
Istanbul Gelişim University

School of Foreign Languages Monthly Bulletin

October 2021



**What
you will
read in
this
month's
issue**

- **Back to Face-to-Face Education in SOFL**
 - **The Benefits of Smart boards**
 - **SOFL UNIT Interview**
 - **IGU on Social Media**
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BACK TO FACE-TO-FACE TEACHING

As the Covid-19 pandemic restrictions are loosening in educational sphere all around the globe, we are finally back to traditional face-to-face instruction in SOFL. A shift from complete online learning to hybrid education has been recently made and our academic staff was delighted to welcome and meet the newcomers in person during the Freshers' Week. While virtual classes offer EFL practitioners and learners with a great number of technical opportunities, on-site learning, indeed, provides lots of social and educational advantages, paving our way for a more student-centered and interactive language learning experience.

What is Hybrid Education?

SOFL has recently made a questionnaire asking every student to choose between online and face-to-face education. According to individual preference of each student, class placements were organized. Thanks to hybrid education, each student, regardless of their availability to physically be at school, is given the opportunity to follow the courses. As the ongoing threat of the pandemic remains important, blended education gives us a great chance to keep it all in track.

Hybrid or "blended" learning is a practice that has been in use long before the pandemic since internet became accessible with wide scope. However, there has been a skyrocketing increase in the number of its real-life application since late 2021 as our lives "partially" normalized with the help of vaccines. It simply combines online and on-site learning. Instructors in SOFL now conduct face-to-face and virtual courses synchronically, addressing to the needs of each student. Each course is also recorded and uploaded on our distance learning system so that the students can always reinforce their learning by going back and reviewing previous courses.



Advantages of Face-to-face learning

Traditional on-site learning has a special meaning for EFL classes, especially for speaking courses, simply due to the social nature of languages. We finally benefit from face-to-face learning; it enriches verbal communication and maximizes peer interaction as well. By observing the body language of the other peer, paying attention to facial expressions, tone of voice and intonation, conversations in English become more authentic. In face-to-face instruction, forming groups for any activity is also quicker and easier; immediately after instruction, any structure or lexical item can be practiced and used interactively by group or peer works. Furthermore, communication between teachers and students is more fluent since students do not have to wait for the teacher to notice their question unlike the case in distance learning.

As SOFL, we are glad to be able to enjoy the benefits of face-to-face classes and to welcome our students in our campus!

TECHNOLOGY IN THE CLASSROOM

THE BENEFITS OF SMART BOARDS

As we quickly usher in the new academic year, School of Foreign Languages has introduced a number of changes to make learning more fun and interactive. One of these changes come in the shape of smartboards installed into the classrooms in F Block. Whether students attend the lessons online or in person, smartboards are making learning more engaging and fun.

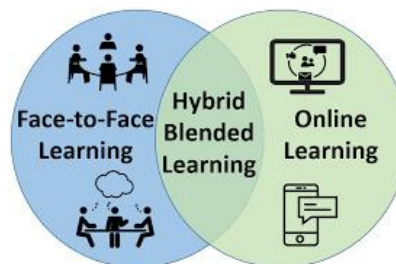
There are many useful features of smartboards. One of which is the visual nature of the technology. During lectures, students do not struggle to find the page or the activity in progress. As activities are shown on smartboards, students find the related activities with more ease. Furthermore, the doodling teachers have to do on board is close to non-existent since smartboards have built-in tools for highlighting, doodling, writing and timers. The variety of tools available at teachers' disposal saves more time for exercise and practice.



The classes in English Preparatory Program leverage online internet connection. As a part of the hybrid academic year, not only can students attend lessons online, but they can also quickly access any information they need via smartboards. If any word comes up in class that is unknown to students and best explained visually, a quick search online can provide visuals that makes comprehension easier compared to having to explain things verbally.

To take better advantage of interactivity, the books used in lessons are updated. They come with online applications provided by Macmillan Education that consists of various interactive activities. Combined with the high quality image and audio of the smartboards, the content is presented in a crystal clear format.

Even though we are still in the early months of the academic year, School of Foreign Languages has initiated a number of quality of life improvements in classrooms and curriculum alike. Entirety of the teaching and managing staff are eager to have a stellar year with up-to-date materials and tools.



Interview With the Coordinator of the Academic Unit

We did an interview with a member of our staff, Yasin Acar. He explained his duties as the Coordinator of the Academic Activities Unit at SFOL and gave us useful information on conducting our research.

Ardeniz ÖZENÇ: Can you introduce yourself to our readers?

Yasin ACAR: I am the Head of English Preparatory Program and the Coordinator of the Academic Activities Unit of SFOL.

Ardeniz ÖZENÇ: I am going to ask you a couple of questions about the Academic Activities Unit and the process of publishing papers in journals and presenting in conferences. Firstly, what are the duties of your unit?

Yasin ACAR: The Academic Activities Unit encourages the teaching staff at the School of Foreign Languages to pursue further academic studies and/or conducting language-related research activities. To facilitate such processes, we arrange meetings with the teaching staff, conduct surveys, organise academic events and support teachers in the design, implementation or publication processes of their individual researches. We also inform teachers on upcoming conferences, webinars and seminars. Moreover, we guide our instructors in their application for research incentives for their academic accomplishments.

Ardeniz ÖZENÇ: Do you have any plans for organising events for this academic year?

Yasin ACAR: We are currently working on organising such events involving prominent persons who would benefit our teaching staff and our students greatly, just like we did before.

Ardeniz ÖZENÇ: About publishing research, I have some questions. Usually, researchers are confused about how and where to publish their works. What kind of a road map a researcher should follow in the process of publishing their work? For example, which journals can they apply for that purpose?

Yasin ACAR: A very academic question. This should be the very first thing in your mind before publishing your research. Principally, you need to conduct a comprehensive research about your study and determine exactly which field it covers. For example, if your research is on, say, teaching language through literature, you should apply to journals specialising in language teaching/learning. Other journals such as the ones which concentrate on history or psychology and so on, most probably would reject your application. So, you need to choose carefully which journals are appropriate for your field of study.

Ardeniz ÖZENÇ: About the incentives paid by İstanbul Gelişim University, are there any points we should consider in our incentive applications?

Yasin ACAR: Yes, of course. As I stated previously, the journal in which you publish your work should be indexed under SCOPUS, WEb of Science (WoS) or Emerging Sources Citation Index. Yet, the university also pays incentives for area indexed articles such as National or International Area Indexed Articles, Copernicus, OAJI, TRDizin (ULAKBİM), Ex Libris and many others. You can contact me or our unit to get more information about those indexes. By the way, we should be careful about predatory journals because our university does not pay incentives for such pseudo-scientific organisations. You can check out this link for such organisations: <https://beallslist.net/>

Ardeniz ÖZENÇ: Thank you for all the valuable information for our academic staff.

Yasin ACAR: You're welcome. As a unit, we are looking forward to the coming of this new academic year. Hopefully, it will be a productive and creative chapter in our lives. Feel free to contact our unit if you have any questions about the matters we discussed.

A former event, June 2019, with director Derviş Zaim.

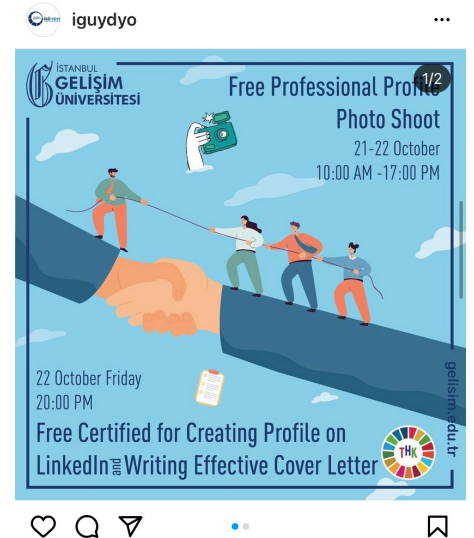
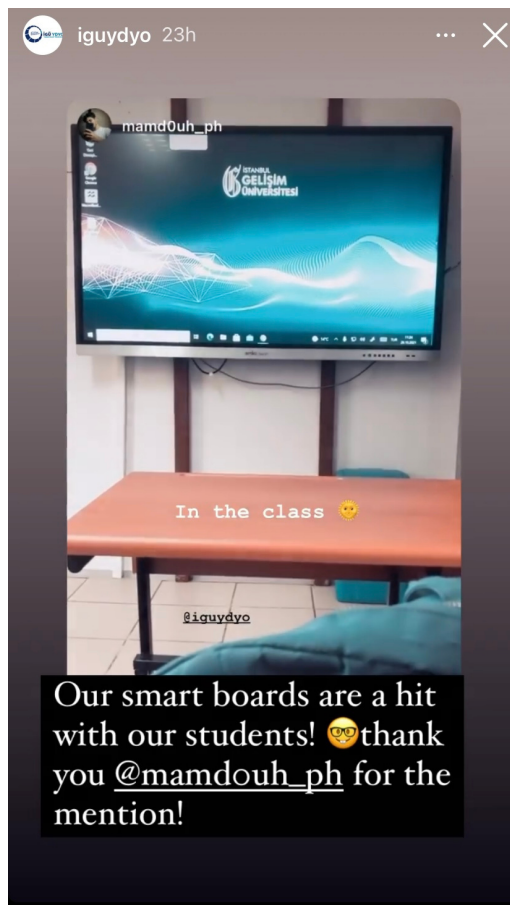


IGU ON SOCIAL MEDIA

SOFL of Istanbul Gelisim University has an active presence on social media platforms such as Instagram and Youtube. Social media team, is working in an organised way since it has a delegate duty to lead school's social media platforms in an excellent way.

Social media team manage school's presence on social media platforms and they use their communication skills and knowledge on different platforms. Events are scheduled ahead, timetables are prepared and deadlines are specified. Therefore, planning and time management are crucial for social media team. Content creation is a very sensitive job for the social media unit. Social media unit of SOFL of IGU is working closely with extracurricular activities unit in order to create fun content (such as group games like Werewolves and Villagers , challenges like This or That where you simply select what you like out of the given options). You can play these games with family, friends or a person you want to get to know. Videos of these games are available on our instagram page as well as Youtube iguydyo. These are prepared by the social media team to motivate students to communicate in English while having fun.

Each month, a plan is prepared for which dates the prepared posts are going to be shared. Special days posts like World Meditation Day, Fathers' Day and various important announcements of our school (like Exam dates,Results,etc and videos of fun activities and challenges) are shared on our SOFL of IGU social media platforms. So make sure to follow School of Foreign Languages on social media platforms to get the latest news fastest!



TOP ASSIGNMENTS

DELIVERED BY STUDENTS

Hello my teacher, this is my homework.

Her name is Çağla. She is from Ordu. Her age is 18. She is studying at İstanbul Gelişim University. She can speak Turkish and a little English. She's in the psychology club. She is studying Gastronomy and culinary arts. She wants to be a famous chef and she wants to open her own business. Her hobby is watching movies or series.

Havva Nur Kaçmaz

Her name is Hilal. She is from Batman. She is 19 years old. It is her first year at university. She studies at Gelişim University. She speaks Turkish and very little English. She is not in a club right now. She studies nursing. She wants to be a nurse who takes the best care of patients. Her hobbies are watching football matches and swimming.

Merve Pektaş

My name is Alperen, my surname is Akcam. I am from Kahramanmaraş. I'm 18 years old. I was born in İstanbul and live here. I was born in Avcılar. I'm studying Architecture at İstanbul Gelişim University. I have brown hair and eyes. I'm six feet tall. I like to read books and listen to music. I like to do sports and spend time with my friends. I have a good sense of humor.

Alperen Akcam

I see a desk, a wall, a shelves, a laptop, a flash drive, a soccer poster, a digital clock, a calendar, a printer, a paper. He has a laptop on his desk. He has a soccer poster on his wall. There is a printer next to the desk. There is paper in the shelves. There is a shelves next to the desk. There is wall in the room. There is a desk in front of the chair. There is a digital clock in front of the calendar. There is a highlighter and a flash drive on the desk. He hasn't map in his room.

İpek Galip

My friend's name is Beyzanur Maden. She is 20 years old. She is from Sinop. She lives in İstanbul. She is studying in the nursing department. She likes listen to music. She is studying at Demiroğlu Science University. Her favorite color is green. She doesn't like to cook very much. She likes reading books.

Şeydanur Ulusu

Academic Publications and Participations

Seda Açıkpotalı and Buse Aksoy presented their article titled;

“EFL Instructors’ views on the effectiveness of on-site and online writing feedback” in Biruni University 1st International English Language Teaching (ELT) Conference: “Catchy Trends in ELT”

October 15-16, 2021

Below you can find the abstract:

EFL Instructors’ views on the effectiveness of on-site and online writing feedback
Seda Açıkpotalı 1, Buse Aksoy 2

As with the integration of digital tools in teaching writing and switching to emergency remote online teaching due to corona virus outbreak, teachers’ online practices have gained great importance. Compared to on-site teaching practices, online feedback is relatively new, challenging and demanding both for teachers and students. In this respect, this research was set out with the aim of exploring EFL teachers’ views about the effectiveness of giving online and on-site writing feedback. Attempts have been made to approach the research goals qualitatively. 6 EFL teachers working at an English preparatory program were interviewed. Interviews were analyzed qualitatively with a computer-aided qualitative data analysis software, QualCoder by researchers. According to the dataset, it was concluded teachers favor on-site writing feedback and have a lot more negative views on the effectiveness of online writing feedback. Interaction was found as one of the most important components in the teaching process, which was stated as limited in online setting. Although it could be enhanced with synchronous, video or audio recorded feedback, teachers’ lack of experience in the use of digital tools and their not being up to date with the contemporary methodologies might be the reasons behind its weak impact. Teachers seemed to be indecisive about the impactfulness of their feedback; be it online or on-site. This extends to on-site instruction as well, which indicates a doubt in teachers’ views that the traditional ways of instruction work. The empirical findings in this research provide a deeper understanding of the effect of two different feedback types on learners’ writing performance. Since appropriate feedback on students’ writing drafts has significant pedagogical outcomes, the findings of those extended studies, raising instructors’ theoretical understanding of important points, and their mindfulness of professional practice in providing correct feedback become more of an issue for the field.

Keywords: writing; online feedback; on-site feedback; COVID-19, emergency remote teaching

1 Lecturer, Department of Foreign Languages, Istanbul Gelisim University, Turkey;
yilmazturkseda@gmail.com

2 Lecturer, Department of Foreign Languages, Istanbul Gelisim University, Turkey; buseaksoy7@gmail.com

Lecturer Sanaz Moazzezi attended the conference organized by Cambridge University.

Below you can find the information about the conference.

About the Cambridge Higher Education Consortium

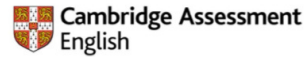
Cambridge Assessment English has taken the initiative to form "The Cambridge Higher Education Consortium" in 2020, in order to provide a platform for Higher Education Institutions in the Middle East and Africa Region. The main objective of this platform is to increase effectiveness and share best practises between the Higher Education Institutions in the region for the new challenges and practices that emerged with the global pandemic.

About the Conference

This conference will aim to assess the impact of the pandemic on Education. What should be the key concerns that we have to address? E.g. Increased dropout rates, loss in learning, losing the key life skills... etc. What are the proposed solutions that could help us deal with such challenges?

The agenda of the conference will include a range of exciting sessions, including:

- Use of Technology in Education
- Assessment design post pandemic
- Challenges and solutions in the Educational Landscape and many more.



Certificate of Attendance

This is to certify that



Sanaz Moazzezi Fardi Moghaddam

Attended the following Webinar:

"Online Assessment and Impact on Achievement"

Thursday, 21.10.2021 | 11:00 - 12:00 (GMT+4)

Dr. Hisham AlSaghibi
Recognition & Assessment Services Manager

Cambridge Assessment English



Cambridge Assessment English
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA
United Kingdom

cambridgeenglish.org
/cambridgeenglish
/cambridgeenglishv
/cambridgeeng
/cambridgeenglish

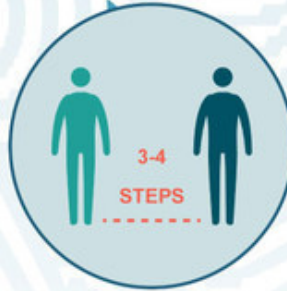
COVID-19 IS STILL OUT THERE...



PROTECTING FROM THE VIRUS IN OUR HANDS



COVER YOUR MOUTH AND NOSE WITH DISPOSABLE PAPER TISSUES DURING COUGHING AND SNEEZING. IF THERE IS NO TISSUE, USE THE INNER SIDE OF YOUR ELBOW.



AVOID CLOSE CONTACT SUCH AS HANDSHAKING AND HUGGING.



AVOID CROWDED PLACES AS MUCH AS POSSIBLE.



DO NOT TOUCH YOUR MOUTH, NOSE AND EYES WITH DIRTY HANDS.



WASH YOUR HANDS WITH WATER AND REGULAR SOAP FOR AT LEAST 20 SECONDS.



USE HAND SANITIZER IF THERE IS NO WATER AND SOAP.