



NEWS ON-LINE  
2024~Issue 1 ~ Together we stand!

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## From the President

Dear members,

Since the new executive board began its tenure on November 25, 2023, we have taken stock of our accomplishments thus far and laid out plans for the future of INGED. As you are aware, transitioning into new roles takes time, and we are dedicated to familiarizing ourselves with the operations of INGED. On February 9, 2024, we organized a regular board meeting during which we made decisions crucial to the advancement of our association. Below, you will find updates detailing our recent actions and future endeavors.

Firstly, we have changed our website. The previous iteration served us well for an extended period, but it was time to move to a newer version. With this update, INGED members can access our membership-only pages and engage with fellow members upon creating their profiles. Our aim with this feature is to foster greater interactivity on our website. If you have not yet created your profile, please submit a request for membership on the website.

Secondly, we have engaged in discussions with the executive board of ELTER Turkey and reached an agreement to include ELTER Turkey as our special interest group (SIG). ELTER group routinely organizes colloquiums annually and carry out research projects related to English language teacher education. This SIG will be available to our members for research purposes, with details of the upcoming event to be announced shortly.

Thirdly, preparations for the INGED Drama Festivals are well underway, with events scheduled in İzmir and Ankara. The first festival will be hosted by İzmir Gelişim Koleji on May 4, 2024, followed by a second event hosted by Arı Private Schools on May 25, 2024. We eagerly anticipate the performances of K-12 students on stage.

Additionally, you will find a report encompassing all our activities from the previous year. Notably, I delivered an online talk for METU FLE Talks upon invitation, focusing on the role of communities of practice in professional development within our field and illustrating how ELT professionals can engage with communities of practice in Türkiye.

Prof. Dr. Aydan Ersöz continues holding INGED Zoom Series sessions on Fridays. You can see the list of our Zoom sessions below in the chronological order between the dates mentioned above:

- Gülsüm Şıvgın Baş – Let's Have Some Strict Fun in the Classroom!
- Defne Akıncı-Midas – Let's Speak! Let Speak!
- Prof. Dr. Dinçay Köksal – Ustalarla Söyleşi
- F. Seval Güneri – İngilizce Öğretmeni ve Turist Rehberi Olmak
- Dr. Seden Eraldemir Tuyan – The Power of Reflective Practice: A Game-Changing Tool for EFL Teachers

- Prof. Dr. Çiler Hatipođlu – What’s the Price of Forgetting that “Feedback is the Breakfast of Champions”? A Closer Look at Teacher and Student Feedback Literacy Development
- Mehmet Çađlıkülekçi – English Through eTwinning Projects
- Dr. Ufuk Keleş – The Whats, Hows, Whys and Who(m)s of Autoethnography
- Dr. Nihan Erdemir – Integrating Mindfulness-Based Practices in English Language Classes: Implications for School
- Demet Cansu – İngilizce İçerik Hazırlamada Kullanılan Programlar ve İçeriklerin Dijitalleştirilmesi
- Dr. Yađmur Ersoy – The Benefits of Social and Emotional Learning Competencies for L2 English Teachers
- Giti Jafari – Understanding Learning Styles
- Dr. Ece Sarigöl – İngilizce Öğretmeni Olmak

Our Content Manager, Asena Karaduman, has shot, edited, and uploaded new videos to our INGEDTurkiye YouTube channel with great motivation.

The last but not the least, special thanks are extended to A. Suzan Öniz for her efforts in updating our website and designing this quarterly newsletter. It has been a monumental endeavor for our association.

As we forge ahead, our commitment remains steadfast in providing platforms and opportunities for the exchange of professional experiences, opinions, and research findings. But, as always, we rely on your support.

Together we stand!

Assoc. Prof. Dr. Sedat Akayođlu  
INGED President



## From the Editor



Dear Colleagues,

This issue offers you a brief look at our ZOOM sessions which now have reached 115 meetings! We are very pleased to see you there... Together we stand!

After a long break due to covid restrictions, we have started the INGED Drama Festivals again. We are looking forward to seeing what the children and their hard-working teachers have prepared! The stages in these two venues will be lively bubbling with excited youngsters displaying their drama skills... In two cities! In this issue you will find info about our Drama Festivals in Izmir and in Ankara in addition to articles on various apps that Nik Peachey suggested on his website, BookTok influencers and some slang expressions! Assoc. Dr. Hayal Köksal was kind enough to share with us her thoughts on education and her new publication.

As always, we all wish you a successful and happy second school term. See you at our ZOOM sessions...

Warm greetings

A. Suzan Öñiz  
INGED Newsletter Editor



The INGED Newsletter *News On-Line* appears during the first week of March, June, October, and December. The deadline for sending in your contributions via email is the end of the month preceding the deadline.

➡ **NOTES FROM A CONFERENCE**

Please state the title of the conference or event you are going to describe; your full name, title and affiliation; your brief description. The body of your description tells the readers the aims of the conference or seminar that you intend to report on and summarizes one or two of the sessions that you attended in such a way that readers feel that they were present at the session being described. Please include details so that your summaries have a practical function. You may include a brief section on how many people attended the meeting, where it was held and who the main presenters were but the focal point of the report is the summary of the sessions that you wish to share with the readers.

➡ **TECHNOLOGY IN TEACHING**

Please state the title of the ideas that you are going to describe; your full name, title and affiliation; your step-by-step description, bearing in mind that some readers may be totally unfamiliar with the ideas that you are describing. Please specify the technical requirements and make sure that the websites that you mention are active at the date of submission. The technology that you choose to describe may be a tool that teachers can use directly in class with their students or it may be a helpful means for you as a teacher-researcher.

➡ **YOUR PAPERS**

Please send us your papers relating to pre-school through adult English learning and teaching. The accepted papers will be written in formal register with references and a following bibliography. Please make sure to spell check the document and proof read the final copy for accurate language use.

➡ **THE VOICE OF INGED MEMBERS**

This is YOUR page! Please send us news about your pupils and students, the latest developments in your teaching environment, teaching tips you would like to share with your colleagues, and comments.



**Please send us your manuscript  
AS A WORD FILE  
& WITHOUT ANY FORMATTING.**

## **I N G E D Z O O M S E R I E S**

On 9 October 2020, we launched an online series of seminars and workshops called

### **THE INGED ZOOM SERIES**

in order to cater for the needs of teachers and also parents.

It was exactly for this reason that we planned some of these in Turkish.  
In this way, we aimed to address issues relevant to ELT teachers  
as well as instructors working in other fields and  
who may feel more comfortable in using Turkish.

We have now completed our 115th Zoom Session  
and an additional session with one of the masters of teaching!

Go to **INGED Turkey Youtube** to watch these Zoom sessions.  
Please subscribe to our channel and LIKE all our social media posts.

**Here is a reminder of what you have participated in or missed:**

### **THE MOST INSPIRING ENGLISH TEACHER AWARD**

22 December 2023

Winners: Behiye Karatop & Mehmet Çağlıküleççi

### **USTALARLA SÖYLEŞİ # 9**

15 December 2023

Prof. Dr. Dinçay Köksal

### **INGED ZOOM SERIES #110**

8 December 2023

“Let’s Speak! Let Speak!”

Speaker: Defne Akıncı Midas

### **INGED TALKS WITH COLLEAGUES**

5 January 2024

Guest: F. Seval Güneri

### **INGED TALKS WITH COLLEAGUES**

9 February 2024

Guest: Devrim Özdemir

### **INGED ZOOM SERIES # 111**

12 January 2024

“The Power of Reflective Practice: A Game-changing Tool for EFL Teachers”

Speaker: Dr. Seden Eraldemir Tuyan

### **INGED ZOOM SERIES # 112**

26 January 2024

“What’s the Price of Forgetting that “Feedback is the Breakfast of Champions”? A Closer Look at Teacher and Student Feedback Literacy Development”

Speaker: Prof. Dr. Çiler Hatipoğlu

### **INGED ZOOM SERIES # 113**

2 February 2024

“English Through eTwinning Projects”

Speaker: Mehmet Çağlıküleki

### **INGED ZOOM SERIES # 114**

16 February 2024

“The Whats, Hows, Whys, and Who(m)s of Autoethnography”

Speaker: Dr. Ufuk Keleş

### **INGED ZOOM SERIES # 115**

23 February 2024

“Integrating Mindfulness-Based Practices into English Language Classes: Implications for School”

Speaker: Dr. Nihan Erdemir

All of these talks and many more ideas on teaching can be found on our Youtube channel. Please go to *ingedturkey* at Youtube.

**SEE YOU ALL SOON AT THE ZOOM SESSIONS**

**THE INGED DRAMA FESTIVAL IS BACK!  
AND IN TWO CITIES!**



The poster features a dark blue background with colorful abstract shapes. At the top, an owl logo with glasses is positioned above the text 'inged Drama Festival İZMİR'. Below this, the 'GELİŞİM KOLEJİ' logo is centered. The main image shows four children in traditional costumes on a stage, with one holding a large pink umbrella. In the foreground, there are three colorful drama masks. At the bottom, the text 'MAY 04 | GELİŞİM 2024 | KOLEJİ' is displayed, followed by a call to action and contact information.

**INGED**  
Drama Festival  
İZMİR

GELİŞİM  
KOLEJİ

**MAY 04 | GELİŞİM  
2024 | KOLEJİ**

We have limited places.  
Please ACT now!!!!  
Contact: [ingeddrama@gmail.com](mailto:ingeddrama@gmail.com)

A vibrant poster for the INGED Drama Festival 2024 Schools. The top half features a dark blue background with white and yellow icons: a mask, a cowboy hat, two running figures, a microphone, a stage, a girl in a dress, a boy with a bag, a feather, a balloon, and stars. The text 'INGED DRAMA FESTIVAL IS BACK!' is written in large, bold, white letters. The bottom half has a light blue background with a silhouette of a person looking up. The text 'MAY 25 | ARI PRIVATE 2024 | SCHOOLS' is in large, bold, black letters. Below it, 'WE HAVE LIMITED SLOTS (ON FIRST COME, FIRST SERVED BASIS). PLEASE, ACT NOW!' is written in smaller, bold, black letters.

**INGED  
DRAMA  
FESTIVAL  
IS BACK!**

**MAY 25 | ARI PRIVATE  
2024 | SCHOOLS**

**WE HAVE LIMITED SLOTS  
(ON FIRST COME, FIRST SERVED BASIS).  
PLEASE, ACT NOW!**

**CONTACT: [INGEDDRAMA@GMAIL.COM](mailto:INGEDDRAMA@GMAIL.COM)**

**IMPORTANT NOTE: THE HOST CANNOT PROVIDE STORAGE FOR ANY SET / DÉCOR BEFOREHAND.**

## TECHNOLOGY IN TEACHING



### TOOLS & RESOURCES

BY  
**Nik Peachey**

Find 1500 more useful apps at <https://www.scoop.it/t/tools-for-learners>

#### **Jetpack Learning**

This is a great tool for creating learning games for younger learners. The games are mobile responsive so they will work well on any device whether students are using phones, tablets or laptops. You can see some example games here: <https://www.jetpacklearning.com/game-demos/> Just select the ones you want and then you can customise with your own content. <https://www.jetpacklearning.com/>

#### **Audio-Lingua**

This is a wonderful collection of easily searchable audio clips in lots of different languages. You can search the clips by level, length of clip, gender of speaker and age, so it's easy to find a suitable clip. You can then download the clip and use in your listening lessons or materials. The audios are all shared under CC license. <https://www.audio-lingua.eu>

#### **Bulb**

Bulb is a simple to use digital portfolio. Students can create an account and collect their work there. Then organise and display it in collections. They can have various different collections so it could be used across the curriculum. You can see some example portfolios here: <https://www.bulbapp.com/h/portfolio-examples/> <https://www.bulbapp.com/>

#### **Parlay**

Parlay is a great tool for generating safe online discussions. It's built by teachers and has a number of ready-made discussion prompts. Students identities are masked so they only see

each others' opinions. Teachers can track who interacted with who and students can also peer evaluate each others' contributions. You can see a demo discussion here: <https://go.parlayideas.com/online-roundtable-demo>  
<https://parlayideas.com/>

### **GitMind**

GitMind is a free mind-mapping app that works on both desktop and mobile. This is great for developing visual thinking skills and has a range of mind-map templates from flowcharts to analysis templates like this six hats template: <https://app.gitmind.com/template-diagram/141> The mind-maps can all be downloaded and saved when finished.  
<https://gitmind.com/>

### **Plexie**

This is a great collaborative tool for creating online projects with your students. There is a range of templates and students can work together to produce webpages to show their learning. Great for project-based learning lessons.  
<https://quickshout.blogspot.com/2020/03/plexie-for-collaborative-online-creation.html>

### **Raptivity**

Raptivity is a great platform for creating mobile responsive learning content. If want to create modern dynamic course content and you are looking for a tool that's easy to learn and quick to use Raptivity would be a really good option to look at.  
<https://quickshout.blogspot.com/2020/03/add-learning-activities-and-games-to.html>

### **Articles & Research**

**Here's a round-up of some of the most interesting article I've added to my Learning & Technology News portal.**

#### **How online tools can unleash student creativity**

In the very first episode of ELTtime, our Digital Manager, Matt, chats with Nik Peachey, a well-known teacher trainer and learning technology consultant. Expect inspiring discussions about creativity and innovation in the classroom, recommendations for handy apps to use, as well as hidden pitfalls to avoid when using tech in the classroom.  
<https://www.garneteducation.com/podcast/nik-peachey-how-online-tools-can-unleash-student-creativity/>

#### **6 tips for moving your teaching online – How do you adapt your teaching techniques for the virtual classroom?**

Many teachers when they first make the shift to teaching online, treat it a little like teaching on the telephone. They rely only on their voice and forget that they can still be seen by their students and they can still use this space for visual communication.  
<https://www.oxfordtefl.com/blog/moving-your-teaching-online-how-do-you-adapt-your-teaching-techniques-for-the-virtual-classroom>

### **Eight Steps for a Smoother Transition to Online Teaching**

Problems may occur due to overtaxed technological infrastructure, your students' disorientation and fear, and your own learning curve. On the positive side, you learn for a living, so you are good at it! Being open to the current crisis-driven educational opportunity is a call to action.

<https://www.facultyfocus.com/articles/online-education/eight-steps-for-a-smoother-transition-to-online-teaching/>

### **Developing Course Content for Teaching Online**

The teaching environment and needs of our students have changed rapidly over the last couple of weeks due to the outbreak of the Coronavirus. For many, teaching English online is the only viable way to continue helping your students whilst staying safe.

<https://www.oxfordtefl.com/blog/developing-course-content-for-teaching-online>

### **The Biggest Distance-Learning Experiment In History: Week One**

Thrown into the breach, public schools are setting out on an unprecedented experiment: With little training and even fewer resources, in a matter of days they're shifting from a system of education that for centuries has focused on face to face interaction, to one that works entirely at a distance.

<https://www.kqed.org/mindshift/55650/the-biggest-distance-learning-experiment-in-history-week-one>

### **We can't become expert online teachers overnight.**

Closures are often accompanied by promises that teaching will continue to be done remotely. Unfortunately, many school districts and universities lack the tools and training to move an entire cohort of students online with little or no time to prepare. Below, is a guide of free resources and tips to help get up and running with your online language class!

<https://extemporeapp.com/cant-become-expert-online-teachers-overnight/>

Find more articles like these on Learning and Technology News

**Thanks for reading and please check out the rest of my publications.**

### **Nik Peachey**

Co-Founder <https://peacheypublications.com/>

Editor - Edtech & ELT Newsletter: <https://tinyletter.com/technogogy/>

Winner 2016 British Council ELTon Award for Innovation in Teacher Resources

Winner 2012 British Council ELTon Award for Excellence in Course Innovation

Twitter: <https://twitter.com/NikPeachey>

LinkedIn: <https://www.linkedin.com/in/nikpeachey/>

## ***SELECTED FOR YOU***

In this issue of our newsletter, you will find articles on BookTok influencers, some slang expressions that EL teachers in the UK teach, and how social media is necessary for scientists.

<https://www.euronews.com/culture/2024/01/18/booktok-influencers-revolutionising-reading-or-bringing-about-the-end-of-the-world>

### **BookTok influencers: Revolutionising reading or bringing about "the end of the world"?**

By **Jonny Walfisz**



**#BookTok is one of the most popular trends on TikTok, but how is it changing the way people actually read?**

“The end of the world.” It’s the sole caption X user Lazar Radic posted alongside an image of a bookshelf in – seemingly – a Waterstones. It’s not just any bookshelf though, it’s one under a new category: TikTok Chart.

It’s not an uncommon sight in bookshops everywhere now. New and old releases popular on TikTok are put together to make it easier to find for users of the platform.

As of today, Radic’s post has been viewed more than 35 million times. He might have hoped for such a mass engagement to agree with his doom-saying tone. Perhaps he’s suggesting that social media-driven readers are opting for more vapid material? He didn’t get that response though. The vast majority celebrate the possibility that young readers are engaging with literature.

On TikTok, literature has become one of the biggest topics since 2020. The tag #BookTok has over 200 billion views as content creators upload reviews, skits and other book related content.

Coco Hagi is one of those creators. Growing up in Leicester, England, she'd been a voracious reader her whole life but had never found much representation for herself as a hijab-wearing Muslim in the UK. That changed when Hagi started browsing BookTok during the pandemic. In 2021 she started her own channel [Cult of Books](#).

"I thought, I'm 25," Hagi explains, "I have these books that I love and I feel like I have an opinion, so why not see what the general public thinks." Since she started her channel, Cult of Books has amassed more than 77,000 followers and received over 2 million likes. For the most part, Hagi's videos are her recommending and categorising books she's read – usually in the romance genre – with the occasional skit thrown in.

On TikTok, Hagi found a community of peers that she felt a kinship with that had been hard to come by in Leicester. "TikTok has opened up representation and made it a lot easier to find young black authors like Talia Hibbert, who I feel in previous generations wouldn't have gotten as much exposure."

### ***New reach, new readers***

Growing a BookTok community has meant more to Hagi than just finding online friends to recommend books to each other. She credits the platform with introducing her to many of her best friends. "My best friends are in Atlanta, Florida and Chicago," she says. "A lot of the UK BookTokers are super close too. Everyone's so lovely and engaging, we're always constantly sharing ideas. We have a big group chat and I've met most of them in person."

While Hagi was able to find community, for [Ben Mercer](#), it was also a place to help him in a career-pivot. As a rugby player, he'd played professionally for teams in England, France and Australia, but didn't feel like he'd conquered the sport. After bowing out, he reflected on his ambitions and wrote 'Fringes: Life on the Edge of Professional Rugby' a personal account of a sports career just below the limelight.

He went to TikTok to try and promote the book. In his mid-30s and built... well, built like a rugby player, Mercer is hardly the broad stereotype of a BookTokker, but he took to the platform like a duck to water. Engaging with content creators over a shared love of all books – fiction and non-fiction. He started creating weekly videos where he read short passages from books he loved starting with Sally Rooney's 'Normal People' (a BookTok classic).

Like Hagi, Mercer's following grew – he's now got over 200,000 followers – as he continued to post videos of him recommending books and engaging with BookTok trends. "I think people are always looking for new ideas and new ways to reach people," he says. "All it really is, is a word of mouth amplifier."

But wasn't TikTok meant to be "the end of the world", at least according to that online poster. For many social media sceptics, there's a fear that the power of influencers are taking over from the important role of critics in guiding the public towards good quality literature.

Mercer is quick to note that he isn't a critic. "I'd rather just be kind and sharing in a positive manner and leave the critique to somebody else," he says, noting that as an author himself, while it might be easy to go online and trash a book he didn't like, he would never want to contribute to a cruel pile-on for a fellow author.

### ***Keeping it real***

If those are concerned that BookTok influencers are only in it for clout and will promote any old book that might in turn promote them, Hagi points out the importance of authenticity on the platform. "They will always clock you. If you say you like a book, and people can tell you don't, they will let you know," she says. "You have to be very honest to yourself and your niche."

Both Hagi and Mercer radiate positivity about the platform. It's not hard to see why. For Mercer, the positive feedback and community he's grown has spurred him on to write three more books, while Hagi has landed a job as an editorial assistant at the esteemed publishing company Penguin.

Hagi can barely believe her luck, from working on the sales floor of a Waterstones during her studies to starting Cult of Books and now working directly in one of the industry's stalwarts. "I've gotten to talk at Penguin for their Lit in Colour programme," she notes. "If you are passionate about something, it can truly change the course of your life."

### **59% of 16-25 year olds say that BookTok has helped them discover a passion for reading**

For booksellers, the value of a social media platform that generates publicity for books is a no-brainer to get involved with, regardless of what an angry X user might think.

"Gen Z is starting to read again after years of it being a 'boring hobby'," says Alyssa Badur, Social Media Manager at Dussmann das KulturKaufhaus, one of Germany's biggest bookshops. "The great thing is that they not only read in English, but also dare to read in foreign languages."

In recent research from the [Publishers Association](#), 59% of 16-25 year olds say that BookTok has "helped them discover a passion for reading." Importantly for the physical bookshops, of the 2,000 respondents, nearly half (49%) also said they've visited a bookshop in person due to TikTok.

"As Germany's largest media retailer with a wide social media reach, it's important for us to know which books are currently being talked about on TikTok and reviewed by book bloggers," Badur continues. Popularity on BookTok "often guarantees success on our accounts," she notes, recalling Rebecca Yarros's 'Fourth Wing' flying off shelves last year.

One criticism levelled at BookTok is that it primarily lifts up fiction that's of a lesser quality than the works critics rave about. In the image Radic posted, many of the books are in the romance genre – Hagi's favourite – or the young adult genre. Badur also notes that the books Dussmann sells through TikTok are mostly in the New Adult and Young Adult genres.

Partly, this criticism can be brushed aside as classic snobbery. For far too long romance novels have faced unfair – and often misogynistic – disapproval based purely on its popularity over more ‘literary’ genres.

It’s also not an accurate picture. In just the first row of the image Radic posted, there’s Donna Tartt’s ‘The Secret History’, Jeffrey Eugenides’ ‘The Virgin Suicides’ and Hanya Yanigahara’s ‘A Little Life’. All critical darlings by authors who share two Pulitzer Prizes, four nominations for the National Book Critics Circle Award and a nomination for the Booker Prize between them.

“Modern literature, classics and fantasy also have their place on TikTok,” Badur points out. It’s a point attested to by the winners of last year’s inaugural **TikTok BookTok Awards** in the UK and Ireland. A shortlist was curated by a panel including authors Candice Braithwaite and Elizabeth Day, as well as influencers like Hagi and Mercer.

For the **ceremony in August**, Nobel Prize winning author Kazuo Ishiguro was in attendance. “This amazing establishment author was there, and I don’t think anyone’s gonna make him do anything he doesn’t want to do,” Mercer says of Ishiguro. On the night though, Ishiguro went home empty handed. The Revival award did go to another literary establishment name though: Jane Austen.

Another prize was also given out to the year’s best Indie Bookshop. Edinburgh’s **Portobello Bookshop**, a cute retailer that posts idyllic content recommending books, often taking advantage of their picturesque seaside location.

Kira Scott has run the social media for the Portobello Bookshop since joining in 2021. “As soon as we started posting, we saw the difference in audience and how much more passionate and focused these people were on books and on recommendations,” Scott says.

She also notes that through responding to BookTok interests, they’ve stocked more fantasy, Young Adult, and sci-fi books, genres they “typically wouldn’t have had a lot of stock in.” But instead of this just benefitting TikTok users, they’ve found regulars of all ages responding well. “A lot of customers are saying: ‘This is what we want’, so we’re not only appeasing those on BookTok.”

The main demographic of BookTok does skew towards young women, and the impact on publishers and booksellers is an interesting trend, writes Natalie Wall, an English PhD student at the University of Liverpool, in ***The Conversation***. “Young women have rarely been taken seriously as either critics and readers,” she notes. Though Wall does question the risk of BookTok’s impact homogenising the industry. “BookTok also has a problem with diversity – in more ways than one. Its recommendations are overwhelmingly by white authors, and it is unclear what the long-term effects of this will be on both publishing and the young readers who flock to the app for recommendations.”

From Scott’s perspective at the Portobello Bookshop, she’s noted an increase in people in their late 20s and 30s coming to the shop. “It’s not just young folk, even though that’s really important. It’s nice that it’s benefiting everyone, from our perspective, at least.”



<https://www.euronews.com/culture/2024/01/22/got-beef-with-an-npc-study-finds-english-learners-in-the-uk-want-teachers-to-explain-slang>

## Got beef with an NPC? Study finds English-learners in the UK want teachers to explain slang

By Anca Ulea



A new study found 71% of the UK's foreign students want teachers to explain English slang they hear on TikTok. Plus, we help break down some English idioms.

Gen Z English learners are getting bare gassed about flexing TikTok slang in class, according to a new study from international English language exam board Trinity College London. A survey of 505 English as a foreign language (EFL) teachers in the UK, who work with **Gen Z** students aged 12 through mid-20s, found that 71% of overseas students want teachers to explain English slang terms they've seen on social media or TV.

Some of the most-requested terms include:

- “Beef”, an argument (and also an **Emmy-winning** miniseries about the ultimate argument)
- “NPC”, a non-playable character in video games, or an unbelievably boring person in real life
- “Rizz”, short for “charisma”, used to describe someone who oozes charm (also **Oxford’s 2023 Word of the Year**)
- “Pop-off”, a way to say something or someone is getting wild

Many of the slang terms mentioned in the survey (which was commissioned by Trinity College London while developing its “Skill Up!” English learning app) come from what’s known as Multicultural London English (MLE), spoken by diverse young people in the British capital. Others trace their origins to African-American Vernacular English (AAVE). But all of these terms have since crossed international borders through their popularity on social media platforms

like **TikTok** and Instagram. The Trinity survey found that 80% of foreign students arriving in the UK have already heard some of these slang terms, though they don't always know their meaning.

Aside from social media, TV shows like 'Top Boy,' 'Friends' and 'Stranger Things' that have gained international viewers on Netflix and other streaming sites have also contributed to changing the type of English that young foreigners have access to before they arrive in the UK. That means British teachers are having to up their game when it comes to the slang young people are using – Trinity's study found that 67% of EFL teachers include MLE in their lessons. They also generally recommend students watch British shows like 'Bridgerton,' 'Sherlock' or 'Downton Abbey' to immerse themselves in British English as they learn the language.

### ***Old-school idioms still confuse English-learners***

Learning English isn't all TikTok and TV though – the Trinity College survey found that foreign students are still having trouble with English idioms and expressions, which have been the bane of every foreign language student's existence for generations. At Euronews Culture, we're no strangers to the difficulties of learning a new language – and English is one of many languages that's filled with confusing rules and ever more exceptions to those rules. That's why we've put together a list of our favourite English expressions and idioms. Though they're undoubtedly less hip than the aforementioned slang terms, we hope they can help students at least get a confused chuckle out of their native-speaking peers at their next function.

### ***Food-related expressions: in a pickle, spill the beans, cut the cheese, go bananas, etc.***



*Some of many food-related English expressions: Spill the beans, in a pickle, cut the cheese and spill the tea. (Canva)*

English speakers love to eat. That probably explains why there are endless food-related expressions in the English language.

A chatty Cathy might spill the beans (tell a secret, or more commonly today “spill the tea”), while someone who has eaten too many beans might cut the cheese (pass gas).

Someone who has had enough might go bananas (a predecessor to “pop-off”, meaning to go crazy, lose your marbles, go apeshit, etc.).

And if you're in a sticky situation you'd be in a pickle (facing a difficulty), but you might decide to put off dealing with it because you've got bigger fish to fry (more important things to do).

***Body-part related expressions: by the skin of your teeth, on the nose, neck-and-neck, an arm and a leg, etc.***



*Some body-part English expressions: to give a hand, by the skin of your teeth, on the nose, cost an arm and a leg, neck and neck. (Canva)*

When you've finished eating, you can dig into the variety of expressions referencing different body parts in the English language.

Someone who is a lucky guesser could pass a test by the skin of their teeth (by a very narrow margin), or they might guess the correct answer on the nose (exactly right).

A teacher's pet might also be called a brown-noser (someone who tries too hard to get approval), and the two top students in the class might be neck and neck (very close or equal) when it comes to final marks.

These days, most things in the supermarket will cost you an arm and a leg (a very high amount) if you weren't born with a silver spoon in your mouth (come from a wealthy family).

***Animal-related expressions: dog's bollocks, cat's pyjamas, can of worms, bee in your bonnet, bull in a china shop etc.***



*Some animal-related English expressions: dog's bollocks, cat's pyjamas, GOAT, bee in your bonnet, eager beaver. Canva*

All you eager beavers opening this particular can of worms (something that is more complex than it appears) will discover that the English language loves its animal puns

and idioms.

A clumsy person might be referred to as a bull in a china shop (someone who breaks things or is careless with their words), while someone who fixates on something has a bee in their bonnet (to be obsessed with something and often talk repetitively about it).

Someone who is highly admired could be referred to as either the GOAT (greatest of all time), the dog's bollocks, the cat's whiskers, the cat's meow or the cat's pyjamas (English-speakers apparently love cats).

Someone with endless opportunities might hear someone tell them, "The world is your oyster".

***Bonus round - People-related expressions: Bob's your uncle, Adam and Eve, Bloody Nora, Gordon Bennett***

And if everything we've mentioned wasn't complicated enough, there are also a load of expressions that refer to hypothetical people by their given names.

If you believe something in East London, you'd also Adam and Eve it (Cockney rhyming slang for "believe").

Those who are surprised or outraged but don't want to sully their tongue might yell "Bloody Nora!" or "Gordon Bennett!" (Jury's out on where these expressions originated...)

People who know nothing about a topic don't know Jack about it, and people who call the police at the slightest disturbance are often called Karens these days (apologies to any of the actual good-natured Karens out there).

So there you have it, a taste of the intricacies of the English language and its many (often nonsensical) expressions and idioms.

With languages constantly changing – at breakneck speeds in the age of social media – the list of slang, expressions and idioms is sure to get even longer.

But the good news is that once you've mastered all these expressions, well, Bob's your uncle (a British expression that means "there you have it" or "easy as pie").



<https://blogs.scientificamerican.com/science-sushi/social-media-for-scientists-part-1-it-8217-s-our-job/>

## Social Media for Scientists Part 1: It's Our Job

By Christie Wilcox

Scientists. We're an enigmatic group of people. On the one hand, we are trailblazers. We're the innovators and inventors whose job it is, quite literally, to expand the world's technology through knowledge.

Scientists. We're an enigmatic group of people. On the one hand, we are trailblazers. We're the innovators and inventors whose job it is, quite literally, to expand the world's technology through knowledge. We're quick to see the merit in new methods like fluorescent proteins and hit the ground running with them.

Yet when it comes to social adaptation and technology, we're more than behind the curve. Although 72% of internet-using Americans are on Facebook, less than 2/3 of college faculty are. Similarly, in one survey, more than half of lab managers said they have never used Facebook.

It may seem of little consequence whether scientists are using social media. That certainly seems to be the attitude of many scientists – social media platforms like Facebook are seen as little more than ways to tell everyone how good the omlette you just made was or convince yourself that your ex's new girlfriend isn't prettier than you.

But social media platforms aren't just digital water coolers. They are *the* way the world is networking and communicating. They are *how* and *where* we share information – with friends, colleagues, acquaintances and any and everyone else.

Last Friday, I gave a talk titled "Science and the Public: Why Every Lab Should Tweet." My slides can be downloaded here (keynote for now – will get ppt ones soon!), but I want to go over the argument I presented. I have broken this into two parts: this first post covers why, from a global perspective, it is important for scientists to engage in social media. My second post will cover what scientists can gain – personally and professionally – from doing so.

So who cares if scientists are slow to adopt social media? For one, I do. I care because especially here in the US, science is poorly understood. Only 28% of our population can pass a basic science literacy test with questions like "Does the Earth revolve around the sun?" or "Did modern humans live alongside dinosaurs?" Such results might be funny if science weren't so central to current politics. How can our nation make good decisions on climate change, medical practices or research funding if so little of our population understands even basic science?

Yes, part of the solution to this problem is to invest in better education. But even assuming we do that, we are ignoring the millions of Americans who are no longer in school. We can make the next generation more scientifically literate, but we have to consider the current

generations, too. Adults over age of 35 never learned about stem cells, nanotechnology or climate change in school, so they depend on the media to learn what they need to know. These are the people who vote. They are the ones whose taxes pay for scientific funding. We need to reach out to them, and to do that we need their trust.

Contrary to how it might seem, scientists as a group are highly trusted by Americans. We rank second only to military personnel. But this trust is only in a broad sense – as a [recent survey by Scientific American and Nature](#) showed, the minute you start asking about specific topics, especially complicated scientific topics like the causes of autism or climate change, that trust fizzles.

How do we build and maintain that trust? We have to communicate better. As Rick E. Borchelt and colleagues wrote [in an essay for AAAS](#), “The scientific community needs to understand what ethical practitioners of public relations have long known: trust is not about information; it’s about dialogue and transparency.”

Right now, science is almost entirely a one-way conversation. Scientists, as a group, pride themselves on doing cutting-edge research and publishing it in the top-tier journals of their field – then most feel that their part in the conversation is over. The problem is, these publications aren’t really communicating science to anyone but other scientists. Articles are kept locked behind expensive paywalls, and even those that are published in open access journals are still inaccessible, as they lie behind what I like to call jargon walls.

It’s not that non-scientists are too stupid to get science. Far from it. The average person simply doesn’t have the specific vocabulary to understand a scientific paper. I’m not stupid, yet when I take my car in to the mechanic, I don’t have the specific vocabulary to understand exactly what is making my check engine light keep turning on.

This jargon wall breeds distrust. Do I overall trust mechanics to know how to fix my car? Sure. But when one starts going on and on about how my timing belt needs adjustment, my fuel injectors need to be replaced, and there’s an oil leak in my engine that needs fixing, do I fully trust that he’s not just making up problems to get me to pay more for repairs? Not for a second.

Even worse, scientists pass the buck when it comes to communicating science. We write the papers, but then hand them off to journalists and say “here, explain this to everyone else.” We hand what we’ve committed years of our life to over to a writer that may have little to no science training and even less passion for the discipline as a whole. Then, we gripe and moan when the science is shottily explained or, worse, completely misinterpreted.

Guess what? As scientists, that is **our** fault. Sure, some science writers are worse than others. Some are perfectly content to publish [hype-driven stories that neglect scientific integrity](#). Others are amazing – I would trust [Ed Yong](#) or [Carl Zimmer](#) with even my most precious scientific baby. But it is first and foremost *the scientist’s job* to share his or her research with the broader community. That means it is *the scientist* who is ultimately to blame when their research isn’t communicated well.

How can the public trust us when we're not out there sharing what we do? When they can't see our passion? When we say we 'don't have time' to interact with them, to explain our research better or answer their questions?

Only 18% of Americans can name a living scientist. That statistic crushes my heart.

When I say scientists should be involved in social media, it is because we need to open that dialogue. If people don't know who we are or what we do, they will never really care about or trust what we say. Once upon a time I would have said this meant walking down the street and talking to people, but we now live in a digital age. 57% of Americans say they talk to people more online than they do in real life. Scientists need to be on social media because everyone else is already, talking about their thoughts and feelings, having discussions about things they care about, and generally, well, being social.

48% of young Americans check Facebook first thing in the morning. 28% do so before they even get out of bed (including me). There are now more than 200 million tweets posted every day. If you're trying to communicate but you're not on social media, you're like a tree falling in an empty forest – yes, you're making noise, but no one is listening. It's not much of a dialogue if you're the only one talking.

Scientists need to be searchable. We need to be available. We need to take the time to open a dialogue about our research. Yes, it's going to take up time, which is a rare and precious commodity to the average scientist. Yes, it's going to take extra effort and dedication. But it will be worth it.

Alan Alda said it perfectly when he asked,

*“if scientists could communicate more in their own voices—in a familiar tone, with a less specialized vocabulary—would a wide range of people understand them better? Would their work be better understood by the general public, policy-makers, funders, and, even in some cases, other scientists?”*

The answer is **YES**.

Update: my slideshow for the talk (though it's much prettier in Keynote... just sayin')

## Science and the Public: Why Every Lab Should Tweet



## Science and the Public

Why Every Lab Should Tweet

View more [presentations](#) from [Christie Wilcox](#)

I've gotten some questions regarding stats references in the slideshow, so here they are: The Facebook stats are put out every year by Facebook; [this is a nice info graphic post which sums up their most recent set](#). The 28% statistic came from [this Science Daily account of Jon Miller's AAAS Symposium](#), and the number who can name a living scientists came from [this Research!America poll](#). There were also some stats at the end from a couple surveys, [summarized in this blog post](#). All of the stats on use of different media for news are from Pew Research Center ([here's a nice summary post](#)). Social media image credit: [ThumbsUp](#)

**HAVE YOU RENEWED YOUR MEMBERSHIP?**

**INGED  
NEEDS  
YOU!**

**PLEASE RENEW YOUR MEMBERSHIP!**

## FROM OUR SIG FOUNDER & LONG-TIME MEMBER

Assoc. Prof. Dr. Hayal Köksal



### INTRODUCTION

As an educational scientist who believes in the sanctity of our profession and has taught pedagogical formation courses for years, teacher candidates have a very special place in my heart. I had the opportunity to train thousands of teacher candidates in different geographies and different institutions. I was with them not only before the service, but also through in-service trainings and projects, I looked them in the eye, held their hands, patted them on the back and tried to give them morale and support.

I have a strong belief that is ingrained in my soul from my own education process: "If you love your teacher and learn by having fun in the classroom, you will be both more successful and happier". When I often witnessed similar situations

while working with pre-service teachers, I wanted to write an unusual book for "Classroom Management", one of the most important courses of pre-service. There are hundreds of carefully prepared "Classroom Management" books at home and abroad, the scientific nature of which is indisputable. It was very important that the book I was going to write was prepared by traveling with my students and that the content of the book was produced with pleasure, team, collaboration, and fun, and that was the case. As someone who believes in project-based teaching, I have been teaching my lessons with that method for more than twenty years. For years, I have progressed by playing skits and singing songs, solving puzzles, and learning to manage time, sometimes playing ball and dancing in the classroom, but immortalizing project-based presentations with photo and video shoots, and practicing managing the classroom with the support of technology; With great belief that the best way to learn is by "living by doing". Just like in the village institutes...

The book, which also includes seventy project examples, explains the codes of project-based teaching, which is the most useful and enjoyable method of face-to-face, distance and hybrid education, which our schools must use due to the pandemic. Through this book, where it is emphasized that being data-based is the most important feature, we will also discover the intricacies of teaching with our hearts.

Assoc. Prof. Dr. Hayal KÖKSAL  
Educator, Researcher, Writer

## **PROJECT-BASED JOYFUL CLASSROOM MANAGEMENT**

He who loves his teacher loves his subject matter.

If the lessons are fun in the classroom; they will be successful and productive for teachers and students as well.

Hayal Köksal

You will read an unusual book written for "Classroom Management", one of the most important pre-service courses in the pedagogic formation of teacher education. It is very different from the hundreds of carefully crafted, scientifically indisputable 'Classroom Management' books on the market. Why? This book is a sourcebook written as the result of the experiences of a 45-year-old educator who believes in "project-based teaching" and has been teaching his courses in this way for the last 20 years. Based on the implementation; It contains codes of how to make each grade-level lesson from each subject area entertaining. The author shares her whys and cons, methods, and case studies on how to make the lessons more enjoyable with drama, dance, games, and music, how presentations based on project management can be turned into massive open online courses (MOOCs), and immortalized with the support of technology, social media, and photo/video shootings. In short, it proceeds with the belief that the best way to learn is by "doing and experiencing"; just like in the Turkish Village Institutions system which has been recommended to the developing and underdeveloped countries by UNESCO as the best education system to train village kids. That system is known as "İmece=collaboration/teamwork" in Turkish culture.

While reading the book; You will realize how important and lasting results of learning with love and fun can be. There will be other implications; The authority of the teacher is never exhausted because her/his face is smiling, and there exists no discipline problem because the lesson is full of fun. The important thing is that the teacher can make his students feel the love, create interest in learning and thus teach collaboration as the powerful glue for unity and peace. The main thing is, to tell the truth, to give weight to the reward rather than the punishment, and to show trust in students. When these things happen, the classroom becomes the playground and the students become as cheerful and creative as the holiday kids. If they feel like that, they come to school willingly, they produce with pleasure and finally they become successful. Come on, it's time for all of us to turn our dreams into reality.

### **FOREWORD**

What makes teaching one of the most special professions in the world is, in my opinion, that its target audience and area of interest is children and young people. Teachers: arm in arm with parents, they empower future leaders. In fact, the reason why teaching is called a "sacred" profession by the majority is, in my opinion, due to this. You know, "Heaven is under the feet of mothers," just like that. Just as you feel a heartfelt closeness and love for those who give birth to and raise you, what you feel for the teacher is in a way similar to your feelings, especially to your first teacher. After the family environment, considering the characteristics of your nature, the teacher restructures and guides you in your socio-cultural environment and prepares you for the future and your future profession. Especially in the preschool period and in primary school, when individual care, the acquisition of basic knowledge and skills is at the forefront, one of the professionals who either prepare the

individual for the field he/she will choose in the future and perhaps the most important one is the teacher!

In addition to the teacher's own physical and mental characteristics, almost every element including the reason for choosing the profession, the school completed and the training s/he has received, all the professional competencies s/he has gained, her/his dreams and ideals for the future and the structure of the institution and administration s/he works with are the features that make him a "real" teacher. Naturally, this situation directly affects the students in the class. In addition to the normal educational process, the attitude and behavior of the teacher against his essence and environment in difficult times are also very important. Natural disasters, bullying, violence, war, migration, as well as the pandemic, whose difficulty has been struck in our hearts and settled, are one of these difficult times. In these special times when new responsibilities are undertaken, teachers who are good enough and resilient are the ones who wear out the least and support their environment the most.

When it comes to children, it is the issue that parents are most worried about and intermediate as they approach school time, the choice of school and teacher. This is a situation that almost all of us experience. It lasts until the time when you feel happy and you feel satisfied. Especially if you are a sensitive and attentive parent, your eyes are always on your child. You are always alert. I have been teaching for almost 50 years. For more than half of that time, I was busy training teachers, in faculties of education. In the decade before that, I was a teacher at secondary schools. I know what mom and dad are thinking about, how they're feeling. However, it is also useful to look at the other side of the coin from the teacher's side, who is always near parents and in front of them to guide the development of their children.

The teacher is also a human being. He is also a very valuable professional who willingly undertakes the difficult task of taking care of children very closely and who continues to develop himself even in the future or even in the knowledge that he will spend years receiving education for this purpose and that he must be a student all day long. Within the structure of the Turkish National Education System, there are individual characteristics that the teacher graduates from the institution and the individual characteristics that s/he brings from his own structure, family, and environment. Also, the professional dreams and ideals that adorn their dreams.

As an educational scientist who believes in the sanctity of our profession and has given pedagogical formation courses for years, the place of teacher candidates in my heart is very special. I had the opportunity to train thousands of teacher candidates in different geographies and at different institutions. Not only before the service but also through in-service training seminars, I was with them, I looked them in the eye, held their hands, patted them on the back, and tried to give morale and support. I have a strong belief that I have from my own educational process to my soul: "If you love your teacher and learn by having fun in the classroom, you will be both more successful and happier". When I often witnessed similar situations while working with teacher candidates, I wanted to write a book for "Classroom Management", one of the most important courses of pre-service education at the faculties of education. There are hundreds of carefully prepared "Classroom

Management" books at home and abroad. Their contents are mostly scientific and already added value to many teacher trainees. It was very important that the book I was going to write was prepared as an outcome of the courses I gave at Boğaziçi University. The content of the book was produced with pleasure, in the team, with imece methodology in fun. As an experienced educator, I believe in project-based teaching, and in all courses, I have used it for twenty years. For years, I've given my lessons playing sketches and singing songs, solving problems and learning to manage time, sometimes playing ball and dancing in class, but immortalizing project-based presentations with photo and video shootings, and applying technology to managing the classroom, with my great belief that the best way to learn is by "doing or doing." Just like in the village institutions.

As you read this book, you will realize how important and productive it is to learn with love and fun. The authority of the teacher is never exhausted because s/he is smiling, and the discipline problem is not mentioned because his lesson is fun. The important thing is that the teacher can make his students feel the love of learning and other people and develop interest and understanding of everything on earth. The main thing in teaching is focusing on reward, not punishment, and thus creating confidence in the student. When these happen, the classroom becomes the feast place and the students become creative like the holiday kids. If they come to school willingly, they produce with pleasure and become successful. It's time to turn our dreams into reality.

Assoc. Prof. Hayal Köksal

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**PRAISES FOR THE BOOK\***

I have known Dr. Hayal Koksai for the last 22 years. I met her in 2001 in Lucknow India. I was invited as a keynote speaker in this SQC conference Organized by The World Council for the Total Quality and Excellence in Education.

Hayal has been an academician in the field of “Higher Education Studies” at various faculties of different universities for 39 years in Turkey. She is also an educator, a quality expert, an author, a civil society leader, and a peace mentor. Book writing is not new to her, she has written numerous books. This is her 19th one.

This work is a product of what she has learned within the philosophy of Total Quality Management (TQM) in Education, which has attracted her interest very much since 1992, and the knowledge she has accumulated starting with her years as a student up until 49th year as a teacher and teacher-trainer.

The unique futuristic topics such as “Journey of non-stop development”, “Personal development”, and “Determining mission and vision in attaining quality” are very much the issues necessary for the new generation of students to become the future rising leaders.

Continual learning will be an essential process for those they lead in the future. Quality Leaders are the hope of the future. They will face huge systemic problems in business, government and managing the planet’s resources.

It is clear to me that Hayal’s book is likely to make a serious contribution to the understanding of this important subject and the improvement of Quality of life for the “CATCH YOUR KIDS IN TIME FOR EDUCATING: A PRACTICAL GUIDE TO QUALITY EDUCATION FOR FUTURE GENERATIONS”.

Prof. Dr. Syed Ali  
Johns Hopkins University  
USA

I wanted to express my heartfelt appreciation for Dr. Hayal Köksal’s outstanding contribution in the form of her book on How to train qualified and dignified world citizens. Her insightful work on Quality management has not only enriched our understanding of this crucial concept but has also provided a road map for all readers to evolve into Total quality persons (TQPs).

Books are important for the mind, heart, and soul. The power to be found between the pages of a book is formidable, indeed, that’s why the saying goes "Today a reader, tomorrow a leader." This concept has been incredibly defined in “CATCH YOUR KIDS IN TIME FOR EDUCATING: A PRACTICAL GUIDE TO QUALITY EDUCATION FOR FUTURE GENERATIONS”.

Dr. Hayal’s insightful guide on cultivating qualified and dignified world citizens through quality education is truly commendable. Her work demonstrates a profound understanding of the importance of education in shaping individuals who contribute positively to society. The book is based on deep research of total quality management and is extremely

informative. It includes some very interesting anecdotes which are based on analysis and exploration. It provides explicit and systematic instruction, which is especially important for struggling young readers. Learning to read involves many different skills that must be taught to a child. Instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension will help the child learn to read and it's presented in comprehensive manner. The beautiful quote which encapsulates the entire ethos of the book is "Quality is an endless journey". No wonder, the book is a beacon of wisdom for anyone passionate about fostering a better world through enlightened and empowered global citizens.

Dr. Hayal's dedication to sharing knowledge is truly commendable, and I believe this book will have a lasting impact on those striving for excellence in both professional and personal spheres.

Regards,

Dr. (Mrs) Vineeta Kamran

Principal, CMS, Lucknow, INDIA

Executive Director, WCTQEE

Assoc. Prof. Dr. Hayal Köksal, as a teacher-trainer, researcher, author, and expert on Total Quality Management, Peace and Dignity and Curriculum & Project Design has contributed her 19th book to readers. I would advise readers to approach the book with an open mind and a willingness to learn. The book offers insights on how to train resilient, qualified and dignified world citizens and provides practical advice on how to improve the quality of education and create warm, loving, and instructive homes and schools. It also emphasizes the importance of lifelong learning and continuous improvement. Additionally, the book contains inspiring stories and examples that can motivate and encourage readers to take action towards creating a better world. I believe that readers who are interested in personal development, education, and quality improvement will find the book valuable and indispensable.

Prof. Dr. Sabri Koç

Başkent University

Ankara, Türkiye

Another gem written by Assoc. Prof. Dr. Hayal Köksal is compulsory reading for students, teachers, educational administrators, parents, quality practitioners and other stakeholders. This book highlights the importance of new modern concepts to create future quality global citizens. The book unpacks the momentous role of community leadership, ethical behaviour, continuous improvement, social skills and much more that is required for personal development in pursuit of the endless journey of quality education.

Dr. Shan (Gulshan) Ruprai, Juran Medalist

Justice of Peace (NSW Government Australia)

Director General Australia and New Zealand WCTQEE

Dear Hayal,

I am very happy to endorse the work you have developed in this book, 'Catch Your Kids in Time for Educating'. I fully recognize the need for a strong partnership between parents and carers and educationalists in developing enquiring minds in our future generations.

Parents and carers play a vital role in setting the tone for education beyond. This is an important book. Congratulations. All best wishes,

Prof. Dr. Mary Stuart

The former Vice Chancellor,

The University of Lincoln, UK

\*ABC Order

**To our great leader Ghazi Mustafa Kemal ATATÜRK who founded the Turkish Republic as a civilised nation and left it to Turkish children to preserve.**

**&**

**To my beloved grandson Deniz Arkut  
who has a special loving heart for Quality and Turkish heritage.**

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#### FOREWORD

Our children, our future... They are the target group on which our efforts at home and at school to bring up ‘Respectable and Resilient Leaders of the Future’ with the “Quality, Dignity and Peace” philosophy focus. It is very important for families to act in partnership with educational institutions and speak the same language they do, in their quest to instil in their children the basic life skills and the characteristics of a good person. We know that the purpose of education at this age is to educate new generations who have learned how to learn and who have internalized being lifelong learners. Thus, they learn how to be resilient before the difficulties and obstacles of life. It seems that it is only possible at this stage to educate “qualified/good quality and dignified” people with such a purpose. When we study the education programmes being implemented in countries aspiring to be world leaders, such as Japan, India, Finland, and Singapore, we see that this concept has become rooted and is being expanded with a structure that encapsulates neighbouring countries. These countries are working for a great change and rapid development, while incorporating their cultural and moral values very nicely as well...

It will only be possible for those who are students today to understand that their attribute of being a “learner” should never end and to carry it through to the years to come, through ‘Personal Development Practices (PDPs)’ that they develop today and apply to themselves; just like the children of enlightenment in the “Village Institute” concept, who learned change by doing and living it. All our efforts are for preparing not only our children but also ourselves for a better life in the rapidly changing circumstances of the world; for equipping them to be empathetic, modern, and productive individuals who can live happily, successfully, and healthily even in the global atmosphere of competition and violence of the 21st century!

The success that is seen in educational institutions where ‘Continuous Development’ practices are carried out with determination, patience and as required, is one of the consequences of the view that “human beings come first” and of modern practices that have adopted scientific studies. I have written this book because of my belief that mothers and fathers should have the same opportunities as teachers and students do, in the process of raising awareness about Quality Education in administrators, teachers, families and even the business world and non-governmental organizations – the main stakeholder groups of educational institutions.

While my target at first were students in classes ranging from primary school to high school, I later thought I ought to include parents and teachers as well and address students from all class levels and adults who had completed their education. Starting out with the idea that every individual should be a lifelong learner in order to become a successful and dignified citizen who contributes to society, I made “the child inside me” and her warm home my intermediary in trying to explain myself. I tried to use simple language, and interesting up-to-date examples as much as possible. My aim was to have the leaders of the future and the teachers and family members who carry the responsibility of educating them focus on the questions “Why should one be a resilient lifelong learner?” “Why should this be done through parent-school cooperation?”

I tried to emphasize that, to educate quality individuals, education should start in the warmth of the family home and later encapsulate the school, society and the business world and explain this through collective work, the essence of our culture. In short, I wanted to stress the importance of the “School at Home, Home at School” approach (Köksal, 2021). That is why the sub-title of my book is “Catch Your Kids in Time for Educating”. Another way of expressing the proverb “As the twig is bent, so grows the tree”. Just like in the expression “Catch them in time – educate them beginning from a young age” which my dear Indian friend Dr. Jagdish Gandhi has taken as a slogan for his school... This title relates the idea that the importance given to education should be emphasized in the family, and that every individual in the family, young or old, should be a strong and dedicated lifelong learner. And thus, a useful resource is created for the 2005 Primary Education Programmes, one of the aims of which, as was publicised, is “to educate new generations who learn lifelong and be resilient”.

“Lifelong improvement”, in other words, “Continuous Quality Improvement”, in fact a way of life itself, is a philosophy that is very useful for our individual makeup and easy to apply. In a period, open to learning and continuous improvement, not turning the positive thoughts of our children whose hearts are pure into negative; directing their high level of energy for the modernisation, progress and happiness of our country and reinforcing it through constructive cooperative work, should be the goal for us adults, especially for educators at all levels, starting with parents. It is often stressed by experts that we should not let the child inside – who is at peace with all people, always ready to learn, curious, happy, and creative – grow up. That “child”, as yet devoid of negative feelings like grudge, hate and war, observing the surroundings curiously and always ready to lend a hand, is also generally the most peaceful refuge that the adult individual seeks. What is important is that we listen to

that child sometimes and look with the eyes of the heart instead of the eyes of logic; is to teach them that being human should be crowned with “dignity”.

This work is a product of what I have learned within the philosophy of Total Quality Management (TQM) in Education, which has attracted my interest very much since 1992, and the knowledge I have accumulated starting with my years as a student up until my 49th year as a teacher and teacher-trainer. Of course, I cannot deny my family’s contribution to this book. My mother’s principle of “being a lifelong learner” was also my principle. I cannot forget my mother, who questioned why she could not use technology, especially the Internet and regretted this even in the peaceful passivity of being in one’s seventies, or my father, who practised newly-emerging strategies on me half a century before their time in the name of creativity, their being my first teachers and instilling in me a love of reading and constant learning, may they rest in peace. My haven of education before school was my home. I understood that I was raised with the best practices that brought out my creativity when I delved into academic study as an educator many years later. I learned the importance of communication and feedback, and how to share the things freely and honestly, I did right and wrong from my well-beloved parents. They were my teachers at home and my home a school! I acquired my knowledge of my Atatürk and his edicts from his “Address to The Turkish Youth” that was on permanent display in the Atatürk corner at home (Atatürk, M.K., 2005: 607). They strove to bring me up to be a dutiful child for my family, my country, my nation, and all humanity, just as every informed parent should. I give them my endless love, respect, and gratitude.

I have had elders from Village Institutes, teachers who were graduates of Teacher Schools and Education Institutes. I was introduced to the notes of the saz, the violin, and the mandolin in the very early years of my childhood. Poems, songs, and rondos became my companions. My thrill of learning how to read and write, which started at age 4, had reached a peak with cartoon versions of classics even at that age. In time, I tried to get to know the realities of my country with Yakup Kadri, Ömer Seyfettin, Kemalettin Tuğcu, Sait Faik, Aziz Nesin and of other countries with Cronin, Dickens, Twain, Tolstoy, Moliere, Hugo, and many others. All of this made me grasp the fact that one could only be a competent person through the improvement of the “head, hand and heart” trio together and in harmony, or in other words, the trio of “mind, body and spirit” as is stated in the quality philosophy.

Visiting and getting to know every city in my country and working in schools in different cities and of different levels, from secondary school to university, even to graduate classes, lent colour and richness to my professional life which started with my graduation from the İzmir Institute of Education. Even better was finding support in my dear husband, after my mother and father who were my biggest support. I cannot deny the contribution of our only grandson Deniz – who we tried to raise with this philosophy until the age of seven before moving to London. We believe our daughter and son-in-law are following the same route to train a qualified and dignified kid. I am thankful that they love and support their son, not allowing him to lose his root values.

When I blended my accumulated knowledge with the ‘Five Personal Practices of Quality’ my dear friend quality expert John Jay Bonstingl (1996:63) presented in an easily understandable

and applicable way, the wisdom of my dear Indian sister Dr. Vineeta Kamran and the work of dear Evelin G. Lindner and Linda M. Hartling-who have lent colour to my life in the last few years - on exalting human dignity, this guidebook was the result. I am sure you will be impatient to set out on the journey of quality at once and not turning your back on the drive to learn inside you, you will heed the call of the child inside who helps you realise this ideal. The first edition of this book, where the first five chapters are very simply explained, was released in 2003 by the Ministry of Education publications with the title “I Am a Quality Volunteer Student” – “Ben Kalite Gönüllüsü Bir Öğrenciyim” in Turkish. When the Ministry changed its publishing system, the out-of-print edition could not be renewed. The second improved edition of the book was published in 2014 by Dignity Press, with 90 sample activities prepared by my two students with the approval of my dear friend, Prof. Dr. Evelin G. Lindner, the founding President of World Dignity University and Human Dignity and Humiliation Studies Network. Right now, it can be purchased in the Turkish edition from the pages [www.dignitypress.org](http://www.dignitypress.org) and [www.amazon.com](http://www.amazon.com) by my friends living abroad.

This translation you are reading in English was done by dear Ayşegül Korkmaz, my colleague from the Boğaziçi University, School of Foreign Language. The content editing was done in previous years by my dear quality leader sister Dr. Vineeta Kamran, and for the final editing, my dearest dost, a very well-known educator on English Language Teaching (ELT) Prof. Dr. Sabri Koç from Başkent University gave me a hand and read the book to share his opinion. I hope we can help the citizens of all countries focused on quality and educating resilient and total quality individuals. We wish you to share your feedback with us.

Dear students, I love you and count on you so much in terms of the future of our country. May you have smooth sailing on the journey of continuous development which you undertake to improve your quality a bit more every day! Do not forget that this is a journey to “being human” and everywhere is a place of learning for you, but the priority is with your home!

Dear parents and teachers, whom I perceive as engineers of the future: if we want to guide our future generations well, we have to know what they feel, what they think, how they can learn, how they evaluate us, what sorts of problems they face in life – this way or that- and how they plan to overcome them. This is called resilience, and we are in need of training resilient kids to make them powerful before the challenging life conditions of the 21st Century. Your homes need to be warm, loving, and instructive places. And the schools have to be homes similar to the warm family environment... If the Internet has made homes into offices, why shouldn't the school! Of course, nothing can and should replace teachers. But it is also very important for teachers to school themselves very well and continue to equip themselves. Not sticking strictly by the knowledge at the time of graduation and not continuing with the same method and philosophy until retirement, being aware that improvement and learning are constant and admitting up front that we also learn a lot from our students are key rules for us, the educators of the 21st century. How many teachers put themselves in place of their students and themselves do the homework they assign beforehand? How many parents think about what they would feel if the restrictions they place were applied to them? How many of us have added other things to learn, even a new

profession to our plans? Which one of us thinks “How can I apply this to myself, to my life and/or learn it?” instead of “That’s over for me!”?

Every one of us is a role model for those that will come after us. How much credibility and influence do you think a mother who says, “Don’t let me see you smoking!” with a cigarette in her hand or a teacher who keeps complaining “Why don’t you read books? I just couldn’t impart that habit to you! How lazy you are!” but who has never been seen reading and researching or carrying a book, has in the eyes of students? These are all quotes from life we know well but cannot give up. It is time to change some things! Why not now? The sooner you guide your children, your students for a good quality, dignified and honourable life, the more successful they will be in life! And starting with the home, this consciousness will surround them first at school, then in public. Please do not forget this...

This book has been written from the point of view of a child who feels happy and productive as she learns about the philosophy of quality, loves her home, her family and teacher very much, and who in her own way starts her “continuous improvement” journey. This child, who is modern and open to progress, has adorned every chapter she starts, as well as every step she takes, with maxims and views from the great leader Atatürk. I hope you also listen to the child inside yourselves and give them the chance to express themselves. Our inner voices are precious. If we have been on the world stage for centuries, it is because we know to keep the eye of the heart open. It is because we can be a unified whole or when necessary, a single fist, with the young and old, the women and the men, we can understand each other and keep the spirit of collective work alive together. This has been so for centuries and will continue to be so in the future! Especially if we love to read and can question, think, and create solutions with scientific methods instead of memorizing...

I want to end my words with a quotation from the book *In the Land of White Lilies*, which I decided to reread in the new year and understood once more how correct I was in doing so. Another edition of the book was one of the first books added to my library by my father when I was 7. If you ask what was special about it, the writer’s lines on page 44 of the book, which was written by Petrov (2007) many years ago and which explains to us very nicely why Finland is at the top in PISA scores, get it across very well:

“...so long as people do not realise their personal responsibilities, it will not be possible for the country to prosper. Every citizen should be a “creator of life” ... Whoever you are- a professor, a doctor, a scholar, a merchant, an officer, a clergyman, a minister – it depends on your talent, your success or lack of success, but do not forget one thing: give your country and your people all the strength in your body, mind, and soul!”

I wish each one of you becomes a “creator of life” with the knowledge and skills you acquire and wish for a happy and productive world full of children “caught young”, that is guided properly, correctly, and rationally from a young age. On the other hand, on the face of fast and unpredictable life conditions of the 21st Century world, we must teach them how to be resilient through various strategies. With my unending love and regards for a bright future for all humanity.

Assoc. Prof. Dr. Hayal KÖKSAL  
15 December 2023, Istanbul



## **REFLECTIONS ON THE REALITEA PROJECT MEETING**

**5 – 6 March 2024**

**By Assoc. Prof. Dr. Aysel Saricaoglu**

**ReaLiTea**  
Research Literacy of Teachers

The ReaLiTea project, in which INGED board member Aysel Saricaoglu is a team member, had its first face-to-face meeting at TU Dortmund University, Germany on March 5-6, 2024.



ReaLiTea stands for Research Literacy of Teachers and is a project co-funded in part by the European Union (ERASMUS+ KA220-HED-000157446, ReaLiTea). It seeks to enhance pre-service and in-service teachers' engagement in and with research regarding foreign/second and additional languages, addressing their attitudes and competences associated with reading, using, carrying out, and sharing research in communities of practice. The project is led by Prof. Dr. Carolyn Blume from TU Dortmund University and includes several researchers and language teacher educators from Austria, Germany, Greece, Norway,

Türkiye, and the UK. The consortium can be seen on the project website: <https://www.realitea.info/about>

The meeting was full of critical discussions of research literacy, talking about what (research) language teachers read and write or do not regarding research. Team members focused on the dissemination work package, addressing guidelines for outputs, communication strategy, templates, plans for future dissemination activities, and ways to promote diversity, equality and inclusion in the project outputs. They also gave updates on the work packages that they lead and shared their planned activities and timelines, discussing how different strands of the project interact with each other.

The participating members were together in a fantastic social event that fostered the team spirit. They are excited for the progress that will be made in the coming months as a result of the collaborative efforts of the team! The first outputs of the project will be available to all language teacher educators and language teachers in summer 2024.

Follow our project on social media:

X/Twitter: @ReaLiTea\_Info

Facebook: <https://www.facebook.com/ReaLiTea.Info/>

Bluesky: @realitea.bsky.social

**CHECK OUT OUR WEB PAGE!**

**THE JOB POSTINGS & CALENDAR OF EVENTS ARE**

**UP-TO-DATE**



## **REFLECTIONS ON METU FLE TALKS (SESSION 15)**

### **Communities of Practice:**

### **Empowering English Language Educators for Professional Development**

**5 – 6 March 2024**

**By Assoc. Prof. Dr. Sedat Akayoglu**

On March 13, 2024, I was invited as the guest speaker for METU FLE Talks, which I really follow with great enthusiasm and find motivation in. The Department of Foreign Language Education at Middle East Technical University has and will have a great impact on my academic career. I learned a lot, I shared a lot and I had great experiences with my colleagues there. So, it was a great honor for me to have a presentation for METU FLE. I attended this session as the President of INGED and I wanted to focus on communities of practice and their role for professional development.

During my presentation, I focused on the critical influence that communities have on our lives, drawing from my own experiences as both a participant and creator of communities. I emphasized that communities centered around mutual empowerment have existed long before our time, citing historical examples such as British Coffeehouses where individuals gathered to exchange news and ideas. It was quite surprising to see the similarities between British Coffeehouses in 19<sup>th</sup> Century in England and the communities of practice of today. In both settings, people come together for a shared concern regularly, they share their ideas, experiences and perspectives and their main purpose is to make their profession better.

While defining what constitutes a community, I emphasized the importance of shared interests or concerns, where individuals learn from each other through mutual exchange of knowledge. Specifically, I highlighted the necessity for communities in the field of English language teaching, where educators can freely exchange teaching strategies, experiences, and

ideas to progress collectively. I stressed the significance of social gatherings in fostering a conducive environment for learning, noting that such gatherings can take various forms, whether informal or institutionalized, and can occur face-to-face or online.

I underscored the concept of Community of Practice (CoP) as a framework that not only provides educators with a platform to voice their opinions but also encourages collaborative work among peers. I emphasized the invaluable support and sense of belonging that communities offer to educators, citing personal experiences and examples such as Webheads, a longstanding community where I have grown both professionally and personally.

Furthermore, I highlighted other notable communities such as our INGED, founded in 1995, which provides educators with opportunities for professional development through conferences, festivals, and training sessions. I stressed the importance of the technology to facilitate communication and collaboration within communities, particularly in our modern era.

In conclusion, I had some suggestions and comments on the significance of joining supportive communities like INGED, emphasizing the importance of sharing knowledge and supporting one another in our collective pursuit of success and self-development. I concluded that investing in community involvement is essential for achieving our goals and fostering a culture of continuous learning and growth.

# THE DIGITAL TRANSFORMATION OF LANGUAGE TEACHER EDUCATION WITH DATA-INFORMED EVIDENCE (DIGILTE)

By  
**Assoc. Prof. Dr. Ufuk Balaman**

Recently, an Erasmus+ cooperation partnerships in higher education (KA220-HED) project has been funded by Turkish National Agency. The project, Digital Transformation of Language Teacher Education with Data-Informed Evidence (DigiLTE), is coordinated by TED University and led by the current INGED Vice President, Doç. Dr. Ufuk Balaman. The consortium also includes Linköping University from Sweden, Bartın University from Türkiye, University of Potsdam from Germany, and International University of Catalonia from Spain.

Figure 1. DigiLTE Project Logo



The following is the publicly available summary of the project:

“The main objective of the DigiLTE project is to digitally transform language teacher education practices in the partnering institutions and beyond by systematically drawing on data-informed evidence that the DigiLTE project team retrieves from the conversation analytic investigations into the actual higher education language classrooms.

The DigiLTE project, therefore, sets out to create a video-based, digitally-enhanced, data-led, and evidence-based language teacher education environment.

The DigiLTE project activities include collecting, transcribing, analysing, cataloguing, and processing higher education language classroom interaction data; transforming the catalogued classroom videos into language teacher education materials coupled with target-specific lectures and activities; and operationalizing the project results in actual language teacher education settings through video-mediated transnational lesson co-designs for practicum teaching followed by reflection practices.

The main results of the DigiLTE project are a digital catalogue of language classroom interaction, the production of the DigiLTE environment in order to digitally transform language teacher education with data-informed evidence; and an original language teacher education model operationalizing the contents and components of the DigiLTE environment in higher education settings to evaluate the project results through digital co-design, practicum teaching, and reflection procedures.”

Within the scope of the project, the DigiLTE project team will conduct activities to close the gap between theory and practice in English language teaching, which has long been criticized as the main shortcoming of language teacher education practices worldwide. The project team will collect video recordings from actual English as a foreign language classrooms. By examining the data to document classroom interactional practices using the methodological tools of multimodal Conversation Analysis and creating a video catalogue of these practices, the team will create an open language teacher education environment and conduct activity that carefully bridges “what actually happens in language classrooms” with “what should be introduced in initial language teacher education programs”. The project has officially started on March 2024 and will continue bringing news insights into English language teacher education for the next two years. INGED community will find an opportunity to actively participate in the project activities, specifically in the National Dissemination Event hosted by TED University (tentatively scheduled for September 2025) and the International Conference on Conversation Analysis and Language Teacher Education (February 2026) also hosted by TED University.

Further information about the project can be found on the project website

<https://digilte.org>)

X/Twitter account [https://twitter.com/DigiLTE\\_Project](https://twitter.com/DigiLTE_Project)

Erasmus+ project description page:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2023-2-TR01-KA220-HED-000184847>).

Doç. Dr. Ufuk Balaman, TED University  
INGED Vice Chair & DigiLTE Project Coordinator  
[ufuk.balaman@tedu.edu.tr](mailto:ufuk.balaman@tedu.edu.tr)

# SOME THINGS TO THINK ABOUT

In this issue of our newsletter, you will find an article on the impact of AI in ELT.

<https://www.elgazette.com/preparing-for-the-future-new-report-on-the-impact-of-ai-in-elt/>

## Preparing for the future: new report on the impact of AI in ELT

By Lauren Billings

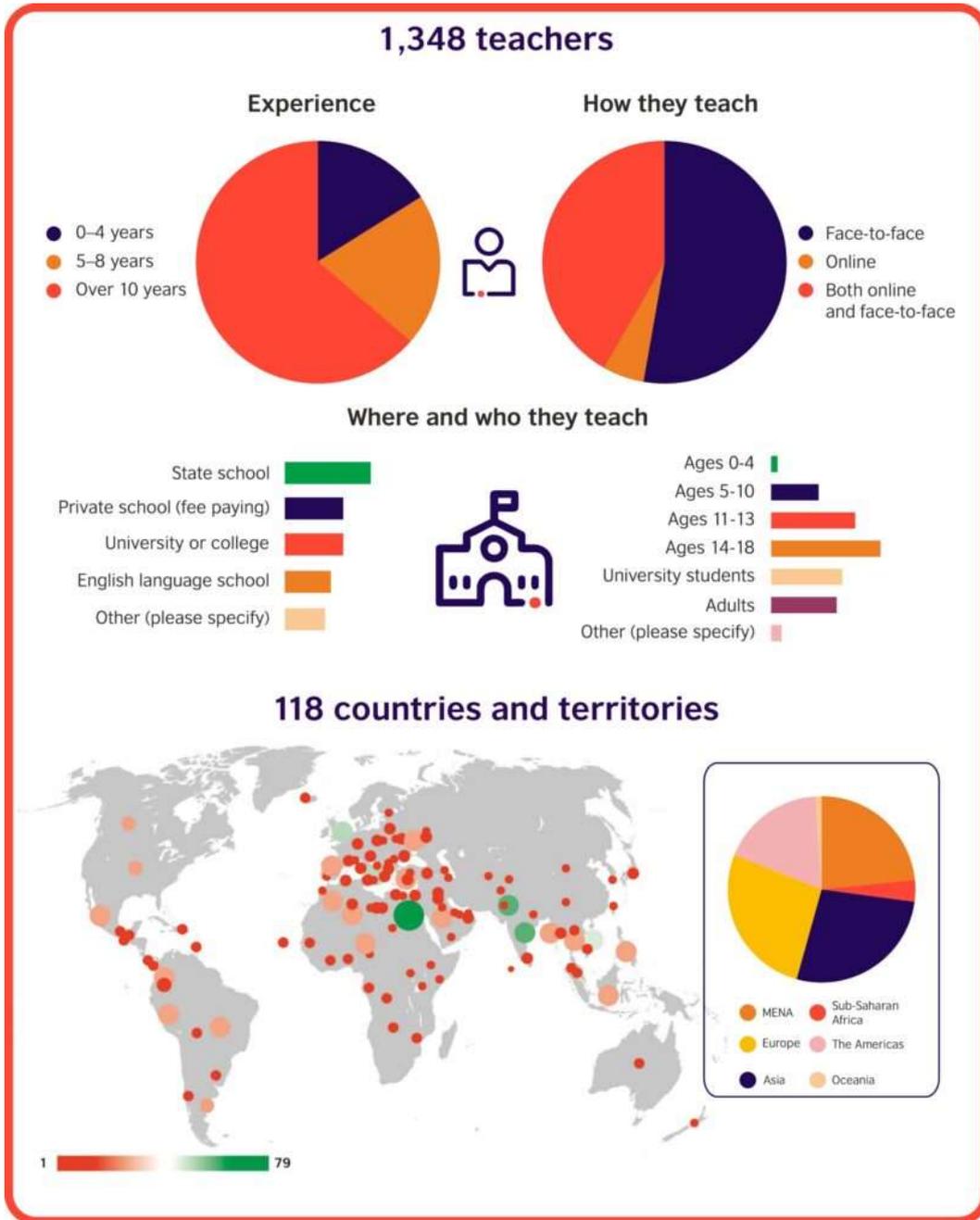
*'Do you think AI will impact English language teaching and learning more than other disciplines?' is just one question explored in a new report from the British Council.*

The report, 'Artificial Intelligence and English language teaching', analyses key industry research and opinions on the use of AI in ELT. Findings outlined in the report aim to show the opportunities and challenges the industry may face in the wake of ever-evolving AI tech.

In the Council's talks with key stakeholders, the majority believe AI will not replace the need for human teachers. Instead, they see AI as aiding teachers, and say more analysis needs to be done on which tasks should be delegated to AI or humans. What AI means in this context, however, is unclear, as experts also believe there isn't a widely understood definition, with more work needed to create one.

Additionally, experts see gaps in digital literacy and worry access to AI may widen the digital divide. However, they say it also makes learning more accessible to students with disabilities.

Some teachers are already using accessibility tools, such as text-to-speech, alongside other AI aids as part of their roles. In the Council's global survey of 1348 teachers, the most commonly used tool was language learning apps, followed by language generation AI and chatbots.



Demographics of teachers surveyed.  
British Council ©

When asked how they use these tools, many teachers use AI for their lessons, such as creating materials (57%) and lesson plans (43%). However, teachers seem to prefer to check work themselves, as just 33% report using tools to correct English, and 23% report using AI to grade or assess learners.

Almost a quarter of respondents reported not using any tools at all.

On the whole, teacher opinion of AI is positive; when asked if AI can help learners improve the four key skills, the majority agreed. However, they also agreed that learners should be able to write in English without the aid of AI.

Notably, when asked if AI can have a negative impact on the ability to improve English, answers were balanced, and around a third remained neutral.

Teachers also seem unsure of the impact AI will have on their role. However, they don't appear to believe AI will make them redundant. Most teachers disagreed with the idea that AI and translation will make language learning unnecessary, and also disagreed that AI will eventually be able to teach English on its own.

To respond to concerns around the use of AI, key stakeholders believe there is a need for a global 'AI in ELT' framework. The framework would address potential problems, including some of those expressed in the Council's report, such as data usage, inclusion, and protecting teacher jobs.

Director Insight and Innovation at the British Council, Amy Lightfoot says they are working to tackle these issues:

'There is so much potential for AI in English language teaching, learning and assessment, but it does also come with significant risks and challenges.

'We're now exploring if and how we can address these, taking forward the recommendations and next steps outlined in the report. We are planning further consultation and collaboration with the wider English language teaching sector. We hope to be able to share more on this through a variety of channels including the upcoming IATEFL conference.'

You can download the full report [here](#).

Images courtesy of Maxim Hopman and Sanjeev Choudhary

**News**



<http://www.iatefl.org>

**The 57<sup>th</sup> International Conference & Exhibition**

**16 – 19 April 2024**

**Brighton, UK**

<https://www.iatefl.org/conference/home>



<http://www.tesol.org>



*TESOL 2024 INTERNATIONAL CONVENTION AND LANGUAGE EXPO*

*ON 21 – 23 MARCH 2024  
IN TAMPA, FLORIDA, USA.*

<https://www.tesol.org/professional-development/education-and-events/in-person/tesol-convention/>

## DO YOU KNOW HOW TO SAY THESE?

### DID YOU KNOW THESE THINGS HAD NAMES?

1. The space between your eyebrows is called a glabella.
2. The way it smells after the rain is called petrichor.
3. The plastic or metallic coating at the end of your shoelaces is called an aglet.
4. The rumbling of stomach is actually called a wamble.
5. The cry of a new born baby is called a vagitus.
6. The prongs on a fork are called tines.
7. The sheen or light that you see when you close your eyes and press your hands on them is called phosphenes.
8. The tiny plastic table placed in the middle of a pizza box is called a box tent.
9. The day after tomorrow is called overmorrow.
10. Your tiny toe or finger is called minimus.
11. The wired cage that holds the cork in a bottle of champagne is called an agraffe.
12. The 'na na na' and 'la la la', which don't really have any meaning in the lyrics of any song, are called vocables.
13. When you combine an exclamation mark with a question mark (like this ?!), it is referred to as an interrobang.
14. The space between your nostrils is called columella nasi.
15. The armhole in clothes, where the sleeves are sewn, is called armscye.
16. The condition of finding it difficult to get out of the bed in the morning is called dysania.
17. Illegible hand-writing is called griffonage.
18. The dot over an "i" or a "j" is called tittle.
19. That utterly sick feeling you get after eating or drinking too much is called crapulence.
20. The metallic device used to measure your feet at the shoe store is called Bannock device.

HOW MANY OF THE ABOVE DID YOU ALREADY KNOW?

# Instead Of Very



✘	Very <i>simple</i>	✔	<i>Basic</i>
✘	Very <i>shy</i>	✔	<i>Timid</i>
✘	Very <i>open</i>	✔	<i>Transparent</i>
✘	Very <i>poor</i>	✔	<i>Destitute</i>
✘	Very <i>quiet</i>	✔	<i>Hushed</i>
✘	Very <i>rich</i>	✔	<i>Wealthy</i>
✘	Very <i>sharp</i>	✔	<i>Keen</i>
✘	Very <i>scary</i>	✔	<i>Chilling</i>
✘	Very <i>rainy</i>	✔	<i>Pouring</i>
✘	Very <i>painful</i>	✔	<i>Excruciating</i>
✘	Very <i>pale</i>	✔	<i>Ashen</i>
✘	Very <i>old</i>	✔	<i>Ancient</i>
✘	Very <i>perfect</i>	✔	<i>Flawless</i>
✘	Very <i>scared</i>	✔	<i>Petrified</i>
✘	Very <i>serious</i>	✔	<i>Grave</i>
✘	Very <i>shiny</i>	✔	<i>Gleaming</i>
✘	Very <i>short</i>	✔	<i>Brief</i>
✘	Very <i>noisy</i>	✔	<i>Deafening</i>
✘	Very <i>clear</i>	✔	<i>Obvious</i>
✘	Very <i>long</i>	✔	<i>Extensive</i>
✘	Very <i>stupid</i>	✔	<i>Idiotic</i>