



**Trainer & Training**

**Handbook**

**2024**

<https://tesolturkey.net/>

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# Message from the Founding President

*Bahar Gün*



Since the beginning of T-PLUS, I have had so many opportunities to see the amazing work we collectively engage in as professionals in the field of ELT, and I have seen how much our work matters. I firmly believe that TESOL Türkiye will continue to create dynamic and vital grounds for professional development by providing new opportunities and insights into our profession through the exchange and discussion of ideas and practices.

Through the special commitment we have for our profession, I invite you to be inspired and to work together to create a lasting impact in the world of ELT by becoming and remaining a member of this community. Together, we will continue to foster our association with persisting dedication. I would like to express once again how privileged I feel to be working with such committed members as yourselves.

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# About TESOL Türkiye

TESOL Türkiye (İngiliz Dili Öğretimi ve Mesleki Gelişim Derneği) (TESOL) is a national association of ELT professionals committed to advancing the quality of English language teaching by contributing to the sustainable quality of teacher education and in-service professional learning in Türkiye through collaboration, open exchange of practice, research, standards, and advocacy.

# Our Vision

Our vision is to

- provide a platform where a large community of teachers and teacher educators can exchange views, experiences, practices, research so as to learn from each other and offer mutual professional support,
- encourage collaboration for professional development and quality assurance,
- help members develop their professional areas of interest through Special Interest Groups (SIGs),
- develop links with Teachers' Associations throughout the world for teachers to share knowledge and experience globally,
- offer professional development opportunities and awards open to all members,
- offer practical assistance to those who wish to establish their own professional development center and/or to those who need professional development at an institutional level by offering courses, roadshows, webinars, local events,
- implement research based activities that will help understand the member needs for both personal and professional improvement.

# Our Values

**"Commitment  
to life-long  
learning"**

- Integrity guided by ethical and transparent action
- Professionalism demonstrated by excellence in standards, research, and practice that improve learning outcomes
- Dedication to professional development
- Respect for diversity

# The Purpose of the Trainer Pool


As TESOL Türkiye, our mission is to contribute to the development of teacher education and the in-service professional learning of K-12 and university teachers through collaboration and open exchange of practice. For this purpose, we have compiled a list of TESOL Türkiye members willing to share their know-how and their areas of expertise so as to help teachers who seek support or further development in areas including:

1. Assessment for learning
2. Curriculum & Course Design
3. Material Development
4. The inclusive classroom-differentiated learning
5. Educational Technologies
6. Language awareness
7. Leadership and Management
- 8 .Learning & Learner Development
9. Teaching Approaches
10. Teacher Development
11. Teacher wellbeing

*"Please note that these topics listed serve only as examples of the areas we cover. We may also offer presentations on other topics related to language teaching and learning, based on the expertise areas of our trainers."*

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# Trainers' Bylaw



"All you need  
to know  
before your  
training"

Dear Trainer,

Welcome to TESOL Türkiye's Trainer Pool! We are excited you are a part of this experience and you support the continuous professional development of English Language Teaching. This handbook was created to give you useful information regarding your training mobility. However, if you have any further questions, please do not hesitate to contact us. We wish you success during your training journey!



# **TESOL TÜRKİYE TRAINERS' BYLAW**

## **1. 1. TESOL Türkiye Trainers**

### **1.1. Definition of TESOL Türkiye Trainers and their Role in the Association**

TESOL Türkiye Trainers are members of TESOL Türkiye in good standing who are committed to assisting the association in achieving its mission to advance the quality of English language teaching by contributing to the sustainable quality of teacher education and in-service professional learning in Türkiye through an open exchange of practice, research and standards. They, thus, add value to TESOL Türkiye membership. TESOL Türkiye Trainers are members of TESOL Türkiye's Trainer Pool and operate within the parameters of TESOL Türkiye's policies and regulations.

### **1.2. Purpose of TESOL Türkiye's Trainer Pool**

The purpose of the TESOL Türkiye's Trainer Pool is to (1) gather and create a list of members willing to share their expertise with the ELT community by conducting online and/or face-to-face seminars, workshops and/or courses on ELT-related issues and topics, (2) identify and categorize the areas in which each of these members can contribute to TESOL Türkiye's mission to advance the quality of English language teaching at all levels and in all contexts, and thus (3) create a list of experts and their area of expertise to assist those who need support to find the help they seek. The support can be delivered as a single seminar/workshop, a series of seminars/workshops on one or multiple topics, a course on a specific topic, a micro-credential course or a Roadshow in a particular area.

### 1.3. Beneficiaries of TESOL Türkiye's Trainer Pool

The TESOL Türkiye Trainer Pool and sessions offered by the trainers in this pool are open to all members of the ELT community regardless of whether or not they are members of TESOL Türkiye. However, members of the association in good standing will receive a discount and pay a reduced participation fee. For TESOL Türkiye's Roadshows, to receive a reduction in price the institution seeking TESOL Türkiye's support and assistance must have at least five teachers who are members of the association in good standing.

#### 1.3.1. Number of Participants

Enrollment in sessions offered by TESOL Türkiye Trainers is restricted to ensure quality. To this end, each seminar/workshop has a maximum enrollment of 50, and each course has a maximum enrollment of 30 participants. Each micro-credential course has a maximum enrollment of 12 participants. The minimum enrollment number for all opportunities mentioned above is 10.

## 2. Definitions

Words and phrases in this handbook have the following meanings.

Handbook	This handbook last updated and issued by TESOL Türkiye's Board of Directors on 09/03/2023
TESOL Türkiye	The Teaching English to Speakers of Other Languages Association established in Türkiye pursuant to Law No. 5253 on Associations
TESOL Türkiye's Trainers	Members of the association willing to share their expertise with the ELT community by conducting online and/or face-to-face seminars and workshops on ELT-related issues and topics

## 2. Definitions Cont.

Words and phrases in this handbook have the following meanings.

Seminar/Workshop	One 60 to 90-minute seminar/workshop or two or more interrelated sessions (not exceeding 10 contact hours) on one specific issue.
Course	Interrelated sessions exceeding 10 contact hours.
Roadshow	Training opportunity tailored according to a specific need of an institution, which may last from 2-3 days to the completion of a process which may last from a few months to a year or two
Members	Members of TESOL Türkiye in good standing
Board of Directors	TESOL Türkiye's Board of Directors
Trainer	TESOL Türkiye member in good standing who fits the profile of a TESOL Türkiye Trainer, has applied to join the Pool and has been accepted by the Board
Pool	TESOL Türkiye's Trainer Pool

### 3. Joining TESOL Türkiye's Trainer Pool

#### 3.1. Profile of TESOL Türkiye Trainers

Members who would like to join TESOL Türkiye's Trainer Pool to offer single 60 to 90-minute seminars/workshops must

- be TESOL Türkiye members in good standing (having paid the membership fee), who have been members for one year or more;
- have minimum five years of experience in teaching;
- have strong presentation skills;
- have planned and conducted a minimum of three presentations at professional events (in-house professional development opportunities or national/international events).

To offer a series of seminars/workshops or courses, they should, additionally,

- have proof of in-depth knowledge and experience of the ELT context (e.g. publications, presentations, etc.), especially in the area they propose to offer seminars/workshops or a course in;
- be experienced in syllabus design;
- have mentoring and coaching skills;
- have minimum three years of consultancy/training experience;
- have evaluation and assessment skills;
- have technology skills, including (i) word processing, (ii) online platforms, (iii) video conferencing.

In addition to all of the above, to offer a micro-credential course, they should,

- be experienced in course design;
- be competent in the use of online platforms if the course is to be conducted online (preferably Canvas);
- have minimum of 2 years experience in management to coordinate the course (scheduling, record-keeping, correspondence, etc.),
- be experienced in formative and summative assessment and the design of evaluation criteria and rubrics;
- have constructive solid feedback skills.

### **3.2. How to Apply**

To join the TESOL Türkiye Trainer Pool, members must respond to the Board of Directors' call for trainers and complete the application process, the details and calendar of which are announced on the TESOL Türkiye website, social media channels and via email. The application solicits information regarding the applicants' educational and professional background, areas of expertise and preference as regards the content and scope of potential sessions.

### **3.3. Selection of Trainers**

Applications are processed and selection is carried out by the Board of Directors. Applicants' membership status, length of involvement with English language teaching, professional training, knowledge, skills and relevant experience in areas listed in section 3.1. are determining factors in the selection process.

## **4. Sessions**

### **4.1. Submission of Proposals for Seminars/Workshops**

Trainers who wish to offer seminars/workshops and/or courses to the ELT community submit a proposal and course outline to TESOL Türkiye's Board of Directors for consideration. The proposal should clearly establish the learning outcomes of the seminar/workshop. It should summarize the approach, idea or theory to be shared with reference to literature or provide a brief summary of the philosophy behind the idea or procedure to be presented. It should also include a clear explanation as regards how the approach, idea or theory relates to the classroom and what the implications are for teaching/learning. The proposal should also describe the steps that the trainer intends to follow during delivery. The course outline templates for seminars/workshops as well as for courses and micro-credential-courses are available on TESOL Türkiye's website. Notification of accepted proposals are made by the Board of Directors. Trainers are allowed a month to plan and prepare for the seminar/workshop or course to be offered to the ELT community.

#### **4.2. Number of Seminars/Sessions per Trainer per Academic Year**

TESOL Türkiye Trainers can deliver between one to ten 60 to 90-minute seminars/workshops per academic year. Each session may be completely independent of the other, i.e. be on a different topic, or two or more sessions could be interrelated, forming a series of seminars/workshops on one specific issue. If the total contact hours of interrelated sessions exceed 10, these can be classified as a course. The total number of contact hours a trainer has cannot exceed 15 per academic year. In the case of micro-credential courses, a trainer can deliver one course per academic year; however, this course can be offered for a second time by the same trainer within the same academic year.

#### **4.3. Planning and Preparation**

All seminars/workshops must be planned so that the activities and tasks

- Fit the needs, expectations and motivations of the target audience in terms of content and delivery as determined through a needs analysis tool administered by the trainer before the planning phase;
- Engage the participants and require active involvement;
- Create opportunities for noticing and awareness-raising;
- Require exploration, reflection, and discussion;
- Require collaboration;
- Require evaluation, synthesis and critical thinking.

Courses must additionally require

- Outside reading,
- Assignments.

Micro-credential courses must also require out-of-class discussions.

#### **4.3.1. Visuals and Printed Materials**

All visuals and printed materials used by the trainer must bear TESOL Türkiye's official logo. If the session involves support from a partner, that partners' logo will also be included. However, this logo cannot be larger than TESOL Türkiye's. All printed materials are to be prepared, produced and photocopied in advance of the seminar/workshop or course by the trainer.

It is the responsibility of the trainer to ensure that all materials used in their professional development opportunities are original and not in violation of copyright laws or plagiarism guidelines. Trainers should avoid using copyrighted materials such as images or videos unless they have permission from the copyright holder to do so, and materials from external sources should be appropriately cited.

#### **4.3.2. Digital Platform for Online Seminars/Workshops and Courses**

If a seminar/workshop is planned to be delivered online, the trainer will provide the online platform for the webinar.

#### **4.3.3. TESOL Türkiye Presentation**

Each seminar/workshop or course will include a 5-minute presentation during which TESOL Türkiye will be introduced to the participants. The aim here is to convey the mission of the association and the benefits of becoming a member.

#### **4.3.4. Atmosphere and Rapport**

The TESOL Türkiye Trainer – with their demeanour and attire – is expected to demonstrate professionalism during the sessions. They are also expected to create a warm atmosphere conducive to learning and sharing.

#### **4.3.5. Feedback**

TESOL Türkiye will send participants an online evaluation form following each seminar/workshop or the completion of a series of seminars/workshops to gather information regarding the participants' views on content, execution, delivery style and effectiveness. The responses to the survey will be shared with the trainer in question. Trainers should use this feedback to make improvements to future sessions and to ensure that they are meeting the needs and expectations of their audience. Trainers may also collect feedback on their own if they wish to do so.

### **5. Post-Session Activities**

#### **5.1. Follow-Up Report Submitted to the Board of Directors**

Within ten days following the completion of a seminar/workshop or course, the trainer will submit a report to the Board of Directors summarizing the steps of the seminar/workshop or course, reflecting on the effectiveness of these steps regarding instances of participant behaviour and suggesting amendments to render the session more effective. The trainer will also evaluate the effectiveness of the seminar/workshop or course by determining the degree to which the intended learning outcomes were achieved concerning output from the session. In the case of courses and micro-credential courses, the report should also include a section reporting on the performance of the participants on the various components of the course to indicate the participants who have fulfilled the requirements of the course and are to be awarded a digital badge.

#### **5.1.2. Synopsis to be Submitted to the Upcoming Issue of *Professional ELT Magazine Online***

Each trainer will submit a synopsis of the seminar/workshop to be published in the next Professional ELT Magazine Online issue.



### **5.1.3. Digital Badges**

Attendance to one 60 or 90-minute workshop or seminar will not warrant a digital badge. However, participants who attend the entirety of the interrelated sessions forming a series of seminars/workshops on one specific issue as well as participants who successfully complete the requirements of a course or micro-credential course are awarded a digital badge. Digital badges are designed, prepared and issued by TESOL Türkiye.

## **6. Fees**

Each participant is required to pay a fee to attend the seminars/workshops or courses offered by trainers in TESOL Türkiye's Trainer Pool. The participation fee for these seminars/workshops or courses is determined by the Board of Directors at the beginning of each academic year. TESOL Türkiye receives 20% of the total revenue net of tax, and the trainer receives 80%.

## **7. Review Cycle**

In addition to collecting feedback on the content, execution, delivery and effectiveness of the seminars/workshops and courses, the Board of Directors may also ask to attend a seminar/workshop or one or more of the course sessions.

### **7.1. Removal of Trainers from TESOL Türkiye's Trainer Pool**

The TESOL Türkiye Board of Directors has the right to remove a trainer from TESOL Türkiye's Trainer Pool for good cause. Failure to comply with the TESOL Türkiye's Constitution, Bylaws, or rules of procedure, failure to adequately carry out the prescribed duties of a trainer and/or consistent poor performance as determined through the feedback and evaluation process will be grounds for removal from the Pool.

In the event of a proposed removal, the TESOL Türkiye Board of Directors will provide written reasons to the trainer and allow the trainer to make representations in opposition to the removal.

### **7.2. Leaving the TESOL Türkiye Trainer Pool**

A trainer may decide to leave TESOL Türkiye's Trainer Pool. In such an event, the trainer will submit a written notification to TESOL Türkiye's Board of Directors three months in advance.



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# Micro-credentials and Digital Badges from TESOL Türkiye

**Micro-Credentials** are short courses that offer a great opportunity for in-service instructors to gain valuable skills.

**Digital Badges** are a fantastic way to share the credential, and provide tangible evidence of the learning that took place to gain the skill.

### **Why are micro-credentials and digital badges valuable to today's ELT professionals?**

- They are offered by TESOL Türkiye – a highly reputable organization in ELT professional development; TESOL Türkiye badges will be immediately recognized as legitimate.
- Trainers are vetted before being selected as TESOL Türkiye MC instructors; MCs undergo a rigorous selection and evaluation process at the proposal, development, delivery, and completion stages.
- Micro-credentials are short, focused courses providing critical, relevant skills to ELT professionals
  - short = 2-4 weeks, comprising approximately 20 total hours of: synchronous and asynchronous instruction, along with readings/viewings and assignments;
- They offer the flexibility to allow each learner to follow their micro-credential pathway so they may quickly develop the relevant skills they need in a short time frame;
- They are economically priced so that learners can easily access numerous credentials.

## **A few comments from TESOL Türkiye members who enrolled in the initial micro-credentials courses**

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*"I have learned a lot, and I should say that these courses for managers and leaders are really effective because when you touch on a leader, you touch on all the teachers working with her/him. Thus, thanks a million for designing such courses."*

*"The course was very well designed. The course content and the materials that the course instructor shared were very useful and to the point. The sessions were conducted in an interactive way and we were given the opportunity to exchange ideas with other course participants. I, personally, think the discussions we had related to each week's topic were especially useful as they gave us an insight about other institutions."*

*The course was really beneficial and effective for me. The content and planning were really effective. The assignments were well planned. The instructor was so kind, inspiring and understanding. Sometimes I had some misunderstandings and difficulties, but our instructor was really kind and understanding, motivating.*

”



# Micro-credential Courses *offered so far*

## **Quality Professional Development for ELT Leaders and Managers**

By Beril Yücel

### **Course Description:**

This 20-hour micro-credential course aims to introduce participants to the key principles and necessary framework for designing and delivering a quality professional development (PD) program. In addition, the course aims to enable participants to draw up a plan for designing and delivering a PD program by considering the needs, aims, and institutional context.;

By the end of this course, participants will specifically be able to:

- identify the important influences of professional development at the institutional level
- specify the fundamental principles that underlie effective/quality professional development
- identify professional development needs and establish the aims of a professional development program
- examine a variety of PD activities which are appropriate to the needs of the teachers, the context of the institution, and the organizational aims
- identify the key principles associated with the effective delivery of a PD program
- become familiar with the means for evaluating a PD program
- create a professional development program plan.

The course includes 4 modules with 8 contact/online hours and 12 hours of preparation for assignments, readings and discussions.

## **Reflective Thinking for ELT Teachers and Managers Micro-Credential (MC) Course**

By Bahar Gün

### **Course Description:**

This MC course designed for ELT teachers and managers aims to introduce participants to the concepts of reflective and reflexive thinking in ELT teaching and management; and to enable them to implement the premise of reflective thinking in their language programs by considering the needs, aims as well as their institutional context.

By the end of this course, participants will specifically be able to:

- have a firm grasp of the concept of reflective thinking,
- identify different types of reflection,
- identify the differences between critical reflection and reaction,
- identify different ways of using reflection as a professional development tool,
- practice reflection on various aspects of classroom teaching,
- create a Teaching and Learning Action Plan (TLAP),
- compare reflective and reflexive thinking,
- practice a mock "reflection session" through the guidance provided by the tutor,
- create guidelines about how to conduct effective reflection sessions in their institutions.

## Running Your School Through Design Thinking

By Evrim Üstünlüoğlu

### Course Description:

This micro credential course will last 22 hours including 4 Modules with 7 contact/online hours and 15 hrs of preparedness for assignments, readings and discussions. There will be as well individual mentoring leading for a successful application of design thinking projects. The purpose of this micro-credential course is to: 1) introduce participants new perspectives and approaches to ELT leadership and management through Design Thinking (DT), and 2) provide participants with the tools to take action when faced with difficult challenges at the management/coordination level. In this course, participants will learn the basics of DT and its corresponding stages, through readings, discussions, as well as relevant activities. Participants are expected to identify an actual ELT leadership or management problem from their own workplace, to explore the issue through discussions during the course, and develop a design thinking plan/project for this specific problem in order to apply their learning at each stage.

By the end of this course, the participant will be able to:

- Understand the concept of Design Thinking
- Create design thinking teams and conduct design thinking processes
- Apply both critical thinking and design thinking in parallel to solve problems
- Apply design thinking concepts and strategies to their own context



## ***Student Learning Outcomes for ELT Leaders and Managers***

By Donald Staub

### **Course Description:**

The aim of this 20-hour, 3-module micro-credential course is to provide a foundation for understanding the value of SLOs, as well as the basics of writing and assessing SLOs.

Student learning outcomes provide a roadmap to both students and educators in what will be taught, and learned, during a specified course or set of courses. An SLO assessment plan includes both the learning outcomes, as well as the assessments to measure whether the outcomes have been achieved. The SLOs are also mapped to the curriculum to ensure that there is alignment between what is planned, what is taught, what is assessed, and, of course, what is learned. The end result of this triangle is determination of whether a course is being delivered according to plan. If SLOs are effectively identified and written, both instructors and students will have a clear sense of what to expect from a learning experience – and how that learning will be demonstrated (through assessment).

Participants in the course are expected to read and reflect on the given materials during the course; to participate in online discussions and in the synchronous classes on the topics raised in each module; and to carry out the given assignments.

### **Objectives:**

- 1) Participants understand the value of SLOs in the ELT context;
- 2) Participants can write a purposeful SLO for the ELT context;
- 3) Participants can design an effective outcomes assessment plan for the ELT context.

## ***Change Management for ELT Leaders and Managers***

By Ian Collins

This is a 20-hour course involving synchronous sessions and asynchronous study/tasks. The course goal is for participants to gain a basic understanding of the fundamental concepts and challenges behind effective educational change management to develop a draft change management plan. The three modules will have the following objectives: 1) to develop a clear understanding of the concepts surrounding educational change management; 2) to understand the role of change agents and teacher beliefs in facilitating change management; and 3) to be able to recognize the main elements of a change management plan.

By the end of the course, a participant will be able to:

- define educational change management and recognize its key characteristics. Participants will demonstrate attainment of this outcome by writing a reflective post on the materials covered in module 1 and by reacting to the reflections of other course members.
- identify the role of change agents and/or the impact of teacher beliefs on a change management initiative. Participants will demonstrate attainment of this outcome by writing a reflective post on one of these topics in the light of the material covered in module 2 and by reacting to the reflections of other course members.
- identify the key components of a plan for an educational change management initiative. Participants will demonstrate attainment of this outcome by producing an outline plan for a change management initiative, based on materials covered in all the course modules.

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# TESOL Türkiye Trainers



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## Short Bio

I hold BA, MA and PhD degrees in ELT. I currently works as a lecturer and a teacher trainer in the School of Foreign Languages (SFL) at Izmir University of Economics (IUE). I am the former head of the Teacher Development Unit in the SFL.

I have worked in the unit for about 20 years, and I, as the head of the unit, was in charge of designing the in-service teacher education programs in our school. I also have experience in pre-service teacher education as I worked in the Education Faculty, ELT Department at Anadolu University for 14 years. My research interests include EFL teacher education in general and teacher cognition and RTL in particular. I am also a CELTA tutor. I have presented at many national and international conferences and extensively published in the field of ELT. I am the former president of the TESOL Türkiye Association, the coordinator of IATEFL TTEdSIG and an executive board member of DEDAK, a national language program accreditation body.

## Expertise

Reflective Practice, Teacher Cognition, ELT teachers' professional development, Quality Assurance and Accreditation

# Beril Yücel



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## Short Bio

I have been involved in English Language Teaching for 32 years as an instructor, teacher trainer, textbook writer and administrator. I hold a BA in ELT and an MSc in Educational Sciences from METU. I got my COTE (Cambridge University for Overseas Teachers of English) certificate from Bilkent University.

I previously worked at Bilkent University, Başkent University and TOBB University. Currently, I work as the Foreign Languages Department Director at Turkish Education Association (TED) Headquarters. I am one of the founding members of Board of Directors of TESOL Türkiye. I was the coordinator of IATEFL TTED SIG between 2007-June 2010. I have extensive experience in teacher training and trainer training. I have taken part in many professional development projects both nationally and internationally. I presented at many conferences, published articles and chapters of books. I am a life-long learner who loves travelling and learning about new cultures.

## Expertise

Teacher Training, Trainer Training, ELT Management and Leadership, Curriculum Development, Materials Design, Learner Autonomy, Critical Thinking, New Developments & Trends in ELT are the main fields of education I specialize in.

# Cristina Manea Gultekin



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## Short Bio

Cristina Manea Gultekin is an experienced ELT professional with over 20 years of teaching expertise. She holds a Master's degree in TESOL and dual Bachelor's degrees in English and French. She has been working in Türkiye for 15 years now and she actively contributes to the ELT community.

Cristina serves as an educator, instructing English courses at tertiary level and delivering training to teachers. Her role extends to leading CELT-S/CELT-P courses and presenting at national and international conferences. Additionally, is involved in various ELT organizations, including IATEFL TTEdSIG, IATEFL Associates, TESOL HEIS, and TESOL Türkiye EPPC, where she aids in organizing teacher development events. Her managerial experience includes designing and implementing language programs across Europe and the Middle East. Cristina's research focuses on enhancing professional development methods for improved learning outcomes. Her dedication to innovation and teacher support highlights her commitment to advancing the ELT field.

## Expertise

Assessment for learning and reflective practice, creativity and critical thinking, socio-emotional learning and life skills, well-being, translanguaging, differentiated instruction, teaching grammar creatively, using ChatGPT in teaching, classroom management, making a CPD unit functional and inclusive.

# Donald Staub



## Contact Information

- ✉ [donald.staub@izmirekonomi.edu.tr](mailto:donald.staub@izmirekonomi.edu.tr)
- 📁 Director of the School of Foreign Languages
- 🏠 İzmir University of Economics
- 📍 İzmir, Türkiye

## Short Bio

Donald Staub is an Assistant Professor and the Director of the School of Foreign Languages at Izmir University of Economics. He is an inspector for Equals and the Commission on English Program Accreditation (CEA). He also serves on the leadership team of DEDAK, the Turkish language program accrediting scheme.

He is a co-coordinator of TESOL Türkiye LAMSIG and a founding board member. His research focuses on quality assurance in language instruction, student retention, and micro-credentials and digital badges, with recent book chapters on quality assurance in EFL and EAP programs. His edited volume *Quality Assurance and Accreditation in Foreign Language Education* (Springer) was published in 2019. Donald is also the Coordinator of TESOL Türkiye Micro-Credential (MC) Courses. He has been promoting micro-credentials and digital badges in Türkiye since 2011. He has published on the topic and has administered two funded micro-credentials projects - one from the US Embassy, and most recently, from the British Council.

## Expertise

Donald Staub specializes in: Quality assurance and accreditation in foreign language education; Student retention; and Micro-credentials and digital badges.

# Elizabeth Coleman



## Contact Information

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📁 CPD Supervisor & English Instructor

🏠 Istanbul Medipol University | İstanbul,

📍 Istanbul, Türkiye

## Short Bio

Elizabeth S. Coleman is originally from the UK, although she has been working overseas for the past 15 years. She holds a BA in Politics, Philosophy and Economics and an LL.M Gender and Human Rights.

Ms. Coleman began her EFL career in South Korea, where she worked as an instructor and later Foreign Academic Manager of a private language school. After moving to Istanbul in 2013, Elizabeth has worked at various universities. Currently, she is an instructor and CPD supervisor at Istanbul Medipol University. A firm believer in education as a transformative and developmental tool, Elizabeth is engaged in research around social constructions, gender, and the representation of minorities in education.

## Expertise

I work from a trauma-informed perspective to boost inclusivity within ELT spaces and advocate for the representation of minorities within the industry. Outside of this, I work on differentiation and cultural competence within ELT.



# Erkan Arkin



## Contact Information

- ✉ [erkarkin@gmail.com](mailto:erkarkin@gmail.com)
- 👤 Assistant Professor
- 🏠 Eastern Mediterranean University
- 📍 Gazimağusa, North Cyprus

## Short Bio

Erkan Arkin is a lecturer at Eastern Mediterranean University (EMU), North Cyprus, teaching at the EFL teacher education program. He holds a BA and MA from Boğaziçi and Bilkent universities and a PhD from EMU.

Erkan has over twenty years of teaching experience contributing to the education and development of pre-service and in-service teachers, thanks to his dual role as faculty staff and professional development specialist at the Foreign Languages and English preparatory school (FLEPS). Previously he acted as FLEPS' head of professional development, responsible for EAP teacher training and the Rector's coordinator for academic affairs. Currently, he is the coordinator of the Institutional Effectiveness Unit of FLEPS. Erkan has also been an online consultant trainer for NILE (Norwich Institute for Language Education) since 2020. He contributes to the MAPDLE program as a thesis supervisor and is a tutor in NILE's online "English as a Medium of Instruction" course.

## Expertise

I specialize in supporting university academics in EMI through online and onsite training. I assist in planning practical EMI lessons, promoting student output, and conducting assessments. I also offer CLIL teacher training in K12 settings.

# Esra Yatağanbaba



## Contact Information

✉ [esra.yataganbaba@ege.edu.tr](mailto:esra.yataganbaba@ege.edu.tr)

📎 **EFL Instructor**

🏠 **Ege University, School of Foreign Languages**

📍 **İzmir, Türkiye**

## Short Bio

I hold my BA and MA in ELT from Çukurova University. With a Ph.D. in English Language Teaching from Hacettepe University, my expertise lies in captivating areas such as code-switching, language policing, L2 classroom interaction, reflective practice, professional development of language teachers, and language teacher education. Through my research, I actively seek opportunities to share my expertise through publications, reviews conferences, workshops, and MOOCs, enriching the educational community and inspiring others. I have taught general, vocational, and academic English courses for 14 years in tertiary contexts. Currently, as an EFL Instructor at Ege University School of Foreign Languages, I offer general English and academic courses at the undergraduate level. I have also worked in my institution's professional development and accreditation units. As the NILE Scholarship winner in 2023, I hold a TESOL Certificate Advanced Practitioner and am an active member of organizations such as TESOL International, TESOL Türkiye, and IATEFL.

## Expertise

L2 Classroom Interaction, Conversation Analysis, Reflective Practice, Language Teacher Education, Digital Language Teaching and Learning, and Professional Development of Language Teachers.

# Evrım Üstünlüođlu



## Contact Information

✉ [evrim.ustunluoglu@izmirrekonomi.edu.tr](mailto:evrim.ustunluoglu@izmirrekonomi.edu.tr)

📎 Assoc. Prof. Faculty Member

🏠 Izmir University of Economics

📍 Izmir, Türkiye

## Short Bio

Assoc. Dr. Evrim Ustunluoglu received her BA and MA degrees in Teaching English as a Foreign Language; her Ph.D in Educational Sciences with a special focus on program development. She has extensive experience as a teacher, teacher trainer, reviewer, researcher, and manager.

She has conducted research on a large variety of topics, in particular, language teaching and education, curriculum development, pedagogical competencies, critical and creative thinking; participated in international/national projects; and published in international/national journals. She is the founding member of the National Language Education and Accreditation Association (DEDAK) and TESOL TÜRKİYE. She is a LAMSIG committee member since 2020 and the CEA reviewer since 2019. She is also an editorial board member/reviewer in several national and international journals.

## Expertise

Leadership and management, curriculum and material development, quality in HE/accreditation, critical and creative thinking, design thinking, performance evaluation /appraisal system , pedagogical competencies, teacher reflection, classroom management.

# Hakan Tarhan



## Contact Information

✉ [htarhan@etu.edu.tr](mailto:htarhan@etu.edu.tr)

📎 Lecturer & PDU Coordinator

🏠 TOBB University of Economics and Technology

📍 Ankara, Türkiye

## Short Bio

I am a lecturer and professional development facilitator at TOBB University of Economics and Technology. I hold BA, MA, and Ph.D. in English Language Teaching from Middle East Technical University. I am also an emerging trainer for the SIT TESOL Certificate Course.

Besides teaching and teacher education, I am keenly interested in qualitative research. I am a professional MAXQDA trainer, helping novice and experienced researchers design qualitative research studies and conduct computer-assisted qualitative data analysis. I am also an editor for The Qualitative Report Journal. My research focuses on language teacher education, continuous professional development for teachers, applied linguistics, and qualitative inquiry.

## Expertise

I have extensive teaching and research experience in teacher mentoring, induction of beginning teachers, teacher identity, professional development for teacher trainers, instructional design, classroom research, reflective practice, quality assurance in teacher education, and using AI in language pedagogy.

# Hande Gunel



## Contact Information

✉ [handegn@gmail.com](mailto:handegn@gmail.com)

📁 Level Coordinator

🏠 Bilgi University

📍 Istanbul, Türkiye

## Short Bio

Hande Günel holds a BA in English Language and Literature from Ankara University and an MA in TESOL from Lancaster University. She has taken several courses in language assessment and curriculum development, in addition to completing the Cambridge DELTA and Train the Trainer course.

She has presented and given interactive workshops on effective classroom practices, language assessment and learner emotions at several conferences and organizations. With 17 years of ELT experience, she excels in language assessment, curriculum design, and materials development. As the module coordinator at Istanbul Bilgi University, she played a key role in establishing a testing office and implementing CEFR A2 level for five years. She was an integral part of TESOL Türkiye METASIG from 2022 to 2023, ensuring the community stays up to date with language assessment practices.

## Expertise

Designing curriculum-aligned tests, ensuring their quality, validity, reliability, and fairness. Performing statistical analysis to review assessment materials and implementing assessment for learning in daily teaching to boost performance. Creating a safe, positive learning environment to enhance learner motivation and engagement.

# Ian Collins



## Contact Information

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📁 Academic Assistant Director,

🏠 School of Foreign Languages Yaşar University

📍 Izmir, Türkiye

## Short Bio

Ian Collins is the Academic Assistant Director of the School of Foreign Languages at Yaşar University. He has extensive experience as a teacher and administrator, helping develop the IEP program and the EAP and Legal English courses at Yaşar.

Ian, the Director of the Yaşar University Unit for Legal Education in English, specializes in teaching English for Specific Legal Purposes. His Master's in Education focused on change management and accreditation, with regular presentations and publications on ELT management and accreditation. He led Yaşar IEP's steering committee for CEA application and re-accreditation. Ian serves as an experienced CEA site reviewer, a CEA Commissioner, and the 2022 Chair of the CEA Commission. He also co-coordinated the TESOL Turkey Leadership & Management Special Interest Group from 2020 to 2022.

## Expertise

Ian, with an Education Master's degree in educational change management, oversees policy development and strategic planning at Yaşar University's School of Foreign Languages. He also plays a crucial role as a CEA Commissioner in formulating a strategic plan for CEA.

# Melis Akdoğan Gündoğdu



## Contact Information

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- 📎 Instructor & PDU member
- 🏠 TOBB University of Economics and Technology
- 📍 Ankara, Türkiye

## Short Bio

I graduated from the English Language and Literature Department in 2009 and subsequently completed my first MA in the same field in 2013. Building upon my academic foundation, I pursued a second master's degree in Curriculum and Instruction.

Since 2010, I have worked as an English instructor at TOBB University of Economics and Technology (TOBB ETU), holding positions such as Curriculum Development Unit Coordinator and leading extracurricular projects. I am also a member of TOBB ETU's Professional Development Unit. For six years, I have actively been involved in TESOL Türkiye, serving on the executive committee. Additionally, I am working towards becoming an SIT TESOL certified trainer. In 2020, I obtained a Creative Drama Leadership certificate from Çağdaş Drama Derneği, fueling my passion for utilizing picture books and wordless picture books in language teaching to facilitate language development.

## Expertise

In-service Teacher Professional Development, Classroom Observation, Teacher Induction, Curriculum and Instruction, Literature in ELT, Creative Drama in ELT, Picture Books and Wordless Picture Books

# Özlem Baykan



## Contact Information

- ✉ [ozlem.baykan@ozyegin.edu.tr](mailto:ozlem.baykan@ozyegin.edu.tr)
- 👤 **Team Leader**
- 🏠 **Ozyegin University**
- 📍 **Istanbul, Türkiye**

## Short Bio

Özlem Baykan works as a Team Leader at Özyegin University, School of Languages. She received her B.A. and M.A. degrees in English Teacher Education from Bilkent University in 2010. She holds DELTA from Cambridge University and she is currently pursuing her M.S. in Educational Administration and Planning at METU.

With 13 years of experience in ELT, Özlem began as a Level Coordinator and has since held managerial responsibilities as a line manager. She actively contributes to the ELT community as a CELTA Trainer and serves in various roles, including The Standards Professional Council at TESOL International Association, ANPC Member at TESOL Türkiye, and Executive Committee Member at TESOL Türkiye Leadership and Management SIG. Her interests encompass educational leadership, quality assurance, performance management, motivation, and well-being.

## Expertise

Özlem has 13-year long experience in the field of education and has gained expertise in the areas of educational leadership, quality assurance and accreditation, performance management, team building, motivation and well-being through various work experience, studies and training experience.



# Selen Şirin Dülger



## Contact Information

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👤 Team Leader

🏠 Özyeğin University

📍 Istanbul, Türkiye

## Short Bio

Selen Şirin Dülger has been in the field of English Language Teaching, having different responsibilities from being an instructor to being a Curriculum and Assessment Specialist in the School of Languages (ScOLa), Özyeğin University since 2009.

She currently works as a Team Leader (Line Manager) in ScOLa. She received her BA and MA degrees in a five-year combined BA/MA program in English Teacher Education from the Faculty of Education and Graduate School of Education at Bilkent University in 2009. She currently pursues her MA degree in Educational Management at Anadolu University. Selen holds a DELTA from the University of Cambridge, and she is a CELTA trainer. She is also a member of the Associate Network Professional Council (ANPC) of TESOL Türkiye. Her areas of interest are educational leadership and management, language accreditation, and in-service professional development.

## Expertise

Professional development, classroom observations, peer observations, team-teaching, performance review, annual review, how to teach grammar, vocabulary, receptive skills, productive skills, manager development

# Sibel Tüzel Kandiller



## Contact Information

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- 📁 **Freelance Teacher Educator**
- 🏠 **Freelance**
- 📍 **Izmir, Türkiye**

## Short Bio

Sibel Tüzel Kandiller received her BA from Boğaziçi University, her MA in TEFL from Bilkent University, and her RSA-DOTE at METU, where she served for 26 years as an instructor, test writer, academic coordinator, teacher educator and department chair.

Upon her retirement from METU in 2012, she moved to İzmir and worked as the Director of İzmir University's SFL until 2016. Since then, she has been offering seminars, workshops and courses as a freelance teacher educator. Sibel has experience in teaching, teacher training, trainer training, change management, curriculum development and evaluation, assessment and materials design, and has delivered presentations on these topics at various events. She has been involved in teacher education since 1994, running pre-service programs for newly hired teachers, in-service programs for colleagues, and the UCLES DOTE and COTE programs at METU. In 2009, she began training and empowering trainers, which she continues to do with great pleasure today.

## Expertise

Teaching reading, listening and academic writing skills, curriculum development and assessment, change management for effective curriculum evaluation and renewal, empowering the trainer.

# Sinem Atamsoy Koşar



## Contact Information

- ✉ [sinematamsoy@hotmail.com](mailto:sinematamsoy@hotmail.com)
- 🏢 Ege University School of Foreign Languages
- 🏠 Instructor/Vice Head/CPDU Coordinator
- 📍 Izmir, Türkiye

## Short Bio

Sinem Atamsoy Koşar has been a teacher for about 30 years and a learning consultant for managers, teachers, students and parents for about ten years. She is one of the senior teachers at Ege University, SoFL. Sinem has worked as a director of studies, a head of English department, a test writer and a translator.

Sinem is a full-time teacher and teacher educator, serving as the Vice Head and Continuous Professional Development Unit Coordinator at the School of Foreign Languages, Ege University. She is a founding member and executive board member of TESOL Türkiye. Sinem has participated in numerous international certificate and diploma programs on various topics related to teacher training, testing, management development, coaching, and personal effectiveness. She has presented and trained at national and international conferences, proudly representing her home country, Northern Cyprus.

## Expertise

Educational management, life skills, classroom management, motivation/engagement, active learning strategies, drama storytelling, 'how to..', parental trainings, blended/flipped learning, growth mindset

# Songül Tömek Batçioğlu



## Contact Information

- ✉ [songultomek@gmail.com](mailto:songultomek@gmail.com)
- 📎 Yaşar University SoFL
- 🏠 Instructor/Vice Head/CPDU Coordinator
- 📍 Izmir, Türkiye

## Short Bio

Songul holds a BA degree in English Language and Literature and MA in English Language Teaching from Ege University. She also holds CELTA from ITTC, England. In 2022, she completed the Cambridge Train the Trainer Course and became a recognized Cambridge-certified trainer.

With 18 years of teaching experience under her belt, she has been a member of Yasar University School of Foreign Languages for 15 years. In this time, she has held various roles such as Level Coordinator and SIT TESOL Course Facilitator. Additionally, Songul serves as an active Event Planning Council member at TESOL Türkiye. Currently, as a full-time EFL Instructor and CPD unit member at Yasar University in Izmir, Songul plays a vital role in delivering comprehensive training and workshops to support teacher needs and enhance the school's professional development.

## Expertise

Educational Technologies, Digital Tools for Learners, Active Learning and Collaborative Learning Approach, Professional Development, Modern Approaches in ELT, Leading Teacher Study Groups, and Effective Presentation Skills

# Sultan Zeydan



## Contact Information

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- 👤 Team Leader
- 🏠 Özyeğin University/ School Of Languages
- 📍 Istanbul, Türkiye

## Short Bio

Sultan Zeydan received her B.A. in Foreign Language Education from Middle East Technical University and later pursued her M.A. degree in Cognitive Sciences from the same university. She has 18 years of experience in the field of ELT.

She holds a CELTA and DELTA certificate from Cambridge University. Currently, she is working as an instructor and a line manager at Özyeğin University, School of Languages. She is a certified CELTA trainer and is currently serving as a member of TESOL Türkiye Promotion Council. She considers herself a lifelong learner. Her interests include educational leadership, coaching & mentoring, quality assurance, and well-being.

## Expertise

My expertise lies in various areas within the field of education. These are; professional development, educational leadership, coaching & mentoring, quality assurance, lesson observation, inclusion and equity, performance management, effective schooling.

# Tuğce Çankaya Simpson



## Contact Information

✉ [tugcecankaya@gmail.com](mailto:tugcecankaya@gmail.com)

📅 Lecturer in ESOL

🏠 Stoke-on-Trent College

📍 Manchester Area, UK

## Short Bio

With a BA in English Language and Literature, an MA in ELT, and a PhD in English Literature, I am an experienced teacher holding a Cambridge DELTA qualification. Since 2006, I have taught in various programs and worked extensively as an instructor at Ufuk University across different language programs.

I served as an Asst. Professor and Department Head of Foreign Languages and Cultures-Translation Studies Programme. Additionally, I worked as an EFL teacher in UK language schools and delivered EAP at the University of Manchester and Keele University. Currently, I am a Lecturer in ESOL at Stoke-on-Trent College and part of the TLA specialist team. I am a registered assessment specialist for Cambridge International IGSCE exams and hold certifications as a Cambridge Train the Trainer and Bell Foundation Licenced teacher trainer, focusing on the West Midlands, UK.

## Expertise

I am particularly interested in (but not limited to) SLA theories, discourse and contextual language teaching, cultural metaphor theories, brain-based language learning and teaching, using literature for learning and teaching, teaching four skills and systems, teaching EAP, implementation of Postcolonial and Psychoanalytic theories to language education and teacher identities, and trauma-informed teaching practices.



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# Join us to become a Trainer!

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To become a TESOL Türkiye trainer, please stay up-to-date with us and respond to the annual call for 'TESOL Türkiye Trainers'

Thank you for your interest in becoming a TESOL Türkiye trainer, and we look forward to working with you to support English Language Teaching in Türkiye and beyond.

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For more information  
Visit our website and follow us on social media.

<https://tesolturkey.net/>



tesol\_turkiye



@tesolinturkey



Tesol Turkey



tesol-turkiye

# Contact List

If you have questions on the Trainer Handbook please contact our Board of Directors.

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## TESOL Türkiye Trainer & Training Handbook 2024

Edited by:

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