
Istanbul Gelişim University

School of Foreign Languages Monthly Bulletin

January 2022



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

- **In-Service Training at SOFL**
 - **Read for Pleasure**
 - **The Impact of Reading in English Language Acquisition**
 - **IGU on Social Media**
 - **Top Assessments**
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IN-SERVICE TRAINING AT SOFL



All faculty members of SFOL joined an online training session on “Hybrid Teaching” provided by Macmillan Publishers House on February 4, 2022. The trainer Duygu Erdogan has been in the ELT world for over 20 years. She has a BA in American Culture and Literature and an MA in English Language Teaching. She holds a CELTA, DELTA, Teacher Training Certificate and Trainer Training Certificate. She has worked at various institutions from elementary schools to universities in different parts of Turkey as a teacher and trainer. She is one of the founding members of TESOL Turkey Association.

Mrs. Duygu Erdogan with all of her astonishing experience made the session as interactive as possible through various ways as showing pictures and making trainees interested in the session. Since the training was held on an online platform the attendees were suggested to use their microphones and type in the chat-box whenever they wanted to share their opinions and experiences on the given subject. (image1)

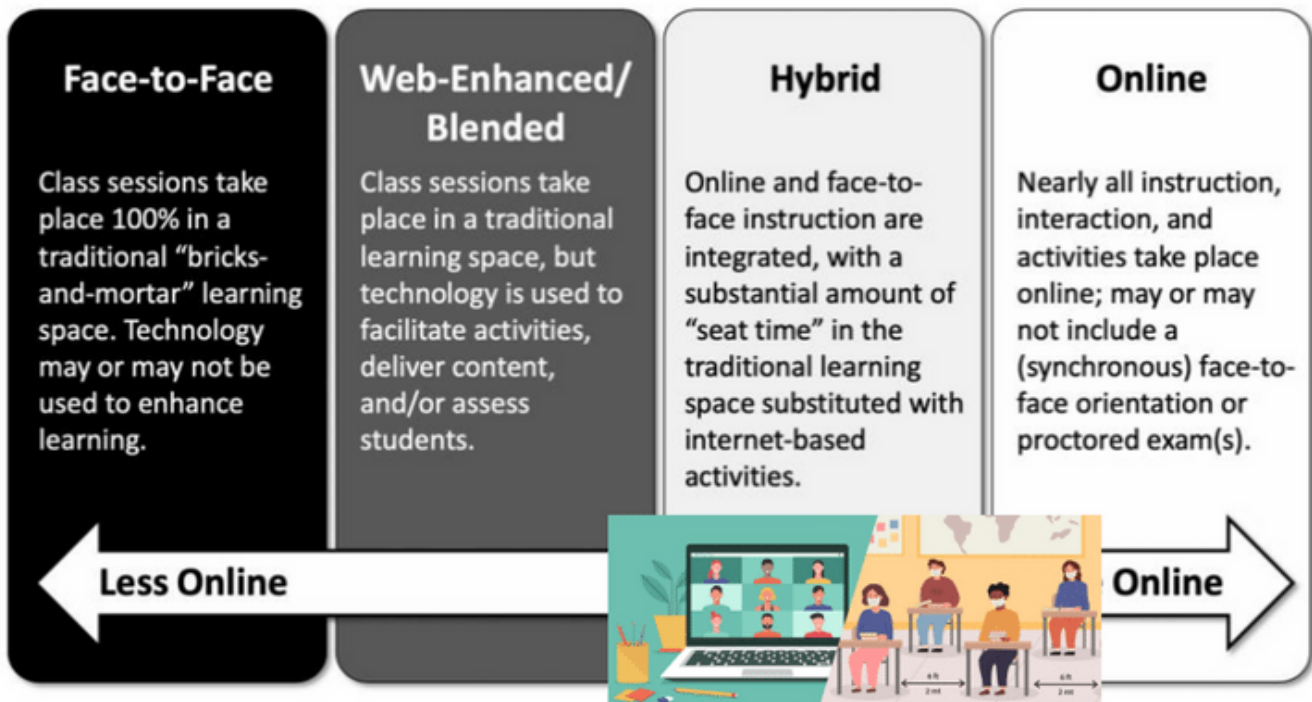


04.02.2022

The session started with the question: “What is hybrid learning?” The teachers shared their own ideas and discussed how they implement ‘Hybrid Teaching’ model in their classrooms. They were also asked to brainstorm the advantages and disadvantages of this teaching model. As to the poll result, the challenges outweighed the benefits and the group exchanged their views on the reasons of this outcome.

Mrs.Duygu Erdogan clarified the terminology as many people might use the words 'hybrid' and 'blended' interchangeably, but in fact, they mean different things. That difference is based primarily on the proportion of face-to-face and online sessions or instructional material in a given course.

'Hybrid' refers to teaching that is roughly balanced between its two formats, 'blended' refers to a mostly traditional face-to-face course that incorporates a few class sessions' worth of online instruction. (image2)



Further, Mrs.Duygu Erdogan and the whole group discussed the benefits of concurrent hybrid teaching are when students engage in the material and demonstrate learning, and how they interact with each other and the instructor is flexibility. Hybrid learning can offer the best of both online and face-to-face in one unified experience. Here as, the trainer, mentioned the key is to use time wisely as hybrid approach makes the time a more precious commodity for students and their instructors to spend also more significant focus on using that time more purposefully is vital. (image3)



Similar to 'flipped model' BUT hybrid class are not merely for reviewing material – they are intentionally much more active

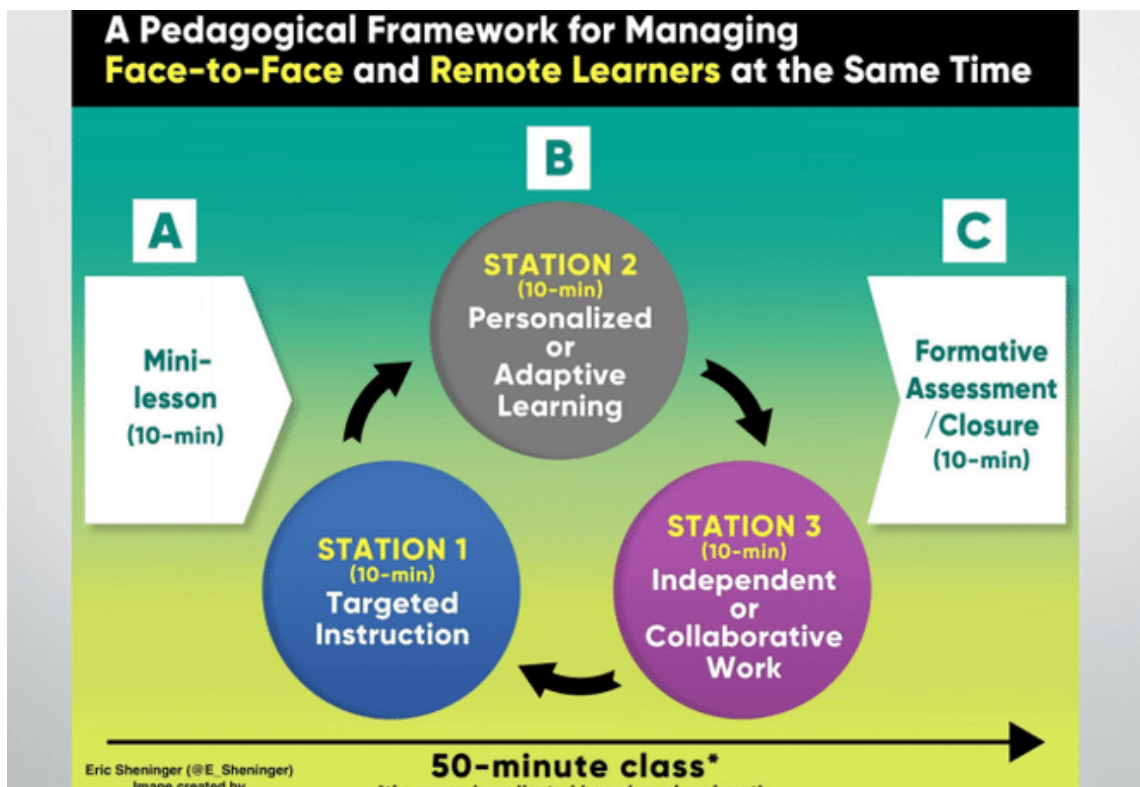
Face-to-face sessions

- a certain amount (sometimes a significant amount) of in-seat time may have students watching videos, reading texts, and taking notes

Hybrid Classes

- students are more often assigned these kinds of content centered tasks in the online portion of the course, and spend face-to-face time more deeply exploring it, analyzing it, deconstructing it, and collaborating to develop new ideas.

The crucial points of the student experience were brought up during the session; purpose, meaning and interactivity integration necessitate a thoughtful focus on the student experience so that students are presented with engaging material and prompted to interact with it in innovative ways. This interaction does not mean that activities need always be super fun, but they should be engaging because this leads to students being more motivated to learn and succeed. A hybrid course expands the possibilities of how students interact with content and with each other. So, just having them read articles online and then meet to discuss them in class, for example, takes no real advantage of a class format that should otherwise be a transformative experience. (image4)



Towards the end of the training, participants and the trainer reviewed the role of a teacher and a learner. There were various opinions on this, but the trainees supported each other's ideas relying on different teaching models depending on the locality and culture. Another necessary issue mentioned was the types of the exercises/activities and how educators can improve, first of all themselves, and then be a great help for our future leaders.

READ FOR PLEASURE

In foreign language environments reading has been considered passive yet as of the uppermost skills. However, contrary to the popular belief, many L2 instructors indicate that it is originally an active learning practice. When examined closely, any foreign language reading classroom will appear with similarity in passive teaching methods. Therefore, instead of drawing superficially similar methodologies, this paper aims to evoke distinctive approaches to the teaching of L2 providing a brief description of teaching reading.

L2 reading focuses on language skills and comprehension strategies of some certain level fluent readers. Therefore, in a typical language classroom, the teacher plays the role of being a facilitator preparing students to read from a textbook activating background knowledge which is essential to comprehend a text. This may include several assets such as vocabulary coupled with while-reading and post-reading activities. While students are busy with while-reading questions, they read the passage silently at their own pace. After reading, students exhibit their comprehension demonstrating that they grasped particular skills such as the main idea, inferring and predicting the unknown words using the context. However, the first and foremost goal in reading classes is to assure that students are willing to read in their foreign languages. Instead of showering students with homework, educators should encourage students to read for their own purposes and their own speed. Moreover, the reading materials should be assigned considering the students' linguistic capacity and self-selected topics. By doing so, foreign language learners will answer post-reading questions as well as build a reading strategy. This promise sharpens students' reading skills and strategic reading prompting or activating background knowledge.



Reading, introducing a practice method, often authentic, gives opportunities to explore new topics and comprehension. Through pre and post-reading activities and authentic reading, reading courses become more interactive, often exchanging background knowledge and automating new perceptions. Thus, teachers play a crucial role in helping students stimulate interest and motivation as classroom activities are the most important factor of reading instructions. Autonomy, on the other hand, enhances student motivation supporting students to take responsibility for their own learning. Therefore, reader autonomy imposes when, where and what to read. In this case, the language instructor helps the learner establish a relationship between the correlations and promote positive attitudes which enable further readings. At this point, I counsel that students should discover their reading strategy and what reading may mean to them.

Many studies show that extensive reading is crucial for vocabulary instruction so that learners not only acquire the meanings of the words but also learn the use in the context. ELT, at this point, should accentuate that learners perpetually will learn the meanings of words that students consider important. Therefore, it could be concluded that reading for pleasure and reading without checking for each word calls upward improvement in language proficiency. When supported with extra-curricular activities and reading habits beyond the classroom, students maintain language learning ability and improve their language autonomy, which makes reading more fun, motivating and interesting.



In conclusion, foreign language instructors should displace reading from being a habitual passive activity and should make reading activities as active and interactive as possible by supporting the student's own reading strategies. Furthermore, exposure to a rich variety of comprehensible reading materials and authentic activities will help learners discover what reading in a foreign language means to them. Thus, an instructor is to promote positive attitudes that are likely to enable further readings. The subject and the material chosen by the students in their autonomy will thus increase their vocabulary and exceed the in-class reading.



The Impact of Reading in English Language Acquisition

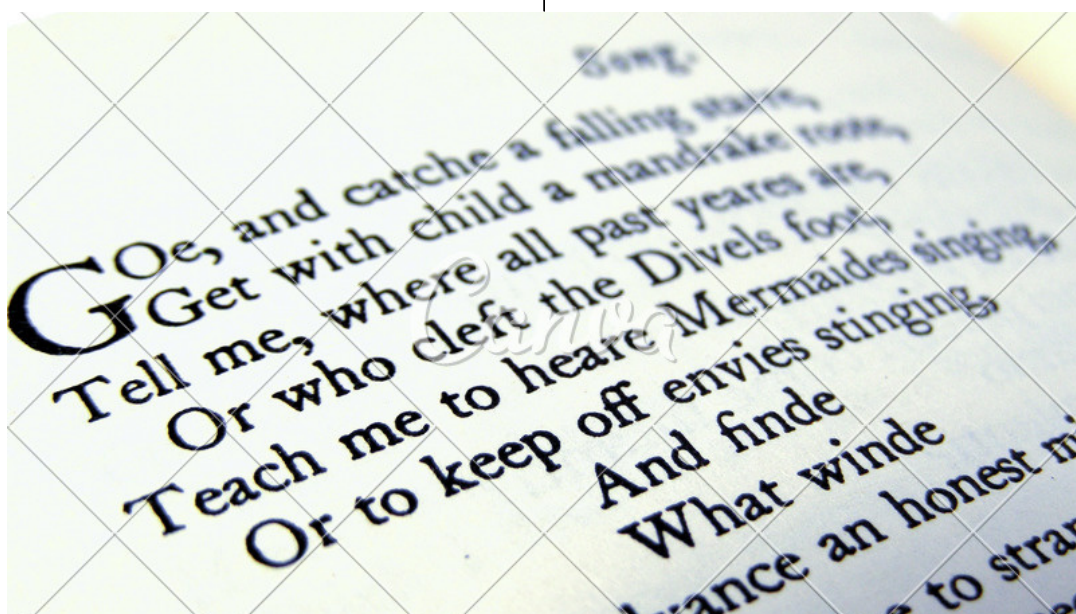
As an English Language instructor, and as an English Literature critic, I all the time give special importance to the importance of reading materials in the class while learning the English Language. "There is no friend as loyal as a book", said American author Ernest Hemingway. In truth, books hold an important place in our lives, they cherish us, widen our perspectives, deepen our imaginations, and as Hemingway mentioned they can be our best friends when we feel down or alone. Apart from its vital benefits, reading can boost up the learning process especially in new language acquisition. Rather than our reading classes which are provided for four hours in the schedule of SFOL, the students should be indulged and exposed to the reading materials all day long if they want to learn a new language.

By reading, students can visualize and prompt their imaginations twice by thinking in a different language, they try to analyze, digest, and translate the sentences they read to their native language. This enables them to be more attentive readers and it can give them more focus and concentration. As students read, they are also more likely to remember the new vocabularies and expressions as they see them in the text. This helps them build their vocabulary and improve their understanding when they listen, which is vital as they start to read. They need to understand how stories work too. Even if you do not understand every word, you will hear new sounds, words, and phrases which you can then try out, copying what you have heard. One of the advantages of reading is that it engages various parts of your brain. When you read, you exercise your comprehension abilities and your analytical abilities. It fires up your imagination and stimulates the memory centers of your mind. It helps recall information as well as stabilize your emotions.



Another importance of a reading habit is that it strengthens mental muscles. Reading is one of the best mental workouts there is. It's been found that regular mental stimulation can slow down and possibly even prevent diseases like Alzheimer's and dementia. Reading keeps the mind agile and young. That is why students can easily remember and associate the new concepts words that we taught in the class. Instructors can teach vocabulary, grammar, and concepts, but we can not put the information into the student's long-term memories so reading itself is a must individual learning activity that students should practice themselves if they want to develop their comprehension and understanding in a new language.

To sum up, reading is a vital skill in the language learning process. It helps to enlarge students' vocabularies and expressions, it eases to recall the information, it prevents mental diseases such as dementia or Alzheimer's, it makes the language learning process faster than ever.



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 deligate duty to lead school's social media platforms in an excellent way.

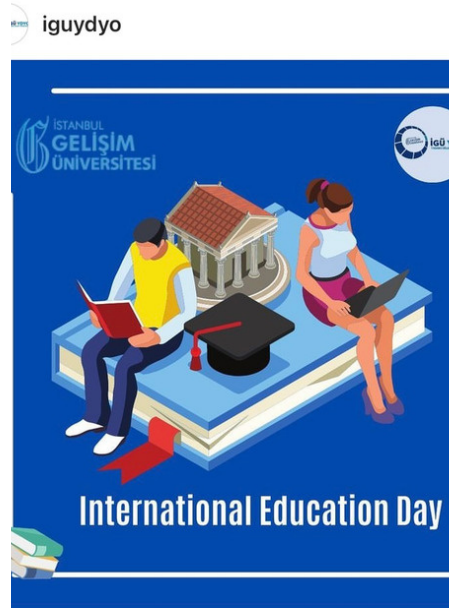
Social media team manage school's presence on social media platforms and they use their communication skills and knowledge on different platforms. Events are scheduled ahead, timetables are prepared and deadlines are specified. Therefore, planning and time management are crucial for social media team. 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!



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Derslerin Başlangıç Tarihi:
Yüz Yüze Atölyeler: 24 Ocak - 04 Şubat 2022
Çevrim İçi Dersler: 24-28 Ocak 2022

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KATILIM ÜCRETSİZDİR

iguydyo

TOP ASSIGNMENTS

DELIVERED BY STUDENTS

Developing technology has negative effects on our culture. One of these effects is that it makes us forget our cultural heritage. Carpets, plates, spoons, armchairs that we used in our homes in the past, each of them reflected our culture. But now everyone has the same stereotypical items in their homes. The developing technology even determines the decoration of our home and deletes the traces of our culture. As handicraft loses its former importance, its production also disappears over time. Valuable parts of our culture disappear with time.

Technology takes place in a large part of our lives. It plays an important role in the buildings where we spend the high part of our lives. For example, the elevator, which is important in carrying loads, getting up and down the stairs, etc., is one of the important inventions of technology for buildings. Thus, it has become the savior of high buildings.

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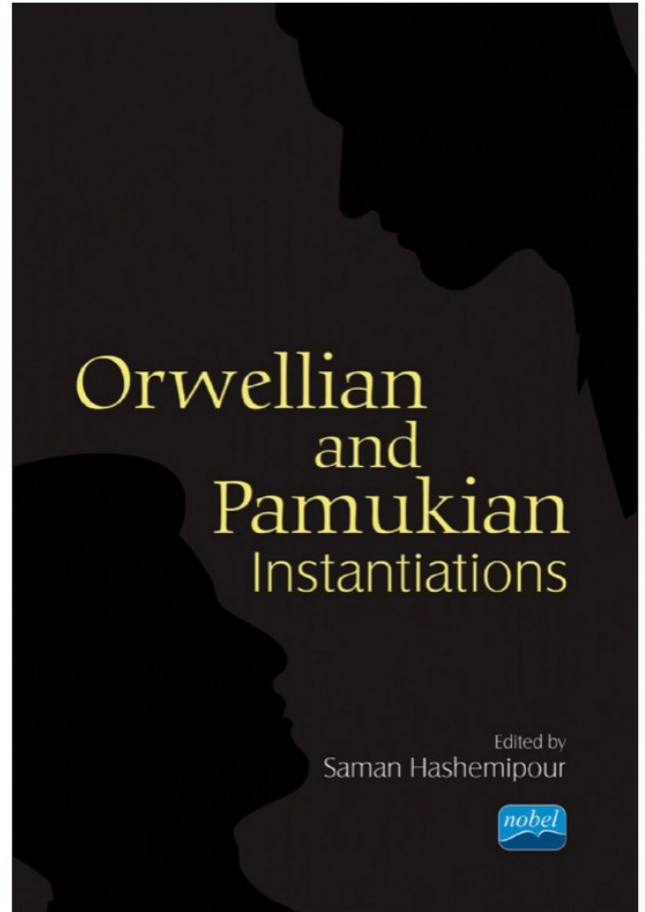
I think it would have changed a lot. If I were to explain by giving an example, I can say communication between families. In our old times, in our culture, the whole family used to gather in the living room and chat. But due to smart phones, this is very difficult now. Because after everyone comes home, they take their phones and go to their corners. This is family conversations. It affects a lot. In other words, those close conversations that used to be in our culture are not as much as they used to be.

I think I manage my time well. I make my plans monthly and try not to go out of schedule. So I have extra time and spare time for myself. I spend more time with my school and friends. I don't like things that are suddenly planned. I spend my time at home watching movies and chatting with my family. I try to sleep early at night. Also I wake up early in the morning. I also set aside time for sports 1-2 days a week. Thank you for listening.

PUBLICATIONS

SOFL instructor and Vice Principal Yasin Acar is one of the authors of the book ***Orwellian and Pamukian Instantiations***

This book juxtaposes eight chapters by four authors about literary masterpieces by Orhan Pamuk and George Orwell. The common themes in the Pamukian and Orwellian context, such as hegemony, tensions between two discourses, false reality, degeneration of society, east-west conflict, imagined cities, nationalism, and the new historicist perspective on dystopia are fellow ground for the signified, well-analyzed, Eastern and Western authors. Furthermore, through instantiations, the Pamukian and Orwellian academic discourses in the medium of coordinating conjunctions of the past, present, and future of humanity are illustrated.



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.