstanding dedication and leadership in bringing our magazine to new heights throughout the publication of the first 10 issues. We express our gratitude for her invaluable contributions to the growth and success of our Professional ELT Magazine Online.

Finally, we would like to extend our sincere appreciation to our readers for their support and enthusiasm. We also encourage you, our valued readers, to actively participate in shaping the future of our magazine! Thank you for joining us on this journey of professional growth and discovery. Enjoy the 11th issue of our Professional ELT Magazine Online!

TESOL Türkiye Promotion Council

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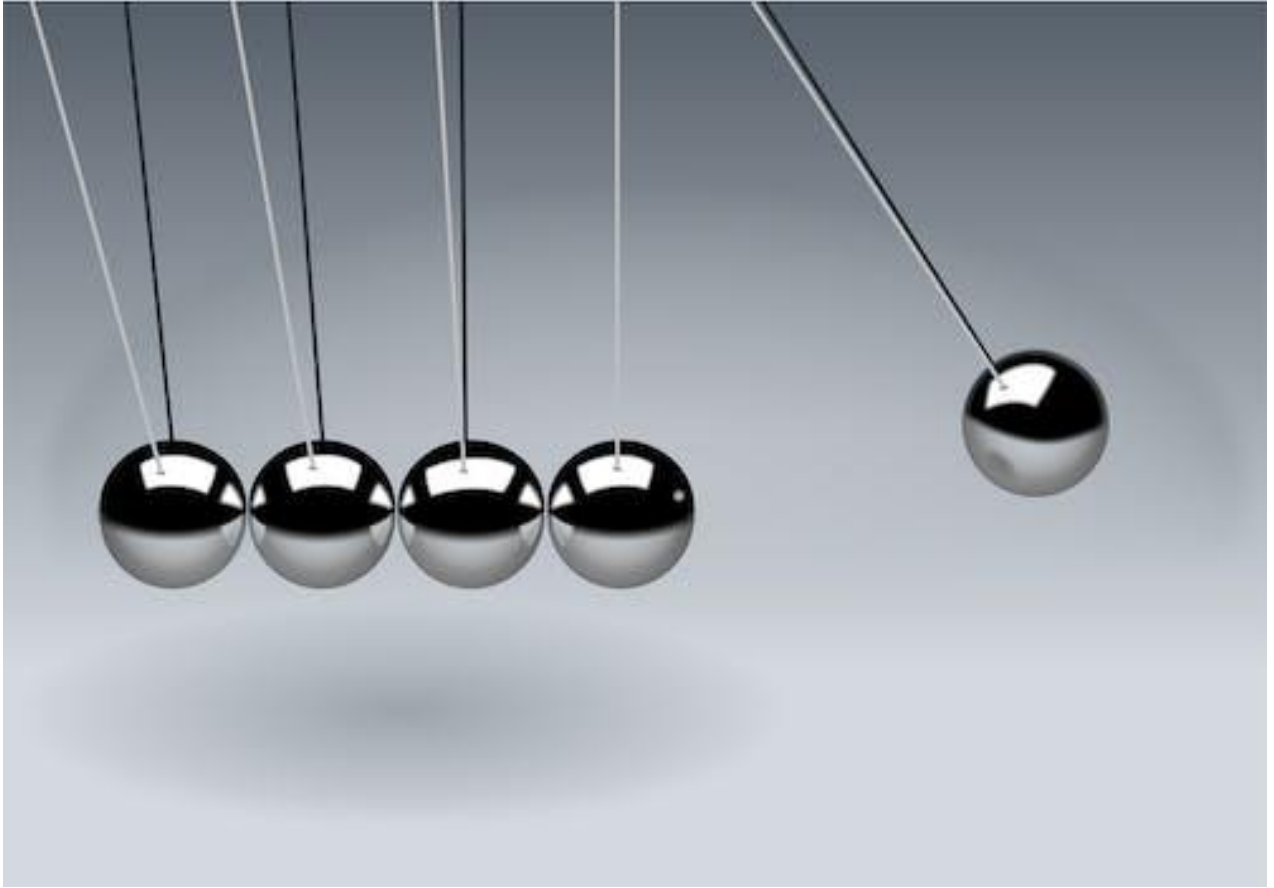
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*Please note that the opinions expressed in the articles published in this magazine are solely those of the respective authors and do not necessarily reflect the views or opinions of TESOL Türkiye.

1. REFLECTIONS



REACHING OUT TO MORE STUDENTS THROUGH INCLUSIVE EDUCATION

Deniz Özbeyli

As schools are closing and hot, long summer days are starting, we are all thrilled to see the fancy advertisements for all-inclusive holiday programs. Just like those all-inclusive holidays, education is also a concept that includes a wide spectrum of dimensions and components. This all-inclusive teaching journey should aim to reach out to as many learners as possible. The goal of a well-designed education must be to focus on the different needs of students and teachers themselves.

From a distance, all members of a particular group may look alike: Students in a classroom, soldiers in the same regiment, or citizens of a country like Japan, China, or Türkiye. Yet, everyone knows that no one on Earth is like the other. Every single human being has their unique characteristics and presence. Maybe that is what makes us human. Therefore, we should be well aware of this reality of diversity and focus on maximizing the benefits of the differences. Education is a powerful tool that can transform a person into a desired, planned and sometimes idealized human being.

It is almost certain that one of the main functions of education is the fact that education is the key to embracing the atmosphere of differences. Respecting diversity, praising collaboration, an open exchange of practice, accepting differences, along with some standardized education

procedures are some of the main elements of Inclusive Education.

In this paper there will be some tangible examples of diversity in ELT classes at the tertiary level. The focus will be on overcoming these differences and turning them into valuable and meaningful characteristics of a good class. This transformation is only possible through inclusive education which includes recognizing, fostering, and developing sensitivity to the different needs of students and teachers. To create opportunities for everyone and implement Inclusive Education, I have tried some useful methods.

First, you should prepare a well-designed classroom information list including basic information about your students. From their previous foreign language experience to whether it is their first tertiary education class, you can prepare a list answering 6-7 basic questions like “whether they have had any non-Turkish friends or they have ever travelled by plane”.

Secondly, focus on the students who do not participate in the regular course book exercises but have a good command of English through video-computer games. In this way, you can get an idea about the different learning styles of your students.

Thirdly, you must be aware of the special conditions of your students, such as health issues, learning speeds, and sometimes, even their family issues, if they are willing to share.

Fourthly, arrange the classroom seating plan based on data obtained from a quick but careful observation. While designing your classroom seating plan, you must consider some psychological factors influencing your students. There are some major concepts of psychology, such as The Halo Effect Theory, The Proximity Effect Theory, The Domino Effect Theory, Peter Pan Syndrome. The Halo Effect is when one trait of a person or thing is used to make an overall judgment of that person or thing. Therefore, it is good to know about the possible adverse effects of a poor first impression stemming from design, content, introductory speech and so on. The Proximity Principle suggests that people closer together in a physical environment are more likely to form a relationship than those farther away. For instance, people who sit physically closer together in the same office or classroom are more likely to develop relationships than those who sit farther apart. The Domino Effect Theory means a chain reaction that occurs when a small change causes a similar change nearby, which then causes another similar change, and so on, in a linear sequence. The Peter Pan Syndrome affects people who do not want or feel

unable to grow up, people with the body of an adult but the mind of a child. Taking the Peter Pan Syndrome into consideration will help a teacher to organize more precise group/pair work clusters.

Fifthly, you can introduce some digital applications like Couchsurfing to include some of your students into your lessons by using some social issues. As a sixth point, you can use your class photo as a background photo on your laptop screen. This will increase the interest and enthusiasm of almost every student in your classes. Finally, above all, you must love your students and show your love for them!

Inclusive Education should be able to transform all kinds of people into those that respect and support individual differences. It means getting to know others and knowledge is power. When you know more about your students, you will have better, more satisfying, sincere and genuine relationships. When your students cooperate, they learn more. When you collaborate all together, you create a better teaching environment. Adding love and dedication to what has been discussed so far is priceless. More importantly, when we are together, we are stronger!



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A WEEKEND FULL OF REFLECTION

WHAT I HAVE IN MY POCKET FROM TESOL GREECE'S ANNUAL CONVENTION

Fatma Duygu Kaya

"It's on the strength of observation and reflection that one finds a way, so we must dig and delve unceasingly." One of my favorite artists Claude Monet states the power of searching, thinking, and most importantly, looking at ourselves to find our way. Though he may have said this about figuring out our feelings to express on a canvas, its actual meaning on the significance of reflection cannot be underestimated. Self-reflection is everywhere, so it would be unfair to think of education and language learning process without it. Considering this fact, TESOL Greece held its 44th Annual International Convention in Athens in March on reflection and creating empowered learners. The plenary speakers, Dr. Herbert Puchta, Dr. Jenny Lontou, Dr. Nayr Correia Ibrahim and Russell Stannard, approached the importance of reflection on different aspects. Thanks to the Convention, teachers refreshed their knowledge and ideas on the importance of making reflection in all areas of language learning ranging from multilingual young learners to assessment processes or involving technology.

Dr. Herbert Puchta emphasized the importance of Social-Emotional Learning (SEL) on helping students and teachers make reflection in

themselves. Today, young learners and teenagers are exposed to a lot of news due to the insecurity and aggression of the era, such as disasters, or lockdown times. While trying to differentiate the information and achieve their learning process, they may feel isolated. The solution to this situation is hidden in educators. With the help of SEL, we help learners feel empathy, develop self-awareness, build healthy relationships in society and, ultimately, gain academic achievement. Puchta underlines that SEL is not just about students' feelings or psychological well-being; but, it is also about academic achievement as success comes with emphatic guides and mentors as well as effective teaching methodologies. Therefore, as teachers, it is not enough to cover a lesson with the best material we prepare. We have to remember they are social-emotional beings needing social awareness in which they take the responsibility of making decisions in their learning process.

Another plenary was held by Dr. Jenny Lontou, who titled her speech "What do EFL Teachers Need to Know About Language Assessment?". She highlighted the importance of "Language Assessment Literacy" for all EFL teachers, hence, guiding teachers to reflect s on their ways of

evaluation. According to Lontou, teachers must keep one question in their minds while assessing learners: What am I supposed to test with this? Is this item or assignment related to my objectives? If yes, which purpose do I aim for? We must determine on task type following the answer to those questions. Another point is that feedback plays a significant role in making reflection. We must decide on what kind of feedback we will prefer, summative or formative one, to reflect on students' learning process. Finally, Dr. Lontou underlined language assessment should evolve because we live in times of movement, transition and change. Things we evaluate, regardless of how we do, must support real life needs of learners. Otherwise, the aim would be for passing a test.

When discussing reflection in the learning process, we usually consider the age profile from teenagers to adults. It is a common belief that young children, aged 4 to 6, are not cognitively mature enough to reflect on their languages and language learning experiences. Dr. Nays Correia Ibrahim, who has specialized in children's multilingualism as an Associate Professor in Norway, brought a different perspective to this issue. Teachers need to maintain metacognition in their classrooms with the help of guiding questions, so they can reflect on their languages and how they function between languages. Dr. Ibrahim underlined that because of their ages and language competence, children may not express themselves fully in actual words in whole

sentences, so it is more effective to implement different tools with which they feel comfortable. Thus, in one of her studies, she gave children a "Senses Book" and asked them to identify how learning English tastes, sounds, smells and feels like with pictures or words.

Finally, the award-winning tech guru in Educational Sciences, Russell Stannard, made the final talk of the convention. He started his speech with an opinion by which most of us may be surprised. He stated that he was not a big fan of technology in the classroom as it might interrupt the lesson flow and distract learners. On the other hand, he supports using technology outside school as it helps learning to continue which is called "extramural learning". Another pinpoint he made was the misunderstanding in "Blended Learning". Blended learning is not following the syllabus both online and in person daily. It is based on the idea that some part of a lesson / a task requiring online study of students on their own is followed by face-to-face activities in class. Therefore, technology acts a key to create autonomous learners: Language learning is all that you do outside the classroom on your own. Mr. Stannard, as both an educator and a language (Polish) learner himself, showed how he benefits from all those key tools. He highlighted that we should spend more time teaching our students how to make use of technology than using technology in classroom. The real practice and examples he mentioned in his speech can also be found on his YouTube channel.

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WHY REFLECTIVE THINKING IS IMPORTANT FOR TEACHERS?

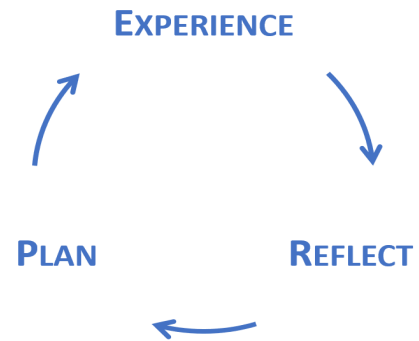
REFLECTING ON A REFLECTIVE THINKING COURSE

Gökçe Gök

The aim of this essay is to reflect on TESOL Türkiye Microcredential Course, "Reflective Teaching for Teachers and Managers" which was organized by Assist. Prof. Dr. Bahar Gün, between 6th-27th September 2023. This course includes three modules with eight hours of synchronous online zoom sessions and requires 12 hours to prepare reading materials, sources, assignments and discussion. The main learning outcomes of this course are integrating professional practice and reflective thinking in the classroom, encouraging the teachers to create their TLAP (Teaching and Learning Action Plan), applying the main concepts of reflective thinking to professional concepts by designing a unique style of reflective thinking guidelines. In the course, participants were expected and asked to participate in the synchronous online Zoom sessions and discussion forums create a Learning and Teaching Action Plan, and write a reflection paper on their practice.

The course was a great experience for introducing reflective thinking. The definition of reflective thinking and deeper insights from reflective thinking literature was discussed in online zoom meetings and discussion forums with the support of reading materials.

Figure 1: Table About Reflective Thinking



Effectiviology. Reflective Practice: Thinking About the Way You Do Things.

<https://effectiviology.com/wp-content/uploads/Reflective-Practice.png>

As for its definition in literature, it is safe to say that reflective thinking is a way of critical thinking in an educational context. The main term, reflection, refers to an activity or process that involves evaluating or analyzing an experience in a situation, by aiming to create a problem-solving structure that leads to planning, action or designing solutions. It cannot be denied that creating quality education, improving teaching skills and designing more effective lessons depend on reflecting on classroom and teaching practice from the teacher and student perspectives. Pennington (1992) concluded that

reflection based classroom or teaching practice improves classroom processes and outcomes and develops confident and motivated teachers and learning. The highlighted feature of reflection-based practice can be noted as improving the learning and teaching process or practice. Its importance on the learner and teacher development has brought the importance of reflective thinking. As Dewey (1993) stated, reflective thinking can be defined as an effective, consistent and careful way of thinking. It is seen as a way to empower critical thinking in the education context. ACER (Australian Council of Educational Research, 2020) has defined critical thinking as “to analyze and evaluate information, reasoning and situations, according to appropriate standards, aiming to gain insightful knowledge, understandings, hypotheses and beliefs.” ACER Framework highlighted that Critical Thinking empowers the ability to evaluate and analyze the information in a way that will lead problem-solving. In research, conducted by Unver (2010), it was concluded that reflective thinking can be linked between problem-solving and critical thinking. He saw it as a thinking process that will lead to find more effective and constructive solutions by analyzing some positive and negative outcomes. Schön (1983) highlighted that reflective thinking on the education context can be applied in three different ways. These are called "reflection in action, reflection-on-action, and reflection for action".

Reflection in action can be defined as the ability to think about what you are doing while you are doing it and justify your actions. It is believed that it allows you to deal with uncertain situations. As it is stated in the article that was written on La Trobe University’s website, it is the reflection

type that occurs when you are in a situation or interaction. It involves the analysis of observation, listening, touching or feeling to solve or evaluate a case. Another definition can be "process that we have experienced while performing a lesson or practice. It can be seen as thinking during the action (Schön, 1983). It can be stated that it is the ability to make decisions or think without what we did before. It is the ability to think flexible and find immediate solutions when unexpected situations occur. It is making the right decisions when something unexpected happens in an educational context. It can be seen as clinical reasoning, where analysis, observation and evaluation lead to teachers' beliefs and views. In this kind of reflection, changing belief systems is gaining a new perspective. A great example can be given in a study conducted by Orakçı (2021), “...I saw the children had an unexpected reaction to the Picture Strip Story and adjusted the lesson plan. Then, I used another activity which I think would be more appropriate for the students' level, which was really effective....”. Reflection on action is about going back to teaching practice and think what we have done in the classroom to explore our reflection in action by examining our reasons and beliefs on our reflection in action (Farrell, 2003). The main highlight here is reflecting on reflecting in action. It is the process of stopping for a while after performing an action or classroom practice and reflecting, analyzing, and evaluating what happened. It helps to understand and make conclusions about what went well, bad or what needs to be developed or improved. It leads us to change our ideas, and beliefs about how we think and do by asking some reflective questions and developing new the way of doing things, thinking (Orakçı, 2021). A great example can be given from Orakçı's (2021)

study, *"To enable my students to predict the English equivalents of types of holiday correctly, Quiz Show technique along with visuals instead of "Matching" technique would be more effective so that students could participate effectively."* Reflection for action is about thinking about what we will do based on our experience or conclusions about reflecting in action and reflecting on action. It involves thinking, planning, designing our future actions in teaching practice. As Lougran (2002) has stated, teachers' creating their future teaching practice is based on examples, insights, and observations from teaching practice. It is believed that these levels of planning and designing can be used to gain different perspectives on the professional development of teachers, teacher training and teacher practicum experience. Orakçı (2021) states *"I saw the students become passive during my two lessons. Considering their reactions, I can change the method of teaching by thinking more about which communicative approach techniques I used."*

In addition to the descriptions made by Schön (1983) about applications of reflective thinking, it is better to highlight Van Manen (1977)'s levels of reflective thinking. As Manen (1977) has stated, there are three levels for reflective thinking; technical reflection level, practical reflection level and critical reflection level. Technical reflection can be seen as the basic level of reflection. In this level of reflection, highlighting the final results is important. At this level, conclusions are made based on existing outcomes or information and there is no room for changes, criticism or analysis. The important thing is to use the existing outcomes and conclusions (Manen, 1977). Orakçı (2021) states, "Spot the differences" technique

was very good in describing the two different actions. It enables students to comprehend the subject better visually...". *In the practical reflection, teachers benefit from their experiences in their teaching practice and try to find solutions for problems that they may encounter in teaching practice (Unver, 2010).*

At this level, the teacher analyses the situation or outcome in order to reach a conclusion on whether the technique, method, lesson plan was successful or whether learning goals were completed successfully (Wilson, Jan, 1993). Orakçı (2021) says, *"The learning objectives I determined were effective. I think that I made the lesson more effective and fun by attracting the students' attention thanks to the materials and the activities I prepared. I managed to make students achieve the learning objectives determined. I was only a guide, and the students were more active"*. As for the deepest level of reflection, the critical level, it can be said that this level includes the practical and technical level of reflection. The highlight is thinking critically about teaching practice in and after the practice. At this level, teacher analyses teaching practice not only by outcomes or experience, but by deeper aspects like social and cultural environment, religion, family structure, tradition, language, etc. At this level of reflective thinking, the teacher looks teaching practice as a sociological study that emphasizes ethics and morals. A great example can be given from Orakçı (2021), "I am a teacher and I understand that the task of a teacher is to enable his/her students to achieve learning objectives. I still have shortcomings and I have to go further in my teaching profession. I am trying to do my best. I strive to be a different teacher (Orakçı, 2021).

As for its importance for teacher development and training, it is believed that reflective thinking is essential and beneficial for teachers' improving their teaching skills and focus on their professional development as a teacher. It helps them to evaluate and analyze the classroom, learners, learning process, and teaching practice accordingly and effectively (Unver, 2003). Rodger (2002) stated that a reflective teacher evaluates their students, their techniques or methods and makes conclusions about the effectiveness of classroom practice. It is concluded that reflective teachers tend to follow the latest developments in education, apply the most appropriate methods and techniques, apply what they learned by recognizing scientific knowledge and practicum experience (Alintok, 2002). Ekiz (2006) has concluded that reflective teachers tend to raise learners who have critical thinking and problem-solving skills. Orakçı (2021) has stated that reflective teacher is a development-oriented and open-minded teacher who gives importance to learning and

improvement, has the ability of evaluating themselves, their learners, their way of thinking and perspectives. Gaining reflective skills for 21st century's teachers has the essential importance in raising global learners who have 21st century skills. Because it always starts with teachers, they are the only ones who can make a change in education and the future. Reflective thinking and teaching are also important for designing qualified teacher training programs and teacher practicum programs. Being able to think and learn how to think critically, effectively and analytically are different things and reflective thinking gives us this chance to learn how to think.

As a conclusion, I want to thank our course coordinator, Assist. Prof. Dr. Bahar Gün and other course participants; English Language Instructors, Selen Şirin Dülger, Tuğçe Temir, Mehtap Tunç and Hande Ulukan for sharing their valuable experiences and contributions during the course.

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GRACE: THIS COULD BE THE WAY!

Zeynep Oğul

So much has been said about how to be a good leader. Yet, knowing is not enough to get it done. After almost 30 years of teaching, managing and leading ELT programs and departments, I came to realize the simple rules of being an efficient leader. I will call the GRACE method from the words Gratitude, Respect, Acceptance, Compassion, and Empathy.



We all know that ELT education requires the integration of many methods of teaching to make it very efficient. Here we can define efficiency as the effort (Hours of Teaching) put in to advance the student from a starting level (initial Test Score) to a higher level with the results the students achieve at the end of the program (final test score). Put simply: (D TEST Score)/ (Hours of teaching). To make this ratio high (high efficiency), we need to 1) make sure that the student really improves the scores and 2) does it as quickly as possible.

This puts tremendous stress on both the students and the teachers. Even more stress builds on the program leaders, department heads/directors. I have often found myself feeling like riding a roller

coaster during the semester. As some/most Prep programs continue over the summer, this ride never ends. On one side, you need to make sure that students keep their hands and feet inside the cars while riding (keeping their motivation high) while trying to make sure that the car rides smoothly on the rails, the rails and the whole structure is strong yet sometimes flexible to account for hard bumps and turns. This means running the department and the faculty members at their peak efficiency and motivation. All these images and metaphors are the invaluable memories of my three-decade career, and I believe most of you will also feel and live the metaphors as they read.

Over the pandemic years, I realized that more than the students, my faculty members required personalized touch of empathy. My training and experience in educational and organizational management, combined with the needs of the faculty led to the generation of an approach that I believe managed us to get through the storm. GRACE approach is built on five simple skills that every leader can practice and motivate others to practice easily:

1. Gratitude: Feeling and showing gratitude in the workplace is particularly important during times of change, precisely because change can't be done alone. Because gratitude is a complex social emotion, it [builds belonging at work](#) and draws

people together under a greater, shared vision, which gave them an increased sense of social worth — *feeling valued by others*. Leaders who can show authentic empathy in the workplace, communicate effectively and appreciatively, affectionately and passionately, create psychological safety at work *ARE ABLE TO* create a shared vision, motivate employees to collaborate successfully, keep talented, engaged employees, improve organizational culture, boost employee retention even their health and wellbeing.

2. Respect: A leader earns respect, whereas a boss demands respect. A respectful leader gives others the respect that they want to be given to themselves, knowing full well the value of the saying that “respect begets respect.” As a leader, one should always be conscious of the way to treat the employees. It reduces stress, maximizes productivity and collaboration, increases employee satisfaction, and creates a fair work environment leading to less employee turnover, improved staff performance, reduced time and costs spent on training and onboarding, feelings of trust, safety, and well-being.
3. Acceptance: Leadership acceptance also means recognizing that other people on our teams and work environments sometimes need to take the lead when they are more qualified. By empowering others to take charge we might be giving up a leading position but gaining great strategy and experience from others.

Acceptance is not passivity, detachment, inaction, or powerlessness. Acceptance is all about breaking down habitual ways of reacting, liberating, and opening oneself to profound new possibilities.



4. Showing Compassion: Compassion is “*a mental state endowed with a sense of concern for the suffering of others and aspiration to see that suffering relieved*” (Tan, 2012).

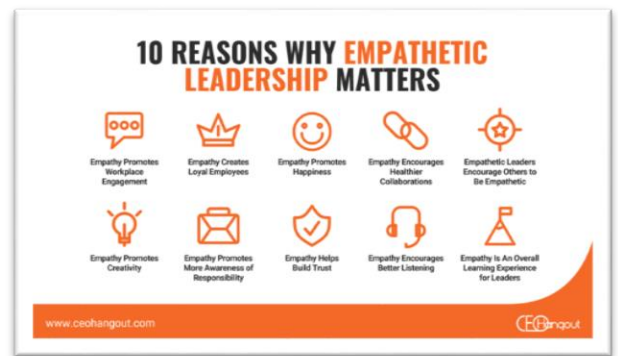
There are three pillars of compassion:

- 1) The cognitive understanding,
- 2) The affective/emotional understanding, and
- 3) The drive or motivational connection.

What this means for the organization is obviously more importance on employees’ wellbeing, more positive relationships flowing at the workplace, more open-hearted interaction, wider perspective, more self-compassion, and definitely more dedicated team members.

5. Showing Empathy: Leaders are generally good at getting stuff done. But when it comes to people having challenges, it is important to remember that in many instances, people do not need your solutions; they need your ear and your caring presence. Many problems just need to be heard and acknowledged. Leaders who sympathize can feel a sense of care for someone going through a difficult time. Leaders who empathize, however, demonstrate the ability to identify and share in the feelings others experience. In other words, empathy is sympathy internalized, making leaders not only more self-aware but more thoughtful and strategic in their business decisions. (Forbes, Feb 2023). Traits of empathetic leadership:

- a. Active Listening: Fully present, to understand not just to respond,
- b. Authenticity: Empathetic leaders are true to themselves in their interactions with others.
- c. Perspective Awareness: Objectively getting to the heart of



the matter from multiple perspectives or angles,

- d. Emotional Flexibility: An empathetic leader will never make employees feel devalued even if feels frustrated. Likewise, compassionate leaders know their work is not more important than the personal lives of their employees.

No need to say these are all easier said than done, but when integrated into the working environment and culture in time, it definitely proves to be worth the effort in cultivating a humane, friendly but professional and diligent teamwork.



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Reflecting upon a TESOL Türkiye LAMSIG Webinar: Combining Program Evaluation and Research for Transformative Education

Presenter: Professor David Anderson

Özge Coşkun Aysal & Donald Staub

The poster is divided into two main color sections: a light green left side and a yellow right side. On the left, the TESOL TÜRKİYE logo is at the top, followed by the title 'COMBINING PROGRAM EVALUATION AND RESEARCH FOR TRANSFORMATIVE EDUCATION' in bold black text. Below the title, it says 'LIVE WEBINAR' and 'Tuesday, 9 May 19.00'. On the right, the LAMSIG logo is at the top, followed by 'Speaker: Prof. Dr. David Anderson' and a circular portrait of Prof. Anderson. A QR code and the URL 'tinyurl.com/ytadyfr' are at the bottom right.

The TESOL Türkiye Leadership and Management SIG (LAMSIG) was established in 2020 with the goal of creating an organization that provides support to current and prospective leaders and managers in the field of ELT. The executive board and its membership are by-and-large highly experienced professionals that are dedicated to the growth and strengthening of administration across all foreign language programs in K12 and higher education across Türkiye. To this end, LAMSIG offers conferences, workshops, micro-credentials, and webinars – all aimed at offering leaders and managers relevant tools and knowledge to make their work more effective and efficient.

On 9 May 2023, LAMSIG was honored to host

their first guest speaker of 2023, Professor David Anderson, Chair of the Department of Educational Leadership in the College of Education at Eastern Michigan University. Professor Anderson delivered an engaging one-hour session on Combining Program Evaluation and Research for Transformative Education. The session was attended by nearly 80 practitioners and academics from within Türkiye, as well as some international participants.

While, on the surface, the title of the talk appears rather straightforward, Dr. Anderson spent a fair amount of time examining these concepts through a critical lens, invoking Friere and Giroux along the way. It was not Program Evaluation 101. The primary thesis of his webinar was quickly laid before the audience as Dr. Anderson made the argument that true change in education and education systems inherently flows in the wrong direction. That Education colleges and faculties, by virtue of their teaching and their graduates, who are ostensibly teaching, are leading change in the greater society, and for the better. This is not completely true, is which Dr. Anderson set out to prove.

On the contrary, it is the social organizations (or what he referred to as community activist organizations), the thought-leaders and influencers in a community and society, that

should be studied (i.e. evaluated and researched) in order to better understand the needs of the community and the society, and that faculties and colleges of Education would be far more effective if their teachings (i.e., the curricula, the texts, the material in class) mirrored the needs of the society, as seen and experienced by such social organizations. Further, it is the research being conducted in colleges and faculties of Education that can best unveil injustice and inequity in educational systems, ultimately driving transformative change for the better.

Practically speaking, Prof. Anderson presented a compelling model for webinar participants to consider when they head out into the field to conduct an evaluation with the goal of betterment. First, the researcher must accept that systemic change can only manifest when beliefs and underlying assumptions are identified and addressed. And, to understand the beliefs and assumptions, Dr. Anderson advocated turning to Astin's logic model comprising three stages: Inputs, Environment, and Outputs. As evaluators and researchers, if we examine the inputs and environment on the outputs – particularly the long-held beliefs – then we may be able to unveil the values and beliefs that

underlie various outcomes, and that may be addressed to initiate and inspire the type of transformational change that leads to true societal change for the better.

Upon reflection of Dr. Anderson's philosophy and approach, it was first and foremost eye-opening. We are often "stuck" in a single mindset by virtue of the contexts in which we find ourselves teaching, learning, and socializing. Educational programs, be they undergraduate, graduate, or even doctoral, may strive to mold highly critical thinkers. However, as Dr. Anderson rightfully pointed out, it is the deep (the very base of the iceberg metaphor he used) underlying assumptions that rule the day. These beliefs and values that pervade colleges and faculties of Education may appear accurate and just, yet, they also require constant credulity, particularly if transformation is the goal. To drag out the well-worn cliché – we must not only think outside of the box, but we need to turn it upside down and look it from the bottom as well. As we consider our visions, missions and research agendas, we need to think beyond What's in it for me/us?, but rather, What's in it for them?



Donald Staub is an Assistant Professor and the Director of the School of Foreign Languages at Izmir University of Economics. He is an inspector for Eaqals and the Commission on English Program Accreditation (CEA). He also serves on the leadership team of DEDAK, the Turkish language program accrediting scheme. He is also a co-coordinator of TESOL-Turkey LAMSIG. His research focuses on quality assurance in language instruction, student retention, and micro-credentials and digital badges, with recent book chapters on quality assurance in EFL and EAP programs. His edited volume *Quality Assurance and Accreditation in Foreign Language Education* (Springer) was published in 2019. Further, his 2020 book chapter, "Making a Place for Digital Badges in Professional Development in ELT", contributed to the maturing field of micro-credentialing.



Özge Coşkun Aysal is the Assistant Director of the School of Foreign Languages at Izmir University of Economics. She is a PhD Candidate in Educational Administration. She is a founding member of the TESOL Türkiye LAMSIG Executive Board and currently serves as a co-coordinator of the SIG. She is also a founding member of the TESOL Türkiye Executive Board. She is also a trained reviewer for DEDAK, Turkey's language program accrediting body and has recently been selected as an Eaqals Consultant. Özge Coşkun Aysal is the Project Leader for the SFL Academic and Employability Skills credentialing program. Her primary research interests are Educational Leadership and Administration, Micro-Credentials and Digital Badges, Psychological Safety, Quality Assurance and Accreditation, Inclusive Leadership and Learning Organizations.

2. RESEARCH



The Effect of Lesson Study On Iranian EFL Intermediate Learners' Writing Accuracy

by Jafar Moazzez

The research paper 'The Effect of Lesson Study on Iranian EFL Intermediate Learners' Writing Accuracy' examines the impact of Lesson Study (LS) on the writing accuracy of intermediate Iranian EFL learners. LS is a research-based collaborative and reflective teaching model that involves a team of teachers working together to plan, teach, observe, and revise lessons. The study aimed to investigate the effectiveness of LS in improving the participants' writing skills.

The LS model provides a rigorous framework for teachers to examine students' learning and their own teaching practices. It encourages collective observation and collaborative inquiry, allowing teachers to observe how students respond to jointly planned lessons. This collaborative approach fosters a deeper understanding of how students learn and enables teachers to make informed revisions to their teaching strategies.

The study employed a quantitative research design and compared the performance of three groups: Experimental Group 1 (EG1), Experimental Group 2 (EG2), and a Control Group (CG). EG1 experienced the first cycle of LS-based teaching, while EG2 underwent the second cycle of LS, which was revised based on the LS team's reflection on the performance of the other experimental group. The CG received traditional teaching without LS intervention.

The data analysis revealed that EG2, who experienced the second cycle of LS, demonstrated significantly higher writing accuracy than EG1 and CG. Additionally, EG1, who experienced the first cycle of LS, outperformed the CG in reducing grammatical errors in writing. These findings suggest that LS, with its collaborative and reflective approach, can enhance writing accuracy in EFL learners.

The study's results indicate that LS can be an effective approach to improve writing accuracy in EFL learners. The collaborative and reflective nature of LS allows teachers to improve their teaching practices and enhance students' learning outcomes. The LS model promotes a culture of continuous improvement by providing a structured process for teachers to reflect on their practice and make informed decisions about instructional strategies. The LS model also allows teachers to share their experiences and learn from one another, which can lead to more effective teaching practices.

However, it is important to consider the challenges and complexities associated with measuring accuracy in language performance. Researchers often face difficulties in determining the adequacy of task accomplishment and selecting appropriate accuracy standards. Additionally, the development of accuracy in specific language forms may not follow a linear

progression but rather a curvilinear pattern. Despite these complexities, researchers commonly measure the accuracy of learners' language performance.

The findings have implications for language teachers and teacher educators. Language teachers can use the LS model to improve their teaching practices and enhance their students' learning outcomes. Teacher educators can use the LS model as a professional development tool for in-service teachers or as a pedagogical approach in pre-service teacher education programs. The LS model can also be adapted for use in other areas of language learning, such as listening, speaking, and reading.

The LS model has been used successfully in various educational contexts worldwide around the world. For example, in Japan, where LS originated, it has been widely used in primary and secondary schools to improve teaching practices and student learning outcomes. In the United States, LS has been used in teacher education programs to prepare pre-service teachers for effective classroom instruction.

Despite its potential benefits, there are also challenges associated with implementing the LS

model. One challenge is the need for time and resources to implement the model effectively. The LS model requires a significant investment of time and resources to plan, teach, observe, and revise lessons collaboratively. Another challenge is the need for teacher buy-in and commitment to the model. Teachers need to be willing to collaborate with one another and engage in reflective practice to implement the LS model effectively.

In conclusion, the study highlights the positive impact of LS on the writing accuracy of intermediate Iranian EFL learners. The collaborative and reflective nature of LS allows teachers to improve their teaching practices and enhance students' learning outcomes. However, it is important to consider the challenges and complexities associated with measuring accuracy in language performance. The LS model has potential benefits for language teachers and teacher educators but also requires a significant investment of time and resources. Future research could investigate the effectiveness of LS in other areas of language learning and explore ways to overcome the challenges associated with implementing the model effectively.



Jafar Moazzez, 39, Master of Arts in TEFL, is the founder of Gofman Language Center, with years of experience managing, teaching, and supervising it. He has translated some books and papers, and has compiled two books but hasn't yet had the chance of publishing any of them. The research he has recently completed in his own school, Ardabil, Iran, is about a Lesson Study in which Dr Khodadust, a faculty member of Farhangian university, Zanjan, Iran, has been of a great help.

3. TROUBLESHOOTING/CHALLENGES AND SOLUTIONS



DISCRIMINATORY HIRING PRACTICES IN THE ONLINE ELT MARKET

Ana Jović

If you want to find a teaching job online, you'll come across loads of ads looking for English teachers, and at least 75% of them look for native-speaker teachers from the UK, the USA, Canada, New Zealand, and Australia. Sometimes, these ads don't explicitly look for native-speaker teachers. The companies may emphasize that they look for teachers with a native accent, a near-native accent, or a native-like accent. All these phrases are just euphemistic phrases for the native speaker, and they insinuate that you better be a native speaker to get a job. Why is it so important to be a native speaker to land a job in the online ELT market?

The answer lies behind a language ideology called native speakerism. Native speakerism assumes that the ideals of the English language and the English language teaching methodology come from the American and the British culture. Thus, it insists that the best representatives of these cultures and the ELT methodology are native-speaker teachers. Therefore, knowing English at the level of a native speaker has become a goal, and any deviation from that goal is seen as a failure. Failure is not what students want to pay for. They are willing to pay for classes taught by teachers whose country of origin and first language guarantee success in learning English.

Employers cater to the preferences of their students and the requirements of the market, so they are more willing to hire unqualified native speakers than qualified and experienced non-native teachers. As a result, a non-native teacher stands little chance in the online ELT market. If non-native teachers dare to apply to native-speaker-only ads, they often get rejected based on their country of origin and first language. The same scenario repeats each time they apply, so they enter a vicious circle. They get rejected often, so they start shying away from such ads. It results in fewer employment opportunities and lower hourly rates. There is a pay gap between non-native and native English teachers: an average hourly rate for a non-native teacher is around 5–6 USD, while native teachers are usually paid at least three times more. Apart from employment and finances, these discriminatory hiring practices result in some more negative effects: no chances for promotion, undervaluing, low professional confidence, and low self-esteem.

There is a ray of hope for qualified and experienced non-native teachers, though. Some employers are willing to hire non-native English teachers, which is great news. However, there is a tiny requirement that employers put in front of these teachers: they ask teachers to pretend to be native speakers in front of their students

because employers plan to market them as natives on the company website. Teachers are expected to play along if they want to stay with the company and keep their jobs. Most teachers agree to fake their identity for the sake of secure employment and decent pay. They believe it's the only way to thread their way into the online ELT market and stay there.

Even when non-native teachers get a job, they are rarely trusted with more responsible roles, like curriculum and courseware designer, teacher trainer, recruiter of new teachers, or assessor of students' performance. They feel undervalued because their classes are observed more often and more comprehensively than those of their native counterparts.

It burdens them to such an extent that they start suffering from impostor syndrome and a lack of professional and personal confidence. They feel inferior to their native fellow teachers, so they start believing they don't deserve to teach because they are less competent. They feel discriminated against, but they often don't know why they go through such a hiring ordeal. They've started to accept their status on the ELT market as unchangeable, or they've come to terms with the fact that the online ELT market isn't welcoming for them.

To learn why teachers are resigned to these discriminatory hiring practices, I've conducted research whose informants were non-native online English teachers whose first language is Serbian. One of the sections in the questionnaire was dedicated to teachers' experience with

native speakerism, bringing surprising and eye-opening results. About 53% of the informants had never heard of native speakerism before filling out the questionnaire; 86% felt the urge to do something about it, while 73% believed that even if we did something, it would be pointless.

The percentages lend themselves to a couple of vital conclusions: teachers need to get educated and empowered so that they could stand up for themselves and cope with the obstacles imposed by this language ideology. The more they know, the better able they will be to navigate the ELT market and speak up for themselves. The correct information and support will boost their professional confidence and recover their self-esteem. The regained sense of self-worth and competency will be their new sources of power and strength, which can be maintained through continuous support coming from formal and informal communities alike. Teachers should get together informally on social media, exchange experiences, share information, and support each other. Teachers' associations are formal communities with the power to spread the word to educate, raise awareness, and empower teachers. With joint effort, we can do a lot to change the current online ELT market.

To make this possible, we need to keep talking about native speakerism and its adverse effects. Let's collaborate and cooperate both formally and informally to create a better future where equity would be the guiding principle for native and non-native teachers.



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TRANSFORMING L2 WRITING INSTRUCTION: EMBRACING AI FOR ENHANCED OUTCOMES AND ETHICAL ENGAGEMENT

Sibel Söğüt

The growing utilization of Artificial Intelligence (AI) tools in English L2 (second language) writing has revolutionized the nature of instructional implications for language learning and teaching practices. With the prevalence of AI-supported L2 writing tools, language teachers are confronted with both opportunities and challenges. While concerns have been raised about potential hindrances to critical thinking skills and academic integrity, they are primarily concerned about disruptions to their instructional methods. They seek a deeper understanding, careful deliberation, and insightful guidance on the increasingly prevalent AI tools within the realm of English language learning and teaching practices. Building upon current discussions and needs, this article critically addresses various perspectives and provides practical implications for embracing AI-supported L2 writing tools on legitimate grounds. This article contributes to the ongoing discourse surrounding AI, offering practical guidance for optimizing the use of AI-supported L2 writing tools to enhance language learning outcomes in educational contexts.

AI literacy skills of students need to be cultivated to enable them critically analyze AI-generated content, including nonexistent quotes, incorrect information, and nonexistent references in writing. To achieve pedagogical goals, a

comprehensive framework was proposed, emphasizing the promotion of AI literacy through five key components: *understanding*, *access*, *prompt*, *corroborate*, and *incorporate* (Tseng & Warschauer, 2023). Teachers can cultivate the foundation for AI literacy by introducing students to the capabilities and possibilities offered by AI tools in L2 writing. Specifically, constructing and refining prompts in line with AI-generated content enables students to engage with the technology meaningfully. Furthermore, the crucial task of corroborating the accuracy of AI-generated content plays a vital role in developing students' critical thinking abilities in L2 writing. Teaching students to ethically and appropriately incorporate AI-generated content into their work also forms an integral part of the framework (Tseng & Warschauer, 2023).

Previous research shows that AI-powered writing assistants would help EFL learners overcome cognitive barriers and allocate more time to higher-level tasks (Gayed et al., 2022). Recent research has demonstrated the potential of AI techniques and digital writing in supporting preK-12 students' poetry writing (Kangasharju et al., 2022). Prior research highlighted the positive impacts of AI-based written feedback on students' motivation and self-efficacy in L2 writing in assessment and content generation (Nazari et al.,

2021). These tools contribute to maintain a continuous flow in L2 writing and improving the overall quality of students' written work (Zhao, 2022) and offer great potential for cultivating high-quality texts (Guo et al., 2022). Recent research has also highlighted the importance of redefining plagiarism, establishing regulatory policies, and offering pedagogical guidance to ensure the appropriate use of AI-supported tools (Yan, 2023).

Integrating AI tools into L2 classrooms offers pedagogical advantages, particularly for content creation and improvement. AI-powered tools offer innovative ways to structure lesson plans for teaching specific L2 writing genres. For instance, teachers can utilize AI platforms to generate sample prompts tailored to a planned genre. The incorporation of AI in K-12 educational settings present opportunities to enrich lesson plans by providing a time-saving way to generate essential language features and text structures for target genres that can be integrated into L2 writing instruction. Teachers can create writing games, tasks, model texts, lexical chunks, and cohesive devices by utilizing prompts that specify the target genre, grade level, language proficiency, and expected learning outcomes. AI tools also offer support for teachers in lesson planning by providing project ideas, assignments, quizzes, and creative writing prompts.

Integrating of AI tools in L2 writing practices has raised concerns regarding academic integrity and assessment of students' performance among language teachers. AI tools have presented challenges in preparing productive writing

Ethical Guidelines for the use of AI tools

assignments. Nevertheless, they offer significant support in recognizing idiosyncrasies and areas for improvement in students' written work, enabling effective feedback. For example, teachers can generate evaluation rubrics for specific genres and text types using available online AI tools. AI allows for a shift from conventional assessment tools to performance based and formative assessment tools, which could serve an effective platform in the legitimate integration of AI tools into course syllabus.

Course syllabi can incorporate awareness about ethical guidelines and train students about potential misinformation in AI-generated texts. [An Ethical AI Use Checklist for Students](#) can be introduced to students, aligning with the principles of academic integrity. The European Commission (2022) has also proposed [Ethical Guidelines](#) on the use of AI, providing further resources for educators in promoting ethical AI practices. The results generated by AI detection tools should be carefully analyzed by the teachers. Emphasis can be placed on teaching appropriate citation practices and raising awareness of the principles of academic integrity when using AI-supported L2 writing tools. This approach helps students avoid plagiarism and fosters a deeper understanding of the significance of citing AI sources. From a social justice perspective, AI-supported L2 writing tools can play a significant role in bridging inequalities among students by providing access to practice English writing skills outside the classroom.

- a) Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for Educators. <https://op.europa.eu/o/opportal-service/download-handler?identifier=d81a0d54-5348-11ed-92ed-01aa75ed71a1&format=pdf&language=en&productionSystem=cellar&part>
- b) Ethical AI use checklist for students. <https://www.turnitin.com/lessons/academic-integrity-in-the-age-of-ai-ethical-ai-use-checklist-for-students>
- c) AI misuse rubric: <https://www.turnitin.com/papers/academic-integrity-in-the-age-of-ai-misuse-rubric>

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4. LEARNER VOICES: WHAT IS APPEALING AND DISCOURAGING IN A LANGUAGE CLASS?



EFFICIENCY OF LANGUAGE LEARNING

Belinay Başara

As a student studying English, I can say that language learning is a process. This process might be long or short, easy or challenging, depending on the person and the situation. Some may desire to learn languages, find it as a way to entertain themselves or as self-improvement, while others may struggle and see it as an obligation of life. These two perspectives can be caused by external factors. In this article, I will mention appealing and discouraging factors in language classes.

One of the most appealing things is having the opportunity to learn about a new culture. A new language enables us to have conversations with people of a culture, read books in their language which may inform us about their past, traditions etc. Talking to those people boosts one's confidence, being aware how much it widens our horizons to get to know a new culture might motivate joining classes, just like it does for me.

The teacher's attitude may have huge effects on getting students' attention. A teacher who can't speak effectively and acts uninterested may make us feel ignored thus we tend to care less about the class like them. A willing, patient, interested, warm-hearted, cultured and encouraging teacher will, most probably, make us feel more comfortable and ambitious in the class.

Materials and methods used are also important. For instance, a method which is mostly related to

the memorization of words and use of the grammar rules might be overly challenging, ineffective and overwhelming for the students. An interactive with speaking practices or games based on speaking might be more effective for vocabulary memorization and make learning fun. Even if it is a generalization, everyone's learning technique is different. In my opinion, people should be aware of their comfort way of learning and make an effort to improve themselves because it is not possible to treat everyone differently in their learning technique in language classes. Only you can know which technique is more suitable for you.

A student's language level compared to others in the class can affect one's self-confidence. If a beginner tries to fit into an intermediate course, s/he would think that s/he is insufficient and this could cause hesitation while attending the class with a lack of self-confidence. This could also cause a fear of making mistakes. On the other hand, if the class is too easy for a student, s/he may feel unchallenged and bored.

The class environment can impact our attention. It may be hard to focus in a noisy, unorganized and messy classroom. However, we should respect each other, try to keep the classroom tidy and watch our volume. Furthermore, we can try to make the classroom look more colorful. A

different environment can be interesting and help us to give our attention to the class.

In addition, our talents and desires can play role in our performances. Students who are passionate about learning new languages are more likely to succeed in this process as you can't force someone to do something they are not interested in. We have positive attitudes on things we are interested in and when we are passionate about something, we are also willing to give our all to get better in that field.

To talk about my own experience, some of the most appealing things for me in my language classes were the opportunities that were given. Once, I attended an interschool conference in which we were making opening speeches, criticizing and arguing about different topics related to different world countries like health,

renewable energy sources, defenses etc. We were expressing ourselves and sharing our thoughts. Interactive activities like that may be appealing for the students. At the end of the conference, our teachers congratulated and rewarded us. Appreciation was a factor that gave me courage and confidence.

In conclusion, language classes can be both appealing and discouraging for us. Sometimes other people and the environment and sometimes, we impact ourselves. My teachers' ambitious attitudes and the activities we do in our classes always encourage me. Personally, my desire to explore the world also encourage me to learn different languages. Learning a new language can be challenging, but I think as long as we have faith in ourselves, we can achieve great success.



My name is Belinay Başara. I was born on July 30, 2008. I am a ninth-grade student in Sivas Science High School. I am passionate about art, music and especially foreign languages. I am trying to learn French and improve my English skills. Thanks to my English teacher Fatih Kurtoğlu, I had this chance to publish my article.

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