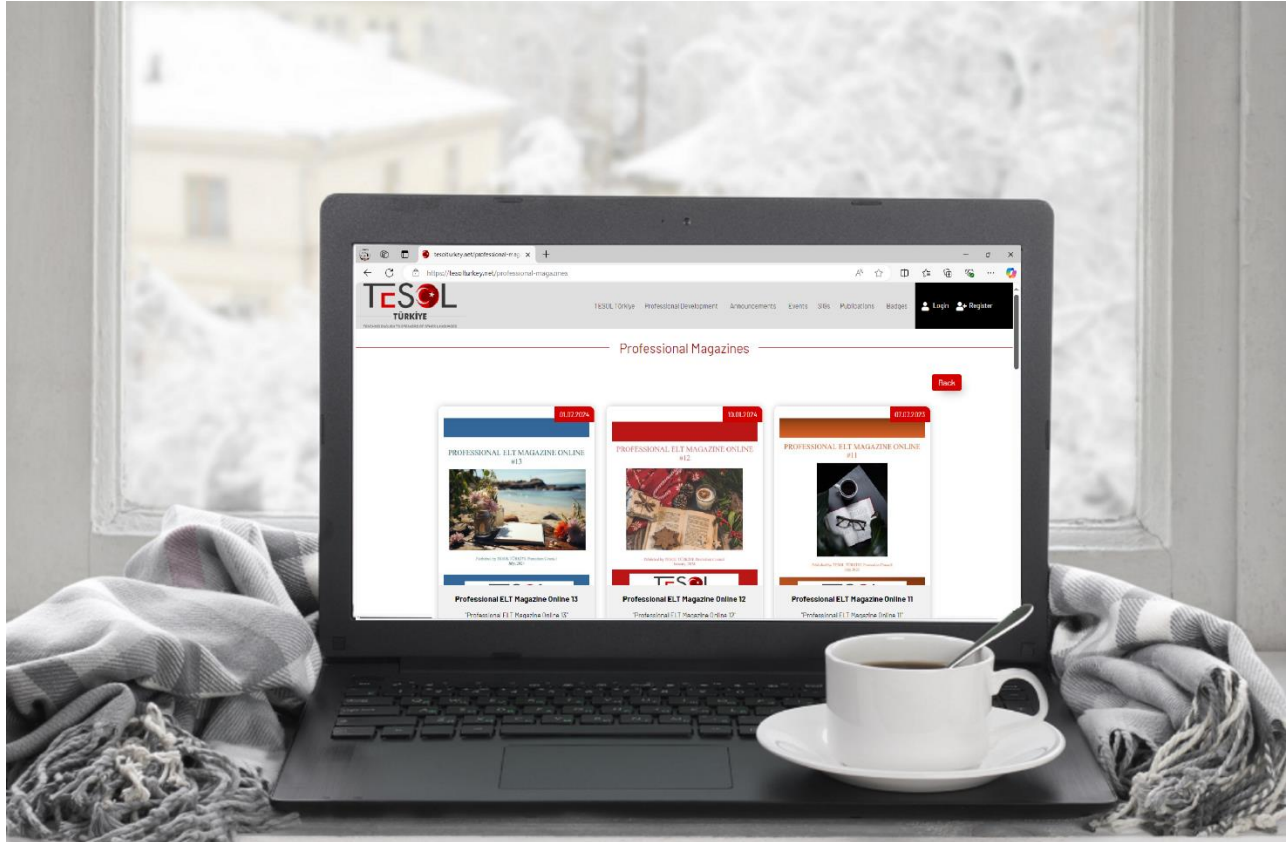# PROFESSIONAL ELT MAGAZINE ONLINE #14

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TESOL TÜRKİYE

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Dear Readers,

Welcome to the 14th 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 Aleyna Özbakır, Berçin Açelya Güder, Ceren Şen, Nilsu Köksal, Denitsa Nikiforova, Deniz Özbeyli, Ertan Yazıcı, Gökçe Gök, Hayrunnisa Göktaş, İlknur Bayram, Özlem Canaran, İpek Özgür İsoğlu, Reena Rana, Sandra Plazibat, Sandy Topalidou and Tamara Stanojevic. We would like to thank all our contributors for their invaluable effort.

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 14th issue of our Professional ELT Magazine Online!

TESOL Türkiye Promotion Council

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*Please note that the language used, and 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

LEARNING ENGLISH FOR STUDENTS WITH SPECIAL NEEDS

Aleyna Özbakır

This paper presents the experiences and insights from conducting TÜBİTAK- funded 2209A project. This project encompasses a process that begins with the definition of inclusive education and its implementation in Turkey. It involves conducting interviews with 15 English teachers based on interview questions.

The primary aim of this project is to draw attention to the English learning process of students with special needs, particularly considering the increasing number of such students in our country and the introduction of English as a mandatory subject starting from the second grade. The project seeks to identify the challenges these students face, contribute to their recognition, and raise awareness both within and outside the field. Pursuing the question "What can be done next?" is crucial for ensuring the continuity and sustainability of the project. The scarcity of studies in the field regarding the English learning process of students with special needs, along with the absence of a study that encompasses all groups of special needs, could make this research unique and significant in the field. Furthermore, while conducting this research, we adopted a qualitative approach to reflect the participants' feelings and thoughts as they are, aiming to bring them to light.

In the interviews, I asked questions related to challenges for students with special needs and what could be done to overcome these challenges as well as teachers' adaptations to address students at different levels during your lessons. In addition, I also asked about their recommendations to an English teacher with students with special needs in their classroom to ensure a more effective teaching process. Some of the findings we obtained considering these questions are as follows:

In terms of students' educational placement:

> *"Of course, they will continue to study in the classrooms, but it would be beneficial if a special education teacher worked with each student individually."*
> *"It's very difficult to attend all of them, and our classes are very crowded. Those students are ignored. Because the other students pay a lot of attention. They struggle a bit to keep up, both in writing and understanding."*
> *In terms of challenges:*
> *"Students have difficulty following the lesson."*
> *"They act as if they've already accepted that they can't do it."*
> *"There is a lot of lack of motivation."*
> *In terms of perspectives:*
> *"Because the family told me that they did not want their child to focus on English words while they couldn't speak Turkish yet."*
> *"Parents already look at it with the mindset of 'Let them not have English.'"*

"None of us were aware in university that parents and the administration would oppose the child learning English."

"Some parents say, 'The child should not be exempted, they should participate in the English lesson."

In terms of teachers' adaptations:

"Activities suitable for all levels where they can all interact"

"More group work because students help each other through group work"

"I give different assignments to different groups."

"By adapting the materials, you progress by going up and down to their levels."

In terms of teachers' suggestions:

"It's up to us to keep the students engaged. The teachers must improve themselves"

"Definitely books are not enough. They are already very heavy in terms of students' level. That's why we don't find them suitable at all. In fact, in some classes we almost never use the books."

"We need to see these courses in more detail when we are studying at universities."

While the participants' responses occasionally made me happy, I especially experienced great disappointment regarding our teachers' perspectives on students with special needs. Although some of the teachers had adopted an inclusive attitude, the majority, in my opinion, exhibited a segregating attitude. This inevitably made me think a lot about the inadequacy of the special education courses we took in university. I wondered, if they had received better training, would they have acted more consciously in this regard?

Additionally, presenting this project at the Black Sea Educational Research Congress provided an excellent opportunity to raise awareness about the project among a broader audience. Bringing this project to life served as evidence for me of how significant a step I had taken. It also provided hope for me as a researcher regarding the continuity and sustainability of the project. Finally, to my valued colleagues who are English teachers, to my colleagues outside the field, and finally to the beloved teacher candidates of the future, my advice is never to ignore students with special needs. They should strive for their education, continually stay updated as active learners, and always remind themselves that the most important thing is to recognize that students with special needs are an integral part of life. Their goal should be to help these students become active and effective members of society.

Her name is Aleyna Özbakır. She is 25 years old and has cerebral palsy. She graduated from Sinop University with a degree in English Language Teaching. She is originally from Samsun and currently lives there. In her opinion, the main reason for conducting this research is her condition and her desire for people to accept her as normal, just as they consider others who fit their definition of "normal."

OUR JOURNEY AS RESEARCHERS: REFLECTIONS ON EXPLORING TEACHER IDENTITY FORMATION AND AI INTEGRATION

Ceren Şen, Nilsu Köksal, Berçin Açelya Güder

This reflection paper presents the experiences and insights gained from conducting two TÜBİTAK 2209A-funded research projects within the Research Projects Support Program for Undergraduate Students. As undergraduate researchers and newcomers to the field, we conducted this project with excitement. Because it was our first project and we did not know much about the process. If someone told us that we would engage in a research project last year, we would not believe you. Initially, we were hesitant and anxious at the beginning of this research journey. However, thanks to our project supervisor's guidance, we were motivated to participate in a TÜBİTAK-funded project. Through this experience, we gained valuable insights into the research process and our own identities as emerging scholars.

We had no idea or detailed information about what to do for our project. Our primary objective was to contribute to the field of English language teaching. During this time, we were studying specifically for new approaches to English language teaching, in which we used AI and discussed the professional identity formation of language teachers. Early in that term, we realized something that altered our thought system. We were using AI freely in some classes, and for others, it was strictly forbidden for us to use it for any part of our lessons. We realized that those teachers who showed similar attitudes toward AI also shared some similarities in their teaching philosophies and beliefs, which motivated us to further explore this topic. With this perspective in mind, project meetings with our supervisor led us to a way that we could easily collect data and write about this topic, and we ended up examining the tendencies of pre-service English language teachers on the use of GenAI in ELT and professional identity formation.

Upon the acceptance of our projects, we focused on a comprehensive literature review and designed the studies. The research process was unexpectedly motivating and rewarding for us. We believe the most challenging step was to collect information for our research. Searching through articles was not that demanding; however, collecting data through surveys and interviews was quite a challenge. Surveys came together at some point for our research, although interviews took a lot of time to complete since we were all so caught up with assignments and final exams.

Based on a thorough analysis of the data, we documented the results. In one of the projects, we examined the experiences, challenges, and needs of pre-service English teachers in forming a professional identity. We found that pre-service teachers were critical of the teacher trainers due to their harsh criticisms when providing feedback. We found a widening gap between the content of the initial teacher training courses and teaching

practice at schools. In another project, we investigated the pedagogical perspectives of pre-service English language teachers and their acceptance and resistance sources regarding the use of GenAI in language education. We revealed that GenAI tools contribute to reducing speaking anxiety and reluctance in the classroom, and contribute to students' risk-taking, and active participation. We found drawbacks including ethical violations, ignoring specific needs, and affecting learners' willingness to speak in social environments negatively. We further uncovered concerns about potential problems for teachers' changing roles, motivation, and self-efficacy in the classroom. These findings brought a broad perspective to our understanding of the field.

After revealing these findings, a milestone in our research journey was presenting our project findings at the Black Sea Educational Research Congress. Despite our anxiety and concerns, we prepared effectively. We had lots of opportunities to talk with the other researchers who had related or unrelated topics to ours. We happen to see the thrill of having a chance to present our research. It was also nerve-racking since we all had to present our studies in just fifteen minutes. After all, we realized that there is more than just one path to continue our life other than working as a teacher. Thanks to this project, we think about doing a master's degree and even a doctorate after graduation. In the future, we are willing to participate in more academic conferences.

After this year-long journey, we must say that it was worth all the challenges and anxiety-provoking moments we had to go through. We believe that it changed us in a way that helped us to change our perspective about lots of things, such as life, school, etc. One of us is even thinking about going for another project by themselves. Don't be afraid to step outside your comfort zone and take risks, see what you can accomplish in life and what you can bring into our field.

The authors are pre-service English language teachers in the English Language Teaching Department at Sinop University. As future scholars in the field, they keep up-to-date by attending training, projects, and workshops in the field. The projects described in this reflection paper were carried out by the authors. These projects were funded by TUBITAK-2209-Research Projects Support Program for Undergraduate Students (Project No: 1919B012326285-Ceren Şen, Project No: 1919B012324393-Nilsu Köksal & Berçin Açelya Güder) and carried out at Sinop University, English Language Teaching Department under the supervision of Dr. Sibel Söğüt.

A JOURNEY OF GROWTH: MY TESOL 2024 CONVENTION EXPERIENCE

Denitsa Nikolaeva NIKIFOROVA

My participation in the TESOL 2024 International Convention and Expo in Tampa, FL, USA, changed me as a person and influenced my worldview and my teaching.

The university education and the teaching practice that follows, put most young teachers into a framework that can determine their teaching style for a long time, if they do not mature enough as professionals and do not understand how to change. Standard teaching methods and lessons are structured: warm-up, new knowledge, exercises, homework. Teachers are calm, today is like this, and tomorrow will be the same. School management is also calm: the teachers do their job well, and the students somewhat master the material. Standard textbooks, exercise books and materials are used, dictionary notebooks are written aimlessly, uniform exercises: Read the text - answer the questions, listen – answer the questions, grammar – use the verbs in brackets, etc. In general, everything is standardized, tested, sure for implementation, well-known old.

The truth is, however, that the world is constantly moving forward, and with it language and education. Technology, science and even political realities have an impact on global society. Education and teaching are not static, they are alive, developing, adapting and changing together with the world and the new generation of students. Language is also like a living being: changes, shifts, adapts, seeks and paves paths. Students want new ways of learning, ones in which they are at the center of the process, to develop their knowledge and skills through actions, to think and create, to intertwine subjects, to have access to the world. To actively participate in important topics for the global society such as Environmental Protection, Digital Media Literacy, Project-Based Learning, etc. That is why the TESOL International Convention and Expo is such a significant event for the world of education. Leaving aside the dozens of seminars, conferences, presentations, workshops, formal and informal interactions to present good, new, interactive and innovative approaches to teaching English, the most important aspect of this Convention is that it unites teachers around the world in one big community. A community where there is no envy and ill intentions, no competition to achieve success over others or prove oneself, to be the best or on top. On the contrary, it turns out that the Convention brings together souls – thousands of souls – in a common mission: to help and support each other, to share, to learn in order to make our students adequate and capable citizens of this global world. My long journey to the TESOL 2024 Convention did not start now. In 2022, I first learned about the American Embassy in Bulgaria and the U.S. Department of State and I came across the Online Professional English Network program. OPEN provides an opportunity for teachers to study online for several weeks at an American university or institute, where they can acquire modern knowledge and skills, receive support

and mentorship, join professional networks, exchange experiences, ideas and assistance, as well as disseminate all materials, knowledge and skills. I was nominated by the American Embassy in Bulgaria for an exchange program of the US Bureau of Educational Affairs and The Office of English Language Programs. I was in a group of teachers from all over the world, who had a one-week stay in New Orleans, LA, and then participate in the TESOL 2024 International Convention and Expo in Tampa, FL. As the first and only representative from Bulgaria, I felt quite lonely and awkward at first. This feeling, however, only lasted a few hours. When I met Ivelis from Cuba, Bibata from Burkina Faso, Isabel from Brazil and many others, my whole world turned upside down, like a blind man who has just seen and now sees colors: thousands of colors, millions of nuances.

My meeting with dozens of other colleagues has changed me so much that I no longer want to be just an English teacher, but to be an inspirer, an innovator, a discoverer, to do everything possible so that other teachers can experience this feeling of belonging and confidence that there are people out there in the world who are like you. To change the standard methods of teaching and learning in my country and to show how it can be done in a modern and different way.

Now, I am incorporating much of what I learned at the Convention into my teaching with the full support of my school "Dr. Petar Beron" in Pleven, Bulgaria, I am distributing materials and ideas to schools in other cities, I am also the initiator of project-based learning for my sixth graders with teachers from four continents.

TESOL Convention and Expo does not just provide academic knowledge and tools for teaching English, it provides family and community, support and security. It changes lives and creates lifelong connections and friendships.

My name is Denitsa Nikiforova and I am an English teacher at Dr. Petar Beron School in Pleven, Bulgaria. I have bachelor's degrees in World History and English Language Teaching. In addition, I am actively involved in TESOL Community and Online Professional English Network as a mentor, member and student in various courses.

LOST IN TRANSCRIPTS, FOUND IN TEACHING: MY JOURNEY WITH CONVERSATION ANALYSIS

Ertan YAZICI

My journey with Conversation Analysis (CA) began in a course titled *Language Classroom Discourse* during my PhD studies. Initially overwhelmed by CA's detailed transcripts and technical terminology, I gradually recognized its relevance and value. What started as an academic requirement transformed into an appreciation for how CA unveils the hidden dynamics of classroom talk.

Despite not planning to conduct CA research myself, I have come to deeply value its contributions to English language teaching and teacher education. CA's insights have enriched my understanding of classroom interactions, prompting me to reflect on and refine my teaching practices. This journey has made me both an admirer of CA studies and an advocate for their application in educational contexts.

Discovering CA through the *Language Classroom Discourse* course provided a solid foundation for understanding its operation in language classrooms. Learning about turn-taking and repair mechanisms unveiled the intricate patterns of classroom interactions—how turns are allocated, misunderstandings are addressed, and meaning is co-constructed between teachers and students. This newfound understanding led me to critically examine my own teaching practices. I realized that the methods I used to allocate turns—whether calling on volunteers or directing questions to specific students—significantly influenced the flow of interaction and levels of student participation. Additionally, I became aware of how my responses to errors, such as offering explicit correction or encouraging self-correction, impacted students' confidence and engagement. Recognizing these factors motivated me to adjust my strategies to foster a more inclusive and supportive learning environment.

Furthermore, the course introduced me to the concept of interactional competence, emphasizing that language proficiency extends beyond grammar and vocabulary to include the skills necessary for real-time communication. This shift in perspective encouraged me to create more opportunities for students to engage in meaningful exchanges, understanding that competence involves navigating and negotiating meaning during interactions.

Engaging with CA studies has been particularly rewarding, as they offer detailed insights into the mechanisms of interaction, turning everyday classroom exchanges into rich opportunities for analysis and learning. For example, studies on repair practices demonstrate how teachers can transform errors into valuable learning moments. Strategies like recasting, elicitation, and explicit correction have inspired me to view errors as stepping stones rather than obstacles. Similarly, CA studies on classroom interactional competence highlight the teacher's role in shaping interactions—from encouraging equitable participation to fostering collaborative

dialogue. These studies provide actionable strategies that align with my efforts to create a more inclusive classroom dynamic.

By connecting theory to practice, CA studies serve as a bridge between abstract concepts and practical applications. They offer insights I can directly apply to my teaching while promoting a reflective approach to classroom interactions. This connection has empowered me to adapt my methods to better meet my students' needs.

CA's contributions extend significantly to teacher education, offering frameworks for both novice and senior teachers to analyze the complexities of classroom interaction. For new English teachers, studying transcripts and identifying interaction patterns deepen their understanding of how teaching choices impact learning. They can learn to manage turn-taking effectively and respond constructively to unexpected contributions. For experienced ones, CA encourages ongoing reflection and professional growth, inspiring them to explore new strategies or refine existing ones.

Incorporating CA into English language teaching programs equips pre-service teachers with tools to navigate the dynamic nature of classroom discourse. Whether addressing challenges like dominant voices in discussions or fostering interaction opportunities for hesitant students, CA provides a robust framework for understanding and improving classroom dynamics.

Although I may not engage in CA research, its principles have profoundly influenced my teaching philosophy. Viewing the classroom as a dynamic space co-constructed by teachers and students has made me more intentional in designing activities that promote meaningful exchanges and ensure all voices are heard. CA has deepened my understanding of the student's role in interactions, emphasizing student agency and participation. This insight has inspired me to design tasks that foster collaboration and independence, helping students develop not only their language skills but also their confidence in using them.

In conclusion, what began as an academic exploration of CA has evolved into a cornerstone of my teaching philosophy. Its insights continue to shape how I teach and reflect on classroom interactions. For teachers seeking to enhance their understanding of classroom dynamics, CA offers invaluable tools for uncovering the intricacies of talk-in-interaction.

The true value of CA lies in its ability to bridge theory and practice. By illuminating the mechanisms of interaction, it equips teachers with the knowledge to create more effective and engaging learning environments. As I continue my journey as a teacher and researcher, I am grateful for the lessons CA has taught me—lessons that have enriched my practice and will continue to guide my growth as an English teacher.

Ertan YAZICI is an English instructor at Hacettepe University, where he is also pursuing his PhD degree in English language teaching. He holds a BA and an MA degree in the same program from Gazi University. Passionate about integrating technology into language teaching, he specializes in test and material development.

2. RESEARCH

EFL STUDENT TEACHERS IMPLEMENTING LESSON STUDY IN PRACTICUM COURSES

Özlem CANARAN & İlknur BAYRAM

Introduction

Teacher quality is critical for education; thus, professional development is essential for enhancing both teacher quality and teaching success. Lesson Study (LS), a collaborative professional development model, incorporates effective elements such as job-embeddedness, peer collaboration, focus on student learning, research, feedback, and reflection (Bayram & Bıkmaz, 2021; Coşkun, 2017; Zhang et al., 2018). Although LS has been widely practiced in Japan and the U.S., it is relatively new in Türkiye and has primarily been applied in primary and secondary science and mathematics education.

Research highlights several benefits of LS for English as a Foreign Language (EFL) teachers, particularly in bridging the theory-practice gap and fostering reflective practice among pre-service teachers (PSETs). LS also supports self-assessment, collaborative skills (Samaranayake et al., 2018), and feedback exchange (Ong et al., 2013). However, challenges like administrative support, teacher anxiety, workload, and conceptual clarity remain significant (Bayram & Bıkmaz 2018; Bjuland & Mosvold, 2015). Despite these challenges, the advantages outweigh the difficulties, suggesting LS's potential for enriching practicum courses by offering opportunities for peer observation, reflection, and collaboration.

Literature Review

LS is a collaborative teacher development model grounded in social constructivism. Teachers work together to plan, teach, and revise lessons, referred to as "research lessons," which are observed and documented for reflection. Dudley's model (2013) involves a four-step cycle: joint lesson planning, teaching and observation, student interviews, and reflective discussions.
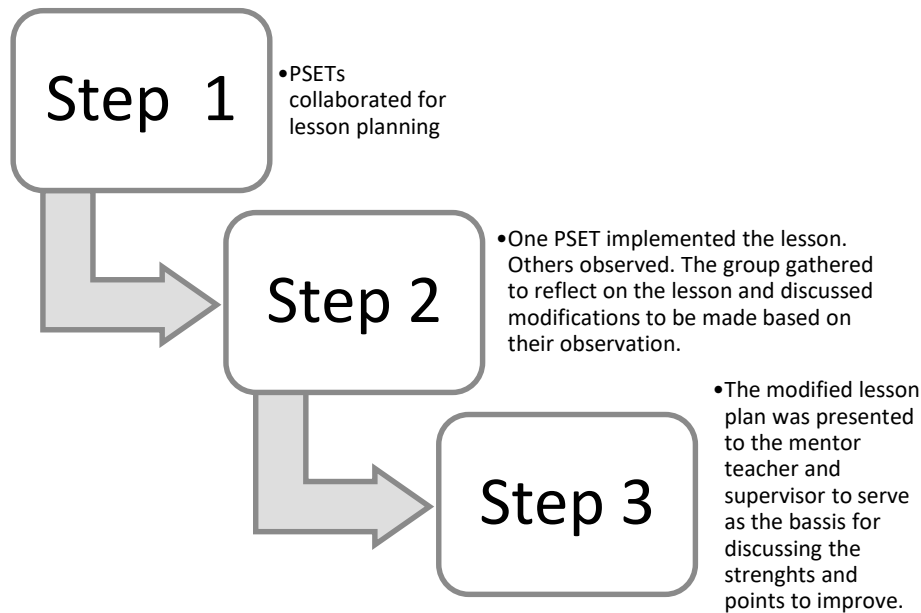
In Türkiye, LS initially attracted researchers in mathematics and science before gaining attention in English language teaching. Studies have demonstrated LS's benefits, including enhanced professional growth, collaborative lesson planning, and reflective practices. For instance, Gök (2016) observed its effectiveness in developing teaching skills among university-level English teachers, while Yalçın-Arslan (2019) noted its contribution to PSETs' pedagogical knowledge and reflective capacities.

Practicum courses are vital for pre-service teacher education, offering real-world teaching experiences under mentor supervision. However, these courses are not without challenges, such as limited opportunities for peer observation and collaboration. Incorporating LS into practicum courses could address these issues by promoting reflection, feedback, and teamwork. This study explores the perceived benefits and challenges of LS among EFL PSETs attending a practicum course in a public high school in Ankara, Türkiye.

Method

This qualitative case study focused on six PSETs majoring in English Language Teaching at a foundation university in Türkiye. The participants, selected via convenient sampling, completed their practicum at a public high school in Ankara. Data were collected over ten weeks during the 2021–2022 fall semester through observations, interviews, and reflective reports. A modified version of Dudley's LS model was used (Dudley, 2014), including planning, teaching, and reflection stages. Data were analyzed thematically through coding and theme identification.

Step 1
• PSETs collaborated for lesson planning

Step 2
• One PSET implemented the lesson. Others observed. The group gathered to reflect on the lesson and discussed modifications to be made based on their observation.

Step 3
• The modified lesson plan was presented to the mentor teacher and supervisor to serve as the bassis for discussing the strenghts and points to improve.

Findings and Discussion

Perceived Benefits

Six themes emerged regarding LS's benefits for PSETs:

1. Questioning Teaching Practices
LS encouraged a shift from teaching-centered to learning-centered practices. PSETs reflected on their teaching strategies, identifying areas for improvement. For instance, PSET3 stated, "LS helped us understand how students learn better rather than how we can teach better."

2. Facilitating Supervisor Support

The supervisor played a crucial role in guiding PSETs through LS. PSET5 noted, "Our supervisor supported us in group cohesion, implementation, and feedback. Without her, we could not have completed this process."

3. Engaging in Video-Taped Self-Observation
PSETs valued video recordings for self and peer observation. PSET2 remarked, "This was my first time observing my own lessons. It gave me a chance to evaluate myself as a teacher."

4. Seeing Oneself from Another Perspective
Peer feedback provided new insights into teaching behaviors. PSET5 shared, "Feedback from my peers allowed me to evaluate myself

from their perspective." Specific feedback, such as minimizing distracting movements or overusing phrases, helped PSETs refine their practices.

5. Improving Lesson Planning Skills

Collaborative lesson planning enhanced PSETs' skills, fostering idea-sharing and reducing planning time. PSET1 stated, "Working together helps generate ideas and saves time."

6. Setting Short-Term Professional Development Goals

PSETs recognized the potential to integrate LS elements, such as self-observation and collaboration, into their future teaching practices. PSET3 highlighted the importance of teamwork, saying, "I've seen the benefits of collaboration and will use it in my teaching career."

These findings align with previous studies showing LS's role in fostering reflection, peer feedback, and collaborative lesson planning.

Perceived Challenges

Three themes emerged concerning challenges:
1. Mentor's Lack of LS Knowledge

The mentor's unfamiliarity with LS limited her ability to support PSETs. PSET2 noted, "Our mentor often referred us to our supervisor due to her limited LS experience."

2. Time and Curriculum Constraints

Time limitations and adherence to the fixed curriculum created stress. PSET1 expressed, "We were exhausted by the regular weekly workload alongside other courses." Similarly, PSET2 noted, "We couldn't deviate from the mentor's syllabus due to student exams, which was stressful."

3. Difficulties in Collaborative Lesson Planning

Collaborative planning posed initial challenges due to differing opinions and limited experience.

PSET6 admitted, "Some group members hesitated to share their ideas, while I criticized myself for being overly opinionated." PSET4 added, "I struggled to express my ideas clearly during planning."

These challenges highlight the need for adequate mentor training, flexible scheduling, and strategies to facilitate effective collaboration.

Conclusion and Implications

This study reveals that LS supports PSETs' professional development by fostering reflection, collaboration, and student-focused teaching. However, successful implementation requires mentors and supervisors trained in LS, as their guidance is crucial. LS could be more effective if integrated into teacher education programs with modifications tailored to Türkiye's educational context.

To address the challenges, teacher education programs should encourage collaborative practices, integrate self and peer observation, and provide structured support for LS implementation. Collaborative lesson planning can reduce individual workload while promoting critical thinking and teamwork.

The study underscores the potential of LS in bridging the theory-practice gap in pre-service teacher education. However, limitations include its small sample size and short duration. Future research with larger participant groups and extended LS cycles could provide more comprehensive insights.

By adopting a tailored LS model, pre-service teacher education in Türkiye can offer a richer, more collaborative, and reflective practicum experience for future teachers.

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COMPUTATIONAL AND ALGORITHMIC THINKING SKILLS THROUGH CODING AND PROGRAMMING INTEGRATION INTO EDUCATION: REFLECTIONS FROM EU CODEWEEK BOOTCAMP'22 PROJECT

Gökçe Gök

Abstract

The aim of this paper to reflect on a study called "Bringing Computational Design and Thinking to English Language Classrooms Through Coding and Programming: Reflections from European CodeWeek Bootcamp'22 Project" which was presented at 17. International ELT E-Conference, organised by İstanbul Maltepe University School of Foreign Languages, 6-7 May 2023. This study is a reflection on an online course called "EU CodeWeek Online Bootcamp MOOC" provided by European Schoolnet Academy. As it was stated in official website of European Schoolnet Academy, this online course aims to provide pre-primary, primary and secondary school teachers with practical ideas, tools and resources to help them bring coding and computational thinking into the classroom. The aim of this course to teachers' raising awareness of diversity and inclusion in coding and explore the potentials of artificial intelligence in education. It can be noted that academic ethic permission has been taken from course moderators and European Schoolnet Academy for this article and all course content and materials belong to European Schoolnet Academy.

1. About Course: EU CodeWeek Bootcamp'22 Project

The first module, "On the Road to Code" includes some basic information about introduction of the EU Code Week, Coding, Programming. As it was stated in the course, coding has special place in improving digital stills of learners. Learning coding at young age helps learners to develop some important skills like problem solving- analytical thinking and critical thinking, reasoning and creativity. Code Week gives you an opportunity to improve yourself professionally and academically since it will give you a chance to improve yourself. EuCodeWeek also gives you an opportunity to have fun and enjoy new social connections since you will also have time to connect with many people from all around the world. EuCodeWeek also gives you an opportunity to reach the sources with "CodeWeek Learn and CodeWeek Teach" to learn more in coding, programming and how to teach these fields to learners. EuCodeWeek also gives you an opportunity to reach many lesson plans, resources, ideas to bringing computational design and thinking, coding, programming to your lessons and schools. The official website also gives you instructions in planning an effective code week activities that can include presentations,

onsite, online or blended lessons, webinars for sharing experiences with peers. In the website, 8 steps of organising a coding week activity is listed as "Learn, Pick a Format, Choose a Venue, Invite Participants, Share, Report Your Activity, Start Coding, Pin It on the Map".

As for Module 2 which focuses on brining "Coding and Programming" to Educations, highlights the importance of unplugged coding, the coding type where students do not use a computer. In this kind of coding, students use some kind of physical objects (such a papers, pencils, etc.) to create coding instructions and understand how computer works and they learn how to think like a computer. It is highlighted that this way of coding improves multidisciplinary and cross-cultural way of learning. Since students will be a part of thinking and making, it will increase student engagement, students will become more engaged in learning and it will also promote problem solving skills and collaboration. In the module, it is also highlighted that tinkering promotes a new of thinking, "Think, Make and Improve". In Think stage, learners set a goal to achieve, they brainstorm, they collect materials, sources, they prepare for making their goals a reality. Module 2 also gives insights about importance of robotics as an example of making coding a reality. In robotics, learners can see how codes are working and what happens if they make a mistake. Robotics can be seen as a mix of science, engineering and programming and covering all aspects of STEAM Education, which makes it suitable for kids with various capabilities and interests. Integrating robotics can be seen as great way to integrating 21st century skills, critical thinking, collaboration, communication into curriculum. Module 2 also includes integrating and using AI in the concept of coding and programming in education. In the module, AI is defined as a computer system able to perform intelligent tasks that are usually associated with the human mind, such as interpreting and processing information, learning, reasoning, problem-solving, predicting, decision making and sometimes also creating. AI is sometimes called "Code That Learns", which means that it continuously improves by taking new information as an update. The module also gives a brief insight about history of AI. The module also gives a brief information about how to use AI tools in the education. It is highlighted that AI can be used in enhance student learning and improve instruction through intelligent tutoring systems, formative assessment, timely and focused feedback and digital assistants.

Module 3 focuses on practical and effective applications to coding and how we can bring it to classroom in practical and pedagogical way. This module focuses on the importance of app development. App development can be seen a computer program or software design to run on a mobile device, smartphone, tablet or smartwatch, tablet or smartwatch. It is highlighted that developing apps will help learners to active designers which will foster critical thinking, problem solving skills and digital learners. Module also highlights the importance of gamificiation which provides a guide in how to design applications in education context. Gamificiation can be seen as a very powerful way to bring coding and programming to classrooms. By bringing coding and programming to classrooms, learners will also have chance to improve their computational skills. This module also involves some examples from teaching contexts, lesson plans, ideas, materials and learning sources. As it was stated in the module, "All students can

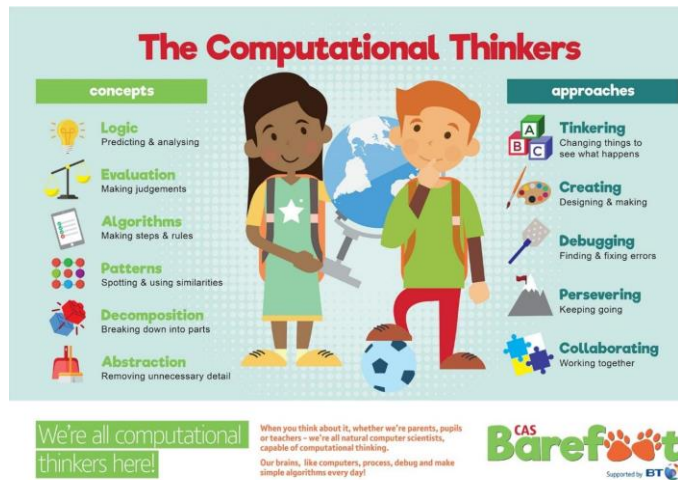succeed in computer science when given the right support and opportunities, regardless of prior knowledge."

Figure 1: *Computational thinking – Callysto*. Callysto – Building Tomorrows Digital Leaders. https://www.callysto.ca/computational-thinking-tests/

Figure 2: Tripon, C. (2022). Supporting Future Teachers to Promote Computational Thinking Skills in Teaching STEM—A Case Study. *Sustainability*, *14*(19), 12663.

Literature Review

To have a brief look at the literature review that reflects on the researches that have been made in this context, we are introduced the importance of computational thinking skills, algoritmic thinking skills through coding and programming in education.

As it was stated in the article "Computational Thinking, a meditation tool and high-order thinking for linking EFL Grammar Knowledge with competency" (2022), the term computational thinking "(CT) in the book "Mindstorms: Children, Computers and Powerful Ideas was first forward by Papert in 1980. It is stated that computers can enhance thinking and change patterns of access to knowledge. As Wing (2008) has stated CT refers to having the knowledge, skills and attitudes necessary to be able to use computers in solving life problems for production purposes. In the article, it is highlighted that CT focuses on solving problems, designing systems and understanding human behavior by drawing on concepts fundamental to computing (Wing, 2006). It is also stated that CT also includes creativity, algorithmic thinking, critical thinking, problem solving, and skills in establishing communication and cooperation (ISTE, 2015). As Hunsaker (2018) has stated CT has been considered as one of the most essential skills that everyone should gain. Balanskat (2014) states that CT has been integrated into K-12 Education in 17 European Countries. As Ballard & Haroldson (2015) CT also can be seen in fields of science, technology, engineering and mathematics education (STEM) in the classroom. Article highlights that computational thinking skills aims to highlight skills such as creativity, logical thinking and critical thinking to develop problem solving skills with the help of computers (Çakır, Korkmaz, Oluk, Sarıoğlu, 2015). As International Society for Technology (ISTE) states that computational thinking cannot be defined without subskills such as creative thinking, algorithmic thinking, critical thinking,

cooperative learning and communication skills (ISTE, 2015). As Sarıtepeci and Durak (2017) has stated in their article, "Analyzing the Effect of Block and Roboting Coding Activities on Computational Thinking in Programming Education", computational thinking (CT) is a skill which has been considered significant in the history of computer science since 1950s- 1960s (Dennir, 2009). This skill can be defined as an algorithmic idea, has begun to expand in time and has been expressed as a combination of various high level skills (Dennir, 2009) and one of the most important skills that students should have (Wing, 2006). As International Society for Technology in Education (ISTE), which developed standards for use of technology in teaching and learning process for teachers and students, it also includes computational thinking along with basic skills that students should improve and develop (ISTE, 2016). As Sarıtepeci and Durak (2017) has stated, computational thinking can be defined as a problem solving process and a way of thinking where patterns are produced with technological tools to solve problems (Aho, 2012; ISTE, 2016; Wing, 2011). In this sense, in the article, it is stated that computational thinking can be defined as a creative reflection of various 21st century skills such as algorithmic thinking skills, problem solving, abstract thinking, creative thinking and critical thinking (Ananiadou & Claro, 2009: Basogain, Olabe, Olabe, Maiz, & Castaño, 2012; Binkley & etc., 2012; ISTE, 2016). In addition to this definition, Wing (2006, 2008), defines the computational thinking as a form of analytical thinking, which aims to understand human behaviors and suggests a pattern related to basic concepts, aiming to solve problems, produce system designs to solve problems and process information.

Wing (2011) also defines computational thinking as a skill involving thinking process related to the effective implementation of informatics technologies as a solution a problem. As Wing (2006) states computational thinking can be seen as a skill that everyone should develop, improve and gain in 21st century. To support this view, ISTE (2016) states that computational thinking is "crucial to improve the level of achievement and learning performance of learners. Bundy (2007) states that integrating Computational Thinking in different disciplines of education can make computational thinking multidisciplinary. It is also highlighted that teaching Informational Technologies (IT) to K12 learners will help them gain computational skills in every part of their daily life (Boechler, Artym, Dejong, Carbonaro & Stroulia, 2014; Pellas & Peroutseas, 2016). As Bocconi, Chioccariello, Dettori, Ferrari, & Engelhardt (2016) states coding and programming focused ICT courses benefits learners in gaining computational skills. It is also stated that in programming instruction of 21st century, user-friendly programming languages such as Stratch and Alice, create more flexible and creative learning environment for learners which enhances their perception of their own world and own learning (Bers, 2008; Bers, 2010; Wang & Ching, 2003). Learning computational skills through coding and programming helps learners in understanding real-life problems in deeper level which enhances their cognitive abilities. In addition to that, learning computational skills will help learners in Business Development Skills (BD) by providing elements like block-based programming, robotic coding and visual programming. As Wing (2006) states computational thinking

which is essential for creating solutions for problem and analytic thinking. As (Choi, Lee & Lee, 2016) states that computational thinking involves the use of algorithms in the solution of an existing problem (Choi, Lee & Lee, 2016).

As Okal, Yıldırım, Timur (2020) has stated in their article called "The Effect of Coding Education on 5th, 6th and 7th Grade Students' Programming Self Efficacy and Attitudes about Technology", computational thinking involves the use of algorithms in the solution of existing problem. As an addition to this statement, it is believed that algorithmic thinking has a positive influence on learners' design and creativity skills and ability to use algorithms in creating solutions for problems. As Ziatdinov and Musa (2012) has stated the algorithmic thinking skill can be seen as a skill to being able to write algorithms for the solution of problems through creating logical reasoning which leads us to importance of coding skills as a component of logical reasoning and problem solving as a part of 21st century skills (European Commission, 2014). With coding education, students have chance to create their own games, write codes related to a problem and improve and develop their 21st century skills as critical thinking, problem solving, creativity and algorithmic thinking skills (Grover & Pea, 2013; Monroy-Hern' andez & Resnick, 2008; Oluk & Korkmaz, 2016; Penmetcha, 2012; Shin, Park & Bae, 2013). It is believed that coding education has important place in having and developing required skills that is needed for survival in non-stop developing 21st century. In the article, it is stated that USA, UK, Belgium, Spain have coding education in their their education curriculum. As Balanskat, Engelhart (2014) has stated many developed countries has integrated education into teaching programs to develop problem solving, logical reasoning, computational and algorithmic thinking skills. As many researches that have been made in this context, starting coding education from early ages have positive effect on the students' programming self-efficacy. Researchers have found out that having coding education from early ages have positive effect on students' attitudes and perspectives towards technology (Güden, 2015). In these researches, studies also stated that coding education should be integrated to curriculum as a compulsory subject. In addition to this statement, students believe that coding education is informative, beneficial, enjoyable, entertaining and makes life easier and enhances problem solving skills of learners and improves creativity and imagination of learners (Okal, Yıldırım, Timur, 2020).

In the article, it is highlighted that students developed positive attitudes and perceptions towards integrating coding into education and gaining computational thinking skills (Çetin, 2012; Çoşar, 2013; Şahin & Namlı, 2017; Vatansever & Baltacı Göktalay, 2018). In another study, Çetin (2012) states that coding education has positive influence on the problem solving skills of learners (Calder, 2010; Shin & Park, 2014). As for learners' perceptions towards coding integration into education, Okal, Yıldırım, Timur (2020) states that students expressed that contribution of coding into education can be listed as "problem solving, subject teaching, gaining different perspectives, sequential thinking, easy comprehension, focus, technology perspective and question solving (Akpınar & Altun, 2014; Resnick & Ocko, 1990). Students also expressed that learning coding help them analyzing real-life problems more effectively which benefits their long-life learning, social skills and communication skills and global skills as a part of

21st century skills. In addition to that many learners stated that they have chance to design games, applications, programs and robots. It can be concluded that students developed positive self-efficacy towards programming as a result of coding education and gaining computational skills (Okal, Yıldırım, 2020).

As it was stated in the article, "Computational Thinking: A meditation tool and high-order thinking for linking EFL Grammar Knowledge with competency, it is important to note that there is a significant connection between English language learning and computational thinking along with algorithmic thinking. In the field of English language teaching (ELT), computational thinking is mostly associated with grammar and vocabulary learning and teaching. As Bloom's Taxonomy states learning stages can be listed as learning stages can include remembering, understanding, applying, analyzing, evaluating and creating which can be also seen as a high level of cognitive thinking. It can be said that computational thinking can be associated with developing grammar competency and acquiring grammar competence in effective way in the field of foreign language teaching. As an addition to grammar and vocabulary teaching and learning, computational skills can also be integrated in teaching writing, speaking, fluency and accuracy in social and communicative skills as well as along with integrated 21st century skills into curriculum. It can also be noted that gamificiation, robotics, web and app development can be integrated into foreign language teaching field along with project based language learning, project based learning, flipped learning, game based learning in different kind of sub-fields in foreign language teaching.

Conclusion

To conclude, it can be said that in the century of technology, artificial intelligence and science, educators have a responsibility to provide more inspiring and creative learning environments for learners who were born to world of technology. By integrating coding and programming into education context, teachers can make education more enjoyable, interesting and appealing for learners. As a final note, more information can be found at European Schoolnet Academy's official website https://www.europeanschoolnetacademy.eu/ and EU Code Week's official website https://codeweek.eu/.

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4. TROUBLESHOOTING/ CHALLENGES AND SOLUTIONS

PROACTIVE MEASURES:
ADAPTING TO EMERGING CHALLENGES STARTS DURING K-12

Deniz ÖZBEYLİ

The title "Future-Proof Education: Adapting to Emerging Challenges in Teaching and Leadership" might seem a little complicated and rhetorical at first glance. However, with its plainness and tangibility, it focuses on a vital educational concept that benefits and improves both academic processes and society as a whole.

Unpredictability has never been as prevalent as it has been in recent decades. The invention and creation of various technological platforms like Artificial Intelligence, the changing teaching media and environment, dizzying developments in world politics, the economy, and other areas require a flexible and adaptable approach to lifelong learning and teaching. As change is limitless, so should teachers' and students' mindsets for teaching and learning . Teachers, students, and the environment—including teaching materials, new applications, and equipment—are the three essential components of the educational process. Since these elements are interdependent, teachers' and students' adaptability to emerging challenges must align.

Core skills for future-proof education such as critical thinking, communication, collaboration and creativity, along with components like digital literacy, global awareness, social-emotional learning and lifelong learning mindset, should be a shared goal for improvement by both teachers and students.

Today, introducing new approaches and changing young learners' mindsets at the tertiary level is becoming increasingly difficult. Habits, attitudes, and foundational skills are primarily formed in the earlier stages of life. Most elements of a mindset geared towards learning, using technology, digital literacy, and global awareness are shaped during K-12. It is, therefore, crucial for K-12 teachers and administrators to implement the correct strategies and approaches effectively. Before reaching tertiary education, students need to be well-equipped with foundational knowledge and skills. For instance, the use of mobile phones is inevitable and indispensable. Yet, doing it wisely is critical. Beyond the entertainment aspect of these devices, it is important to balance fun with the integration of information and technology, fostering critical thinking, adhering to certain limitations, and leveraging the limitless opportunities for learning. These are essential habits students should acquire in their early academic years. If this is not achieved, preparatory teachers at the tertiary level may find themselves addressing ingrained bad habits and fossilized mistakes in the ways students use technology and mobile devices like phones, tablets, or laptops.

To provide effective leadership and assistance to young learners in the early stages of their academic journey, certain critical responsibilities fall upon teachers. K-12 teachers themselves must be equipped with foundational knowledge and future-ready skills. While resistance to new paradigms is possible, teachers must avoid such resistance and adapt swiftly to new circumstances. Teachers should aim to stay at

least one step ahead of their students. Future-proofing education means being proactive, fast, and flexible. Teachers must also develop forward-thinking skills. It is important to note that the goal is not merely to prepare students for current roles but to guide and assist them in adapting to roles and concepts likely to emerge in the future. Achieving this requires formal teacher training as an integral part of K-12 educational policy. Additionally, personal and individual efforts by teachers to develop their skills and adapt to upcoming technologies are just as crucial as formal training.

Proactive measures in education also require the involvement of administrators, managers, and boards of trustees. This is a multidimensional issue, as private schools owned by foundations or individuals often have different priorities compared to public schools run by the state. The attitudes and mindsets of private K-12 school owners or board members are critical determinants that can significantly influence educational outcomes. Their partnership is not just valuable but absolutely necessary. Without their cooperation and willingness, the system will lack a key element, undermining its goals. In fact, managers' belief in adaptability, flexibility, and lifelong learning, along with their positive, cooperative, and proactive attitudes, is a prerequisite for success in this process.

To sum up, students, instructors, and administrators are inseparable components of the educational process. They must work together towards shared educational goals. As for the key components of future-proof education, each component holds its own importance and challenges. All stakeholders in the educational system must manage these key components carefully. They must develop quick and proactive responses to adapt to changes, as the evolving nature of every field and the unpredictable future make adaptation and proactive measures essential.

After graduating from Kuleli Military High School, Deniz Özbeyli earned his B.A. in English Linguistics from Hacettepe University, an M.A. in ELT (2008) and a Ph.D. (2017) in History from Dokuz Eylül University, and an M.A. (1999) in Human Resources Management and Development from Marmara University. He completed the Advanced Language Proficiency Skills Course at the Defense Language Institute in Texas and studied Managerial Communications at Wayland University in the U.S.A. Özbeyli served as an English instructor, coordinator, and translator-interpreter in the army. His final post was teaching English at the Land Forces Language School, İstanbul, after which he retired as a Senior Colonel. He then worked as an English instructor at the School of Foreign Languages at Yaşar University and several private schools. His interests span a wide range of topics, from ELT workshops to juggling. He has authored numerous articles and delivered presentations on ELT,

language, literature, travel, and culture. Additionally, he manages a YouTube channel and has published over 100 short stories, essays, and travel notes in literary and art magazines. Deniz Özbeyli is also the author of the short story collection book Savaş, Cinayet ve İnsanlık Halleri, published in 2022 after receiving an incentive award and grant from the Republic of Türkiye Ministry of Culture and Tourism.

STUDENTS CANVAS

Tamara STANOJEVIĆ

Challenges that teachers face in the classroom often stem from students' differences, and finding ways to overcome these challenges is crucial for helping students work toward a common goal. One way to create a safe and inclusive environment is to foster closer relationships among students. By using certain management activities, we can encourage them to become equal partners and cultivate a friendly atmosphere.

To implement this approach in English classes, I suggest using the model once or twice a month. This model is designed to bring students together and help them appreciate each other's goals, needs, values, strengths, and weaknesses. The model, known as the Team Canvas, is a collaborative framework that visually outlines roles, goals, rules, and communication strategies within a team. It enhances alignment, communication, and productivity by providing a structured format for team members to work together effectively.

The Team Canvas was inspired by Alex Osterwalder's Business Model Canvas and was originally created by Alex Ivanov and Mitya Voloshchuk. This business management tool can be adapted for educational purposes with a few adjustments. Below is what the original version looks like:

Figure 1. Team Canvas - Alex Ivanov and Mitya Voloshchuk

As teachers are our leaders in the classroom, they should be able to guide students in building stronger relationships with one another. It is important for them to communicate that their goal is to become the best possible English students, working together to achieve shared objectives while also improving their individual results. In this context, I will present an adapted version of the Team Canvas, which we will call the Students Canvas. This version includes slightly modified questions for teachers to help facilitate the process.

Note: Remember to change the participants when creating groups for Students Canvas. Each time you implement the activity, different students should be assigned to the groups. Depending on the size of your classroom, it's preferable to have two groups with approximately 10-15 students each.

Here is an adjusted template of the canvas for students, you can print it or draw it on the

whiteboard, or use the template through some digital tools, it's up to you. It is needed to explain a section by section and which answers is supposed to elicit from our students.

Figure 2. – Students Canvas – adapted version

In the first section, titled "People & Roles," students should write their names and indicate their roles as students or active participants.

In the next section, "Common Goals," students should list their shared objectives, such as improving their speaking and listening skills.

The "Values" section is for students to express their principles, such as helping one another and sharing knowledge.

In the "Rules & Activities" section, students should outline the classroom rules, detailing what they are allowed or not allowed to do, as well as the activities they should engage in. Examples include turning off mobile phones, participating in discussions, and listening attentively to each other.

In the "Personal Goals" section, students should write about their individual goals related to learning the English language, such as achieving good grades, preparing for competitions, or improving their essay writing skills.

The "Needs and Expectations" section is for students to articulate their needs in the classroom. They might expect the teacher to assist them with specific challenges or hope that their peers will be collaborative and supportive in their studies.

The "Purpose" section is designed to help students understand the significance of their English classes and why it is important for them to learn and be active participants.

In the "Strengths" section, students should identify what they excel at and their proven skills in the English language.

Conversely, in the "Weaknesses" section, they should acknowledge areas where they struggle and identify aspects they can improve.

The Students Canvas is designed to foster positive relationships among students, helping them get to know one another better and understand their differences. The goal is to create an environment where students support each other and appreciate each other's needs. This tool, whether digital or on paper, aims to engage students. It can be particularly useful when a new student joins, to help unite them with the group, or after a holiday. Finally, it can be used monthly as a reminder why they do what they do. Hopefully, this will make the learning motivation and their relationships stronger.

Tamara Stanojević is a 29-year-old English teacher with extensive experience in both public and private educational institutions. Currently self-employed, she specializes in language instruction. Tamara is dedicated to professional development, particularly in the areas of business management trends and foreign language pedagogy. In her personal time, she values socializing with friends and enjoying music.

Future-Proof in Education: Adapting to Emerging Challenges in Teaching and Leadership

LEADERSHIP AND TEACHING IN A CHANGING WORLD

İpek ÖZGÜR İŞOĞLU

The education sector is changing so fast that one can hear phrases such as being 'future-proof' regularly. As educators, we have to address the concerns students have for today and the issues they might face in the future. Looking at today's world, with evolving technology, new expectations of society, and modern-day challenges, one single approach of education will not suffice, so we need a collaborative and technology-assisted approach. This article highlights some important difficulties we may encounter in education and how to handle them.

Tech-focused Education

Technology has perhaps been one of the most significant additions to the education sector. With Artificial Intelligence and many online learning platforms gaining popularity, technology is changing the way education is perceived by those who are learning and teaching. However, with such advancements comes a set of hurdles including ethics, cybersecurity problems, and the need for educators to be trained in such fields.

In order to future-proof education, teachers and leaders must embrace technology while ensuring equity in access to digital tools. Schools should provide necessary training for educators to integrate technology effectively into their curriculum. They must also be mindful of potential risks and prioritize digital literacy for both teachers and students. Digital literacy should not only include technical issues, but also the ability to critically assess information and use technology responsibly.

New Era of Leadership

The leadership in education is also changing with a new mindset. The old models of vertical management are beginning to give way to a more collaborative, inclusive, and flexible approach to leadership. With increased expectation on educators, school leaders must support the mindset of new normal focusing on professional development.

Impactful educational leadership now requires an understanding of the social and emotional needs of both students and teachers. With mental health challenges becoming more common, especially after the recent COVID-19 pandemic, school leaders must prioritize well-being and maintain environments where individuals feel supported, valued, and motivated.

How to Prepare Students for a Blurry Tomorrow

Apart from the technology and leadership, one of the most demanding challenges in education is preparing students for the rapidly changing world we live in. Knowledge is no longer taught as a static body of information, as was the case in the past. Students must acquire a wide range of abilities that will enable them to adjust to a constantly changing job market in a world where new businesses are emerging, primarily due to

high-tech innovations, while some old industries are becoming outdated.

In the modern world, critical thinking, creativity, and teamwork are equally as crucial as academic understanding. Teachers need to give their students the skills they need to deal with uncertainty and find innovative, constructive solutions to problems. This method, called competency-based education, emphasizes the development of abilities as opposed to merely memorizing facts.

Creating Lifelong Learners

We live in a vibrant, dynamic world, and learning must not end with the conclusion of formal education. Graduating is just the beginning: Education for the future promotes lifelong learning beyond graduation. Students may now acquire knowledge and skills at their own pace thanks to the growing variety and popularity of digital learning platforms. With this individualized approach, students can delve deeper into areas of interest and get ready for a future where flexibility is essential. By providing adaptable programs and tools that facilitate learning outside of the classroom, educational institutions may encourage lifelong learning and enable people to keep improving their skills after school.

Building Resilience

The most important challenge in education today might be resilience. The last couple of years have taught us that students and educators should be flexible in face of unexpected disruptions, like global pandemics, economic downturns and political conflicts. Educational leaders need to be ready to react to those changes with contingency plans in hand to respond to the unexpected. Resilient educators are those who continually adapt their methods, and open to new ways of thinking, while providing students with the tools to do the same.

Conclusion

There is no doubt that the education will continue to be reshaped with technological developments, changing societies, and global challenges. However, by maintaining adaptability, encouraging collaboration, and prioritizing the well-being of both educators and students, we can ensure that education systems can remain suitable and effective. Teachers and leaders who focus on life-long learning, technology integration, and emotional intelligence will not only be prepared to face upcoming challenges, but they will also be ready to help their students do the same. Future-proofing education is not just about preparing for what's waiting for us tomorrow; it's about creating a resilient, adaptable system that can survive in case of any change in the future.

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FROM DUALITY TO SYNERGY: USING CLIL AND BILINGUALISM TO FOSTER GLOBAL COMPETENCE IN A RAPIDLY CHANGING WORLD

Reena RANA

As global interconnectedness accelerates, the education sector faces the challenge of preparing learners to thrive in a world that demands not only linguistic prowess but also cultural and cognitive adaptability. In this evolving landscape, Content and Language Integrated Learning (CLIL) and bilingual education emerge as transformative approaches to foster global competence in students. By integrating subject-specific content with language learning, CLIL creates a pathway for learners to achieve linguistic fluency and academic excellence while developing the skills necessary for global citizenship.

The Synergy Between CLIL and Bilingualism

At its core, CLIL promotes the simultaneous acquisition of subject knowledge and language skills. This dual focus encourages students to apply critical thinking in real-world contexts while enhancing their linguistic capabilities. When paired with bilingualism, CLIL deepens learners' engagement by fostering cultural empathy and inclusivity. In Turkey, where multilingualism is gaining traction, adopting these methodologies can address the growing demand for globally competent citizens.

For Turkish educators, leveraging CLIL provides an opportunity to bridge the gap between language proficiency and subject expertise. For example, teaching environmental science in English enables students to expand their vocabulary while discussing pressing global issues. This integration not only enhances linguistic skills but also equips learners with the analytical tools needed to tackle complex problems.

Promoting Global Citizenship in Turkish Classrooms

Global citizenship is a critical goal of modern education. CLIL, coupled with bilingualism, prepares students to appreciate diverse perspectives and work collaboratively in multicultural settings. In Turkey, where rich cultural heritage meets a dynamic global economy, these approaches can empower students to participate actively on international platforms.

One strategy is designing bilingual projects that combine local and global themes. For instance, students could explore the effects of climate change on Turkey's agriculture while discussing international efforts to combat it. Such projects foster a sense of responsibility and equip learners with the linguistic and cognitive tools to navigate global challenges.

Innovative Teaching Strategies

To implement CLIL effectively, Turkish educators can adopt innovative classroom practices, such as:

1. Interactive Content Delivery: Use hands-on activities like simulations or role-playing to make lessons engaging and contextually relevant.

2. Scaffolded Learning: Provide language support through visual aids, glossaries, and sentence starters to help students grasp complex concepts.

3. Cross-Curricular Collaboration: Partner language teachers with subject specialists to design integrated lesson plans.

For example, in a lesson on renewable energy, students could analyze data on solar power usage in Turkey while presenting their findings in English. This activity enhances both their analytical and communication skills.

Assessing Learner Outcomes

Assessing students in a CLIL environment requires tools that evaluate both language proficiency and conceptual understanding. Turkish educators can use bilingual assessments, project-based evaluations, and peer reviews to measure progress holistically. These methods ensure that students' academic achievements are complemented by their linguistic development.

Harnessing Digital Tools for CLIL

Digital tools and AI offer immense potential to enhance bilingual education in Turkey.

Applications like interactive simulations, virtual reality, and AI-based language tutors can create immersive learning experiences. Platforms that provide real-time feedback on pronunciation or vocabulary usage are particularly useful for Turkish learners striving to improve their English proficiency.

Real-World Applications in Turkish Contexts

The benefits of CLIL and bilingualism extend beyond classrooms. By equipping students with global competence, Turkish schools can prepare them for opportunities in international academia, business, and diplomacy. Moreover, integrating these approaches can help Turkey strengthen its position as a hub for international education.

Conclusion

The synergy between CLIL and bilingualism represents a powerful tool to foster global competence in students. For Turkey, adopting these methodologies can transform education by preparing learners to excel in a multilingual, interconnected world. By designing innovative lessons, leveraging digital tools, and fostering cultural empathy, Turkish educators can empower the next generation to navigate and contribute to an ever-changing global landscape.

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EMPOWERING ENGLISH LEARNERS: BUILDING 21ST CENTURY SKILLS THROUGH PROJECT-BASED LEARNING
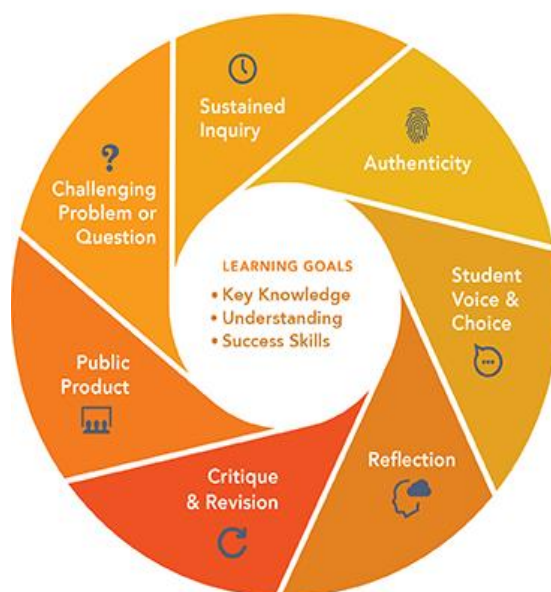
Sandra PLAZIBAT

In the constant search for new methods to foster successful learning, a teacher decided to set a unique challenge for her students. This task was anything but easy. The rise of the Internet and online learning has blurred traditional boundaries, making the impossible possible while also transforming the essence of acquiring new knowledge. What seemed like a straightforward idea evolved into a complex endeavor, combining diverse methods, skills, and modern technology in a unified project.

The result was "A Model Class" (UGLEDNI ČAS in Serbian), a project-based learning (PBL) initiative where students took ownership of the selection, development, and presentation of their research results. This journey began by challenging students in ways they had never been challenged before.

Following the principles of the Gold Standard PBL framework (Larmer, J., Gold Standard PBL: Essential Project Design Elements), the project adhered to the following key elements:

Gold Standard PBL

Seven Essential Project Design Elements

- Sustained Inquiry
- Authenticity
- Challenging Problem or Question
- Student Voice & Choice
- Public Product
- Reflection
- Critique & Revision

LEARNING GOALS
- Key Knowledge
- Understanding
- Success Skills

- Challenging Problems or Questions

Start by posing a thought-provoking question or challenge to capture students' interest and ignite curiosity.

- Sustained Inquiry

Keep students engaged with continuous, deep exploration of the topic, prompting them to ask questions and seek answers.

- Authenticity

Break away from the standard curriculum and encourage topics that are fresh, real-world relevant, and meaningful.

- Student Voice and Choice

Allow students to choose their topics, make decisions, and justify their choices, fostering independence and accountability.

- Reflection

Encourage students to evaluate their decisions critically, assessing pros and cons, consequences, and potential improvements.

- Critique and Revision

Provide regular feedback and guidance to help students refine their work, highlighting strengths and areas for improvement.

- Public Product

Showcase the results of their efforts publicly. Students thrive on seeing their work valued and displayed.

When these elements are met, the learning journey becomes student-focused, with the teacher acting as a mentor and scaffolding the process.

The Challenge

For many students, this project represented their first opportunity to tackle topics that extended beyond the ready-made materials of textbooks. They had to weigh the merits of their chosen topics, select appropriate research methods, use relevant tools, identify target audiences, and anticipate challenges.

Critical thinking was crucial as students learned to objectively evaluate various aspects of their work. For those working in teams, the stakes were higher: collaboration required managing priorities, leveraging strengths, and ensuring timely completion to avoid letting teammates down. Likewise, individual projects demanded resilience and resourcefulness to avoid setbacks and disappointment.

Overcoming Failure

The project also emphasized turning failures into opportunities for growth. Students learned to embrace setbacks as part of the process, finding the "lure" in failure and transforming it into success.

Transforming the Role of Language

Another significant shift was in how students used the English language. Once viewed as merely a subject to pass, English became a practical tool for investigation, communication, and presentation. This shift enriched their learning experience and fostered confidence. Praise, even for imperfect efforts, motivated students to persevere and improve.

Developing Presentation Skills

Presentation skills were another critical focus. While many students felt anxious about speaking before a live audience, they were encouraged to view this as a positive sign of their commitment to delivering a strong performance. Through practice and experience, they became more comfortable and effective in their presentations, eventually mastering this essential skill.

Student Reflections

The project left a lasting impression on participants, as evidenced by their testimonials:

• Jana Savić: "I am happy to be part of this project because it helped me acquire new skills, deepen my knowledge, meet new people, and experience teamwork and collaboration."
• Andrea Bugarić: "I instantly liked this project, primarily due to my great love for literature. It

also served as excellent preparation for public speaking and overcoming anxiety."

In conclusion, "A Model Class" (UGLEDNI ČAS) exemplifies how project-based learning can develop essential 21st-century skills in English learners. By fostering critical thinking, creativity, collaboration, and communication, the initiative prepares students for real-world challenges. It emphasizes the use of English as a practical tool for research, teamwork, and presentation, encouraging autonomy and adaptability.

Students also build digital literacy and time management skills, key for future academic and professional success. By embracing failure as a growth opportunity and mastering public presentations, they gain confidence and resilience. This innovative, student-centered approach highlights the power of education to shape future-ready learners.

For more details and results of the project, please, visit https://uglednicas6.weebly.com/

Sandra works at the Sixth Belgrade Grammar school. She has explored topics in methodology and presented at English Teachers' Association of Serbia and Regional English Language Office conferences. Professional sites have published her articles. She is a teacher trainer and a novice teachers' mentor.

ALTERNATIVE ASSESSMENT AND PRESENTATION SKILLS: EMPOWERING LEARNERS FOR THE FUTURE

Sandy TOPALIDOU

Abstract

In the ever-evolving landscape of education, traditional assessment methods such as tests and exams are increasingly being complemented by alternative assessment techniques like portfolios, presentations, and projects. Coupled with strong presentation skills, these assessments can significantly enhance a student's learning experience and prepare them for future challenges.

Key Words: Alternative Assessment, Presentation Skills, Benefits in EFL classroom

1.What is Alternative Assessment?

Alternative assessment, also known as authentic assessment, is a method of evaluating a student's performance by requiring them to perform real-world tasks that show their knowledge and skills (Black & William, 2018). Unlike traditional assessments that focus on rote memorization, alternative assessments measure a student's ability to apply what they have learned in practical situations. Examples of alternative assessments include portfolios, research projects, presentations, and peer assessments (Brown,2003).

2.Presentation Skills in Alternative Assessment

Presentation skills are a crucial part of alternative assessment. Whether students are presenting a research project, a portfolio, or a group project, their ability to communicate effectively can significantly affect their assessment. Good presentation skills include clear articulation, effective use of visual aids, and the ability to engage the audience and offer a variety of benefits for the students (Yu, & Zadorozhnyy, 2022).

3.Key Benefits of Presentation Skills

3.1 Enhancing Communication Skills

One of the primary benefits of presentation skills is the improvement of communication abilities. When learners practice presenting, they become more adept at organizing their thoughts and structuring their content logically. This practice helps them to articulate their ideas more clearly and coherently, which is essential for effective communication in English (Mahdi, 2022).

3.2 Building Confidence

Presenting in front of an audience can be daunting, especially for those learning a new language. However, as learners gain experience, their confidence grows. This increased self-assurance can translate into other areas of their lives, making them more comfortable speaking English in various settings, whether it is in the classroom, at work, or in social situations (Waluyo & Rofiah, 2021).

3.3 Encouraging Critical Thinking

Preparing for a presentation requires learners to think critically about their topic. They need to analyse information, identify key points, and develop arguments. This process fosters critical thinking skills, which are valuable for academic success and problem-solving in real-life situations (Cosgun & Atay, 2021).

3.4 Improving Pronunciation and Fluency

Regularly presenting in English helps learners improve their pronunciation and fluency. The act of speaking in front of others forces them to practice their speech sounds and intonation, leading to clearer and more natural communication. Additionally, the repetition involved in preparing and delivering presentations enhances their overall fluency (Al-khresheh, 2024).

3.5 Fostering Collaboration

Many presentations are group projects, which encourage collaboration among learners. Preparing a presentation, in the classroom or at home using digital or traditional tools, allows them to practice their English skills in a social context, learn from their peers, and develop teamwork abilities. This collaborative environment can be particularly beneficial for language learners, as it provides a supportive space for practicing and improving their skills (Chen, 2021).

3.6 Preparing for Future Opportunities

Presentation skills are not only useful in the classroom but also in the professional world. Many jobs require employees to present ideas, reports, or projects to colleagues and clients. By developing these skills early on, learners are better prepared for future career opportunities and can stand out in the job market. Having learned how to prepare and perform a presentation provides an advantage over other colleagues (Kovacs & Vamosi Zarandne, 2022).

3.7 Enhancing Listening Skills

Attending other presentations is a crucial component in enhancing presentation skills. Learners must pay attention to their peers' presentations, ask questions, and provide feedback. This active listening practice helps them improve their comprehension and critical listening skills, which are essential for effective communication (Fayzullayeva,2023).

Students derive advantages from presentation skills. These qualities enhance communication, confidence, critical thinking, pronunciation and fluency, teamwork, future readiness, listening skills, and creativity. English learners can enhance their linguistic abilities and excel in academic and professional environments via the practice of presentations.

3.8 Promoting Creativity

Presentations often require learners to think creatively about how to present their information in an engaging way. This might involve using visual aids, storytelling techniques, or interactive elements. Encouraging creativity in presentations helps learners to think creatively and develop innovative ways to communicate their ideas (Schulz,2008).

4.Conclusion

Strong presentation skills and alternative assessment methods make the evaluation of

students' learning, engaging and effective. These methods evaluate students' abilities more precisely and equip them for real-world scenarios. Students derive advantages from presentation skills. These qualities enhance communication, confidence, critical thinking, pronunciation and fluency, teamwork, future readiness, listening skills, and creativity. English learners can enhance their linguistic abilities and excel in academic and professional environments via the practice of presentations.

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"How can teachers help English learners build skills that will prepare them for the future?"

THE ROLE OF TEACHERS IN PREPARING ENGLISH LEARNERS FOR THE FUTURE

Hayrunnisa GÖKTAŞ

In today's world, speaking English allows individuals to succeed in their careers and social lives. Also, it offers individuals international opportunities and makes it possible to build bridges between different cultures. Learning a language goes beyond simply mastering grammar and vocabulary and involves skills such as problem solving, critical thinking and intercultural communication. The role of teachers is crucial at this point. Teachers not only enhance learners' language skills but also prepare them for their academic, professional and social challenges that they will face in the future. In this article, I aim to discuss how teachers play the most significant role in preparing learners for their future lives.

Language is a living phenomenon. The more you communicate, the more you learn. Teachers guide and support students who have anxiety to communicate, make mistakes, and have self-confidence issues. By creating a distressful, comfortable learning environment, they make their students feel that making mistakes is a natural part of learning. They learn English more effectively through the situations that they will encounter in their daily lives. For example, activities such as shopping, attending a job interview or simulating a context support the practical use of the language. These kinds of practices help learners to become more efficient in real life situations.

In the digital age, teachers use technology as a practical tool. Online platforms, language applications, video content and other digital tools can make the learning process both fun and accessible to more learners. There are applications that allow a student to communicate with language partners from around the world, such as Praktika, Open English, and these applications reinforce language skills.

Group projects and teamwork support collaborative learning while developing students' social skills. Cooperative learning stands out as a method that positively affects both academic achievement and attitudes of students in foreign language learning. In interactive activities, students exchange ideas, learn to see things from different perspectives, practice their communication skills and develop their problem-solving skills.

Learning English is not only about acquiring language skills, but also about understanding different cultures. Cultural awareness enables students to gain a global perspective as citizens of the world and is an inseparable part of the language learning process. By introducing students to different cultures, they learn to see the world through different lenses. Learning the culture of the target language will also increase students' motivation and interest in the language. This allows them to become more conscious individuals and minimize misunderstandings that obstruct communication.

To raise learners as self-confident individuals of the future with effective communication skills, teachers need to encourage learning through methods that come from life. Therefore, it is essential to design educational policies to

strengthen teacher education for them to tailor their teaching to learners' real-life needs. Integration of technology, cultural awareness and collaborative work provide effective tools to achieve these goals. Consequently, the key role of teachers in this process is not only to enable students to learn English, but also to educate them as successful individuals in a global world. Increasing their awareness and applying innovative methods in education will be an important step in building strong generations of the future as Mustafa Kemal Atatürk underpins in his statement, "Teachers, you will raise the new generation, the devoted teachers and educators of the Republic, and the new generation will be your work".

Hayrunnisa Göktaş is from Aksaray. She is studying in ELT department at Necmettin Erbakan University. She likes learning languages and exploring new places.

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