PROFESSIONAL ELT MAGAZINE ONLINE

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A. REFLECTIONS REGARDING THE IMPACT OF TESOL EVENTS ON YOUR PROFESSIONAL AND PERSONAL DEVELOPMENT

Beril Yücel has been involved in ELT for 31 years as an instructor, teacher trainer, textbook writer, and administrator. Currently, she works as the Foreign Languages Department Director at TED Headquarters. She is one of the founding Board members of TESOL Türkiye. Beril has extensive experience in teacher training, trainer training, and leadership.

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Dilek Arca is an EFL instructor and the Preparatory Class Coordinator at Yaşar University. She has been teaching English for 11 years and is specifically interested in curriculum development and management in ELT. She also loves working with her colleagues in teacher training settings.

Gökçe Gök is a graduate of Isparta Süleyman Demirel University, English Language Teaching Department. She attended many local and international courses, projects, webinars and conferences in the ELT field. She made virtual and face-to-face ELT conference presentations. She is interested in educational technology, global education, social justice in education, STEM approach in education, socio-emotional learning, and positive psychology in education.

REFLECTIONS ON THE MICRO-CREDENTIAL COURSE

"QUALITY PROFESSIONAL DEVELOPMENT FOR ELT LEADERS AND MANAGERS"

FROM DIFFERENT PERSPECTIVES

by Beril Yücel, Dilek Arca, Burak Aydın, Gökçe Gök

No doubt one of the most challenging tasks of a leader or a manager is to set up an effective professional development system for the teaching staff in the institution. Leaders and managers

need to focus on some key principles and follow a framework by involving all the stakeholders in the institution during the design and delivery of the professional development program. With this aim in mind "Quality Professional Development for ELT Leaders and Managers" was designed as one of the courses in the micro-credential series offered by TESOL Türkiye LAM SIG in September 2022, thanks to a grant from the Regional English Officer of the US Embassy, Ankara.

In this issue, we would like to share the reflections of the three course participants about this course from different perspectives.

Dilek shared how she connects what she learnt in the course to her position as a manager.

"I am a novice manager who is interested in teacher training to observe instructors and give workshops if possible, but most importantly to develop myself as a teacher. Even though I am not a part of the professional development team, I take part in decision-making process as part of my role and this is why I wanted to take this course. It helped me to realize that I usually think about the benefits of PD activities in terms of teachers and the institution, yet I tend to neglect the student aspect. However, they are the main reason why we need to improve our teaching and who are directly affected more than anyone else. Having this in mind, I focus on students more while giving feedback during post-observation meetings and writing action points. Another takeaway for me is to question whether PD activities should be compulsory for everyone which is against the nature of PD. However, it might be discouraging for some colleagues who put great effort into it if they are completely on a voluntary basis. It is still a question mark for me, but I am trying to focus on quality PD activities as a result of which I will feel better both as a person and a teacher and maybe this is the answer I am looking for."

Burak reflected on how the use of the effective PD checklist guides him in the design of PD activities:

"This micro-credential course was a rewarding experience for me in terms of brushing up on what I think I know about PD and structuralizing future PD programs leader-wise. Having so much to offer as to educational leadership, Dear Beril Yücel created coherent content with clear-cut materials and interactive sessions, which was conducive to our understanding of PD from a management perspective. As an ongoing teacher collaborator and PD Unit member of my school, my major highlight from the course was the conceptualization of effective PD, which I learned more about by creating a checklist of my own as a part of our assignments. The checklist is now an amazing document in my archive. It says effective PD is the one that focuses on the teacher, offers purposeful content, incorporates process, collaboration and reflection; evaluated, values recognition, and ultimately aims for better student learning and school improvement. I am thrilled to be able to put this list together!"

And Gökçe reflected on how she perceived professional development as a novice teacher and how she perceives it now from a leader's perspective:

"As a new ELT graduate who attended many PD activities like ELT-related online courses, workshops, conferences, and projects; my motivation for enrolling in this course was having a chance to look at the PD activities from managers' or leaders' perspective and preparing myself for the future academically because I always believed that every teacher can and should be seen as a leader of the future. This course gave me the chance to analyze and reflect on these PD activities from the perspective of the person who designs, manages, and organizes them.

The main theme of the course was focusing on the process of designing PD activities and I had the chance to make intellectual connections between what I experienced from PD activities that I attended before and what I learned about designing PD courses, in another sense, it is safe to say that I now can make meaningful intellectual connections between theoretical knowledge and practice. Learning how to do it in a scientific and theoretical way and thinking about applying how to do it gave me insightful knowledge and experience. As a person who is very new in the ELT field, it was a great experience for me to reflect on and analyze PD programs and create a needs analysis, and design a mini PD program. To conclude, PD is a never-ending learning process that includes institutional, personal, professional, and social factors. To create an effective PD program, all these factors should work together like a real team. I strongly believe that preparing ourselves for the future is very important because one day, the future will become 'the present day'. Today was 'the future' in the past. I would like to thank TESOL Türkiye, TESOL LAMSIG Türkiye, and our course coordinator, dear Beril Yücel for designing this course and for her guidance and mentoring. I also want to thank the amazing ELT professionals that I have met through this course, Bailey Webster, Burak Aydın, Dilek Arca, and Yaşar Üstün Kaplan."

In conclusion, as the designer and tutor of this course, I would like to state that this 4- week's micro-credential was a very rewarding journey both for me and for the five course participants. I would like to thank each of them for their commitment throughout the course. They all had invaluable contributions to the course. They already started putting what they learnt in the course into real practice in their institutions. We all had a lot of takeaways from this experience. But, the most significant takeaway for all of us was once again witnessing the power of the sense of belonging to a community like TESOL Türkiye.

Gülbin Özdemir Altıgöz *is an EFL teacher who has been working with young learners at a public primary school in Antalya. Since September, she's been working at Serik Science & Art Centre, too. She is a TESOL Advanced Practitioner. Also, she's been working on her Master's thesis in the field of ELT.*

TESOL CERTIFICATE: ADVANCED PRACTITIONER

by Gülbin Özdemir Altıgöz

In 2021, I completed the program requirements and received the letter of completion regarding the TESOL Certificate: Advanced Practitioner with a scholarship. The program is a one-year, self-paced, and online program; however, you have a mentor during your studies. In order to succeed in this program, you should complete "TESOL: Principles, Practices, and Perspectives" course and 10 hours of approved online specialized self-study as a CPD activity. You are required to develop and submit an original syllabus based on your chosen CPD activity along with a reflection form. Then, you should develop original lesson plans based on your syllabus along with a written reflection. Afterward, you are supposed to either submit a 50-minute video recording of yourself teaching one of your lesson plans (along with a reflection) or be observed by a supervisor and ask her/him to write a report for you. Then, you are expected to contribute to the ELT field through at least two original resources. One of the resources might be an article that you published and the other resource would be a presentation/workshop that you gave at a conference or at your institution. You might also submit two teaching resources to the TESOL Resource Center. After that, you should submit a professional development review plan. In the end, you are asked to submit a feedback survey about the program.

I would wholeheartedly say that this training program provided me with a golden key to open the doors of the secret chambers of the profession. To me, the timing of the program is also very special and essential as we all have been struggling to survive both physically and mentally due to the uncertain times caused by the Covid-19 pandemic. The program has helped me raise awareness about my teaching journey. It has also given me the chance to mirror my opinions, and feelings with such activities as reflective writing, unique material development exercises and supervised teaching practices. I can truly say that this program has helped me to renew myself as an individual, and a professional, I am feeling more competent, more professional and more hopeful for the future!

Within this program, I have had the chance to produce lots of lesson plans, reflections, and many other valuable materials for the EFL classes. The TESOL Resource Center published two of them in 2021: **A lesson plan** 'Understanding Mindsets through Writing in an EFL Classroom' and **an assessment tool** 'Mindset Scale for Learning English'.

I would like to convey my heartfelt thanks and deepest gratitude to **TESOL Turkey, TESOL International Association,** and the **Regional English Language Office (RELO) at the U.S. Embassy, Ankara** for allowing me to discover and benefit from this fascinating scholarship opportunity!

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B. ELT-RELATED REFLECTIONS

Begüm İhtiyaryer *graduated from METU Department of ELT and received an M.A. in Teaching Turkish as a Foreign Language. She has been teaching English for 10 years and is currently working at FSM University English Preparatory Program. She is also a Ph.D. candidate studying Curriculum and Instruction at Yıldız Technical University.*

CHANGING THE WAY WE TEACH: A TECH-BASED READING PROJECT FOR GEN Z LEARNERS

by Begüm İhtiyaryer

Teaching English for over 10 years, I have been observing the cutting-edge differences between the generations within this time. The new generation called Gen Z has proved that they are different from others in many ways, which ends up in the need for transforming the learning and teaching process for the better.

In the first place, it is obvious that young people today are all digital natives. As they were born into technology, they cannot even imagine a world without it. Therefore, the learning and teaching environment they demand and visualize is the environment integrated with technology. Gen Z learners want to get the information through the internet without losing time (Roashani & PioAlbina, 2021) and prefer learning through self-instruction methods like Youtube (Seemiller & Grace, 2018). Additionally, they are in favor of interactive practices while learning to be able to transfer their academic and analytical knowledge further (Gardner, Ronzio & Snelling, 2018). Teaching such a digital generation requires changes in the teaching process as well as the learning process. While designing the curriculum, the planners should leave the traditional classroom environments with pen and pencil behind from now on, and based on evidence in the literature, the instructors are required to change the way of teaching and adopt some tech-based methods in the class. Learning for Gen Z does not necessarily mean being present in the classroom as they are more individual learners.

After reading about all Gen Z learning preferences and attending seminars and webinars on this, I have decided to change the way I teach certain skills. For some time now, I have been teaching reading which requires learners to read long passages in the course book and answer the comprehension questions in the class. Although the course books have adapted themselves digitally with both classroom presentation tools and online activities, it is still obvious that making this generation read long texts for the purpose of answering some questions is boring for them. Research on the reading preferences of Gen Z shows that there is a decline in reading habits but an observable increase in engagement in digital reading activities (Kuncoroningtyas, 2022). Another research presents that physical books still maintain their importance, but a dramatic decrease has been

observed in the number of books read in childhood and teenage years when it comes to Gen Z (Which Generation Reads the Most, 2022).

With all these in mind, I have initiated a tech-based reading project in my classes to boost students' reading habits and to keep them reading while making them use the technology they like. For this purpose, I have assigned students to select and read graded readers from the university library weekly and download Mote, which is a Google extension that enables the user to leave voice comments on the documents, on their computers. As for the project, the students are supposed to complete reading the story and click into the Google Drive folder where I have shared some questions regarding the story they have read. They are expected to leave voice comments on each question which is not just questioning comprehension but critical thinking. As the folder is open to the whole class, they can listen to their friends' comments, too. So, it seems like a digital meeting platform.

I have received positive reactions from my students on the project. They have started reading more and since they do not have to write down answers for simple comprehension questions in the course book but in a digital environment using a tech-based application out of the classroom, they seem to enjoy reading more. This way allows me to enhance students' speaking as well as reading skills through critical thinking skills which is one of the 21st-century competencies.

Mote may be adapted for in-class reading texts as well to increase interaction among students. Giving Gen Z a purpose for reading, and engaging them in technology and social media will be fruitful, I believe. Belonging to another generation should not stop us with limitations but lead us to change ourselves to challenge students in the ways they like. Teachers who are curriculum planners and practitioners at the same time should get to know this new generation more and create more appealing learning environments for them. Who knows what generation is awaiting us in the future?

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THE KNOW, SHOW, GROW APPROACH

by Georgia Georgogianni

As teachers, educators, managers, and people in general, we have the desire to grow. We all have the potential to achieve great turnarounds by changing our mindset from fixed to growth. If we manage to see ourselves and others as being born with potential and turn failures into opportunities, we do have the ability to grow. Obviously, this is not an easy process and requires constant practice, effort, and persistence.

Based on the above assumption, the **know, show, grow** approach is a framework with the power to unlock endless possibilities in many contexts, and in the field of education it can prove to be really powerful. The process of teaching and learning is built around the teacher and the student. Both sides are involved in a dynamic process where they use a multitude of resources to exchange something. They need to create an interactive space for this dialogue where they come up with something they already know. Teachers should not see themselves as people who know everything. They are supposed to know the subject matter but apart from that there are so many other learning outcomes from this process. They join the game as active learners. In fact, they are expert learners of their specific subject matter. Once they step into the learning space, both teachers and students should be ready to take ownership of what they already know and show it in different ways. It may take some time but the aim is to be willing to show. The key element here is to realize that this space is multi-purpose where during the process and the exchange, they build upon their knowledge with the ultimate aim to grow in the process. They move to a productive stage where by asking themselves about the lesson learned, they can go back and re-evaluate the knowledge they originally shared. People want to learn in a way that engages and inspires them and gives them the drive to continue and search for self-improvement.

As teachers, we feel really happy when we **know** that learners leave the lesson with something new. Learners feel happy as they come to the learning process with their suitcase of knowledge. This is amazing as it creates a very vibrant and active area where they **show** and share knowledge. It can be like a volcano ready to erupt. But, is it only the learner who learns something during and once the lesson is finished? The answer is no! To my mind, a lesson is successful when both sides leave it with something new, with food for thought. The switch to online teaching and learning because of the pandemic taught us a lot of lessons and showed us that in an emergency both students and teachers exchanged valuable knowledge and helped each other.

On a further note, this framework provides all the core elements for an effective lesson and cultivates soft skills such as problem-solving, goal setting, negotiating, collaboration, adaptability and performance improvement. Soft skills enable people to engage in meaningful interactions and

affect their relationships with other people. By understanding the values of effort and persistence, people can cultivate a new mindset that can help them in all aspects of their life. This approach benefits both teachers and learners. It takes adaptability and synergy in order to give place to broader possibilities.

To conclude, it is important to *say 'yet'* more often as it can promote growth and change sentences into positive ones! Often, the learning process is not straightforward and predictable. The ***know, show, grow*** framework can prove to be a transforming, self-driven experience where teachers and learners pursue opportunities for experiential learning and growth.

Gökçe Gök *is a graduate English Language Teacher, from Isparta Süleyman Demirel Üniversity, English Language Teaching Department, Türkiye. She attended many local and international training, projects, webinars, seminars, workshops, and conferences in the ELT field. She made virtual and face-to-face ELT conference presentations. She is interested in educational technology (CALL), global education, social justice in education, socio-emotional learning (SEL) and psychology in education.*

"WE LEARN BETTER TOGETHER: COLLABORATIVE LEARNING THROUGH LEARNING COMMUNITIES"

by Gökçe Gök

The aim of this paper is to reflect on research that was conducted and presented at the MEF University International Educational Sciences Student Conference (MISCES) that was held on March 26-27, 2022. The study was conducted and presented by Gökçe Gök. The study aimed to investigate the participants' views regarding collaborative learning through learning communities (e.g., TUBITAK (The Scientific and Technological Research Council of Turkey), Erasmus and eTwinning+ Projects, etc.). The outline of the presentation was listed as, 'Motivation of Study', 'Theoretical Background', 'The Study (Data Collection Tool, Data Collection, and Data Analysis), Findings and Discussion, and Q/A (Questions/Answer) Session.

As for the motivation for the study, it was my own experiences to motivate and inspire me to do this research. As a new English Language Teaching graduate who participated in many TUBITAK events, webinars, seminars, conferences, and Professional Development (PD) courses and gained so many great improvements and insights, I wanted to do a research on this topic.

As for the introduction to the main theme of this study, 'Collaborative Learning', it can be defined as 'an umbrella term for a variety of educational approaches involving joint intellectual effort by students or students and teachers together (Smith, MacGregor, 1992). Collaborative Learning Theory highlights that group learning and peer-focused-learning helps students gains higher-level thinking, oral communication, self-management and leadership skills (2020, TopHat).

As for the theoretical background, it is safe to say that the term, 'collaborative learning', comes from Lev Vygotsky's Zone of Proximal Development (ZPD) which explains the importance of peers/adults to learners' learning (ConsiliumEducation, 2017). According to his theory, learners rely on each other's support throughout the learning process. The 'collaborative Learning' term leads to Lev Vgyotsky's 'Social Learning Theory'. "Social Learning Theories" suggests how learners learn in social contexts (learning from each other) and how learners and teachers create active learning communities. Lev Vgotsky (1962), a psychologist and educator, stated that we learn better through our social interactions and communications with others (Neff, 2022). Vygotsky (1978) believes that social interaction and social environment play an important role in cognitive development. He examined how social interactions affect the learning process.

As for the definition of 'Collaborative Learning', it can be defined as 'an umbrella term for a variety of educational approaches involving joint intellectual effort by students or students and teachers together (Smith, MacGregor, 1992). Collaborative Learning Theory highlights that group learning

and peer-focused learning help students gain higher-level thinking, oral communication, self-management, and leadership skills (2020, TopHat).
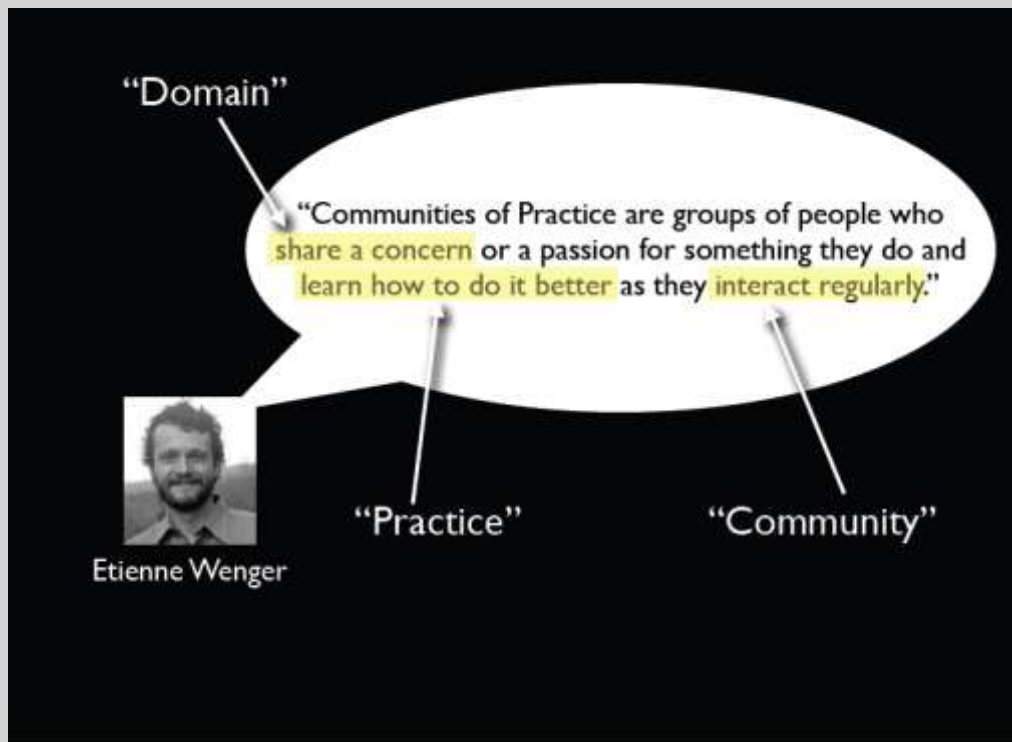
It was proved by the researchers that was conducted on 'collaborative learning' that all 'collaborative learning' term is about building learning communities. Every 'collaborative learning' environment can be seen as a 'learning community' (Smith, MacGregor,1992). Learning communities can serve many different purposes but they all have two common aims. The first one can be listed as creating intellectual coherence for learners by linking learning environments and building professional and academic relationships through a common professional topic or teaching a skill (e.g., writing, speaking) in the context of a professional discipline. The second one can be listed as 'building academic and social community for learners by enrolling them in the context of a professional topic (Smith, MacGregor, 1992). By providing more opportunities to learn, learning communities give chance for collaborative learning. Group workshops, professional seminars, conferences, peer writing groups, and team projects can be given as the most well-known examples of learning communities (MacGregor, 1991).

In this context, 'learning communities' leads us to 'community of practice'. According to Etienne and Beverly Wenger- Trayner (2015), a 'community of practice' is a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. Community of practice has three main characteristics: domain, community, and practice.

<u>Domain</u>: It refers to having a shared, common domain of interest, competence, passion, concern or commitment that differentiate them from others. Their common interest, or passion is the main thing that unites them together. This shared interest benefits in creating a common ground and motivating and inspiring them to participate and learn.

<u>Community</u>: Community members create the community by participating in collaborative learning activities like discussion groups, information sharing, workshops, professional and academic presentations. The aim of community takes its origin from collaborative learning. A real and strong community increases social interaction and motivate and inspire its members to share their ideas, and experiences, learn and teach more in an academic or professional setting.

<u>Practice:</u> Practice refers to applying the gained information, experience, ideas, resources, or knowledge in their practice. The main aim of practice is to show the effect of community activities through the shared domains (Community of Practice).

As for the study, the research was carried out among undergraduate and postgraduate students and professionals in ELT (English Language Teaching) department in Türkiye. 71 participants participated in this study in total. An online questionnaire with 11 questions was designed by the researcher based on expert opinions. The questionnaire included two main parts, biographical information and open-ended questions. Semi-structured interviews were carried out with 13 volunteer participants personally about the contribution of learning communities and their events. Each interview lasted between 10 and 15 minutes. Qualitative and quantitative research methods were used in the data analysis. Harold Lasswell (1948) and Bernard Barelson's (1952) content analysis methods were used in the analysis of open-ended questions and interviews. Interviews were coded into manageable code categories for analysis. In the analysis, every participant was numbered as (P1, P2…). Quotations from questionnaires and interviews were included in the analysis depending on the category.

As for findings, analysis of interviews and questionnaires, and participant profiles were included. As for participants' age, 34 percent of the participants were between 18-23 years old. 30 percent of the participants were 35+ years old. 23 percent of the participants were between 24-29 years old. 13 percent of the participants were between 30-35 years old. As for the participants' gender, 65 percent of the participants were female, 35 percent of the participants were male. As for the participants' institutions, 35 percent of the participants were from the presenter's university, Isparta Süleyman Demirel University, Türkiye. 65 percent of the participants were from 32 different universities or institutions from Türkiye including public schools (MEB, Ministry of National Education). As for the participants' academic or education level, 37 percent of the participants were undergraduate students. 32 percent of the participants were Ph.D. (Doctor of Philosophy) students. 22 percent of the participants were MA (Master's Degree) students. With the 3 percent of each, Professors, Associate Professors and Post-Graduate Students were also included in the research. Names of learning communities that participants mentioned in the questionnaire and interviews can be listed as, Erasmus/E-Twinning Projects (%24), TUBITAK (The Scientific and Technological

Research Council of Turkey, %24), INGED (English Language Education Association, %18), TESOL Foundation (Teaching English to Speakers of Other Languages, %17), FULLBRIGHT (%5). Other learning communities with a small amount of percent can be listed as, INDELT (International Dialogue on English Language Teaching), AELTE (Association of English Language Educators), Online Professional English Network (OPEN), Virtual Professional Learning Network, Öğretmen Ağı, Öğretmen Akı Akademisi Vakfı, British Council, Sabanci Foundation, Sean Monnet Foundation, Yetenek Kapısı, CELTA, EPDAD, Academia, Habitat Foundation. Academic events that were held by learning communities can be listed as, webinars (24%), TUBITAK Projects (21%), Erasmus/E Twinning Projects (21%), conferences (17%), and workshops (15%). With a small amount of percent, these collaborative learning activities were also included: Accreditation Trainings, Online Testing Project, English Together Project, OPEN (Online Professional English Network Project).

This study aimed to investigate this question: "How did learning communities and collaborative learning events contribute to participants' personal and academic development?' Analysis of research results that were conducted from questionnaires and interviews, were coded into three main categories: social aspects, academic aspects, and personal aspects. Main categories were also divided into sub-categories. The 'Social aspects' category was divided into these sub-categories: having new social interactions, improving social skills, expanding network, and cultural diversity. 'Academic aspects' category was divided into these sub-categories: gaining new knowledge, having more resources, sharing new knowledge with others, having new ideas, gaining new perspectives, improving teaching skills, brainstorming with people, keeping up with new trends, topics, methods, learning from other people. The 'Personal aspects' category was divided into these sub-categories: improving self-confidence, better time management skills, feeling more motivated and inspiring and self-reflection.

With the aim of highlighting and justifying the analysis results, quotations from the questionnaire and interviews were included in the presentation. Here are some of the most highlighted quotations from interviews and questionnaires:

Social Aspects

(P, 34): "It allows me to talk to people from different cultures and backgrounds."

(P,61): "I have learned a great deal about how to interact with people."

(P,49): "Meeting new people and involving in different communities enhances both cultural diversity and social-emotional learning."

(P,70): "The most important benefit of these communities is the chance to expand your network. In the academic work, teamwork and collaboration are very important. The people with who I collaborate on a project and article are the people who I met at conferences. In academic world, collaboration is everything and conferences give that chance to you."

Academic Aspects

(P,8): "They were amazing experiences when I consider exchanging opinions with your favorite colleagues or people from other disciplines who are eager to learn and contribute to the development of each other".

(P, 14): "They have contributed to my theoretical knowledge and I am aware of more methods and techniques".

(P, 18): "We learn from each other. Seeing some people having the same problems and trying to find solutions to those problems makes me feel better."

(P, 29): "They helped me to refresh and recall information that I learnt in my pre-service training."

(P,39): "I saw how important progressing yourself and exchanging information is. The support from ELT teachers has risen my dedication and desire to my field."

(P, 42): "Conferences are great platforms for mental collaboration because sometimes you may get amazing comments and criticism from the audience that take your study to next level".

<u>Personal Aspects</u>

(P,4): "Since the people I met from learning communities were friendly and supportive, I even got more confidence and get out of my comfort zone such as being a presenter at a conference."

(P,7): "I believe that if teachers can change, the education system can change. It gave me motivation, and inspiration. I don't feel alone anymore."

(P,10): "Social emotional learning is the best way to develop your personality."

(P,35): "I can change my fixed mind thanks to learning communities. I think I can do things that I said I couldn't do."

(P,58): "They made me trust myself more."

(P,70): "I was a shyer and more introverted person before taking part in some collaborative projects, webinars and conferences. These events and communities gave me more confidence."

It was concluded that attending academic activities of a learning community and being a part of a learning community can lead learners to the benefits of social-emotional learning and collaborative learning. Collaborative learning through learning communities can benefit learners more than they could ever imagine. It can have positive long-lasting effects on personal, academic and social aspects which can be listed in the context of 21st century skills. As the famous quote says, "If you gonna fast, go alone. If you want to go far, go together." It is safe to say that people that are a part of learning communities or participated in collaborative-academic activities of learning communities have the mentality of 'We are better together, we learn better together'.

It is the best way to conclude this paper that was written for the 10th Issue of TESOL Turkey Professional Online Magazine by showing another effective example of learning communities and collaborative learning, "The Story of T-Plus and TESOL Turkey" that was dedicated to the professional development of English Language Teaching field, teacher educators and in-service training.

I dedicate this paper and research to the whole ELT community in the world that is a part of the ELT world, and teach English, whether they are graduated from the ELT department, a member of an official ELT foundation, or community like TESOL, IATEFL, INGED, INOED, INDELT, TUBITAK, Erasmus/E-Twinning, etc. I dedicate this paper and research to anyone who is in the ELT field that dedicates themselves to teaching, learning, improving themselves, and contributing to other learners and colleagues' professional development and learning. I want to send all my precious thanks to ELT students, teachers, and professionals that contributed to my research. As the title of this research says 'We Learn Better Together'.

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