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A. CHANGING BELIEFS AND VALUES



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TEACHING IN THE PANDEMIC - A HERO'S JOURNEY

By Bailey Hugh Webster

Joseph Campbell's literary theory, the Hero's Journey, is originally a framework for understanding mythology, but it has also been applied to more recent works of fiction. Most notably, it was employed by writers at Disney starting in the 1980s (Volger, 2007) as a template aiding in the creation of many cherished Disney classics, such as *The Lion King*. Additionally, it has been considered a tool in teacher education (Goldstein, 2005 & Desautels, 2016). In his book, *The Hero with a Thousand Faces*, Campbell sets out to identify the elements common to heroes featured in myths from around the world and spanning all of known history.

Essentially the theory identifies those elements which are seemingly necessary for individuals to grow and change in the face of the novelties presented by a new world. The new normal, which we as teachers have faced over the past two years, has presented us with new obstacles and thereby new opportunities. Whether we are heroes, teachers, or students, we are often challenged to evolve as individuals. Below I'd like to briefly introduce you to Campbell's theory as a tool for reflection and self-development in the context of teaching during the pandemic.

STEPS IN THE HERO'S JOURNEY

At the beginning of the film, we see the hero in THE ORDINARY WORLD. This world for teachers was the physical classroom, interpersonal connections, as well as a toolbox of activities and methods established over the course of our careers. However, this world was abruptly upended as the pandemic hit and we moved online.

This dramatic shift is known as THE CALL TO ADVENTURE when the hero is presented with a problem or significant challenge. For teachers in 2020, this was clearly the move to online education.

The next step in the process is a REFUSAL OF THE CALL. The hero frequently rejects the adventure because it is difficult, even frightening, to leave old habits behind. I'm sure I was not alone in being overwhelmed and anxious when first moving to the online classroom.

Nevertheless, we began teaching online. In terms of the hero's journey, this is known as CROSSING THE THRESHOLD. Many of us dove nervously into the new world of the digital classroom.

This new normal was challenging. We needed to acquire new skills, learn new tools, and discover new approaches. This phase of the journey is called TESTS, ALLIES, and ENEMIES. Many of my teaching methods were tested. The communicative teaching principles I had learned in university seemed at first impossible to implement online as I struggled to figure out which of my old activities and practices were applicable. However, the response of the teaching community was impressive. I found allies in my colleagues, YouTube channels, and the large number of online conferences which quickly sprang up.

One way or another, we managed to make it to the end of the 2019-2020 school year. THE ORDEAL often felt like a fight. There were many days when class was a battle. Activities went wrong. It was sometimes unclear whether students were learning or even actually present. There were times when I felt like I was no longer really a teacher. I missed the connection with my students, observing their progress, and receiving that instant positive feedback from a good class. My old career seemed non-existent, dead, but we carried on by seeking assistance from one another and experimenting with new tools and approaches.

After a welcomed summer break, I returned to the online classroom equipped with more confidence. I had entered a new phase, SEIZING THE SWORD. My 'swords' were applications like Flipgrid, Padlet, Quizlet, breakout rooms, project-based learning, and an embrace of student autonomy.

Two of the final stages are the ROAD BACK HOME and the RETURN WITH THE ELIXIR, where the hero finds their way back home and shares the tools, experiences, and lessons learned. After about a semester back in the physical classroom, I am still reflecting. But this framework is definitely something that has guided me through the pandemic and is aiding me now to glean insight into my experiences.

Having returned to the classroom, I hope to further integrate project-based learning and technology. While I have taught The Hero's Journey in EAP before using Vogler's Practical Guide (available free online), I'd like to add a video essay as a final project using the website

PechaKucha.com - overcoming my previous reluctance to adopt the technology. Also Flipgrid, Padlet, and vocab apps are swords I won't be putting down.

I have also been encouraged by students' autonomy and resilience. Particularly more introverted students seem to have thrived online, and many more students answered THE CALL TO ADVENTURE to produce excellent work, as did teachers. The drastically new environment challenged both students and teachers to grow and develop their beliefs, values, and skillsets and thereby undertaking THE HERO'S JOURNEY.

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STRATEGIES TO INCREASE WELLBEING

USING 6 KEY PSYCHOLOGICAL CONCEPTS IN ELT CLASSES

By Deniz Özbeyli

As the most fundamental factor affecting the quality of teaching and learning is the mental and emotional well-being of all involved in the teaching/learning process, it is a must to work on some of the fundamental concepts of psychology and seek ways to implement them in ELT classes. Psychological concepts are, in a way, the summary of what is being observed in human psychology and behaviour. They are the refined, defined, and described findings to better understand the human being. The teaching/learning process is deeply and naturally connected to that understanding. Teachers showing enough scientific attention to what's happening in a classroom and what's going on in a student's mind will surely be successful.

Here in this paper, 6 major concepts of psychology are suggested to work on, understand and implement in classrooms. These are The Halo Effect Theory, The Proximity Effect Theory, The Domino Effect Theory, Peter Pan Syndrome, Wendy Syndrome, and Mc Gregor's X-Y Theory. When teachers observe their students carefully and know more about them, they can conduct their lessons in much better and more fruitful ways. They can turn their observations into a higher level of understanding of each other, which, consecutively, will lead to a better level of teaching. Knowledge is power and when you know more about your students, their level of well-being increases. Besides, you can make more flawless plans this way. We are going to focus on these key psychological concepts shortly.

THE HALO EFFECT THEORY

The halo effect is when one trait of a person or thing is used to make an overall judgment of that person or thing. It supports rapid decisions. For example, a tall or good-looking person will be perceived as being intelligent and trustworthy, even though there is no logical reason to believe that height or looks correlate with smarts and honesty. This tendency makes the first impressions more

important and valuable. It's important to keep the halo effect in mind as you are planning something for your classes, particularly in your first encounters. Therefore, it's good to know the possible negative effects of a poor first impression stemming from design, content, introductory speech, etc.

THE PROXIMITY EFFECT THEORY

The proximity principle in psychology describes the way relationships are formed between people or things close to one another. In social psychology, the proximity principle suggests that people closer together in a physical environment are more likely to form a relationship than those farther away. For instance, people who sit physically closer together in the same office or classroom are more likely to form relationships than those who sit farther apart. As a result, people may be more likely to strike up a friendship with their lab partner at school or their co-worker in the next cubicle than they are with someone else. This fact makes designing the classroom more critical to trigger and maintain more useful interaction among the students.

THE DOMINO EFFECT THEORY

In its truest definition, it means a chain reaction that occurs when a small change causes a similar change nearby, which then causes another similar change, and so on, in a linear sequence. However, the domino effect does not discriminate between a good habit and a **bad habit**; it has an equal reaction with equal force on both. An important point to keep in mind is the fact that habits cannot be consciously formed overnight. They are initially hard to form and maintain. Hence, embracing the domino effect is a simple yet effective tool to sustain the habits you create. Adaptation of this concept to the education system can create magic results. We see and observe each other. As a result, mostly implicitly, we tend to develop similar habits. For example, when leaders become more engaged, then teachers become more engaged. When teachers are more engaged, students are more engaged. We know that when students are more engaged, the result is an increase in student achievement. Therefore, if you want to make a change in some area of your life or your classes, start with one small habit!

PETER PAN SYNDROME and WENDY SYNDROME

The Peter Pan Syndrome affects people who do not want or feel unable to grow up, people with the body of an adult but the mind of a child. They don't know how to or don't want to stop being children and start being mothers or fathers.

Wendy Syndrome takes after Wendy Darling, who appears beside Peter Pan but is seen as playing an antithetical character. She is often called a mother, taking on the role of an adult or someone more mature. People suffering from Wendy Syndrome are often seen as characters making decisions, tidying up messes, and offering one-sided emotional support. In our classes, you can definitely find many examples of Peter Pans and Wendys. Therefore, for example, taking the Peter Pan Syndrome and the Wendy Syndrome into consideration will definitely help a teacher to organize more precise group/pair work clusters.

MC GREGOR'S X-Y THEORY

McGregor's X-Y theory is an understanding of what teachers or managers assuming their students/employees are not trustworthy is X, and the other way is Y. Theory X and Theory Y were first explained by McGregor in his book, *The Human Side of Enterprise*. They refer to two styles of management – authoritarian (Theory X) and participative (Theory Y). Today, many organizations are using Theory Y techniques. Theory Y implies that the managers/instructors should create and encourage a work environment which provides opportunities for employees/students to take initiative and self-direction. Students should be given opportunities to contribute to organizational well-being. Theory Y encourages decentralization of authority, teamwork, and participative decision-making in an organization or a classroom. Theory Y searches and discovers the ways in which a student can make significant contributions to a class. It harmonizes and matches students' needs and aspirations with the needs and aspirations of the whole class.

To sum up, we can say that various useful psychological concepts can help teachers make their teaching/learning journeys brighter. After the pandemic, we are finally back to normal times. Unfortunately, that was an unforeseen period of time. Unprecedented, at least, in this century... Therefore, it was inevitable to encounter some challenging things. Our moods, teachers' and students' psychology all went through tough times. As teachers, we had to handle both the academic aspects of the educational activities and the psychological sides of the learners' nature in our classes. Using those abovementioned six key psychological concepts is beneficial and meaningful in that sense. We need knowledge and a love of teaching/learning. Knowledge is power! We also need each other. When we are together, we are stronger!



Germán de Jesús López Araujo is a Venezuelan living in Turkey, he has worked in four different countries as an English teacher: currently working as a Spanish teacher. He has his bachelor's degree in Foreign Language Education from Andes University – Venezuela and his master's degree in Applied Linguistics in EFL.

THE USE OF CULTURAL MATERIALS TO INCREASE STUDENTS' MOTIVATION TOWARDS ENGLISH ACQUISITION

By Germán de Jesús López Araujo

Motivation is one of the most important factors when it comes to learning a new language. Any impact or small detail can make any learner feel encouraged or disappointed, depending on the classroom environment. Furthermore, motivation could be a learning strategy; it can make students take responsibility for their learning and try to make the best out of every material or activity presented, making learning more effective, especially in learning English. Snow and Campbell (2017:4) consider that “students who take responsibility for their learning will not improve their language skills more effectively throughout the course but have the agency and skills they need to continue studying after the course ends.” Instead of it is reason enough to consider what materials we want to present to students to keep them motivated to learn a language. At the same time, this will not only help them in their personal lives but also in their professional development while learning grammar structures and vocabulary in context in the process.

As stated by Gardner (2001; cited by Dörnyei and Ushioda, 2009:22, 23), motivation in L2 is defined as follows “integrativeness reflects a genuine interest in learning the second language to come close to the other language community. At one level, it is an openness to, and respect for the other cultural groups and was of life”. According to Gardner, the definition of foreign language motivation is a total adaptation of the learner within the L2 context. These actions to integrate himself within his new environment are very different from his native country. In other words, they need to be incorporated within this society where language, culture, and lifestyle are diverse.

For this reason, materials are relevant in language teaching, and Tomlinson (1998, Named by Ahmed, 2017, 82-83) indicates the characteristics of better materials as follows: “materials should achieve impact; materials should help learners to feel at ease; materials should help learners to develop confidence; learners should perceive learning materials as relevant and useful; materials should require and facilitate learner self-investment.” Tomlinson expresses that materials have to accomplish a meaningful goal, and this goal must create a meaningful environment, task, and

outcome to get more knowledge and learn new skills, and it also promotes diverse learning styles because materials need to contain this kind of factor which in some contexts affect; likewise, materials must provide information about other cultures.

Since learners might want to travel to a foreign country, the resources do not only need to be used for English-speaking countries but also the students' own country or other foreign countries. As McKay (2003a) states that the materials should show either the cultural context of English-speaking cultures or students' local culture and not just be specific in the English ones; however, there are many materials which are being designed based on native-speaking countries.

One of the ideas is to use blogs in foreign language education, teachers need to recognize that technology is part of their lives, and students are very used to it; hence, teachers should incorporate it into the class, such as Kiddle (2013; named by Tomlinson, 2013) who states that the usage of digital technology has a history in language teaching by different authors and distributed into three stages 'restricted', 'open' and 'integrated' in Bax's terms. In the same manner, the blog has been used as an educational resource for some years, and teachers are working with it as they want to and with a specific purpose which may achieve setting goals either for the one who teaches or for those who are learning. The learner blogs were created by themselves to share ideas, such as opinions or any other topic related to the class, or free in some cases.

However, when talking about the content teachers can use on these blogs, we find many things such as grammar, phonetics, etc., but Klockaya (2004) expresses that learning a language is more than acquiring grammar, vocabulary, and how to pronounce these. Likewise, we need to accept that the cultural content provides exposure to the living language that a foreign language student needs. Culture can be a relevant element in language classrooms because it gives the students a close link. After all, the students experience the beliefs and values of the culture without being there physically. As a result, it will make them more independent, realistic, human, and conscious, originating a high level of language interest within them.

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“WE’RE ALL IN THIS TOGETHER” (click [here](#) before continuing)

By Mohammad Khari

“The man who moves a mountain begins by carrying away small stones.” Confucius

Going over the existing literature on well-being in education, you will realize that the majority of the work done is focused on the learners and that teachers, in comparison, seem to be lost in the discourse. We now know that teachers’ and learners’ well-being are interconnected; one affecting the other. We also know that there are other factors involved for a school or institution to run smoothly: the manager’s and staff’s well-being.

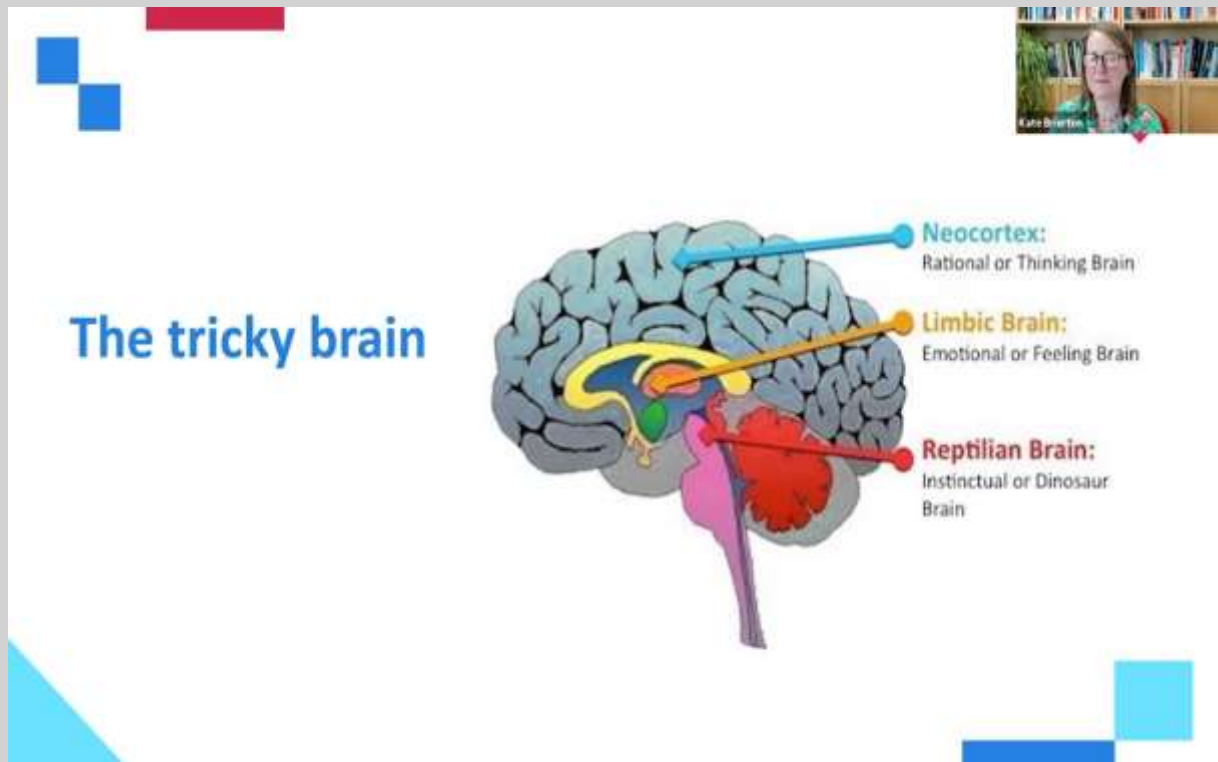
The experience of teaching during the COVID-19 pandemic taught us how easily the clear-cut borders that existed before can be distorted and even disappear. We saw how managers, teachers, and administrative staff had to redefine many of the borders (physical, temporal, and psychological) to help learners, during this challenging time of rapid adaptation, sacrificing their own physical and mental health in this “other-oriented profession” (for more on this, watch Sarah Mercer and Tammy Gregersen’s [talk](#)).

To focus on the educational leaders’ side, Kate Brierton talks about “the compassionate mind” in this [video](#). She expounds on how our early experiences (parenting, schooling, culture, and gender—the ones we do not choose), as well as later experiences (relationships, career, society, world events, and personal events), shape our identity, making us unique human beings, prone to mistakes, vulnerability, and negative feelings.

Brierton elucidates the verdict that “we are the only species that can think ourselves into an emotion” by dissecting the “tricky brain” and its three distinct —yet connected—parts: Reptilian Brain, Limbic



Brain, and Neocortex, as other species lack the ability to respond to their inner thoughts (which is the source of worries, stress, regrets, etc.).



She then proceeds to go into detail about the three emotional systems (*Drive*, *Soothing*, and *Threat*) responsible for staying motivated, calm, and anxious (respectively), reminding us that we need them all and ideally, they should be in balance. She states how most of us love the dopamine and oxytocin associated with the *Drive* and *Soothing* systems and try to avoid the adrenaline and cortisol coming from the *Threat* system.



Brierton encourages us to welcome our emotions for the sake of our well-being. Emotions are powerful and we are human. It is not our fault we feel strong emotions, but it is our responsibility to look after ourselves. When it comes to dealing with negative emotions, we tend to resist them, respond in unhelpful ways, avoid them, numb them, or self-criticize. She asserts that accepting our emotions as part of the human condition brings relief: What we resist, persists.

In another [amazing video](#), Marie Amaro gives us a different perspective and talks about ways to improve both students' and teachers' well-being at the same time. She first refers to the definition of well-being as "more than the absence of physical or psychological illness... well-being can be described as the quality of a person's life" and affirms that student and teacher well-being are closely linked, and both impact student achievement and outcomes. Here are her tips:

- **Check In** → Teach students to name (voice) their feelings, as this reduces the intensity of the feelings. As Dan Siegel says, "If you can name it, you can tame it." Follow up with those students who may need additional support by asking them what they need. While you don't have to be the school counselor, you can give students who are not feeling so great a chance to take a break, go for a walk, or get a drink so that they can then be ready to engage in the learning. By modeling the activities discussed in the video, teachers also can get in touch with their own feelings.

- **Model Self-Regulation** → Show students how you manage your feelings by talking about how you feel and then what you do about it. This is the opportunity to show your vulnerability and accountability, which is necessary to make meaningful connections.
- **Teach about Strong Emotions** → Have students brainstorm ways to deal with feeling angry or upset. Role-play effective strategies to use to address these feelings. Explicitly teaching and practicing these strategies at school, increases the likelihood that you will use them in your personal life too!
- **Gratitude Journals** → Provide opportunities for students to reflect at the end of the lesson/day on what went well and how they contributed to making good things happen. Model the behavior and look after your own level of gratitude at the same time. Share your gratitude stories with your students and demonstrate gratitude to them.
- **Positive Student Voice** → Provide opportunities for students to air their opinions and solve issues in the classroom. Collaborate with students and give them a say in how the class is run, what to expect from the management system, and how they can help repair and restore when relationships have been damaged.
- **Give Students Choice** → Give choice in what, when, and how they work and make it obvious. Having agency (autonomy) in your life is important for a healthy perspective and knowing that you can change your response to the events of your life. Incorporating well-being strategies for your students will promote yours as a teacher as well, and if your health and happiness are increased, so is your effectiveness as an educator, directly impacting students' achievements.

With all being said about different sides of well-being in education, although these strategies are not remedies for the burnout or frustration we sometimes experience, they can be considered as preventative steps towards a better-being.

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B. TROUBLESHOOTING/ CHALLENGES AND SOLUTIONS



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GOOGLE TRANSLATE: FRIEND OR FOE?

By Özgü Öztürk

Machine translation, often known as automatic translation, is the process of translating documents across languages without human interaction using computers or mobile devices. Using machine translation technology enables faster translation than a human translator. In his 1978 novel "The Hitchhiker's Guide to the Galaxy," Douglas Adams imagined a fictional species of fish (the Babel-Fish) that could interpret any language in the universe. This fantasy motivated the scientists to begin their research. And Google has developed a free service called Google Translate as an example of a well-known translation tool. It was initially used to translate between Arabic and English in 2006. Since then, it has undergone numerous modifications and now supports over a thousand languages. It can translate text, image, video, and any other text or media file across languages. It is the most popular online translation engine and instantly translates words, phrases, and web pages into numerous languages. Whether or not English as a second or foreign language teachers can use Google Translate to teach English is a widely discussed topic. The vast majority of ESL teachers are opposed to its use, although there are nevertheless a considerable number of teachers who are undecided. Some individuals believe that adopting machine translation can be advantageous for their business. Others argue that it hinders the ability of individuals to acquire new languages. In this case, is Google Translate a friend or foe?

Google Translation as an obstacle for TEFL:

Historically, the grammar-translation method has dominated the world of foreign language teaching since the nineteenth century, and it has continued to do so until today. However, it has been believed to have some disadvantages in teaching foreign languages. According to Dr. Saber Ahmed Hago Eisa, students' lack of participation in class, inadequate communication, and minimal content focus are some of the issues that arise in classes. The emphasis is on translation, which can be

deceptive at times. As Brown (1994) stated in *Principles of Language Learning and Teaching*, "it contributes almost nothing to a student's communicative ability in the language." When viewed from this perspective, most EFL/ESL teachers regard translation tools such as Google Translate as a foe. They believe that these types of tools struggle to provide precise definitions for words, phrases, or sentences. The translations' quality and accuracy are incompatible with the original sentence. When a text is translated, it should be double-checked for accuracy. The primary disadvantage is that they cannot accurately reflect linguistic nuance, which has a direct impact on the reliability of text translated using automatic translation tools. In fact, mislearning is an even greater concern among EFL teachers.

Google Translate as a classroom material:

Dr. Erdinc Aslan (2018) notes in his research on using automatic machine translation tools in foreign language instruction that employing these tools has numerous advantages, and he recommends some sample activities to benefit in developing four primary language skills: speaking, listening, writing, and reading. He also believes that pupils utilize translation tools as dictionaries because they are simply accessible and user-friendly. They can listen to the pronunciation of the words or phrases, making it easier for them to learn the intonation, stress, and function of the words. Additionally, it will benefit from automated translation tools for teaching idioms, proverbs, and phrases. Lastly, students believe that translation tools lead to more fun and productive activities.

To see whether Google Translation is useful or not we conducted a study. In total 35 students studied two of the most commonly misunderstood words, "make" and "do." Firstly, they all completed a short test, as a pre-test, consisting of ten questions requiring them to fill in the blanks with "make" and "do". Almost half of the pupils (45%) gave incorrect answers. In the second phase, we separated the class into two groups. The first is the control group, while the second is the experimental group. The control group studied the definitions of the words from a dictionary and completed a traditional exercise: filling in the blanks.

The experimental group, on the other hand, was tasked with using the Google Translate tool. They used these two words to look up meanings, use, and sample phrases. They downloaded their search results in an excel format and built their corpus of "make" and "do".

Finally, all the students retook the test, as a post-test. While the results of the control group did not differ much, the results of the experimental group made significant progress in answering all of the questions correctly. The majority of the students (85%) reported that the activity greatly aided them

in understanding the usage of these confusing words, and they stated that repeating this type of activity for their vocabulary study in the future would help them a lot.

While the efficiency of these translation tools is not clear yet, people support or oppose their use in teaching foreign languages. In light of this information, it will be up to EFL teachers to decide whether or not to use translation tools in their classes; however, conducting additional research on the subject and presenting the findings by experts in the ELT field will have a positive impact on teachers' decision.

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C. ELT-RELATED REFLECTIONS



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DIGITALIZATION IN ESL/EFL CLASSROOMS AFTER RETURNING TO FACE-TO-FACE LESSONS: A QUANTITATIVE RESEARCH

By Merve Basmaz

Abstract

It is undeniable that COVID lockdown had a huge effect on every part of our lives including education. Switching to online learning in such a short time, teachers started using more and more online learning tools. Even though it was a challenge for both teachers and learners at first, many digital tools have proven their efficiency and time-saving features. In fact, it is observed that teachers continue to use some of these tools and even require developments and innovations. This research aims to analyze the extent of digital use in ESL/EFL classrooms after returning to face-to-face lessons with data collected through a survey.

Keywords: digitalization, online teaching, technology in ELT, EFL, ESL, language teaching, COVID lockdown

Introduction

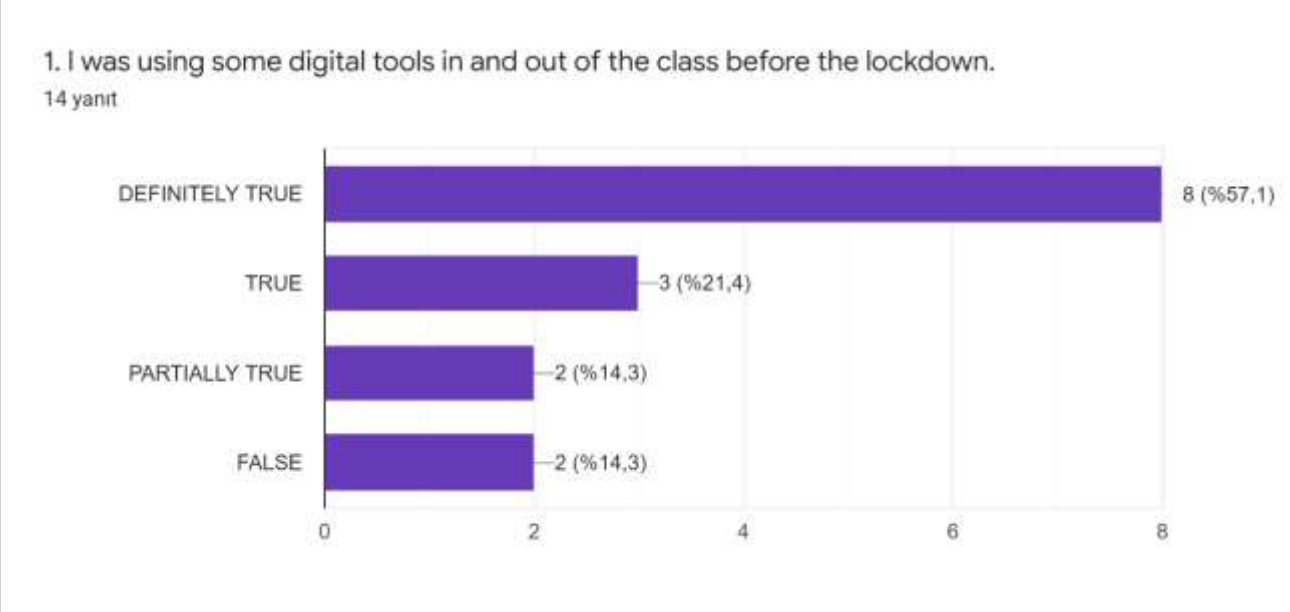
The world is going digital and the adaptation process is impressively fast including the field of education. Most digital tools promise time-saving, original, and user-friendly games and interactive activities in class. Online tools such as 'ClassDojo' offers an excellent solution for classroom management and student motivation; platforms like 'Kahoot' and 'Quizizz' are great ways to assess learning. Even before lockdown, teachers had integrated online tools into their lessons. After switching to fully online classes as a result of lockdown, teaching with digital tools became an obligation. Many new or renewed digital tools have also been brought out for lesson presentation, individual or whole-class practice, classroom management as well as interactive games. More than ever, there are more digital tools for teachers to choose from, and some teachers included some

tools in their teaching routine. Although it was a challenge at first, adapting to online tools has been a milestone for educators and some still benefit from these tools even after lockdown. This proves that what user-friendly technology offers us is not a temporary solution for our unplanned online lessons. However, the extent of digital use in the classroom as well as its efficiency is not clear. In order to use online tools as effectively as possible and providing constructive feedback for these tools is necessary for innovations and improvements. In this research, the data collected from EFL teachers from different backgrounds is analyzed in detail to come to a conclusion and give further suggestions.

Methods

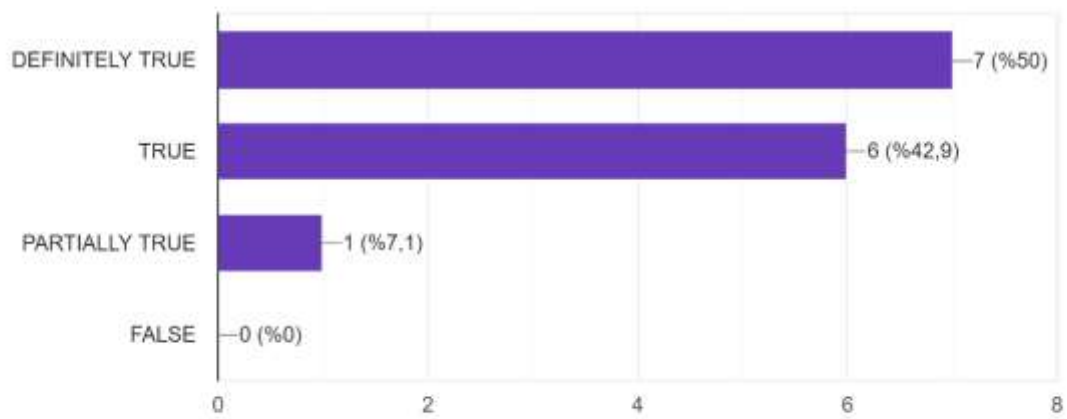
14 EFL teachers from different countries and teaching backgrounds have completed a questionnaire with 5 questions. The questions aim to gather information about teachers’ views towards digital tools as well as their classes. Participants are also asked what kind of new tools they wish to have in the future to guide further developments in educational technology.

Results



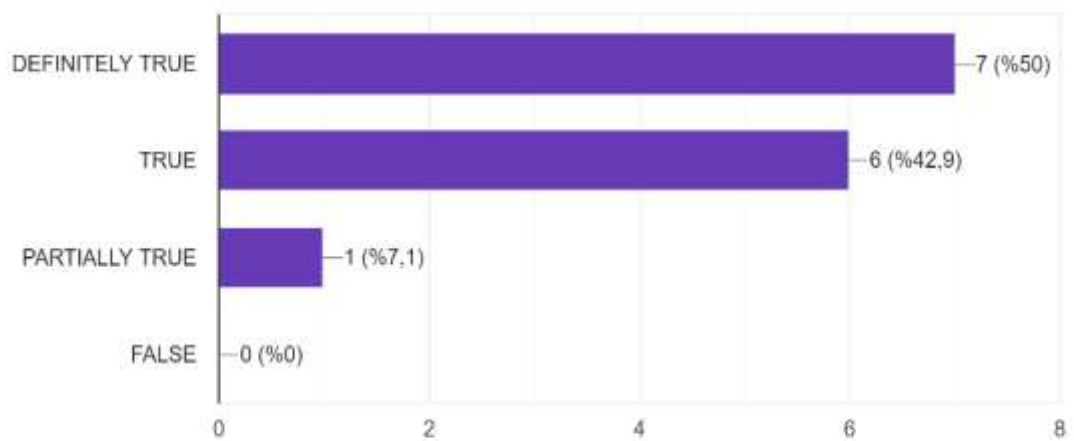
Digital tools I've used (e.g. kahoot, quizzlet, padlet) had a positive impact on my teaching.

14 yanıt



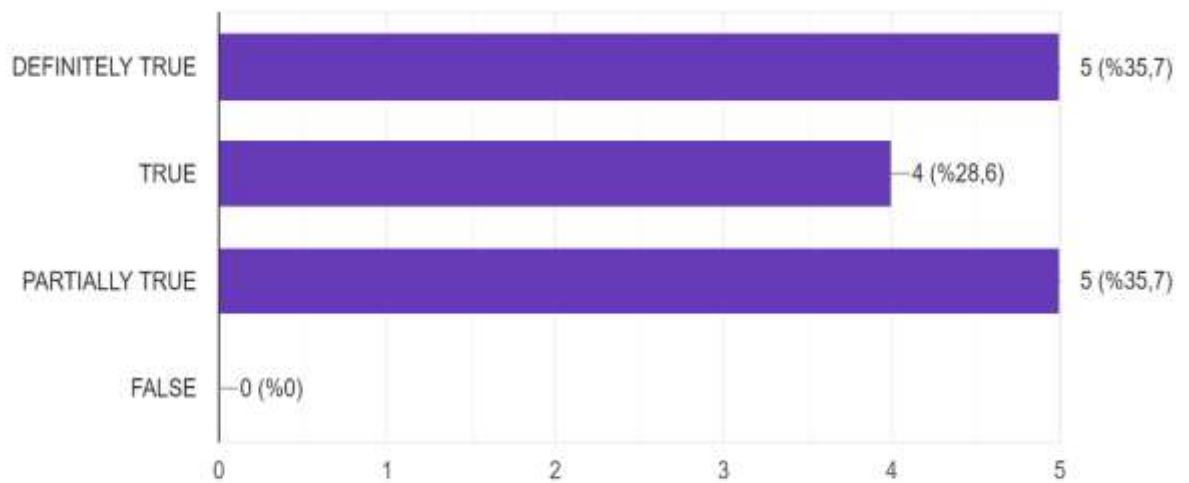
My students show excitement when I use a digital tool in the lesson.

14 yanıt



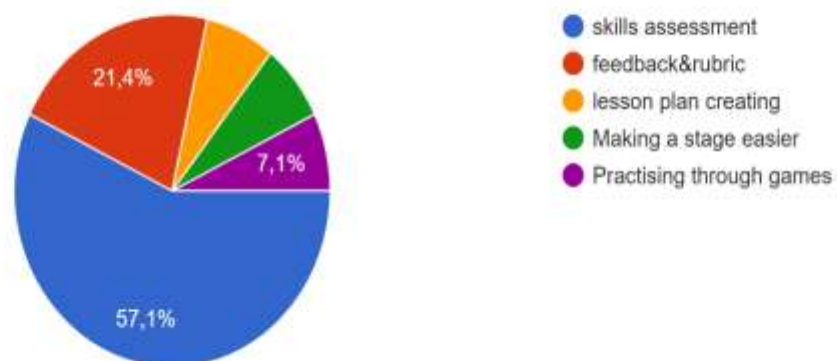
Most digital tools/apps are easy to use, so I had no trouble adapting them into my lessons.

14 yanıt



A digital tool for _____ is needed.

14 yanıt



Further Comments:

Teacher (A): I have developed quiz42.com, an online game, and a teaching aid.

Teacher (B): A digital tool which can be used by EFL teachers for assessing their instructional practices is needed.

Conclusion

The overall results of this study have clearly shown that EFL teachers had already been familiar with digital tools before the lockdown. More than 70% percent of participants were using digital tools in and out of the classroom before the lockdown. This implies the prevalence of technology use among EFL/ESL teachers and a relatively smooth transition to fully online teaching. Most of the participants stated their content with these tools. More than 90% percent of teachers agreed that these tools have a positive impact on their teaching. A very similar response is observed in terms of students' reactions; most of the participants stated that these tools increase students' motivation and participation in the class. Even though they are claimed to be effective in class, the implementation and adaptation of online tools seem to be a bit tricky. 35% percent of teachers agreed that they had some difficulties during this phase. This is an issue to be further investigated as user-friendliness is one of the most required features of a digital tool. It is observed that some challenges have been faced by teachers in the first steps of digital implementation. Some sort of technical support or orientation training seems to be a must at this point.

The study has also investigated further demands of EFL/ESL teachers. More than %50 percent of the applicants stated that a digital tool for skills assessment is needed. Testing and assessment of receptive and productive skills is a crucial stage during skills development and technological support is welcomed by teachers. In recent years, some online tools for speech recording and assessment as well as writing correction and feedback platforms using Artificial Intelligence have been developed. Popular demand for these kinds of tools indicates even further developments and innovations in these assessment tools. The second most required tool was feedback & rubric which underlines the necessity for digital guidance for assessment. It is clear that teachers demand to use the convenience and reliability that technology offers.

To sum up, this study has revealed an overall view towards digitalization after the lockdown on a small scale. The results show our road to effective use of digitalization has been going well, which implies promising innovations in the future. Still, it should be kept in mind that the first step of using any teaching material is getting teachers and learners ready to benefit from it. In this case, the orientation process must be handled carefully.

TESOL

TURKEY

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES