
Istanbul Gelişim University
School of Foreign Languages
Monthly Bulletin

December 2021



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read in
this
month's
issue**

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STUDENT INTERVIEW

Inst. Pınar Aslan

We interviewed one of our beloved students Ayşegül F Firik.

Can you tell us a little about yourself?

I'm Ayşegül Firik. I was born on 1 June 2002 in Istanbul. I'm a Gemini. I am studying at the Department of Psychology (English) at Gelişim University. I'm in prep class right now. I am also working; I both give mathematics lessons and do voice acting (dubbing). Being able to earn my own money and meet my own needs makes me very happy. :)

My hobbies are watching theater plays and movies as well as dancing. By the way, I am taking dance training at 2day dance. Being able to express my own soul with my body motivates me a lot. One of my biggest dreams is to be able to liberate women who have been deprived of their freedom, and another is to be able to take on many characters and taste different spirits, both on stage and behind the scenes.



What kind of voice acting experiences do you have?

Maya the Bee [Arı Maya] (TRT)

Lucifer Linda (Netflix)

Emperor Penguin (Documentary KTRT)

In addition, many other projects that I am in the contract phase. You will soon see me in the voiceovers of commercials.

How did you decide to study at Gelişim University?

The overseas opportunities of our university were the biggest factor in my preference for Gelişim University. The opportunities provided to the top students of the department were very convenient. Thus, I chose Gelişim University in order to be the top student in the department and to benefit from all the opportunities it would provide.



What is your vocal range?

My voice is said to be very clear and good sounding. Of course, I also do "mushroom practice" in order to clear my voice and eliminate any tongue laziness.

How is your work schedule? How do you plan school and work?

Every Sunday, I review the work that I need to do weekly and divide it into days. For example, on Mondays and Tuesdays, my classes end at 12:10. After the lesson, I immediately go to the studio and dub what I need dubbing. On Saturdays and Sundays, I'm in the studio full time. I reserve my Fridays for my homework. On Tuesday, Wednesday and Thursday evenings, I give mathematics lessons to my student (6th grade) between 18:00 and 20:00. I take one-hour dance lessons on Wednesdays and Fridays. If I have time, I postpone the projects that I need to perform next week in order to prepare for the exams during my exam periods. But if I don't have time and if I have to complete that job, unfortunately I sleep less :(



What kind of projects will you be involved in?

- In movie voiceovers
- In trailer voiceovers
- Advertising voiceovers
- In audio book readings
- Documentary voiceovers etc.

How do you stand up when you lose your motivation while living at such an intense pace?

One of my biggest supporters is my dear grandmother. Another is my boyfriend Tayfun, whom I said I found my soul mate to... My other half who believes in me more than I do. My two biggest supporters, whom I love more than my life. I thank them very much. So glad I have them.



How do you proceed after any failure?

Like every human being, I have tasted failure many times. I still taste it. But the only thing that keeps me standing is the opportunity to change my stance in the face of these failures every time, and to stand up again, willingly and by working hard. :)

Are there any Turkish voiceovers better than the original?

Yes of course there are. These are
Rocky series
The Shawshank Redemption [Esaretin Bedeli]
Maya the Bee because I voice it myself :)
There are many movies like Deadpool movie series.

Do you have a life motto that you dedicate to while doing all this work?

I actually have a few pieces of advice that I keep repeating to myself.
Don't expect a person who can't accept their own essence and spirit to respect you under all circumstances. Because s/he cannot accept your identity while s/he has not yet found his/her own place in this world. Thus, s/he cannot show respect.
We live to be happy and dream. Let's work hard so that we can travel to lands where we are happy.



In English, For English, By English

Inst. Tuğrul Güngör

Student Inquiries on Learning English

It is very likely that the most popular question among people, who recently started learning English, is "How can I improve my English"? At the School of Foreign Languages (SOFL), we have witnessed some learners ask this question to each of their teachers. Unfortunately, they cannot get an answer that will satisfy them. They expect to hear of a straightforward task that will make them learn the language easily. However, in social sciences, it does not work that way as everything is variable and depends on other variables. However, some methods, studied and proven, ease and increase the quality of the learning process.

The best way to learn something is by practicing and applying it in the real world. This article states what steps can be taken to learn and use English under three headings: In English, For English, and By English.

In English

English is not simply a school subject. It is a communication tool and a form of cultural expression. The environment that we live in, consciously or subconsciously, conditions us and results in affecting our behavior. Therefore, to learn English, we must be in English.

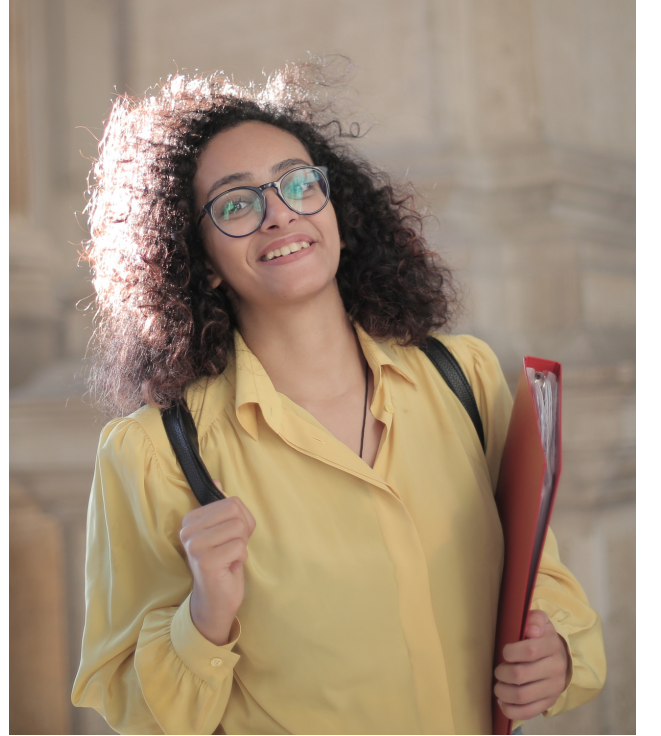
So, what does it mean to be in English? In other words, it is creating a language learning environment for ourselves. Games we play, movies we watch, books or articles we read, thoughts we think, etc. All can be in English to prepare and adapt our mindset for thinking in and ultimately using English.

Since learning is a process that requires patience, learners initially may not observe the effects on themselves. However, as time passes, one will be able to notice how the environment that they have changed changes them back.

For English

Languages do not appreciate our efforts to learn. Unless we continuously practice or use them, they tend to become forgotten. That is why teachers assign their learners some follow-up homework based on what they have learned.

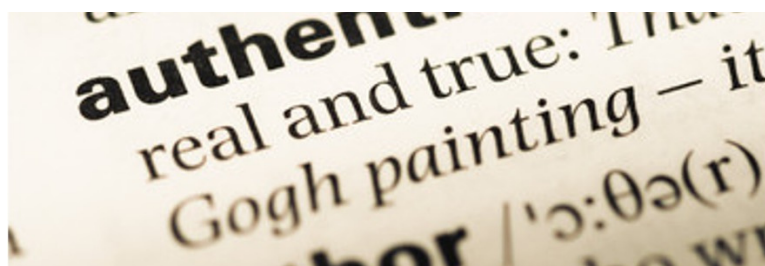
At SOFL, we weekly give our learners assignments about that week's subjects. Several lessons after, we ask them to go back and complete some more assignments. This leads not only to an opportunity to practice what they have learned but also promotes their autonomy to become independent learners. In other words, we are encouraging our learners to produce the language by themselves.



By English

Learning is not a process to be risked. For this reason, all instructors and administrators at SOFL, put their best efforts to ensure the learning occurs precisely. So far, in this article, two separate yet strongly linked language learning facts were listed. The third one, which also has strong connections to the first two, is choosing a language source.

There is not only one English. There are many accents and glossaries. Our learners must have noticed that next to each reading paragraph or listening activity, we have a glossary section. A glossary is a list of terms in a particular domain, and there are many domains in English just like any other language. During our classes, we teach the proper way of using general English with its standard dialect, and vocabulary about everyday domains such as weather, directions, and food. Thus, we are very selective of what material and language we use during our lessons.



My recommendation for students who wish to, and are strongly advised to, follow In English and For English sections, is also to be very selective of what they are exposed to. Not all games, movies, TV shows/series, or songs are appropriate to be used for English-learning purposes. Since they are not produced for language-teaching purposes, there is no guarantee that they will contain proper language.

As I mentioned earlier, culture is a very important aspect of language. For this reason, our materials should be carefully chosen to display the proper usage and reflect its culture. At SOFL, our materials are chosen meticulously, to provide our students the opportunity to study the authentic language. We do not only learn the language rules but also how to use them.



In English, For English, By English

To conclude, it can be said that language learning is an important process that includes culture as well. Adapting ourselves to English is an important step. For that reason, teachers focus on creating an environment in the classroom that mentally prepares learners for learning. In addition, learners should not see English only as a school subject and must practice as much as possible outside the classroom. Finally, it is essential to use appropriate material as it should represent the proper use of language as well as its culture.

Intercultural Awareness in ELT

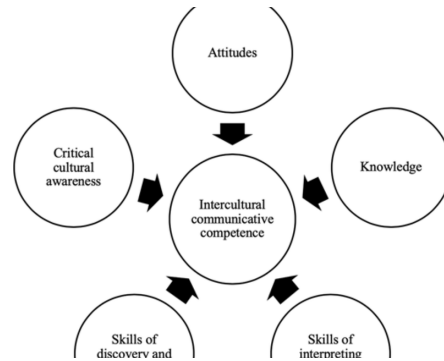
Inst. Mervener Gökçe

Language specialists have been considering the features of diverse cultures while teaching for over a decade, in contrast to prior conceptions that were practiced in ELT and overlooked cultural diversity. Both for L1 and L2, these features are founded in national language and cultural conceptions.

Many cultures from across the world are being taught to L2 students in English textbooks, emphasizing the importance of cultural awareness in ELT, which includes clothes, meals, music, and social relations. Culture and the way people live were so intertwined that it wasn't feasible to separate them until the twentieth century. People remained in the culture they were born in to for the rest of their lives. This has been changing with English being lingua franca and building a bridge among all the nations, languages, and religions all around the world.

Internal adjustments in attitudes and values are required to develop sensitivity and understanding of another ethnic group. Attributes including flexibility and responsiveness in dealing with others are also effective in creating cultural awareness which must be accompanied by cultural understanding. Every society has its own language habits.

Non-native English Language Teachers and Multiculturalism



From non-native teachers' point of view, understanding the difficulties of learning English along with its culture, being aware of linguistic effects such as language transfer or witnessing culture shock might provide us with an advantage. Modern methods and approaches teach us that respecting, including and learning the culture of the language not only you teach but also you learn from your students coming from different backgrounds. Living in a metropolitan, multicultural city like Istanbul is a perfect example of that. Since language is a significant means of communication and socialization, learning cultural concepts of L2 is a must to avoid misunderstandings, offences, disrespect and so on. The evolution of views on the relation between language has progressed from radical theories to evidence demonstrating language and culture do interact, although their impacts on each other are not as extreme. To be able to speak and interact in a foreign language, a student must first grasp the language to some degree and then identify mindsets from their original language and culture that they can apply to the other language.





Teachers need to know the cultural connotations inherent in the language. Walking into the classroom, we have no prejudice towards other cultures and languages and we embrace them all, knowing each one of them is unique. What's more, teachers must be aware of the diversity of culture in order to educate their students about it, starting with themselves while learning L2. Linguistically, culture plays a role in the linguistic nature of the language, shaping the semantic, pragmatic, and discourse levels.

As English language teachers, we are the bridges between students and L2, and L2 is the bridge between the students and the world. Cultural awareness and intercultural learning are claimed to be part of the CEF's initiatives in order to encourage international understanding and world peace.



PERSONALIZATION IN FOREIGN LANGUAGE EDUCATION

Inst. Sümeyra Mürvet Aydın

The expression of knowledge, experience, and feelings comes into play through personalization when learning a language as emphasized by Thornbury (2006). Thus, it is evident that the definition of language, which most answer to as a means of communication and interaction, takes a form of life in personalized activities in particular in pair or group work. Therefore, its role and significance are vital in the process of learning a foreign language. Although it is practiced in the SOFL, much more time should be devoted to these personalized activities in addition to many of the activities being adapted and adjusted to be personalized.



Students get to express not only who they are but also gain more insight about themselves during these activities as they are directed to articulate topics concerning them. It is clear to say that it is a time for reflection about themselves, which can highlight their strengths and weaknesses that were oblivious to them previously. However, this reflection isn't purely about them but also their surroundings; students are able to voice their personal concerns or convey their love for their family and friends while displaying authentic emotions. Therefore, the students' identities are being constructed through verbal and non-verbal interaction, which enables self-actualization to take place as students become more aware of who they are and recognize their potential. Hence, communicating and interacting in a foreign language gets to be simpler for students since it becomes easier to speak about one's self if they know who they are.

During the personalized pair or group work activities, students evaluate the arguments put forward by using their critical thinking skills. As observed in classes, students tend to ask follow-up questions to determine whether the information stated is true or not. This is either linked to a genuine interest in what their peer has mentioned or it is influenced by their innate desire to discover the truth. Regardless of the reason for pursuing this action, it is clear that it brings students closer as the underlying intention of it is curiosity. This curiosity gets students to be more engaged while conversing. Moreover, it strengthens the ties and lowers the affective filter, which is crucial in a multicultural environment for students who are getting to know one another. This prevents the discrimination and alienation of others and lets students see that despite their differences they encounter similar situations. Thus, this allows them to relate to or empathize with one another. Additionally, this brings about peer learning as students learn from one another in relation to content and language and it creates a safe atmosphere for peer correction if needed. Overall, it can be understood that personalized activities that are revolved around pair or group work are essential for students especially about identity, critical thinking, and developing relationships. Thus, they should be a focal point in foreign language classes.

REFERENCE:

Thornbury, S. (2006). *An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching*. Macmillan Education.

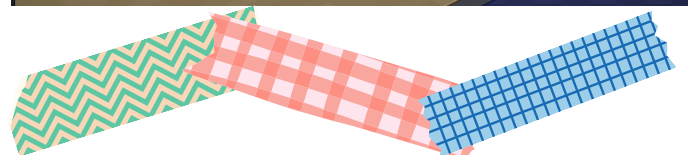
Extracurricular Unit Activity UNPACKING

Inst. Sercan Arisoy

It is a pleasure to state that the Let's Play Unpacking was a lot of fun! The students who attended the event and lecturer Sercan Arisoy had a ninety-minute session where they unpacked the life of the nameless protagonist of Unpacking and learnt about everyday household items as well as prepositions of place. As many would agree, repetition is the key to learn by heart. That is why, seeing the same objects in the following levels of the game really challenged students to recall what they have learnt. Understandably, students were reluctant to recall the new vocabulary they have learnt. However, through repetition, students had much more confidence in their ability to recall the names of the objects they have seen before. The event was not all about learning or repetition though. The event was host to various joyful moments as there were no shortage of nostalgic references to 90' childhood craze from tamagotchies to legacy video game consoles. Our choices of where to place items in the house also revealed many similarities between how we organize our living spaces. If you somehow missed the opportunity of attending this event, worry not. The session was livestreamed on our Instagram page ([Instagram.com/igoydyo](https://www.instagram.com/igoydyo)) and they are available to replay through these links;

Part 1 - <https://www.instagram.com/p/CXs217qJ5iC/>

Part 2 - <https://www.instagram.com/p/CXs8iHdpJ3q/>



Extracurricular Unit Activities in Upcoming Month

Inst. Sercan Arisoy

Extracurricular Activities is a unit within the School of Foreign Languages. The responsibility of the unit is to organize and execute fun and engaging events for students. As the academic year continues, there are numerous events that are in preparation. Even though the details of these events are not finalized, talking about what sort of events are on the horizon is a good way to prepare for the brewing fun.

WHO IS IMPOSTER? CARD GAME

Named after the sensational indie title Among Us, the card game embraces an easy-to-understand but difficult-to-master gameplay where players try to get rid of all the cards in their decks to win. Bonus cards that mimic the gameplay of Among Us such as 'vent' and 'emergency meeting' sprinkle unpredictable twists into the mix!



WATCHING KUBO AND THE TWO STRINGS



Who doesn't love films? Watching films is a great way to improve vocabulary, grammar, listening and so much more. This is why, Extracurricular Activities Unit loves showing films where students absorb and internalize language in such a fun way. After the film concludes, students and teachers get together to talk about the plot and the characters filling out worksheets.

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.