

School of Foreign Languages' Monthly Bulletin

April 2022



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

- Latest News of SOFL
- Our Staff Academic Activities
- Student Interview
- Ramadan
- World Creativity and Innovation Day
- SFOL on Social Media
- COVID-19 Precautions

Latest News of SOFL



- **Erasmus results were announced.**
 - **Track III exams were conducted and results were announced.**
 - **Training session on "Learner Autonomy" was conducted on Zoom for instructors of SOFL.**
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Our Staff's Academic Activities

Events and Seminars

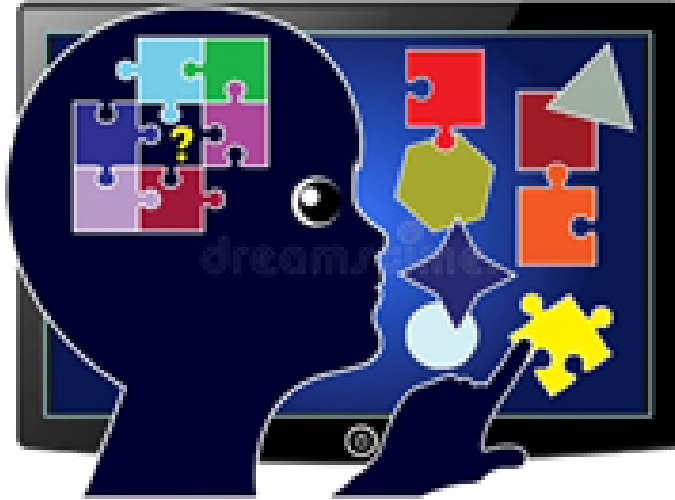
SOFL instructors participated in a training session named "**Learner Autonomy**" which was conducted by Duygu Erdoğan on Zoom.

The New Copilot: Students: The term and concept Learner autonomy has been a popular concept in foreign language education in the past decades, especially in relation to lifelong learning skills. It actually goes back to 1981 when the term "learner autonomy" was first coined by Henri Holec, the "father" of learner autonomy. Since then many definitions have been added or adjusted. However, we can perhaps all agree that it this year, 2020, when we all needed the most and resorted to it.

Life has turned upside down, many habits have changed, why not lessons? How about giving some control to your students? Let them do the cliché outside the classroom and do the production in the classroom. The aim of this session is to explore the concept of 'autonomous learner' and look into the changes to lesson planning and activities.

The image displays three overlapping screenshots from a Zoom training session. The top-left screenshot shows a Zoom meeting interface with a slide titled "The New co-pilot: students" by Duygu Erdoğan, featuring a cartoon illustration of a pilot and a co-pilot. The top-right screenshot shows a slide with three categories of learners: "Non-Autonomous Learners" (Teacher tells students each step they need to take, and when they should do each one.), "Semi-Autonomous Learners" (Teacher elicits ideas about what steps students should take, suggests some which may be missing, and negotiates a time when each one will be done), and "Autonomous learners" (Students decide for themselves what steps to take and when to do each one.). The bottom screenshot shows a slide titled "Encouraging Learner Autonomy" with various icons and a cartoon character, including a traffic light with the text "I can do this!", "I'm getting there!", and "I need help!".

Our Staff's Academic Activities



What is learner autonomy?

The term learner autonomy has been used in education since the early 1980s, when it was first used by the educator Henri Holec. Holec defined learner autonomy as the learner's ability to take charge of his/her own learning. Other writers since Holec have modified this definition, in part depending on whether they see learner autonomy as a means to an end, or the end product itself. In taking responsibility for their learning, learners need to work in partnership with the teacher and other students. Learner autonomy is especially important in EAP since students may need to continue to develop their EAP skills without the help of an EAP teacher, for example when they have progressed from foundation or pre-sessional courses to undergraduate degrees.

Our Staff's Academic Activities

The slide displays eight asynchronous learning activities arranged in two rows of four. Each activity is represented by an icon and a text label:

- Read + Take Notes (Icon: Open book)
- Watch Video-based Instruction (Icon: Video player with play button)
- Listen to Podcasts (Icon: Person with sound waves)
- Explore Teacher-curated Resources (Icon: Browser window with colored blocks)
- Engage in Online Discussions (Icon: Laptop with speech bubbles)
- Practice + Review (Icon: Pencil and notepad)
- Research + Explore (Icon: Magnifying glass)
- Reflect + Document (Icon: Head profile with speech bubble)

Top navigation bar includes names: Mahri, Elif Aktepe, Arzu, and uakcay. A watermark in the top right corner reads: @Colin_Tucker, ColinTucker.com, ColinTucker.Teachable.com.

The slide features a definition of self-efficacy in a blue-bordered box:

Self-efficacy, as a performance-based measure of perceived capability, refers to “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments”

Below the definition is a diagram showing a horizontal line. A large blue arrow points down from the word "Self-efficacy" to the line, and another large blue arrow points up from the word "Academic performances" to the line.

Top navigation bar includes names: Mahri, Elif Aktepe, Arzu, and uakcay. A page number "10" is visible in the top right corner. The Macmillan logo is in the bottom left corner.

Student Interview

Samime

We conducted an interview with one of our students called Samime who is studying in IGU English Preparatory Program and she is going to study in English Language and Literature department.



Q: Why did you choose to study in English. Why was it so important for you?

A: I have always loved learning another language. I think it gives me many different perspectives. Noticing this idea took me to learn English.

Q: What advantages have learning English brought you in your daily life?

A: I haven't finished my education, I have found many works. For example, I worked for a real estate to talk to foreign people. Also worked several times for an exporting company as a salesperson. And the most important side is I have met a lot of people all around the world and learned their cultures.

Q: Do you think a foreign language like English can open doors for your Professional career / studies abroad?

A: I definitely think that it helps us to make a difference. If we know one more language, we can have an advantages while to be chosen for a work. Also we can communicate foreign employer and work for them easily.

Q: What sort of advise would you give to freshers regarding learning and improving their foreign language?

A: To be honest, while learning a foreign language, sometimes you can feel bored maybe tired. But believe me, if you start to talk to a native speaker, you will feel very happy and confident. Please remember that "Never give up". Always keep learning and studying. If you find a fun way to learn, everything will be easy for you. Feel free, confident and enjoy it. That's all.

Ramadan



Ramadan is a holy month for Muslims. What happens during Ramadan and what does it mean to millions of Muslims worldwide?

What is Ramadan?

Ramadan is a very special time for Muslims all over the world. Observing Ramadan is one of the five 'pillars' of Islam. During Ramadan, all Muslims over the age of about 12, with some exceptions, are expected to fast between dawn and sunset.

When does it take place?

Ramadan is the ninth month of the Islamic calendar, which follows the phases of the moon. This means the dates of Ramadan change each year. The month starts when the new crescent moon is first visible in the night sky. Fasting ends with the arrival of the next lunar month, which starts with the first glimpse of the new crescent moon.

How do people fast?

During Ramadan, the day starts early so that people can eat a pre-fast meal before dawn. This meal, called Suhoor, is important as it will keep them going through the day. During daylight hours, fasting Muslims cannot eat food or drink water or any other drinks. In late spring or early summer, this is particularly difficult as the day can be very long. People who live in polar regions, where daylight can last 22 hours or more, can choose to follow the dawn and sunset times in Mecca or a nearby country where the sky is dark at night.

Ramadan

Are all Muslims expected to fast?

Not all Muslims are expected to fast. Children under the age of 12, people who are travelling, elderly people, pregnant women and others where it may affect their health are exempt. Those who can't fast for any reason can offer to feed poor people for each day they miss during Ramadan.

What happens at sunset?

People can eat and drink again once the sun has set. The traditional way to break the fast is by eating dates and drinking a glass of water. Then, the evening meal, Iftar, is a social event that can go on for hours. It is common for people to eat together in large groups of family and friends. Special foods are prepared and shared, and desserts are particularly popular. Muslims often include charity in Iftar as well, sharing Iftar with members of the community who cannot buy or make their own food. Across the Muslim world, mosques and aid organisations set up tents and tables for the public in poorer communities to eat free Iftar meals every night of Ramadan.

Why do people fast?

Muslims fast during Ramadan to bring them closer to God and to remind them of the suffering of people who are less fortunate than themselves. Fasting is an exercise in self-control. As well as not eating, drinking or smoking, Muslims try to avoid bad actions, like talking about people behind their backs or using bad language. Ramadan is a time for people to work on being more patient, more tolerant and more mindful of the people around them. It is a moment to reflect and work on being better people.

Many Muslims also donate money to charities during the month, and a lot of Islamic charities organise food packs for people in poorer countries or refugee camps. Giving donations to charity, known as Zakat, is particularly important during the holy month, and so is prayer, meditation and reading the Qur'an.

Ramadan

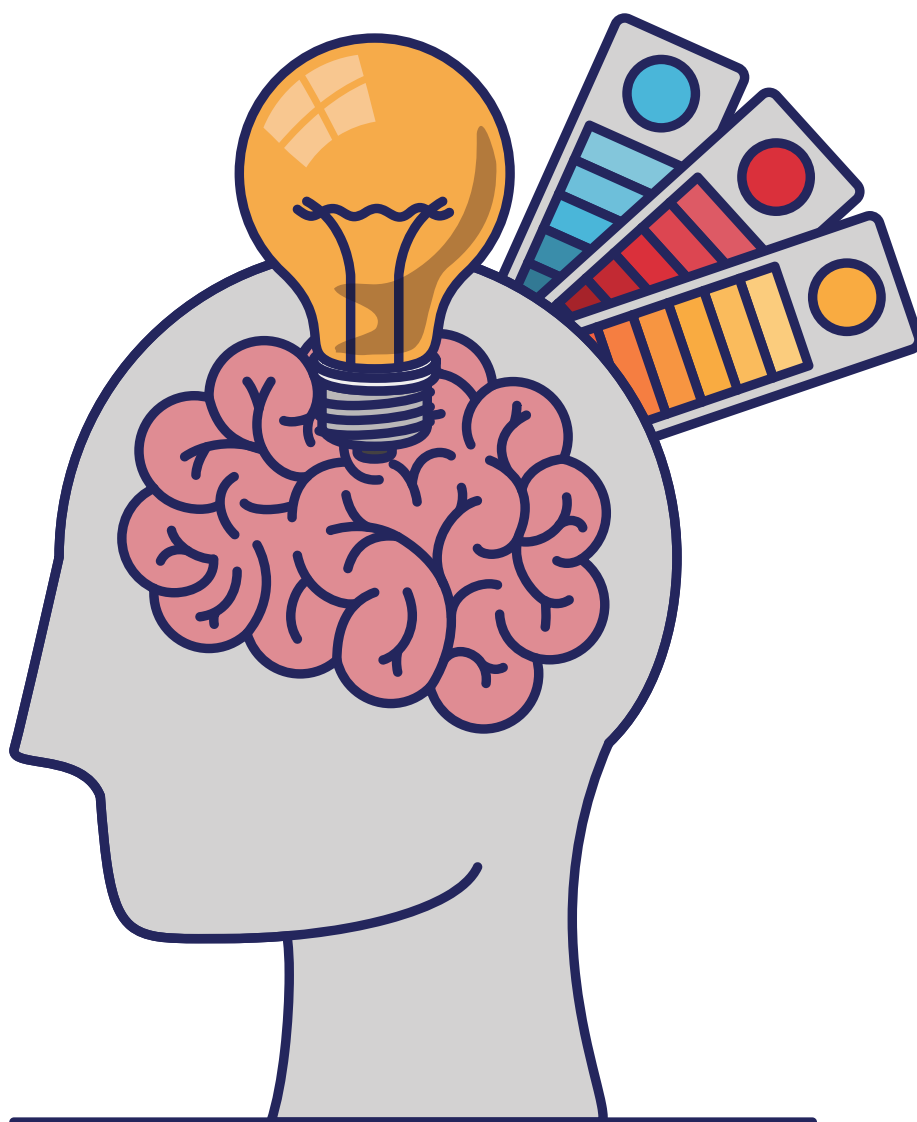
How is the end of Ramadan celebrated?

Eid ul-Fitr marks the end of the month of fasting. There are many Eid traditions, mainly centred around family, food, generosity and festivities. On Eid ul-Fitr, Muslims wake up early and dress in their finest clothes to attend the Eid prayers. After prayers, they wish each other a happy Eid ('Eid Mubarak' in Arabic) before spending the rest of the day with their extended families, enjoying good food and sharing gifts with children and loved ones.



World Creativity and Innovation Day

21 April



World Creativity and Innovation Day

Insanity is doing the same thing, the same way, over and over, while expecting different results. We've all heard this saying and often apply its wisdom to reasons to change negative life habits. However, this statement can also be applied to the creative process and scientific innovation.

World Creativity and Innovation Day provides people with an excuse to try to solve old problems in new ways—with the potential of finding better and more effective methods to accomplish our goals!

No more hum-drum day-to-day sameness. Instead, it is time to open that creative center, no matter how far inside the mind it has been buried, and try to be part of making the world a better place!

Generate Ideas That Solve Problems

Start the day out by brainstorming, sit down and think of all the things you do during the day and how you might change them for the better. Instead of being annoyed by them, find motivation through the broken (or at least, less-than-perfect) things that are found all around.

Throughout the day, keep a notepad handy and pay attention to ideas that occur, whether they are for personal use, or ways that other people can do things better.

Look at the World Differently

Sometimes, creativity and inspiration come from doing things a little differently than usual. Sit in a different place at the usual restaurant or, better yet, take a picnic lunch and sit outside. Try climbing a tree and looking at the world from above for a few minutes!

Simply doing something small, like taking a different route to work, can change the way a person thinks or responds to problems. Try biking instead of driving to work. Using public transportation. Or walking when the weather permits. Just these little changes can cause people to change perspectives.

Wait? Maybe it comes to mind that public transportation isn't an option. Why not? Because it isn't accessible in this community? Well, perhaps that is the first problem that needs to be noticed, creatively looked at, advocated for and solved!

World Creativity and Innovation Day

Meet with Different People

In the same way that doing something differently can bring about ideas, collaboration with others who think differently than ourselves can help to foster ideas. Find a group to gather with that is outside of the typical type of people in life.

- Join a book club at the library and discuss a book that might not normally be on the top of your reading list. Be sure to be an avid listener.
- Become part of a community effort that is outside the typical charity involvement for you and learn why this effort is so important to them.
- Find cultural events advertised in the local newspaper or online. Join in and learn more by giving compliments, showing interest and asking questions.
- Take a local community education class. These might be advertised at the library or on a community website. This not only helps to learn a new skill, craft or hobby but allows for getting to know people who are outside of the groups you might ordinarily meet with.

Share Innovative Ideas

Got an idea for your local town or municipality? Send the suggestion to them and let them know how it could benefit others in the community.

Got a new idea for the employer or workplace? Inform a supervisor or boss and see what they have to say about implementing these creative solutions.

Got a new plan for your own personal life? Set it in motion and see where that creativity can go.



Our School On Social Media

As always, our school was very active on social media to announce important events or celebrate public or national and international holidays. Here, we will take a look at some of them without any explanation because sometimes a picture is worth a thousand words!



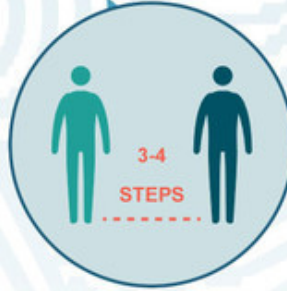
COVID-19 IS STILL OUT THERE...



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.