GAZİ ÜNİVERSİTESİ
Gazi
1926

GELTS
MAGAZINE

Dedicated to the Gazi ELT teacher candidates!

FALL 2022

WHO ARE WE?

Long story short, a university club dedicated itself to all of its students. We started with the phrase "For the students, by the students" and while it is true, we expanded that idea with entertaining activities, academic content, and everything else as a "treatment".

The core of GELTS was built in September 2020. Due to the pandemic, we had lost so many opportunities. Socialising, the ability to interact with the very classmate sitting next to you, our instructors, motivation, energy, and so much more have been lost. We decided that it was enough "losing" and took our stand against the negativity that surrounded the entire world.

Mission

To have significant advancements in one's English language proficiency, leadership, and content creation while largely acclaiming co-operation for our best endeavours.

Vision

Our vision is to be a community that leads itself to a higher ladder of success and claiming a legacy for future colleagues and students.

Motivation of Everything: Us

Who are "us"? Is there something that puts us aside or are we no different? Sharing the same starting point, we are going to create various paths to our final destination which is becoming "us" within "everyone". We will be able to identify ourselves with what we could do, achieve, improve, fix, and change. All in all, it is "us" that will start the change and shape it along the way.

The Team & GELTS Magazine

Berke Oğuz YILMAZ-President

GELTS Magazine is many things. It is a signature of teamwork, our devotion to ELT, and enthusiasm to take everything one step further. It has been an absolute pleasure to work on this, and I do hope those who give their time to check it out will be pleased by the amount of time and effort poured into this project. Assuming it becomes yet another tradition GELTS continues, I hope GELTS Magazine will be one of many opportunities for people to come together, create together, and realise their potential.

From the bottom of my heart, I would like to thank everyone, especially Betül ERCAN for kicking off this idea and leading the entire process despite some ups and downs.

Ezgi DİNÇ-Vice President

The most concrete output of the Gazi English Language Teaching Society (GELTS) that I am part of is GELTS Magazine. The written source of GELTS's aims, objectives, and achievements. Our team is happy to be part of such a product and to be able to come up with a product that can push people to create, produce, and share. I hope GELTS Magazine will also bring pleasure to its readers as much as it gave us. My sincere thanks to all who put their time and effort into creating, reading and enjoying GELTS Magazine.
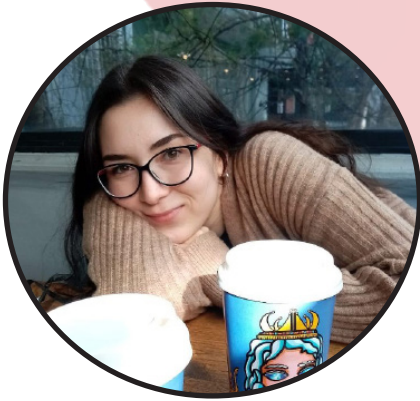
Betül ERCAN-GELTS Magazine Director

Hi dear readers! Let me tell you the story briefly! As a board member of our club, I wanted to create a legacy in the name of our department. I saw that we need something to help our friends and our future collegues as well. At this point, GELTS Magazine idea was born and we started working as a team. I hope that what we have started will continue with the next generation because learning actually occurs outside the walls of classrooms. Lastly, many thanks to my team as they always have supported me in this adventure and to all people who help us create this masterpiece. Enjoy your reading!

Zübeyir Kaan DURMUŞOĞLU

Two years ago, GELTS was just an idea. An idea that has proved fruitful and helpful. We have made numerous contributions to each other. Now, GELTS magazine has become its most recent and palpable product. I sincerely hope that the community we created carries on its invaluable efforts. With my special thanks to our skilled team and lovely members. Farewell folks.

Melih Yasin TUNÇER

Being able to get excited over anything you can and will do… I think this is one of the key elements of being part of GELTS. You meet with many different people. With those people you come up with different possibilities for getting better at English. I think being able to think and do those possibilities is what makes it the fun part. This magazine is one of the possibilities that came true. It is concrete evidence of collective ideas and an achievement of the precious members. A milestone for both Gazi ELT and GELTS. I sincerely thank all the people who put together this magazine. I hope that as a reader, you get as much enjoyment as we had.

Emine PALTA

Since the beginning of this project, there has been only one thing that will reflect my vision: being able to leave our perceptions in a permanent way. GELTS is not only a language society, it is also a place where we want to express ourselves in ELT context via various ways. Hence, this magazine will help our productions to be heard and understood hopefully. To sum up, I appreciate every single person making an effort in this work and hope all of you enjoy your reading.

Güntülü BİLGİLİ

We can feel worried when we enter a university we've never been to. Some of us feel lonely, adrift etc. I felt these feelings too, but people I've met GELTS helped me to overcome these feelings and they gained my trust. They also helped me and other students to socialise at Gazi University. Besides, this year we will publish a GELTS Magazine and with this magazine, we will share our knowledge with the other students. I hope all of you enjoy our magazine.

Ömer Can AYTEKİN

Hello friends.

Since the beginning, we have strived to make GELTS a place of friendliness and collaboration. Thanks to many of my friends and colleagues, here; we present you GELTS' latest fruit, the GELTS Magazine. With the GELTS Magazine, we want to provide you with a medium where everyone has a chance to tell the world about their works and interests. The magazine will offer both academic content related to ELT, and general topics, different areas of interests such as cinema, literature etc. I'm sure everyone will be able to find something they find interesting in our magazine. Again with our motto: "For students, by the students", I hope our magazine will continue to grow with your collaborative efforts. With that said, I hope that you'll enjoy the first issue of the GELTS Magazine.

Alperen Aykut AYDEMİR

GELTS was the first thing I got involved with in the first week of my time at Gazi University. GELTS is a place that I found myself in and you can probably find yourself as well. It can help you improve in many ways and you can also make new friends along the way. With GELTS Magazine, we hope to reach more people with quality content. It is made with great efforts of our dear members, some of whom are retiring soon. I hope all the readers are going to enjoy it as much as us.

Eylül FENERCİOĞLU

GELTS is much more than words can describe; for me the significance of GELTS is that it is a community you can always turn to for anything: Finding your people, expressing yourself, and constantly improving. The process leading to the publishing of our magazine was conducted with delicacy to preserve the quality that GELTS has been offering since day one. I hope our magazine hangs around in this campus even when we are no longer here, made possible by all of your contributions.

Necmettin AKAN

I strongly feel that GELTS consists of conscientious, studious, and cooperative prospective teachers. I am much obliged to all stakeholders of GELTS Magazine, the writers, readers, editors, and last but not least Betül. It gave me great pleasure to view tangible results of GELTS. I hope that GELTS Magazine will have a substantial contribution to the target audience of the magazine in terms of academic and unscholarly subjects. GELTS Magazine is now available for your reading pleasure. Enjoy it!

Mustafa Hakan YANAR

We are pleased to announce GELTS Magazine, which is a demonstration of our adherence to Gazi ELT and our endeavours to create a community. For me, this magazine marks the constantly improving bond between one another. This magazine has been created to fulfill our desire to share and improve each other. Hence, you can find a myriad of works from literary works to academic works. I sincerely thank our colleagues who have put their efforts into the magazine, and I hope that you enjoy your reading and feel the bond between each other that we have been trying to build thanks to GELTS.

Şevval İZGÜT

Upon reading these lines, you are holding more than just a magazine in your hand because we, as GELTS, offer you different views on education, a new breath in English language teaching, and the richness of our inner world in this magazine. While reading, we hope that GELTS Magazine will inspire you, the beloved readers, to see the world from various perspectives, to take a journey towards the unknown, and to write about your experiences and knowledge to enrich others. For this purpose, in the light of information we got from precious teachers and students of Gazi University, we aim to find a silver lining. Let's get ready for tomorrow's ELT world together! A big thank you to everyone who spared time and contributed to taking GELTS to the next level.

İbrahim İNCİRBELEN

First and foremost, GELTS is not just a community, it is a family. Family of the ELT department. When it comes to GELTS magazine, it is a masterpiece created with determination and patience by our board members. I also want to thank each and every one of the board members of GELTS because without their help, this work would not have been completed. I hope GELTS will create opportunities for the ELT department.

Speacial thanks to Zeynep DALKILIÇ, who helped and supported us throughout the designing process.
We appreciate her effort as a team!

The Mentors & GELTS

Gazi ELT has always been a leading program in Turkey, identifying the trends and inclinations in our community. To adopt and perform such a historical role, mere academic studies and pursuits are not enough at all. We, as academicians and student teachers of this program, need to go way farther than academic studies and yield social, cultural, aesthetic and artistic values that matter for our community and our future students. To this end, GELTS, the first student community of our program, play an important role, offering a venue for both the faculty and students to interact, negotiate and produce ideas and tenets that echo in our practice beyond the campus.

In the present academic year, I believe GELTS will keep contributing to the community of Gazi ELT and enrich our thinking across the classes. I wish a prolific year for every one of you and thank you in advance for your selfless studies.

Prof. Dr. Paşa Tevfik CEPHE
Head Of Department

Dear student-teachers,

Greetings from Gazi English Language Teaching Society! Fall is finally here and we have a few weeks to welcome you on campus ☺ GELTS is the unique society of ELT student-teachers at Gazi University. We aim to develop ourselves not only academically but also socially, culturally, and personally. GELTS offers you a number of professional opportunities to network with your peers and professionals in the field. As one of these opportunities, we are excited to share with you the good news: GELTS will issue a new magazine. It consists of two parts. In the academic part, we plan to share best practices of essays, sample activities and lesson plans which you prepared for your methodology courses. In the non-academic part, we will publish critiques of books, movies and English poems. As Kirk Weisler (2005) has once rightly argued, "You must treat yourself as a professional if you expect others to respect your profession". Therefore, becoming a member of this society will increase your visibility as well as that of your school. We wholeheartedly welcome your submissions and active participation in the making of this magazine. We wish you a happy, healthy and successful fall term with no or very little COVID-19 worries.

Keep your masks and teaching materials handy :) Have a pleasant semester!

Warm greetings,

Assoc. Prof. Dr. Müzeyyen Nazlı GÜNGÖR

Founded in dire times, Gazi English Language Teaching Society (GELTS) has been in our lives since December 2020-and what a time it has been!

A pioneer in our department due to its status as the first student club set up by the students of the English Language Teaching (ELT) Program at Gazi Faculty of Education, Gazi University, GELTS definitely started a change. It has been a student initiative started 'by students for students' so that the said students who are training to be English teachers can find a space where they can feel a sense of belonging during their education in our department. GELTS has come far, and at this point in time, it has achieved numerous milestones, one of which is in front of you right now.

As the (proud) founding academic leader of GELTS, I would like to extend my heartfelt thanks to all the board members with Berke Oğuz YILMAZ and Ezgi DİNÇ at the helm. I would also like to thank Zeynep DALKILIÇ for lending a helping hand during the production of this issue. Betül ERCAN deserves another bout of thanks for igniting the first spark of creating a magazine and being there at every step of the way as the project lead. Last but not least, I would like to express my appreciation of the contributors of this first issue for making it possible.

I hope this issue of the GELTS Magazine will be the first of many to come and wish you a pleasant reading experience.

Dr. Büşra ÇELEN
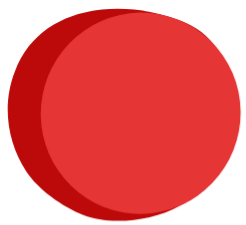
GELTS
MAGAZINE

Dear Reader,

This magazine consists of two main parts: Academic and Non-Academic.

You can choose your side and enjoy your reading!

-The Team

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GELTS
ACADEMIC

Author: Ezgi DİNÇ

Which Is Preferred: Monolingual Dictionary or Bilingual Dictionary

Using a dictionary is inevitable while learning a foreign language and obtaining vocabulary. Pousi (2010) states that "vocabulary acquisition is considered by many to be the single most important aspect of foreign language learning" (p. 21). Pre-service ELT teachers learn by using a dictionary about what words are and how they are used. Using dictionaries can be a communication strategy or a good way to learn vocabulary in foreign languages (Ali, 2012). However, there is a discussion as to whether a bilingual dictionary or monolingual dictionary should be used. There are those who think that the use of a monolingual dictionary may cause difficulties in understanding the meanings of the words and difficulties in pre-service ELT teachers' grammar learning. In addition, there are some who argue that the use of a monolingual dictionary will expose students to the target language, and in this way, pre-service ELT teachers will not have difficulty learning the language. When learning a language, using a monolingual dictionary will be more effective, as exposure to that language in every possible way will provide some advantages for a person to fully understand what words mean and how words are used.

Monolingual dictionaries offer the opportunity to be exposed to the language that pre-service ELT teachers learn while they help them to acquire information such as the use of grammar, synonym, antonym, derivative affixes usage, and differences between spoken and written English that are not included in school books (Ahangari & Dogolsara, 2015). Others, on the other hand, thought that exposure to L2 would not lead to such learning. And, it is thought that it would be better for students to learn such technical rules in their mother tongue rather than the target language. However, Baxter (1980), states that difficult-to-understand words are more appropriate and understandable in monolingual dictionaries than other types of dictionaries. In fact, students should use monolingual dictionaries, which include the target language and even the most difficult words' meanings while they are learning these technical rules. It is important to inform the learners to encourage them and to continue the learning of vocabulary outside of formal situations such as lessons and classes (Thornbury, 2002). Also, the use of a monolingual dictionary, which is a tool that can provide more effective information to learners and facilitate their learning, should be supported.

Tomaszczyk (1979), who contributed to the dictionary use researches in the 1970s, had a study. This study was carried out to understand what kind of dictionary is needed for students and translators. As a result of the study, meaning and spelling are more important and so, bilingual dictionaries are preferred over monolingual dictionaries. Also, students and teachers cannot choose between the use of monolingual and bilingual dictionaries. Baxter (1980) and Atkins and Knowles (1990), show that most of the students prefer a bilingual dictionary with an electronic format as it will allow them to quickly and easily access the word meanings. On the other hand, there were studies showing that the bilingual dictionary was not so much preferred. For example, Lew (2000), offers a questionnaire to Polish EFL students of different levels. And the results show that the use of monolingual dictionaries is more than that of bilinguals. Polish learners do not prefer bilingual dictionaries because these dictionaries can easily push Polish learners to make mistakes because of their language skills. Unlike the monolingual dictionary, learners think that the rate of making mistakes is high in bilingual dictionaries despite the mother tongue. The reason behind this: in monolingual dictionaries, word descriptions and sentence structures belong to a foreign language. So, students can easily connect the error to their foreign language shortcomings.

Monolingual dictionaries force pre-service ELT teachers to think in the target language because they contain the target language. Tulgar (2017), suggests that using monolingual dictionaries helps users think in the target language. Learners try to understand the meaning or explanation of the word given in the target language. In addition, according to Lew's (2000) study, students think that L1 may cause them to make mistakes and therefore refuse to use a bilingual dictionary. According to White (1997), there are learners who generally trust their L1 knowledge and are unable to use a dictionary. The meaning of words of L1 do not always comply with the meaning of words of L2 or vice versa. So learners who prefer to use L1 and a bilingual dictionary have errors in second language acquisition. However, Laufer and Melamed (1994) states that there are some good dictionary users in contrast to White and that they find the use of L1 can facilitate to understand the meaning of words. Against Laufer and Melamed, Ard (1982) shows that the use of bilingual dictionaries by high and medium level ESL students in the writing class causes writing errors, which is related to the semantic differences between L1 and L2. Considering all these studies, it is seen that the use of bilingual dictionaries causes more errors in language acquisition and transfer of language to skills compared to the use of monolingual dictionaries. Although bilingual dictionaries give students quick and easy-to-reach results, they cause learners to make mistakes in addition to not having anything educational in the long run.

In conclusion, the monolingual dictionary usage has proved to be a more effective way than a bilingual dictionary because using a monolingual dictionary has more advantages than the bilingual dictionary has. With the use of a monolingual dictionary, students will be able to learn easier by exposure. In addition, it requires more effort than a bilingual dictionary. This effort increases learners' ability to understand and produce unknown words and make them more efficient. Finally, what sentences that helped determine the side of the article were: Hayati and Fattahzadeh (2006) states an idea that was from Baxter (1980), a monolingual dictionary shows other important aspects of words rather than definitions. They thought that unlike bilingual dictionaries, monolingual dictionaries provide meaning without disturbing fluency so students should be directed to the use of monolingual dictionaries.

RANDOM FACTS...

Prepared by:
Melih Yasin TUNÇER

Human brain is magnificent by itself and still a great mystery to humans. It has been a topic of research for a long time how human brain perceives the language. The studies claim that since language is associated with many things in our brain, it affects it as a whole. However, certain areas play critical role in speech and language. There are three areas responsible for them. They are Broca's area, Wernicke's area and the angular gyrus. The Broca's area is responsible for articulating ideas, as well as using words accurately in spoken and written language. The Wernicke's area is responsible for the comprehension of language, whether it is spoken or written. The angular gyrus associates different inputs with language-related information. This area is also in close proximity to visual and audial processors of our brain.

As humans we use operant conditioning on animals. But it is not as effective when we use it on other humans since many different variables interfere. However, pets can condition humans to perform some specific tasks. Some pets can use the conditioning we use on them backwards to us. For instance, if you are feeding your cat every time it meows or comes close to you, cat will probably do it intentionally again to get more food. They can also condition us with punishment. If you are afraid of your dog biting you, you will probably never forget giving it food or petting it on time. Do you believe that this is also a form of mutual communication? If you have a pet, have they conditioned you to do anything?

WHAT!

AN ARTICLE ON THE SIMILARITIES AND DIFFERENCES BETWEEN TPR APPROACH, NATURAL APPROACH, AND COMMUNICATIVE APPROACH

Author: Janset KİP

It can be stated that the three methods are rather similar to one another in terms of their principals and targets in terms of the L2 acquisition. However, each method possesses a number of distinctive features and differences.

In terms of the materials used at the learning and teaching process, in the Total Physical Response (TPR) method, the main source for L2 acquisition is the teacher itself. The reason for that is, in the TPR method, the learning is being actualized by the teacher's imperatives and actions which the students are supposed to listen and observe carefully while also performing the imperatives. Thus, in the TPR approach, the skills are emphasized mainly through the imperatives of the teacher, and, when they are ready to speak, students perform them. Whereas in the Natural Approach, the written materials are additionally used. The materials used in the Natural Approach must be from the real-life situations such as newspaper articles, maps, advertisements, etc. The materials must also be supported with pictures and other visuals. Additionally, it is rather important that the hardship level of materials should be slightly over the current proficiency level of the students, and, be chosen by regarding the needs and interests of the students. As in the TPR method, the teacher is also an important material at the Natural Approach since he/she is the main source in terms of the listening acquisition.

At the Communicative Approach, in addition to visual materials, the authentic materials that are brought from the real-life sources such as newspaper articles, maps, or weather forecasts are used just as in the Natural Approach. In addition, in both methods, language games are seen as important materials since the methods support the idea that students learn better when they are enjoying the lesson. In terms of the areas of language emphasized through materials, in the Natural Approach, the lexical knowledge is rather more important than grammar knowledge. Thus, the method emphasizes the importance of meaning rather than structural rules. While the TPR method and the CA also give prominence to vocabulary information and meaning, some basic structural forms are emphasized in the context of the materials of the two methods.

When it comes to the roles of the teachers and the students, in all methods, the main role of the teacher is to make students gain communicative competence which is especially highlighted in the Communicative Approach. In the Communicative Approach, while the teacher is the starter of the communication and activities, he/she is not at the center of the communication. While the students communicate with each other, the teacher monitors the students and responds to their questions. So, it can be observed that since the students are actively communicating, student-to-student interaction is dominantly seen in the Communicative Approach.

In the TPR approach, the way of communication is different than the Communicative Approach. Instead of direct conversations or discussions, imperatives from the teacher and the students who are volunteered are encountered. At the initial phase of a beginner class, only interaction type is teacher-to-student communication. In this phase, while teacher gives the imperatives, students only listen and perform the actions until they are ready to speak. At the second phase, the student-to-student interaction start to emerge when the students who feel ready to speak begin to give imperatives to the other students. In the Natural Approach, while the interaction type is more similar to that of the Communicative Approach, one may notice some small differences.

While in the Communicative Approach, the learners are to speak with one another and with the teacher even if they have a lack of knowledge in the L2, in the Natural Approach students are able to respond to the teacher through other ways of communication rather than speaking at the first phase of the lessons. Additionally, one may state that the in Natural Approach, the interaction is more teacher centered in comparison with the Communicative Approach. When the interaction types of the approaches are evaluated, I think that while the TPR approach is quite helpful for students in terms of improving their listening skills, it may not be sufficient in terms of the speaking skills. So, in my view, the method can be quite useful if used together with either of Communicative or Natural Approaches.

When the approaches are observed in terms of error correction, it can be noticed that all methods support that the errors of students are quite natural and normal in the learning process. Thus, errors of the students are tolerated in all three methods. In the TPR method however, errors are corrected in a gentle and indirect manner. When the students reach a certain proficiency level, mistakes can also be corrected in a gentle way. The main reason why the approaches are supporting being tolerant to errors of the students is the idea that students learn much better in an environment in which they do not feel nervous or under pressure. Thus, in a learning environment in which the students feel that they will not be criticized because of their errors, the learning will possibly occur much more easily and efficiently.

In terms of the activities that are used in the three methods, in the TPR method, the activities that are used in the lesson are the ones related to the imperatives and the performings of the students and the teacher such as role reversal and action sequence. In the role reversal, one of the students give commands to whole class instead of the teacher while the teacher performs the commands with his/her students; and, in the action sequence activities, the teacher gives a set of imperatives that are related to each other so that the students can improve their ability to make connections in the L2. In addition, the imperatives given in the action sequence activities can also be used as a source of humor so that students will enjoy the lesson while learning the target language. The activities of the TPR approach are used also in the Communicative Approach and the Natural Approach with the aim of improving the students' lexicons. In these two approaches, role-playing activities and language games, which are also bringing fun into the learning environment, are additionally used. Some other activities used in the Communicative Approach include scrambled sentences activities and information-gap activities.

To conclude my views, all three approaches are rather important and useful in terms of the acquisition of L2 in a learning environment that students are enjoying and becoming willing to learn. From my standpoint, one of the main importance of these three approaches is that they were built in regard to the humanistic learning theory which aims a learning process that are not neglecting the feelings and ideas of the learners. I think for this reason, the students are having the opportunity to be free of the anxiety that a lesson might bring to them while also being able to express themselves with the L2 in their own approaches and styles.

GREEN CRESCENT

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Prepared by
Can AYTEKİN
Güntülü BİLGİLİ

The Younger is the Better: Early Start for Learning Second Language

Author: Sercan Volkan ŞAHİN

English is commonly regarded as an international communication language or Lingua Franca and all around the world, it is estimated that there are 1.5 billion people who can speak English. With the developing world, English has become the language of technology, education, politics, science, and law. For these reasons, people tend to learn and speak English and also parents have started to raise their children as bilingual or to send them the schools that educate in English. However, it is not just the parent's concern. To keep up with the developing world, governments have regulated their language education systems and they have made some new language policies in their education systems. According to Ekşi and Güngör (2019), " Given the historical, political, and economic reasons, many governments tend to lower the starting age for English language teaching " (p.481). For example, many EFL countries in Europe and East Asia are progressively lowering the starting age for learning English regarding the notion of the younger the better. Although some may object to the notion of the younger the better because of more progress of older children and adolescent than young learners, making more initial progress of adults in terms of grammatical and lexical components of a second language, and other factors other than age and exposure, starting to learn English at early ages is beneficial for children in reference to long language exposure, better improvement on listening, reading & writing, and explicit instruction & sufficient input.

First of all, some people may think that young learners can make less progress than older children and teenager in language learning. According to several studies, older children and adolescents make more progress than young learners (Marinova -Todd, Marshall, & Snow 2000). Generally, most parents may believe that firstly, children should learn their first language and when they finish their first language acquisition, they can be more successful in second language learning. For this reason, even if they know other languages like a native speaker, parents avoid using other languages in order not children to mix two languages. On the other hand, if children are exposed to the language for a long time, they are probably more successful than the ones who are exposed to the language less time. Enever & Moon (2009) believe that longer exposure leads to greater proficiency by the end of the formal instruction process. Furthermore, some studies emphasize that depending on the quality of the input and quantity of the exposure in a naturalistic setting, some instructed young learners can outperform those who start late (Ellis, 1994) In a nutshell, unlike those who think that adults may be better than young learners in language learning, children are better language learner than those who start to learn English because there is more time for children to be exposed to English.

Secondly, in terms of grammatical and lexical component of a second language, adults can make faster initial progress than young learners. According to Abello-Contesse (2008), due to their higher level of cognitive development and greater analytical abilities, adults can make faster initial progress in acquiring the grammatical and lexical components of a second language and she believes that there is not a specific single age for learning second language better. Moreover, in their study, Ekşi and Güngör (2019) pointed out that "Some comparative studies failed to find positive effects on grammar, vocabulary, and morphosyntax".

Conversely, others think that language does not only consist of grammar and lexical components of a second language. Even if you know grammatical and lexical rules of the language, you need to speak, read, write in that language. According to the results of Butler (2015)'s study, children who started to learn second language had better improvement in listening, reading, writing skills, and motivation and confidence. In a similar manner, some comparative research found positive influences of an early start on listening, reading, and speaking (Ekşi and Güngör, 2019). In contrast to Abello-Contesse (2018)' opinion, in his correlational analysis study with 200 Japanese EFL learners, Hall (2008) found that young learners made a modest difference in terms of phonological and morphosyntactic abilities. Briefly, although some people might say that adults can make initial progress than young learners in reference to grammatical and lexical component of a second language, those who start to learn English early are better than adults in terms of speaking, writing, and listening. Also, some scholars found in their studies that starting at an earlier age leads children to have better phonological and morphosyntactic abilities. Finally, some people might believe that age and exposure are not just the key factors to learn a second language successfully. Parents usually tend to choose the schools, teachers, even the books that their children read. What is more, there are other factors other than age and exposure that are influential in the success or failure of instruction to children such as teaching materials, learning styles, and quality of teachers (Marinova-Todd et al., 2000).

For Copland et al. (2014), there are optimal requirements such as the quality of teachers, and the choice of appropriate teaching strategies for teaching English. Correspondingly, to get the ideas of English language teachers about lowering the age, Kırkgöz (2008) conducted a mixed-method study. In her mixed-method study with 50 Turkish primary English teachers, it was found that teachers' lack of experience in using practical communicative activities, their tendency to teach grammar most of the time and their previous teaching experience with just adult were reported. Nevertheless, young learners can gain the advantages of an early start. Munoz suggests that with being cognitively advanced to benefit from explicit instruction and being exposed to sufficient input, those who start early can get the advantages of an early start (as cited in Hall,2008). In addition, in Ekşi and Güngör (2019)'s study, it can be found that the importance of developing age-appropriate teaching methods and educating competent teachers of young learners has caught the attention in the literature. In other words, if appropriate conditions are enabled for example qualified teachers, skill-based teaching materials, and continuing in the syllabus, young learners will be successful in language learning.

In conclusion, on the one hand, some people might think that young learners are not better than adults because of older children and adolescents' making more progress in learning English, adults' making faster initial progress in acquiring the grammatical and lexical component of a second language, and other factor other than age and exposure such as materials, learning styles and qualified teachers. On the other hand, there are several reasons to start learning English at early ages in terms of longer pressure, having better improvement in listening, writing and reading, and explicit instruction and sufficient input. In my opinion, starting to learn English at early ages is beneficial because it gives you to longer time to be exposed to English. In addition, if I learned English at early ages, I could start and acquire the third language and I would not have to attend the preparatory school to improve my speaking, listening, and writing skills.
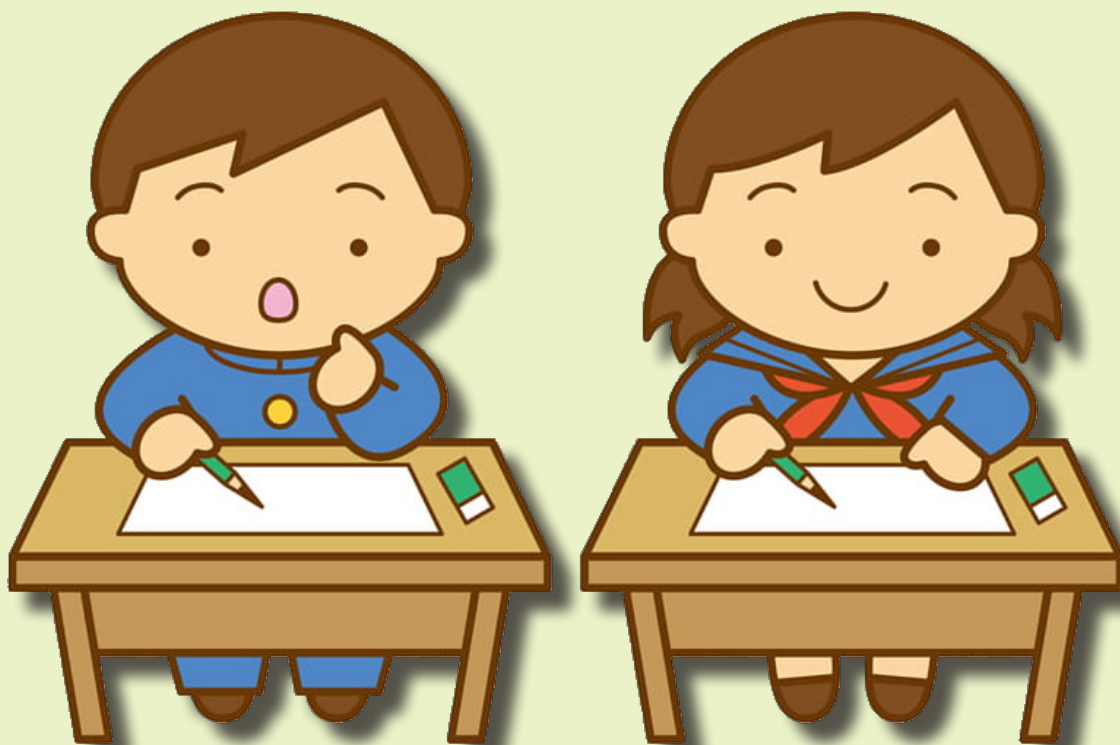
I think, as a pre-service English language teacher, we should encourage our students to learn English at early ages, and we should show and teach English them with an enjoyable and attracting way. Day by day, English has been becoming more popular for everyone and the number of English speakers has been raising. For these reasons, in the future, the starting age of learning English will be lowered in all around the world, and if parents are informed about raising children with two languages properly, there will be much more young English speaker in the world.

NEWEST ADDITION TO EFL CLASSES: MOBILE PHONES

Author: Berke Oğuz YILMAZ

It is an essential trait for teachers to be aware of their tools in order to both create the most efficient education material and present it in the most successful way. The same can be told for EFL classes where the main teaching subject is the whole language itself. There are several accomplishments that can be reached by using mobile phones in EFL classes. Technology has been a part of our lives for a long time and it is inevitable for technology to be part of our classes as well. Advancements in technology brought up the arguments about education and technology's corresponding usage. That is to say, mobile phones hold great importance in such arguments. We may be able to enhance the teaching of English, provided that we create student-oriented tasks while also allowing students to use phones in an advantageous way. Firstly, mobile phones allow unique tasks to be made outside the class. It is often difficult to make additions to the teaching material during the class due to the curriculum. Therefore, teachers are obliged to give assignments that they find useful for their students. For EFL classes, such assignments usually consist of language practices that focus on four major skills. As Reinders (2010) states, the tools which serve students to contribute their access to the language enhance their progress significantly.

Creating unique tasks for students hold great importance in their L2 learning process. Teachers can use mobile phones to assign students with various out-of-class assignments such as word journals, in which students can note down each and every new word they see and find using the Note feature on their phones. Additionally, students can use the video recording feature of their phones to record scripted interviews, advertisements, and such or simply record themselves as they use the new words they have learnt in order to practice English. Actual improvement will be notably obvious as students bring the content they have created using their phones. Secondly, mobile phones grant a significant improvement in grammar, vocabulary, and speaking skills. As stated before, with the help of mobile phone usage, instructors have the tools needed to create unique tasks for students. According to Reinders (2010), due to the fact that mobile phones are components of students' everyday life, they help to prevent the disconnection between the class and the outside world. It is important to maintain the connection of the student with both of these environments and when needed, they should be intertwined particularly. Students should be asked to perform outside the class environment so that they can connect their daily life with the learning process.

This will allow their learnings to remain in use. For instance, students can use their phones to produce drama activities. Distinct communicative functions of English such as description, narration, identification, debate, and decision-making can be presented successfully with a drama project (Millrood as cited in Şad, 2008, p. 34). Students can take notes using the Notes feature to collect the new words they find out outside the classroom. This will allow them to have a chance of learning new vocabulary items even after they finish their weekly school routine. Additionally, this will aid students by reducing the disconnection between the class and daily life and preventing the negligence of such materials, especially when their lessons are over (Reinders, 2010, p.21). All in all, mobile technology keeps the learner in contact with the target language and linguists agree upon the idea that an increased amount of interaction and practice with the target language is a sign of an upturn in student success (Reinders, 2010, p.21). Finally, continuous practice and exposure to the target language, combined with student-centered tasks, increase language proficiency. Teachers can scaffold students with numerous assignments that can be done with interacting the daily life environment.Coupled with continuous usage of the target language, these assignments paint a successful view of the target language learning process. Students, when given modern tools such as mobile phones, will be able to identify real-life scenarios while connecting them with their education. This process usually results in a successful improvement which brings us to the significant development of language comprehension and proficiency. One way to explain this real-life scenario is to put CLT into use.

CLT is arguably one of the most efficient approaches in language teaching methodology that creates a learner-centered environment and can be assisted with the use of mobile phones. However, there can be some obstacles as CLT is being put into use. According to Süleyman Nihat Şad in his article "Using Mobile Phones in EFL Classes" some cultures make it difficult for the learner to be active due to the teachers-centered classes. Similarly, students can be too shy to participate in activities in front of their classmates. As a solution, mobile phones can be used to create various pre-recorded activities such as creating short films, commercials, or documentaries in different levels of English depending on the class size, semester length, and age group, preventing most of these issues and still making additions to one's ELP (35-37). Similarly, the pervasiveness of mobile phone usage allows CLT to be made easily with the improved durability of communication and, as Scott Chiverton argues in his work titled "Cell Phones for Low-Resource Environments", when combined with educational purposes, the relevance of these assignments will be increased and they will be more motivated to learn (p. 2).

In conclusion, mobile phones are widespread in our modern world and the addition of mobile phones into EFL classes can allow instructors to create new and unique tasks. These tasks can scaffold students by advancing their vocabulary, grammar, and speaking skills and thus improving their English language proficiency. Mobile phones are a part of reality and their extension to the EFL classes, when adapted successfully, can create positive outcomes for learners.

Terminology Reminder!

A teaching/learning strategy where the teacher and learners engage in a collaborative problem-solving activity with the teacher providing demonstrations, support, guidance and input and gradually withdrawing these as the learner becomes increasingly independent.

Types of Scaffolding

Instructional Scaffolding: It refers to an important aspect of formal instruction. Learning is viewed as a process involving gradual internalization of routines and procedures available to the learner from the social and cultural context in which learning occurs. The language learner is assisted in a new task by a more skilled user who models the learning task.

Sequential Scaffolding: It is found in games such as those played with children at meal time.

Vertical Scaffolding: It involves the adult extending the child's language by asking further questions.

Source: Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics.* Routledge.

Prepared by: Mustafa Hakan YANAR

SCAFFOLDING
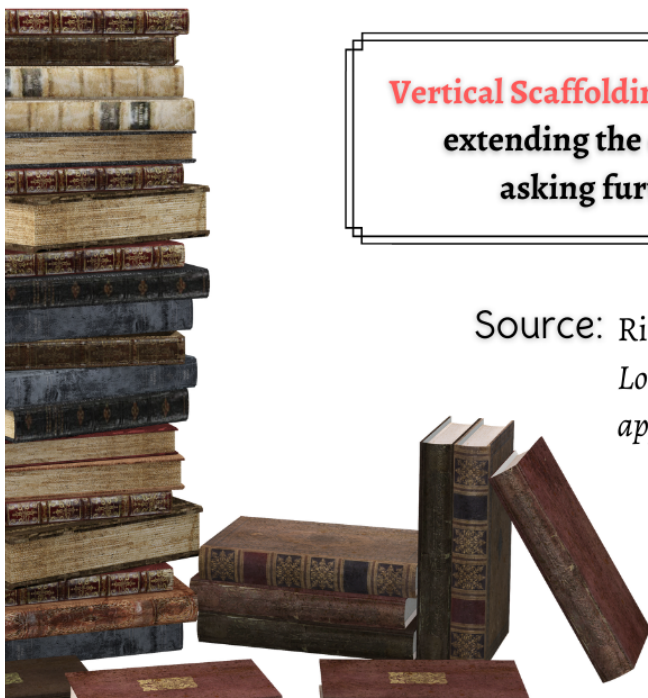
FEEDBACK

IN EFL CLASSES

Author: Sercan Volkan ŞAHİN

Writing is a process in which prewriting, multiple drafting, and revising are considered important in helping learners develop their skills. While students make multiple drafting, peer feedback is often used to exchange ideas and to correct mistakes. Peer feedback, with its potentially high level of response and interaction between reader and writer, encourages a collaborative dialogue in which two-way feedback is established and meaning is negotiated between the two parties (Rollinson, 2005). Peer feedback is seen as a way of giving more control to students since it allows them to make active decisions about whether or not to use their peers' comments as opposed to a passive reliance on teachers' feedback (Mendonça and Johnson, 1994). There are several ways of feedback. It can be given as written form, face-to-face, and computer-mediated by not only teachers but also students. In peer feedback sessions, students not only compose their own texts but read the texts written by other students, adopt the role of interested readers and commentators, and help each other in the elaboration of better texts (Kurt & Atay, 2007). Peer feedback can affect students' performances in writing. Although there can be some negative effects of peer feedback such as focusing on sentence-level errors and commenting surface errors, peer feedback affects students positively by encouraging them to participate in the classroom and developing critical thinking, learner autonomy and social interaction among them.

Advantages & Disadvantages of Peer Feedback

Peer feedback affects students in positive and negative ways. On the one hand, peer feedback has been advocated in several studies for a number of positive effects. For example, peer feedback encourages students to participate in the classroom. It means that they can actively attend the in-class activities and in the lessons, they become a contributor to the course rather than just an audience. Hyland (2000) mentions that peer feedback encourages students to participate in classroom activity and makes them less passively teacher- dependent. Another positive effect is that peer feedback makes students think critically and be social. While giving feedback, students need to think critically to correct and develop the peers' paper and also, they interact with other people via peer feedback. Yang et al., (2006) state that peer feedback is beneficial in developing critical thinking, learner autonomy and social interaction among students. On the other hand, there are some negative effects of peer feedback which has been discussed in many studies. Some peers are likely to comment on surface errors and give advice that does not help revision (Bijami& Kashef& Nejad, 2013). They just use general ideas or correct obvious grammar, punctuation, and spelling mistakes when they give feedback. The next negative effect is that students just focus on sentence-level errors. Most peer responses focused on product rather than the processes of writing and many students in L2 contexts focused on sentence-level errors (local errors) rather than on the content and ideas (global errors) (Storch, 2004). It can be understood that students just correct the sentences rather than focus on the content of the paper.
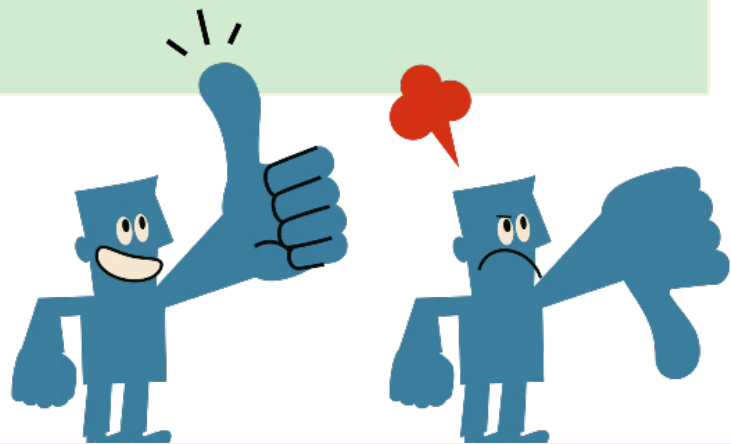
Which one is better: Face-to-Face Feedback or Computer-Mediated Feedback?

Despite the fact that most people find face -to- face feedback beneficial in terms of talking to peers and preventing misunderstanding, others think that computer-mediated feedback is more useful because it is flexible and students feel more comfortable. One of the reasons why people find face- to- face feedback beneficial is to have a chance to talk to peers. In the feedback seasons, they can seek clarification from their peers and they can negotiate about content, ideas, vocabulary range, and grammatical structures. In their study, Ho & Savignon (2007) found that students were able to talk with peers during the review session and it leads students to exchange their ideas and to be understood clearly. Another reason why people find face -to -face feedback beneficial is that it prevents misunderstanding. Unlike a written form, face -to -face feedback enables students to give feedback at that moment. If students do not understand anything, they can ask at that moment. It prevents misunderstanding. Ho & Savignon (2007) stated that students can negotiate meanings to avoid misunderstanding via face-to-face feedback. In their study, a student said "I can discuss my problems with my peers in detail. Through this face-to-face process, I always get useful suggestions from my peer." (p.283).

However, some people think that computer-mediated feedback is more useful than face-to-face feedback. One of the reasons behind this idea is the fact that students feel more comfortable and less pressure when they give computer-mediated feedback. They feel free to say anything directly they want to say and they do not need to think their peer's reaction at that moment. In Ho & Savignon (2007) 's study, most learners reported that they felt more comfortable and less pressure giving feedback on the computer. One of the students said, "While giving feedback [on the computer], I feel free to say anything I wanted to say without worrying about my peer's reaction." (p.284). Another reason for computer-mediated feedback is flexibility. Students do not need to give feedback when they get the paper. They can read and give feedback whenever and wherever they want. Ho & Savignon (2007) stated that students and their partner did not need to be logged on to the computer at the same time, they could read and comment when convenient and at their own pace. Also, students were able to take time to reflect on their ideas and rehearse responses to their partner.

Teacher Feedback vs. Peer Feedback

Some people may think that students choose to get feedback from a peer rather than a teacher. There are some reasons behind this idea. For example, students can feel relaxed while reading others' papers because they see an example of students' writing. In Yang & Badger & Yu (2006)' study, a student states "My peers are closer to me in age and experience. We have more in common when we exchange ideas." (p.193). Students also think that they can keep in contact with peers whenever they want. They can see each other in & out of school, they can text each other easily and they have more time to talk to each other than teachers. For these reasons, they feel comfortable and they think that they can get more accurate feedback from a peer. In Yang & Badger & Yu (2006)' study, a student says "I can have more time communicating with my partner and I can always learn something from your classmates." (p.193). There are some studies in the field that support the idea that peer feedback is more beneficial. Villamil and De Guerrero (1998), working in Puerto Rico, found that peer feedback had a beneficial effect on the quality of writing and also led to more learner autonomy , Berg's (1999) study of ESL classes in the USA also confirms the effectiveness of peer feedback as a means of aiding writing development.

Also, Hu's (2005) study of Chinese students studying English in Singapore also found students welcomed peer feedback. Conversely, other people believe that students prefer teacher feedback to peer feedback. They think that teachers are more knowledgeable and accurate in giving feedback. There are a lot of research that support the idea that teachers are better while giving feedback. Connor and Asenavage (1994) investigated the impact of peer and teacher feedback on eight ESL students from different countries in a university in the USA. They found that teacher feedback had a much more significant effect than peer feedback, with only 5% of peer feedback resulting in changes, and Paulus (1999) investigated the impact of peer and teacher feedback on 11 ESL students on an intensive English language course at a public university in the USA and found slightly higher figures. Peer feedback accounted for 13.9% of all changes and teacher feedback for 34.3%. Teacher feedback was more likely to have an impact than peer feedback with 87% of teacher comments resulting in some change compared to 51% of peer feedback. In Yang & Badger & Yu (2006)' study, students said the teacher was more ''professional,'' ''experienced,'' and ''trustworthy'' than their peers. In a nutshell, the results of studies show that teachers are better than peers in terms of giving feedback, and students prefer teacher feedback to peer feedback.

Conclusion

There are some negative effects of peer feedback in terms of focusing on sentence-level errors and commenting surface errors, whereas many people believe that peer feedback has positive effects on students such as by encouraging them to participate in the classroom and developing critical thinking, learner autonomy and social interaction among them. There are types of feedback such as face-to-face and computer-mediated. While some people find face to face feedback more useful than computer-mediated in terms of talking with peers during peer feedback sessions and preventing misunderstanding, others think vice-versa because computer-mediated feedback offers flexibility and students feel more comfortable and less pressure giving feedback. Another point is whether teachers or students give more effective feedback. Some studies show that peer feedback is effective because students feel relaxed, they can keep in touch with peers, and they have in common because of age. On the contrary, a lot of studies indicate that teachers are more professional, experienced, trustworthy, and accurate in giving feedback. Students need to get both students and teachers' ideas about their writing assessment because both of them can see different things in your paper. Students should be relaxed when they get feedback. If students understand the importance of giving and getting feedback, they will be much more successful. As Grab & Kaplan (1996) said, "Knowledge is best acquired through negotiation, interaction, and cooperative learning." (p.380).

REALLY?

The case of Genie, whose real name was Susan Wiley, is a popular but an unfortunate circumstance. She was a feral child who was born in April 1957. She was the fourth (second alive) child of unstable parents. At 20 months old, her parents took her to a doctor and heard that she had development issues and possibly mildly held back. Her father took the answer to extremes and subjected her to severe confinement in an attempt to "protect" and treat her daughter. Genie had spent her life locked in her bedroom with little to no verbal interaction. She was beaten many times by her father. At the age of 13, her mother took her and escaped. Later on, it was noticed that she had animal-like behaviors and severe developmental issues. Once her case got popular she was the subject of language acquisition critical threshold research. The researchers were trying to find out whether this threshold exists. However, after nurturing for a time, she was able to express simple utterances.

Prepared by: Melih Yasin TUNÇER

Author: Seren ÇALIŞKAN

CAUSES OF RESILIENCE IN ELT IN PANDEMIC TERM

Have you ever thought about the causes of resilience that many people in ELT experience especially on pandemic days? In the sense of psychology the term resilience can be defined as individuals or societies' recovery from their difficult and exhausting experiences and their collaboration with government institutions which are national or local to accomplish continuing changes (Capstick, 2021; Fan et al., 2021). Fan et al. (2021) explain that recently, resilience has taken its place in the area of professional development as an important term. It has become an commonly encountered term in the field of ELT due to the reflection of the changes caused by the pandemic as emotional breakdown and psychological weakness. During the pandemic days, the term resilience, which we have started to see more frequently in the field of ELT, shows itself in this area significantly due to problems such as the inefficient education system, proper content management, and heavy homework, interfering with unfamiliarity.

In education, which has become online after the pandemic, systemic problems show themselves in various ways, causing stress and anxiety. Kumar (2015) explains that the participation of many students in online lessons with insufficient equipment can cause them to have difficulties in following the courses. Problems such as sound and video caused by technical problems cause negative consequences in the English language learning, which requires intense attention and high motivation. Especially in speaking lessons, the fact that many students cannot be given the right to participate because the process of the system and the voices of the participants in the lesson are problematic, it decreases the learning performance. In addition, students' not being able to attend the lesson simultaneously and not being able to follow the lesson properly due to systemic problems cause stressful experiences in English Language Teaching.

Regarding content, there are problems that cause resilience in the field of ELT, such as intense content, less time, challenging adaptation, and fewer activities. The fact that the content is quite full creates an obstacle to the handling of the programs as planned. For example, Brandao and James (2019) suggest that one of the problems ELT teachers are adapting and organizing the content. Also, resilience shows itself when the education seen on the online platform reflects on the field of ELT as little time and hard work to transfer content well. Brandao and James (2019) explain that one of the teachers in their study experienced insecurity while trying to adapt to intensive content studies in a limited time. In addition, the absence of entertaining activities in the content to increase the motivation and attention level in the lesson during the pandemic period causes stress in increasing the efficiency of the lesson. For example, Pedro, a participant in the study conducted by Brandao and James (2019), states that he sometimes reduced the content of the lesson because of the students' indifference. Especially, the activities that can make English lessons even more enjoyable cannot be included in the content as desired, the efficiency of the teachers creates difficulties in the participation of the students. For instance, in online education, which is common after the pandemic, some listening activities cannot be performed due to the poor system. Positive classroom experiences such as stories, anecdotes, and artworks that allow students to express themselves better, provide students with confidence, motivation, and commitment in English language education, and provide them with positive feelings for resilience (Capstick, 2021 ; Etherington et al., 2020). However, the lack of activity due to the inability to organize the content in the desired way can cause inefficiency in the English language, which requires motivation and interest in learning.

One of the main reasons for resilience in the field of ELT is the subject of homework. Intensive assignments that need to be completed and followed are stated among the reasons for resilience as they cause psychological consequences such as anxiety and depression. In addition to these psychological disorders, lack of sleep, headaches, and weight loss can be seen because of homework. Among the major causes of resistance, the heavy workload encountered in the field of ELT is seen in studies focusing on resilience (Etherington et al., 2020; Fan et al., 2021). When heavy workload is associated with homework, its reflection on both students and teachers is seen in two different ways. While the timely and good completion of the homework creates resilience in the students, the timely and accurate control of these homework creates resilience in the teachers.

Unfamiliarity leads to a lack of communication and support among students after physical classes have been replaced by online classes due to the pandemic. The problem of unfamiliarity in a practical field like ELT leads to a lack of practice because of a lack of communication. This lack of practice may return to them as insecurity in later stages, especially in lessons that they need to express themselves, such as speaking. Social relationships which include the conversation and cooperation that can be seen among colleagues are some of the ways to provide welfare and overcome resilience (Etherington et al.,2020; Brandao and James, 2019). It is the same for students, however, the pandemic process that interferes with the students both with their teachers and their classes causes resilience by making this cooperation process difficult. Etherington et al. (2020) state that studies show that teachers gain powerful benefits from sharing good and pleasant relationships with their students. Apart from their peers, students' staying away from their teachers in terms of communication during the pandemic term is among the reasons for resilience.

All in all, considered as a fundamental area and a new research topic in teachers' lives, resilience is a psychological situation that occurs when faced with unwanted situations and possible risks (Fan et al., 2020; Brandao and James, 2019). Especially after the pandemic, the difficulties experienced for education in the field of ELT prepare more adverse conditions for this situation. The problems encountered in the field of ELT due to the system, content, assignments and strangeness cause resistance. The subordinate reasons arising from these reasons such as not being able to follow the lesson, not having the desired content, struggling with heavy workload and feeling strange play major roles in the formation of resilience. However, it can be assumed that resilience in ELT can increase as such causes are seen and confronted by both teachers and student-teachers, but it is possible to tackle all these hard circumstances by keeping their mental health positive and strong while believing in their job and themselves.
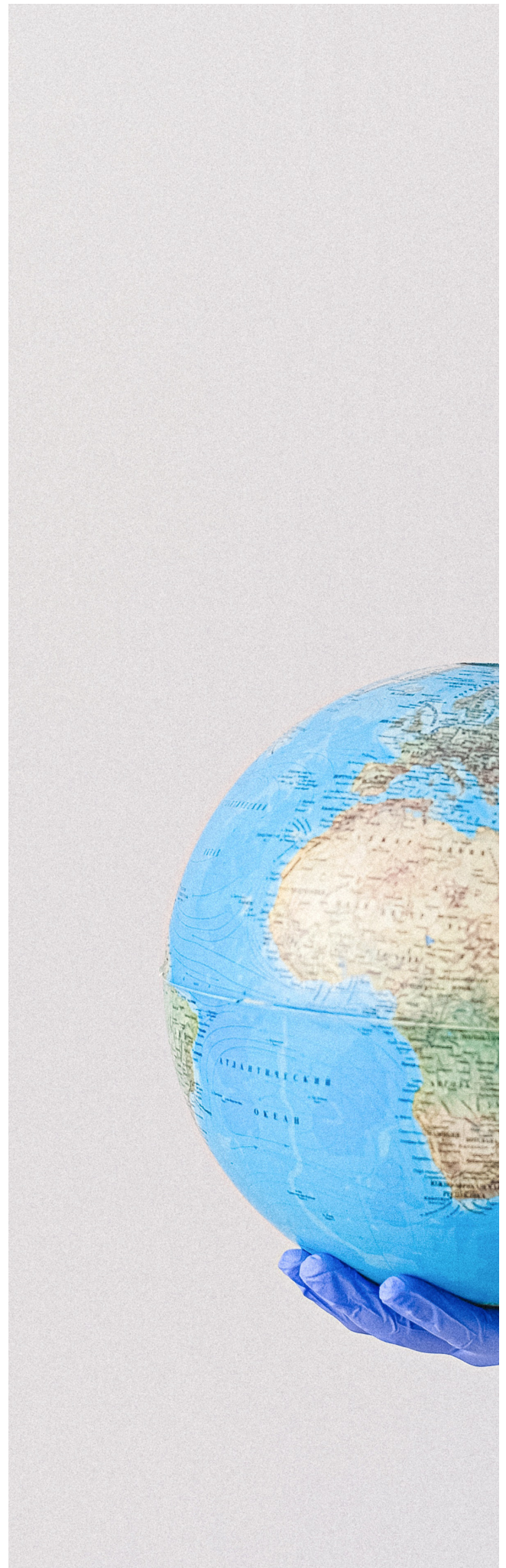
ACTIVITIES FOR DRAMA IN ENGLISH LANGUAGE TEACHING

Author: Janset KİP

1) A Name and A Move

Age/Level: all ages/ A1+
Duration: 8 minutes
Procedure:
-The teacher explains that each student should tell their names in front of the class and make a movement or a gesture using their body or mimics.
-After the first person has told their name and made a movement, the second person is supposed to firstly tell the name of the first person and imitate action, then tell their own name and make their own action.
-The other students are supposed to tell all the previous names and act the previous movement before telling their names and acting their moves.
-The activity is suited for first weeks of the lessons in order to have the students become acquainted with each other.

2) Tell Me the Story of the Picture

Age/Level: 9-12/ A2+
Duration: 7 minutes
Procedure:
-The teacher pairs the students for the activity.
-Then, the teacher hands each student a picture.
-The teacher explains them they are to look at the picture and form their own short stories from the pictures.
-Then, the students in the pairs tell their stories to one another by improvising.
-After the students have told one another their stories, the teacher asks for some volunteers to tell their stories in front of the class.

3) Draw a Movie

Age/Level: 10-13/ A1+
Duration: 5 minutes
Procedure:
-The teacher tells the students that they should think of their favorite movie and think of how they can tell their movies by using their drawings.
-Then the teacher asks for a volunteer to come to the board and explain their movies by using the drawing technique.
-The student who finds the right answer becomes the next one to explain their movies by drawing.

4) Switching Characters

Age/Level: 9-12/ A2
Duration: 6 minutes
Procedure:
-The teacher pairs the students for the activity.
-Then, the teacher tells the pairs that they are supposed to give one another five pieces of information about themselves.
-The students are supposed to role-play as their pairs in front of the classroom according to the five pieces of information they have gathered from them.
-The activity is appropriate for helping the learners get to know each other in a better way.

5) Mirror the Teacher

Age/Level: 8-11/ A1+
Duration: 8 minutes
Procedure:
-The teacher tells all students to stand up for the activity.
-Then, the teacher explains that they are to watch the teacher carefully and imitate the actions of the teacher.
-While the students copy the teacher's movements, the teacher eliminates the students who have failed to copy the actions correctly and tells them to sit down.
-The remaining five students who copied all the actions correctly wins the game and the teacher gives them a little treat such as a bar of chocolate.

Language Facts

Prepared by: Betül ERCAN

- There are over 7,000 languages worldwide, and most of them are dialects. Cambodian has the longest alphabet with 74 characters.

- People who speak and understand Chinese use both sides of the brain, whereas English only uses the left side.

- The languages spoken in North Korea and South Korea are different. They have distinct vocabularies and grammatical rules due to being separated for so long.

- About 2,400 of the world's languages are in danger of becoming extinct, and about one language becomes extinct every two weeks.

- Many linguists believe that language originated around 100,000 BC. Basque is a language spoken in the mountains between France and Spain, and it has no relation to any other known language. (They didn't get out much).

Why Should EAP Content be Introduced in the Pre-service Period?

Author: Emine PALTA

English for academic purposes (EAP) is a language course focused on development and needs, where content and method-related decisions are based entirely on the student's reasons for learning. Despite its growth and importance in the mainstream, EAP, which has its own unique methodology and terminology, does not literally get the cognition and insight of instructors and administrators who transition this area. Furthermore, in spite of the method, approach and sensitivity of English for specific purposes, attention to the "what" of EAP is not given to the "how" it should be. In line with this fact, it seems that teachers from ELT need to be fully aware of their role and gain the necessary knowledge and experience formerly and comprehensively to apply the right principles concerning the specificity of EAP.

Significance of specialised knowledge in EAP

Today, one of the biggest problems faced by teachers in the transition from ELT to EAP is not having the terminology of the department where academic education is provided. Even a teacher who knows the target language at the highest level challenges both comprehending and understanding and transferring in the field where it is left alone with students. In a study of Campion (2015), the most noticeable problem teachers experience in the beginning of teaching EAP is the specialised information. ELT counts everything that exists as content and prioritizes delivering it; EAP, on the other hand, is selective about content and emphasizes its progress in a way that leaves no room for doubt.

On the other hand, students demand that teachers should be competent in those fields. According to Gaffas' (2019) student-centred research related to views about EAP teachers' performance, students think that teachers should have sufficient knowledge of this field, such as medicine, law, engineering, in order to confidently and accurately explain important concepts and answers in this field. However, instructors are influenced to a large extent when so much responsibility is borne. Soleimani and Alibabaee (2018) stated teachers begin to feel excluded and deskilled when they feel pressure to provide content-specific information that will not include mistakes and deficiencies. As touched in the beginning of the paper, EAP differs from ELT in this respect; when teachers transition from ELT to EAP they start to be shocked and integrate the activities used in normal classrooms. Nevertheless, students need to use English, not to learn it (Gillet, 2015). As a general manner, English teachers need to know field-specific terminology and axiology beyond just knowing the English language, so that an accurate and effective process is provided.

Using Accurate Methods and Approaches:

In regard to proper and exact methods, teachers transitioning from ELT to EAP might be unable to notice their mistakes. Although it is based on the same language skills, EAP is more focused on purpose and strict rules than ELT, that is, each step must be taken into consideration totally. As stated above, EAP requires more than enough for the academic and super-equipped methods and approaches. However, those mentioned teachers mostly focus on basic language components such as grammar knowledge or following text books. Atai and Khazaee (2014) stated "It was deduced that EAP teachers are not fully aware of their roles and of the principles and practice of ESP methodology, and learners' expectations are not fully realized" (p. 6). Beyond any doubt, grammar knowledge or the activities are an indispensable part of the education period; nonetheless, teachers should adopt and integrate more enlightening ways. As stated in study of Atai and Taherkhani (2018) explained "There is an urgent need to explore EAP teachers' methodologies and their emphasis on teaching the four language skills" (p. 109) and also found "EAP teachers seem to follow their own intuitive methodologies that are not necessarily research-based" (p. 115).

Hence, being able to go beyond cliches which never contribute to EAP students' performance in academic career is the necessity. Academic writing rules, fast reading and comprehension techniques, the ability to speak fluently and clearly in conference or symposium-style events, understanding and conveying what you hear are among the topics that teachers in the EAP field need to develop students.

To sum up, EAP demands creativity beyond ELT from a methodological point of view. While teaching grammar or vocabulary with basic and simple theories is sufficient for the ELT graduate teacher, it has become a necessity for the teacher in the EAP field to exist in a way that is more than equipped.

Some misbeliefs on this critical issue

Although teachers who have moved from the concept of ELT to EAP have obvious difficulty adapting and creating an effective learning environment, as they are often unprepared for the differences and responsibilities between the two, some do not give the necessary attention and importance to the training that they are supposed to receive before moving into this field. Surely, the target language and the components and skills that make up this language are the same, but when viewed from a broad perspective, both are areas that speak to different audiences and are shaped according to the needs of those audiences. EAP serves the purposes and the goal is to find ways to use the target language competently in the academic field, rather than learning it from scratch. Furthermore, in the study of Brannan and Bleistein (2012) it was concluded that training teachers in various fields and skills in accordance with their goals and wishes in the pre-service period is of great importance in order to be competent in the in-service period. In another study researching burnout among Iranian EAP teachers, which was conducted by Nazari, Atai and Birjandi (2017), it was found that in order to adapt to EAP courses, which will make them even more competent in specialised content or choosing appropriate methods must be supplemented, besides, existing training offered by the ELT department. Based on these studies, it can be clearly said that in the pre-service period, extensive training should be provided for EAP adaptation and resilience. Those teachers should receive the necessary training in accordance with their goals and demands in the pre-service period.

Conclusion

Considering numerous challenges and differences with which teachers face in EAP, it is strongly suggested that pre-service teachers should be acquainted and even get the sufficient content knowledge not to cause an inefficient education period in this field. Studies should be carried out towards this by carrying awareness of what students need in their fields. It is extremely important that our teachers aim the best in the field they serve so that our education system, which is rapidly changing and developing in a world that is becoming more and more interconnected, can be competent in all respects.

GELTS

NON-ACADEMIC

Poet: Berke Oğuz YILMAZ

The Awakening

To have your flesh over mine

Is a delight even Dionysus can't taste from his own wine.

Perpetuating a corrupted lock deep beneath,

Usurping the light, consuming the man within.

Relishing to see Julia's feet dancing on the strings,

Irritating to see her bleed from her wings.

Though, what can a man do against such an invitation

Yer touch of lust is a pathway to eternal damnation.

If I myself am no one, then you shall complete me,

Such strong desire, how delusive can it be?

Death shan't do us part as reaper can't consume love,

Eternal as it is, we harpooned the blackest dove.

As a gift shall he praise upon thy God,

To torment of love shall he chain himself,

Hours of dawn born anew, so shall sing the lady herself.
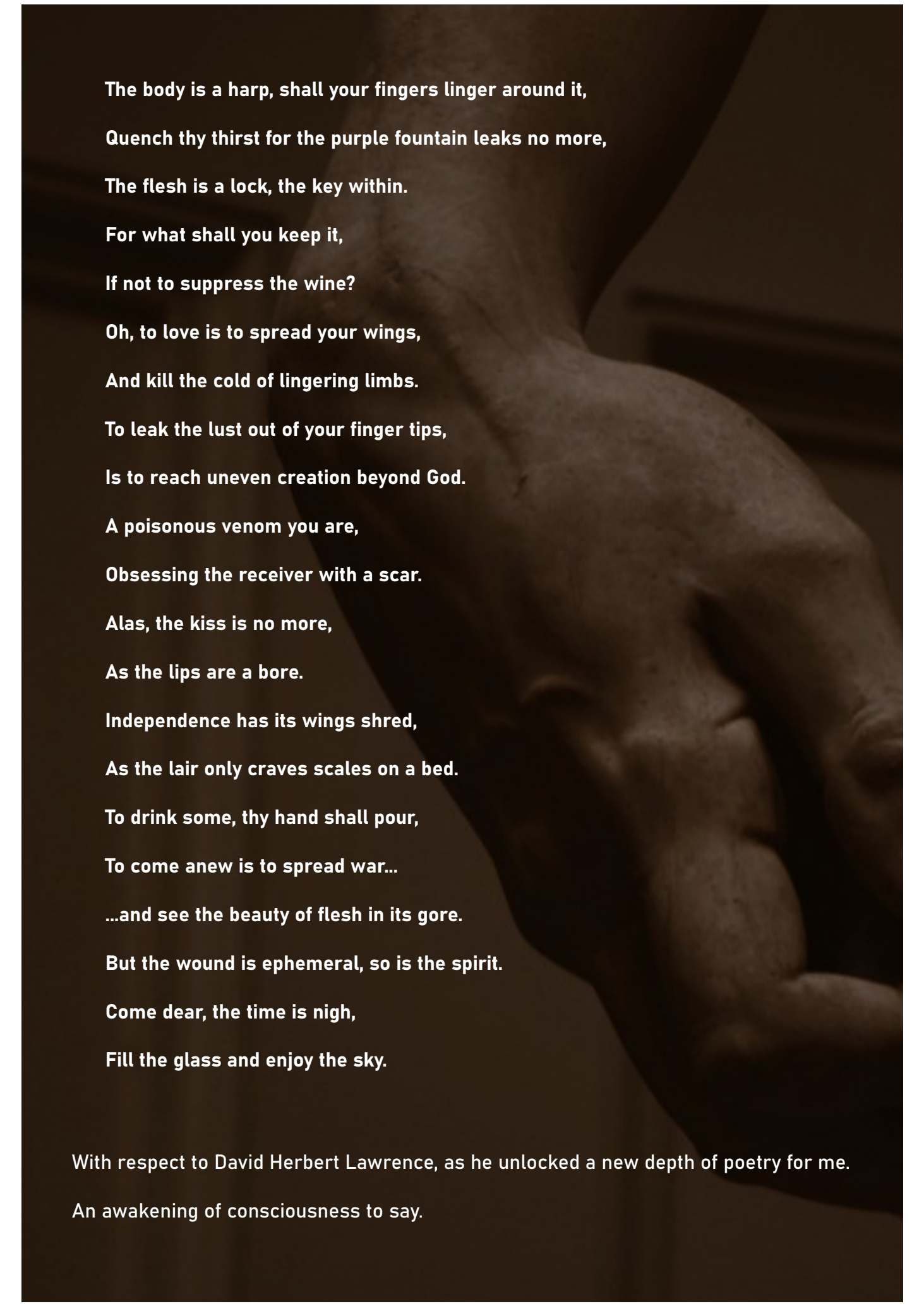
Perplexing how one may not desire such a body,

Until found what I crave, the man is a slave.

Revolve around the scent of my hair,

In my temple will you find the sex I wear.

To embark on such a journey with me,

As a penetrated salvation, the bleeding sea,

Nihilist, too, will believe the beauty at surrounds thee.

By my hand shall you free thy soul of lust,

Over my dead body shall your chains turn crust.

Do shall bodies dance, with souls tasting the wine,

Youth came for blood, the soul came for the body, a poisonous vine.

The body is a harp, shall your fingers linger around it,

Quench thy thirst for the purple fountain leaks no more,

The flesh is a lock, the key within.

For what shall you keep it,

If not to suppress the wine?

Oh, to love is to spread your wings,

And kill the cold of lingering limbs.

To leak the lust out of your finger tips,

Is to reach uneven creation beyond God.

A poisonous venom you are,

Obsessing the receiver with a scar.

Alas, the kiss is no more,

As the lips are a bore.

Independence has its wings shred,

As the lair only craves scales on a bed.

To drink some, thy hand shall pour,

To come anew is to spread war...

...and see the beauty of flesh in its gore.

But the wound is ephemeral, so is the spirit.

Come dear, the time is nigh,

Fill the glass and enjoy the sky.

With respect to David Herbert Lawrence, as he unlocked a new depth of poetry for me.

An awakening of consciousness to say.

Novel Analysis

by Necmettin AKAN

"The Great Gatsby"

THE GREAT GATSBY
F. SCOTT FITZGERALD

Date of Publication: 10.04.1925

PLOT

Page number: 193

The novel starts with an advice by the narrator's father that he should be careful when criticising people because everyone does not possess the merits, well-being, and wealth he does. Nick Caraway, the narrator, lives in a house close to a wealthy man called Jay Gatsby in West Egg. Gatsby always throws parties. One day Gatsby sends him an invitation to a party in his mansion. He encounters Baker Jordan, a relative of his cousin, there. Gatsby wants to talk to Jordan in private leaving Nick alone. Thanks to this party, Nick gets acquainted with Gatsby and has a little chat with him. As time passed, they came to realise that they recognized each other when they were doing their military service. Therefore, they become close friends in time. In the meantime, Nick's cousin, Daisy Buchanan, is married with a child to Tom Buchanan, an immensely wealthy man in East Egg (Long Island).

One day Daisy invites Nick to luncheon in her home. Jordan Baker, a sportswoman, is also invited to this meal. After eating their lunch, Tom and Daisy fall out. Daisy is not happy to be married to Tom because she thinks that he cheats on her and is arrogant and talkative. Actually, she is right given that Tom offers Nick to come with him when he will go to see Myrtle Wilson, his mattress. Therefore, they set out to see her. Meanwhile, Tom keeps contact with George Wilson, Myrtle's husband. George believes that Tom will sell him his car; however, Tom comes to George's garage so as to see Myrtle. Tom gets her with Nick. They enter a pet shop. Myrtle buys a dog and feeds him. After a while, Myrtle hears on the grapevine that Tom is married to Daisy. She likes to talk about that with Tom, but he goes crazy and beats her. Myrtle leaves him to go to George's home. Then, Gatsby offers Nick a lunch in a restaurant premising that he will ask him to do a favour for him.
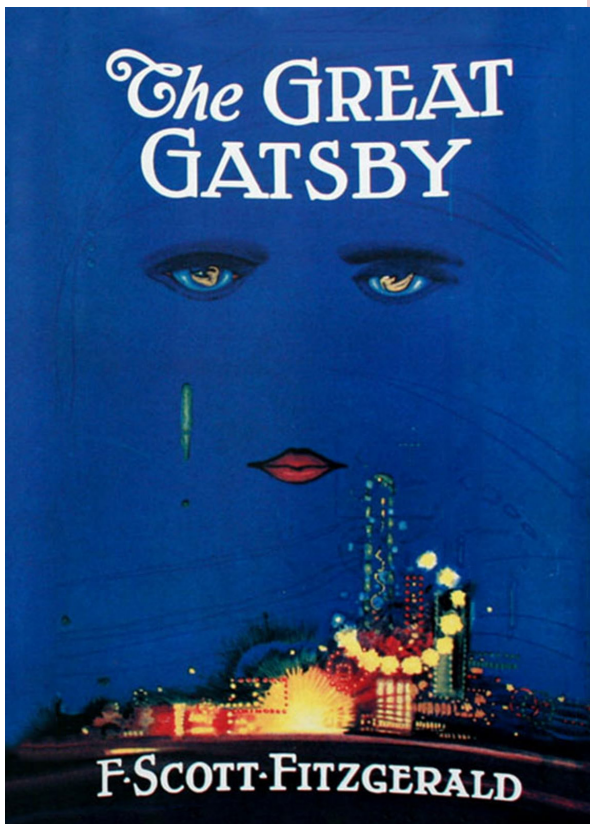
In this lunch, Gatsby mentions his own past, family issues, love affairs and awards he won in the military. Later he introduces Mr. Wolfshiem, his best friend, to Nick. Gatsby has a call; thus, he leaves them a little bit. Mr. Wolfshiem talks about his job, Gatsby's past, and their business together, gamble. Besides, he offers Nick the same job. Then, Gatsby returns and asks Nick to organise a meeting including only himself, Nick, and Daisy, Nick heeds that and calls Daisy to come to his house alone two days later. When Daisy shows up, Gatsby and Nick confront her. Gatsby is not ready to talk to her; he feels ashamed of her, but Nick leaves Gatsby and Daisy alone, going grabbing a cup of coffee. After he returns, he realises that they had a chat, and Daisy had shaded tears. After Daisy goes home, Gatsby mentions that they used to love each other so much before he went to do his military service. He adds that he spent much time in the service, and he was poor after he returned home, so Daisy left him and married Tom. Gatsby concludes that he heard that Daisy lives in East Egg; therefore, he bought a house in West Egg to be close to her. He thanks Nick and heads for his mansion. After 2 weeks, Gatsby states that Jordan Baker booked a meal in a restaurant, and she will wait for Nick to show up.

Jordan says that Gatsby will throw a party in up-coming days; thus, he asks whether Nick will bring his cousin, Daisy and his family there. In this party, Tom Buchanan tries to insult and mock Gatsby saying that he investigated Gatsby's past and found immoral business in it. In fact, Tom is jealous of Gatsby because he is not as intellectual and kind as Gatsby is. Besides, Tom thinks that Daisy could leave himself and marry Gatsby. Actually, Daisy has given that love to Gatsby since Nick made them come together in his home. When Tom sees that Gatsby and Daisy have love affairs, he goes apple. Tom offers everybody to go downtown; they accept. Tom wants Daisy to get in his blue car, but she declines and heads for Gatsby's yellow car. Given that Tom goes crazy and drives the car fast; therefore, he reaches downtown early. He books a spacious room in a hotel. After everybody gathers, Gatsby confesses that he has a crush on Daisy. What's more, Daisy admits that she has not loved him as she loved Gatsby. Tom can't believe in his eyes. Therefore, he grabs Nick and Jordan to return to home.

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Gatsby and Daisy pass by Tom's car so fast. Half an hour later, Tom and Nick come across a dead woman on the road and a man crying at her. Then, it turns out that the dead women and the man are Myrtle Wilson and George Wilson, and a yellow car bumped into her. As the police investigate this accident, Tom claims that he knows who accidently killed Wilson's wife; but he confesses this just to George. After Nick and Tom return to home, they find Daisy locked in a room wiping desperately. Nick understands that it was who was driving Gatsby's car in the course of the accident. Tom enters there to reassure Daisy; Nick returns to his home. In the evening, Gatsby sends Nick to oversee whether Tom beats her or not. Nick reports that it was as if Tom and Daisy are organising an escape plan; he advises Gatsby to return to his home. Three days later, Gatsby and George are found shot in Gatsby's yard. Then, it turns out that Tom confessed on purpose to George Wilson that Gatsby killed his wife although it was Daisy that killed Myrtle. Therefore, George shot Gatsby and committed suicide. Nick sues Tom for both cheating on Myrtle and has George to kill innocent Gatsby; but Catherina gives false testimony that George and Myrtle were happy, and Myrtle didn't cheat on George. Then, Nick hears the rumours that Tom and Daisy collected all of their money and escaped to somewhere else. During the same week, Nick organises Gatsby's funeral and sends letters to Meyer Wolfshiem and Henry C. Gatz, Gatsby's father. First, both of them decline attending his funeral; nonetheless, Mr Gatz changes his mind and shows up at Gatsby's funeral. Mr Gatz explains how organised and disciplined man Mr Gatsby was. Then, Mr Gatz confesses that he didn't raise Gatsby properly, but Dan Cody cultivated him as such a kind and intellectual man. Eventually, time brings Nick Caraway and Jordan Baker happiness.

COMMENT

I strongly think that the descriptive passages that the author made use of were a little bit hard for me to comprehend. I think that the description and the main story were not so related to one another. I found some difficulty in reading those parts including descriptive details. Besides, the author let the novel flow via getting some characters together again and again. For instance, I mean he used the same strategy to let Daisy, Nick, and Gatsby come together, Nick, Meyer Wolfshiem, and Gatsby gather in a restaurant. Another controversial side is that I could not understand the relation of Dan Cody with Mr Gatz so vividly; he just jumped from one scene to another rapidly in the last chapters. The author could explain their relation thoroughly. In a similar way, I could not combine Gatsby's whole past in my mind before he settled down in West Egg because this part was given intermittently in the novel. Mr Fitzgerald could explain it more systematically. I think Mr Gatsby's considerate features were overshadowed in the novel by Tom Buchanan and Daisy's guilt. I guess Gatsby didn't deserve such a bad end; the author could end the novel with happiness and at least in terms of Gatsby. Moreover, I believe that the author attached great importance to the rumours and gossip wandering about Gatsby given that he mentioned them one after another. He could skip some of them. Moving on to the good sides of the novel, I found the novel a riveting read. I was just curious about what will come next after each section. Mr Fitzgerald could convey the main message about some characters in several ways. For example, the narrator's outlook towards life can be observed in his communication with Jordan Baker and Gatsby. In fact, it can be seen that Nick is an obedient and a good listener in some occasions during the whole novel. Therefore, we can say that the author could follow the same path in describing the features of some characters. In addition, the author used some handy idioms and phrases such as pulling somebody's leg, crying to bead the band, and it's a bona fide deal that I noted down to employ where necessary. Fitzgerald's using the strategy of commencing with an advice at the beginning of the novel, made me feel excited about the novel while starting to read it because it is a highly effective way to grab the readers' attention. So mine was grabbed in this way. I appreciate the author's ability to convey the message that no matter how much money you have, you cannot attain the happiness at the end of your life.

DID YOU KNOW?
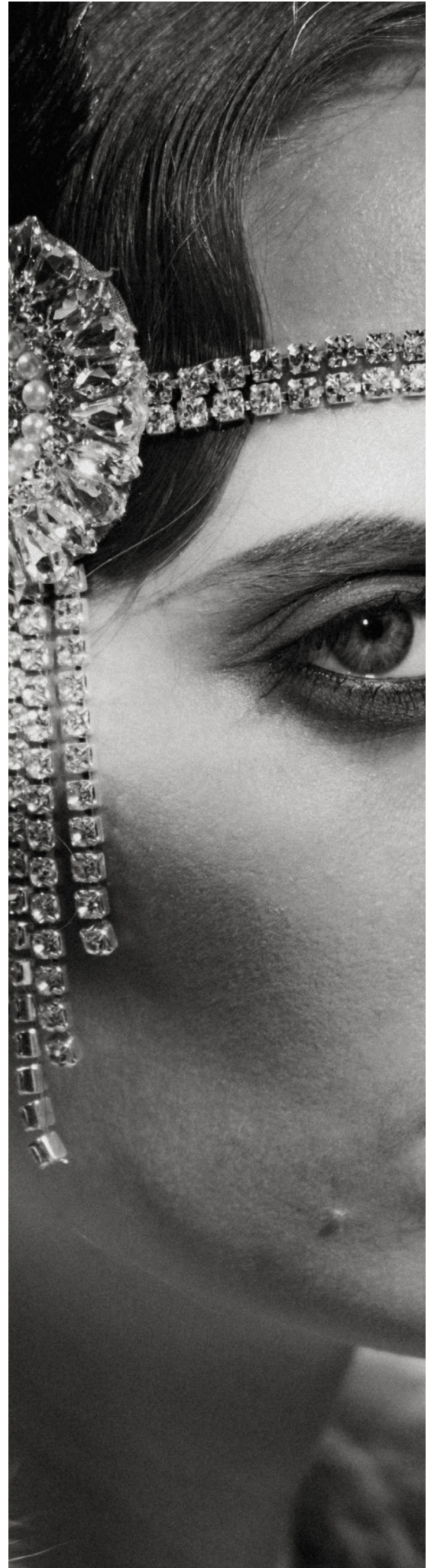
Taking the speaker amount into account, Indo-European and Sino-Tibetan are the largest language families. The Indo-European family has around 3.3B (3,300,000,0000) speakers and Sino-Tibetan has around 1.4B (1,400,000,000) speakers. The English language is part of the Indo-European family and Mandarin Chinese is part of the Sino-Tibetan.

The word "set" has the most definition in English. According to Second Edition of the Oxford English Dictionary (1989) it has 430 different meanings. No other word in English has meanings close enough to that number.

In order for the legumes to be safe from bacteria and such, you can use salt and bay leaf. This way they can be preserved for a long time.

Prepared by: Melih Yasin TUNÇER

Author: Halide ȘAHKULUBEY

Is Plastic a Monster?

Plastics are always presented as monsters; however, they are not that much frightening materials. They are notorious for their harm to nature. If someone asks, "What is plastic?" we will all think that it is not healthy and contaminates the Earth. Conversely, plastic has several important benefits for our lives because it is used in a wide range of areas.

Hygiene is very crucial. Especially in medicine. Plastics play an important role in this sector. Each material should be used once in the hospitals. No one wants the same syringe while he or she is getting vaccinated. This kind of situation may cause infections. In the hospitals there are lots of similar examples: gloves, blood bags, wound dressing materials and so on. Everything must be disposable. Moreover, during the pandemic the usage of plastic cups has increased. When my father was in quarantine, we were confused about how to give him food, water, and herbal tea. The normal plate or cutlery is needed to turn back and clean but it could cause infection. Hence, the most wisely solution was disposable materials. The only thing we did was to put the meal into the plate and to throw the rubbish. Thanks to plastics we went through it without getting infected.

Plastics are also environmentally friendly but, of course, when they are used correctly. The biggest advantage is that plastics could be transformed to everything. You can produce a jacket made of a plastic bottle. According to Andrady and Neal (2009), "Over 40 million tonnes of plastics were converted into textile fibre (mainly nylon, polyester and acrylics) worldwide for use in apparel manufacture. Polycotton clothing contains high levels of PET plastic; high-performance clothing is almost exclusively plastics—polyesters, fluoropolymers and nylons. Fleece clothing is 100 per cent plastic (PET) and can be made from recycled PET." (p. 4). We can adapt it to all daily usage plastics.

This substance is also a shield for fragile goods. There are countless examples in our daily life, phone cases, screen protectors, table cover protectors, sheet protectors and so on. For instance, during the moving process plates, glasses or other vulnerable tools should be taken and given safely. For this purpose, movers wrap breakables into the bubble wraps to make them more durable.

Researchers always warn us about fossil fuel usage. They are not renewable energy resources, and they emit CO_2 to the atmosphere. They increase greenhouse gas emissions. We all know the Earth is on the verge of death. So, the less we use this kind of energy the more we help the Earth. We need effective insulation in our houses to use less natural gas or coal. At this point plastic comes into play as an insulation material because Polystyrene foam is made of it. Ede (2015) states that "Members of plastics families like polyurethane and expanded polystyrene are helping in energy conservation and are thus indispensable for creation of green built spaces. Even in respect of roofing, plastic coatings and plastic materials are bringing down energy consumption." (p. 24). Also, the plastic usage in the transportation industry provides fuel saving since it makes items lighter, and it means limited CO_2 emission.

Plastic usage has penetrated into our lives and offered a huge welfare. Contrary to the popular belief plastic has serious contributions to us. So, it is hard to give it up. What we should do is be careful about its environmental effects. It does not create a problem as long as it is used properly.

The Big Impact of Skins (2007) in the Teen Drama Genre

Author: Bilgealp AYDOĞMUŞ

Do you enjoy watching edgy, stylized teen dramas? Then you should give SKINS a chance. SKINS is a 2007 teen drama that showcases the different lives of a group of teenagers that live in Bristol, England. Each episode is named after one of the main characters and the episode named after that character focuses on her/his life. And the portrayal of each character is quite unique and distinct, plus, the show is definitely not scared to show the ugly sides of life by showcasing different mental illnesses such as anorexia and bipolar, drug addictions, toxic relationships, and neglectful parents of failing families. And that fearless, edgy approach to the teen drama was something new for the genre at that time for sure. Before SKINS, there were not many teen drama shows with darker, edgier aesthetics that portrayed darker subjects. Obviously some indie movies with similar vibes were made such as "Thirteen (2003)" but a fully fleshed show with 6 seasons was never done before. So people were really opinionated about SKINS, with good and at the same time bad reviews, but all that reaction made the show a huge hit it is today. SKINS ended almost a decade ago, but its impact still can be easily found in newer teen drama shows.

SKINS was a huge hit because it offered a new point of view on adolescence. And its fan base can relate to at least one character in the show and feel close to her/him because the struggles portrayed by SKINS were real. Their wardrobe was trendy and wearable for a teenager at the time, the stylists picked realistic outfits for the characters with considering their personalities. Also, the makeup in SKINS was not professional on purpose. The makeup was applied in a way that a teenager would, which all of those aspects made the show more realistic and relatable. Plus, to me, the cinematography made it feel like the show is even more real. It didn't have any filters or much professional angles and quality, it was almost like an unprofessional documentary that filmed real teenagers on a daily basis and that made it easier to relate to the characters in the show. And with the first season's success, SKINS produced 6 seasons in total and some special episodes, with 3 different generations, and people loved to see it.

skins

skins

After the success of SKINS, more teen shows with similar vibes got produced and people loved them. Looking at a very recent show for example, Euphoria (2019), anyone can see the resemblance and the impact SKINS left on it. Obviously the wardrobe, casting, and the portrayed problems are adjusted to 2022 and US teenager standards but it still feels like a love letter to SKINS. Euphoria deals with drug addiction, toxic relationships and problematic families as well, for today's teenagers to relate themselves to the show/characters. Also in the core, Euphoria uses a similar method SKINS had used in its first season for storytelling and world building, with giving a backstory and more screen time to each character at the start of each episode. This type of storytelling and episode naming can be seen in so many other teen dramas, even though their aesthetic is not so similar to SKINS. A similar method can be seen in ELITE (2018), where they named each episode with a main character's name, and another example can be SKAM (2015), where they emphasized each season for a character, with that season focusing on that character's life more. I, in my mind, consider this as SKINS' impact because really, before SKINS, at least I never have seen a teen drama show that focuses on each character in their each timing in detail to develop them more.

All those impacts about character telling or wardrobe seems cool at first glance, but deep down, to some people, the issues SKINS portrayed created a glorification of those problems in social media and in real life with people glorifying Cassie (the girl with anorexia), Effy (the girl with bipolar disorder and drug addiction) on socials like Tumblr and Instagram by posting their quotes and scenes in such a romanticizing way, and naturally so many teens can get exposed to this negative influence. So SKINS got heavily criticized because people thought that the show was glorifying those problems. In my opinion, there's a certain line between relating to a character because they have similar problems to you, and trying to be like a certain character because you like their look and personality so you romanticize their mental illnesses/problems as well. And I feel like the latter is happening so often in social media and it's the reason why people criticized SKINS. So I get the critics, but I'm sure that there are also so many other teenagers that find the show actually helpful because they *already* have a mental or eating disorder, and seeing their problems portrayed on TV in a raw way can make them feel better about themselves, or relating to that certain character can feel comforting. The portrayal of those problems always has been hard, plus writing it in a teenager's perspective is much harder. So no, I don't think it's easy to visualize a teenager character with problems, without glorifying it because at the end of the day, you can think that it's not glorified, but some people can feel so irritated and feel like that character is written in a romanticized way.
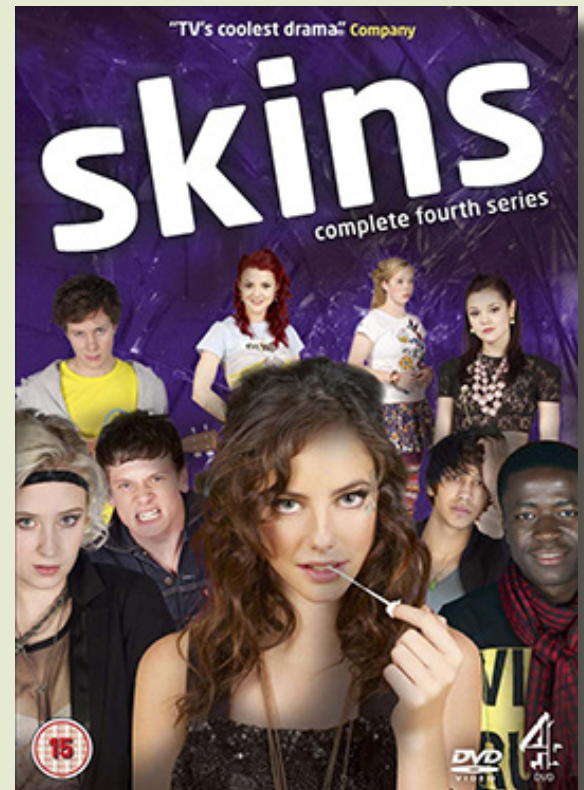
No matter whether you love or hate SKINS, the huge impact it left on the teen drama genre is undeniable. It brought so much to the table and I feel like it paved the way for so many other great shows that teen drama genre lovers would enjoy. From its wardrobe –it was super influential at the time for the teenagers– to its characters, SKINS is a big show with brave storylines. And as a person who watched SKINS in my adolescence, it really was and still is a comfort show to me with its good writing, the interesting and developed plotlines, the different and unique personalities and characters that I can relate and feel close to. Personally, I'd love to see more teen drama shows like SKINS, updated for today's world like Euphoria as a lover of this genre.

A Play Review

by İrem FİDAN

"An Inspector Calls"

The play written by John B. Priestley is about a family celebrating the engagement of their daughter in one evening, and their ceremony is interrupted by a police inspector who comes to investigate the reason for the suicide of a young woman. The play consists of eight characters whose names are Arthur Birling, Mrs. Sybil Birling, Sheila Birling, Eric Birling, Gerald Croft, Edna, Eva Smith/Daisy Renton and Inspector Goole. An Inspector Calls is set in Brumley, an English manufacturing town, in 1912. It is a play where everyone can find pieces from their own life because it reveals situations that everyone has experienced or will experience one day such as love, disappointment, cruelty, wealth, poverty, arrogance and despair.

The plot of the play may seem complicated at first, but as the play progresses, many things become clear in the minds. On the night of the events, the engagement of Sheila and Gerald is celebrated. Just as everything is going well, a police inspector comes and says that a young woman named Eva Smith committed suicide. Others do not care much about suicide. However, each member of the family has enough guilt to cause the girl to commit suicide. Firstly, Arthur Birling who owns a factory fires Eva because of the fact that she wants higher wages. Surprisingly but true, Arthur states that he is not sorry for doing so. Secondly, the inspector interrogates Sheila. He asks if she had a girl fired from Milward's, which is a local shop, just because of her jealousy. Sheila regrets doing this and feels responsible for Eva's death. Thirdly, the inspector turns to Gerald and asks if he knows a girl named Daisy Renton. It is understood from the facial expression of Gerald that he knows the girl. At first, he wants to hide this situation from his fiancée, but it is learned from by the whole family that Gerald and Daisy/Eva met the previous summer. At the same time, hearing all these details means a great disappointment for Sheila. Gerald wants to go for a walk. The inspector interrogates Mrs. Sybil Birling, who is the director of a charity, and says that she refuses to help a pregnant woman. The inspector tells them the girl who Sybil refuses to help is Eva Smith. The most surprising thing is that it is Eric Birling who got Eva pregnant. The inspector says that every one of them is responsible for Eva's suicide and leaves their home. Gerald returns and says that he has learned that there is no inspector with the name of Goole. While Arthur believes that they are deceived and thinks their names will not be damaged, Sheila still expresses that they are guilty of the death of the girl. When everyone is happy except Sheila, the phone rings. Arthur answers the phone and says that a girl is now hospitalized whose cause of death is suicide and a police inspector will come to their house to begin an inquiry.
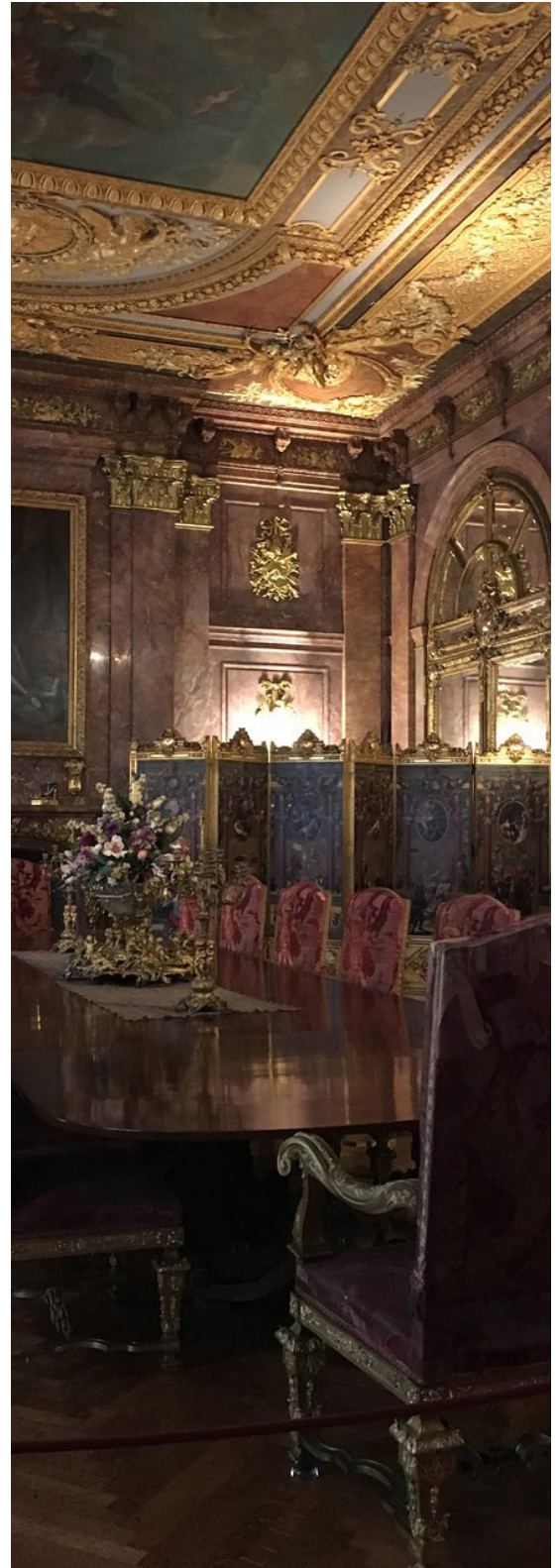
It was truly exciting to watch the play and frankly I did not expect such an ending. The end was tied very well and this play showed me that people can ignore it even though they are guilty of something, and that even though it is said that there is a deception, people who still admit their guilt and feel sorry. I think Sheila was the most innocent among them as she was upset and regretful for what she had done. Even after the others had done various evils that drove the girl to suicide, they did not even grieve over her death so as not to damage their own reputation. All in all, this play showed me that the butterfly effect can change someone's life for better or for worse. I hope everyone can positively touch someone's life with the butterfly effect.

Popular Figures in Greek Mythology

by Necmettin AKAN

1) Sophocles (497/6 –406/5 BC)

One of three great ancient Greek tragedians, Sophocles is believed to have written 123 plays. However, only seven of which are still intact: Ajax, Antigone, Women of Trachis, Oedipus Rex, Electra, Philoctetes and Oedipus at Colonus. A prolific author, Sophocles is thought to have won the first prize at the Athenian festival eighteen times.

2) Homer (900 BCE – c.701 BCE?)

An Ionian (now in Turkey) poet, Homer is presumed to have authored the Iliad and the Odyssey. He is one of the most prominent poets since the aforementioned epics formed the basis of Greek education and culture and had substantial contribution to the Renaissance culture of Italy.

3) Euripides (484 BCE – 406 BCE)

Probably the most influential Athenian dramatist among ancient Greek playwrights like Aeschylus and Sophocles, Euripides was born to a prosperous family. He wrote some 90 plays over his carrier; however, he is famous for Medeia and The Bacchae at most. When compared to Sophocles, Euripides is unsuccessful in that the former won 24 victories while the letter was awarded the first place at only four ancient Greek festivals.

4) Achilles

In Greek mythology, Achilles is the son of Peleus (king of the Myrmidons) and the Nereid or Thetis (a sea nymph). Of warriors of the army of Agamemnon in the Trojan War, Achilles was the most courageous, good-looking, and prominent one. A tale suggest that Achilles was dipped as a child in the waters of the River Styx by Thetis, which means he became invulnerable, despite his heel by which he was held.

5) Oedipus

In Greek mythology, Oedipus, the king of Thebes, unintentionally killed his father and married his mother. In Oedipus the Rex, Oedipus solves the riddle of the Sphinxs who plagued Thebes and cause the Sphinxs to kill herself. Then, he is rewarded with the throne of Thebes and the hand of the widowed queen, his mother, Jocasta. Sophocles relates that locaste committed suicide after she got at the truth of her relationship with her son.

REFERENCES

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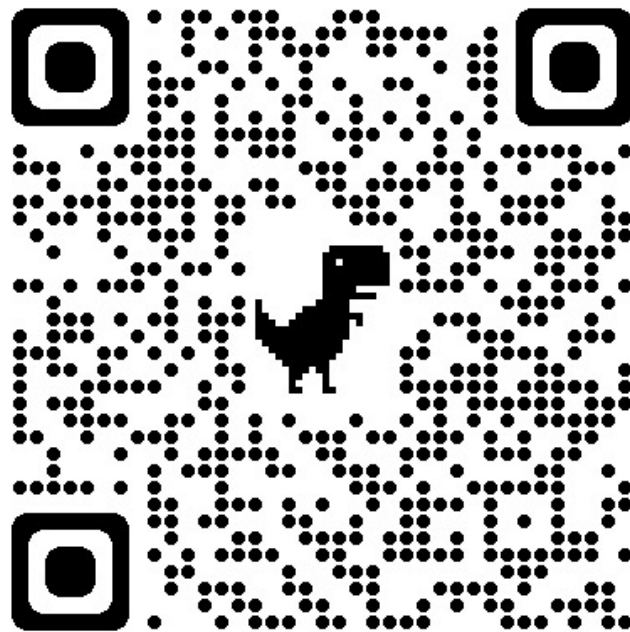
WHAT TO WATCH?

LET'S HEAR FROM THE TEAM!
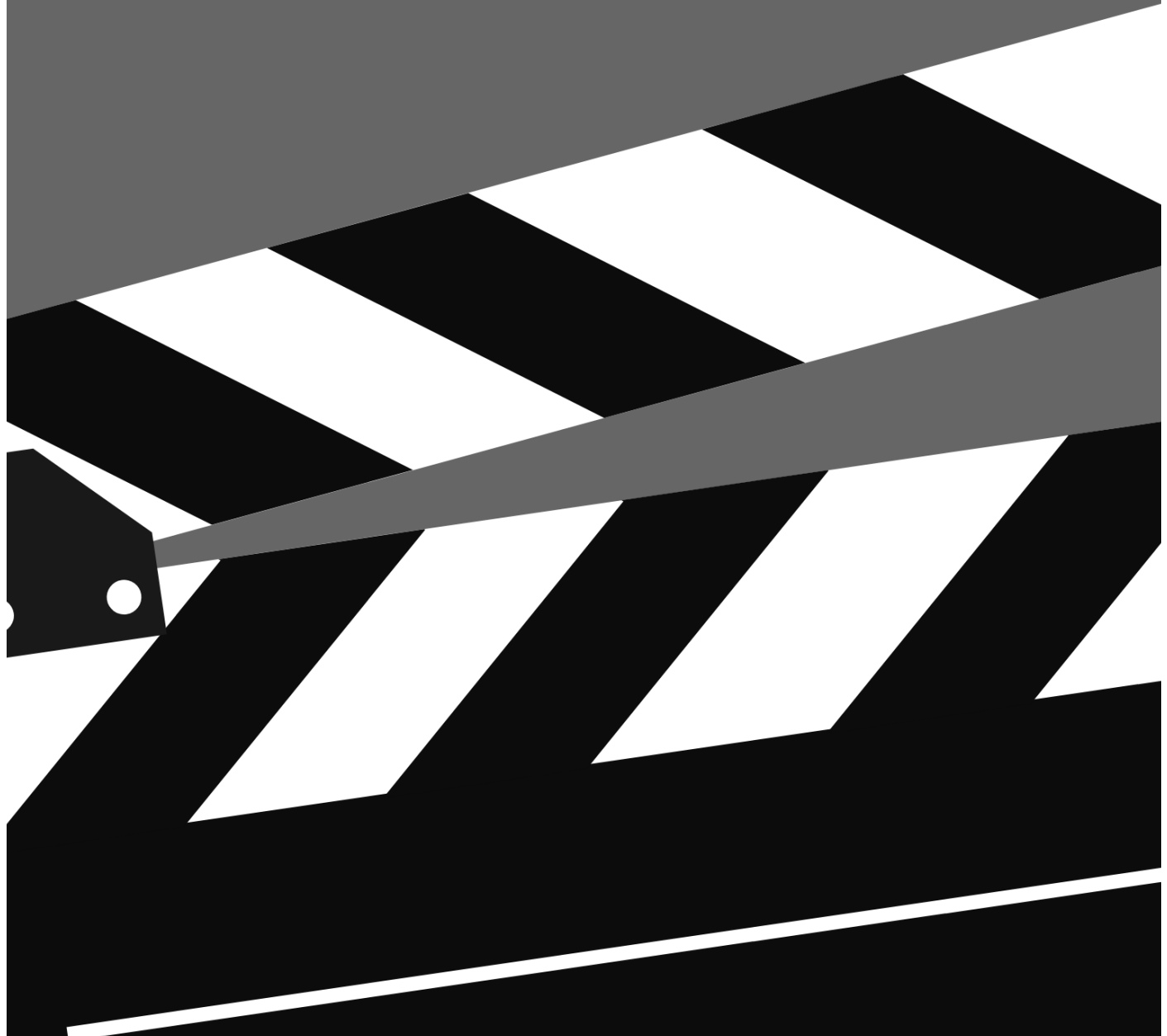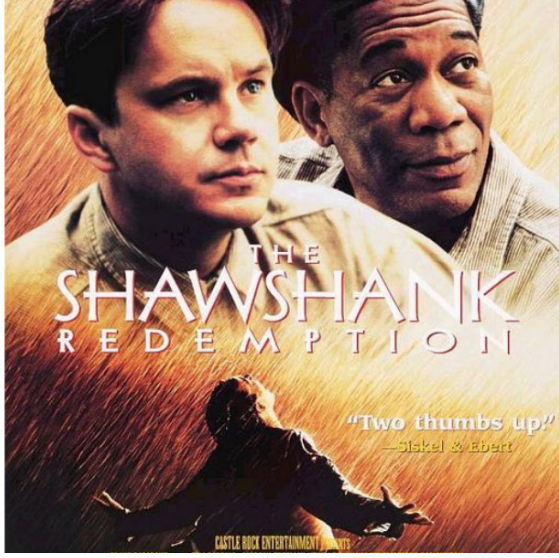
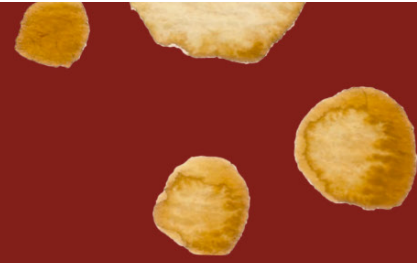**Şevval İzgüt - The Shawshank Redemption**
IMDB: 9.3/10 | Şevval: 9/10

Şevval İzgüt - The Prestige
IMDB: 8.5/10 | Şevval: 9/10

Necmettin Akan - The Platform
IMDB: 7/10 | Necmettin: 8.5/10
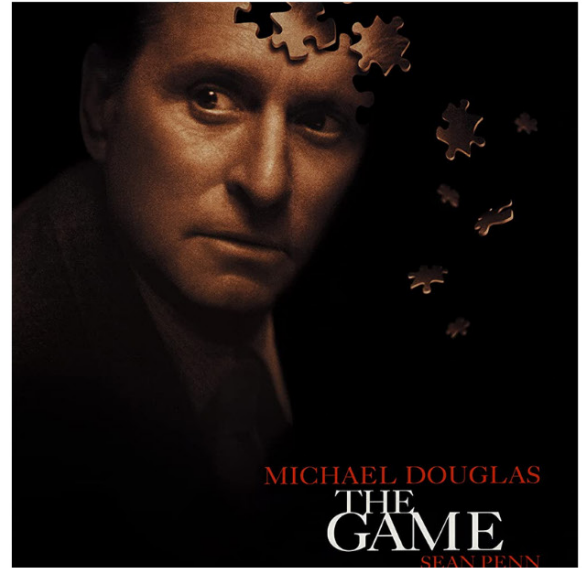
Necmettin Akan - The Game.
IMDB: 7.7/10 | Necmettin: 8/10

Melih Yasin Tunçer - Hugo
IMDB: 7.5 | Melih: 8.6/10

Melih Yasin Tunçer- The Legend of Tomiris
IMDB: 6.1/10 | Melih: 7/10

İbrahim İncirbelen - The Last Samurai
IMDB: 8.4/10 | İbrahim: 8.5/10
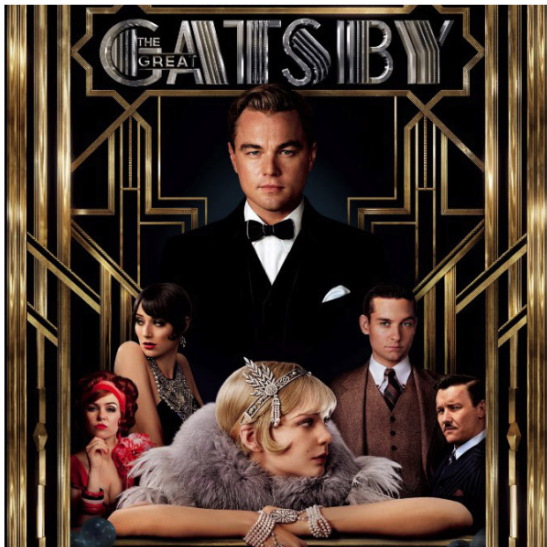
Kaan Durmuşoğlu - The Great Gatsby
IMDB: 7.2/10 | Kaan: 8/10

Mutafa Hakan Yanar-Interstellar
IMDB: 8.6/10 | Hakan: 10/10
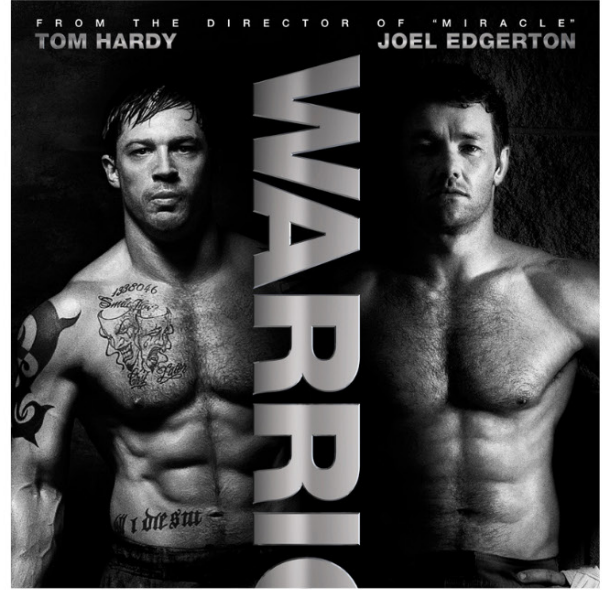
Ezgi Dinç - Warrior
IMDB: 8.2/10 | Ezgi: 10/10

Ezgi Dinç - The Fountain
IMDB: 7.2/10 | Ezgi: 8/10
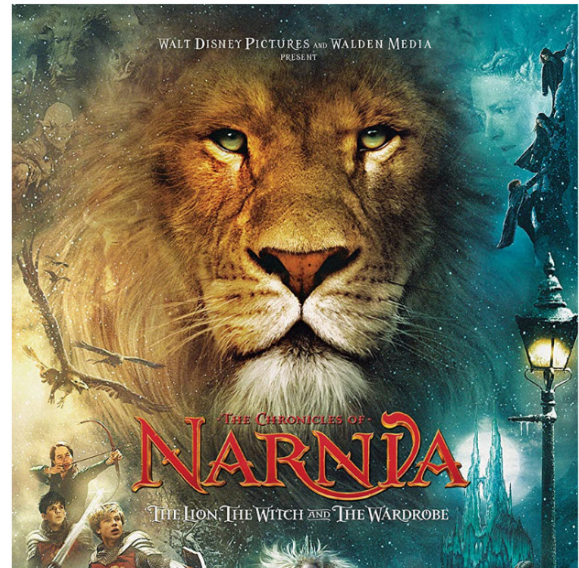
Eylül Fenercioğlu - The Chronicles of Narnia
IMDB: 6.9/10 | Eylül: 10/10

Can Aytekin - Mr. Robot
IMDB: 8.6 | Can: 9/10

Eylül Fenercioğlu - Mr Nobody
IMDB: 7.8/10 | Eylül: 9/10

Betül Ercan - The Lighthouse
IMDB: 7.4/10 | Betül: 9/10

Can Aytekin - Cowboy Beebop
IMDB: 8.9/10 | Can: 10/10

Berke Oğuz Yılmaz - The Office
IMDB: 9/10 | Berke: 9/10
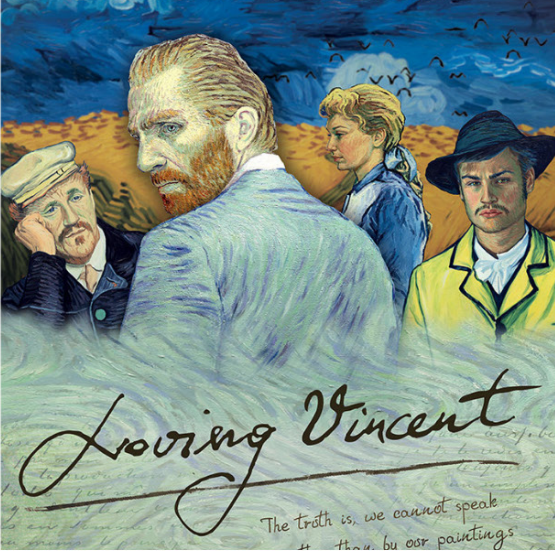
Betül Ercan - Loving Vincent
IMDB 7.8/10 | Betül: 9/10

Mustafa Hakan Yanar - Friends
IMDB: 8.9/10 | Hakan: 10/10

Berke Oğuz Yılmaz - Halloween
IMDB: 6.5 | Berke: 9/10

Team's Favourite Books

-Oğuz Atay, Tutunamayanlar [Güntülü Bilgili]

-Notes From The Underground, Dostoyevski [Güntülü Bilgili]

-The Fall, Albert Camus [Güntülü Bilgili]

-Bizim Büyük Çaresizliğimiz, Barış Bıçakçı [Ezgi Dinç]

-Blaze, Stephen King [Ezgi Dinç]

-İnsan Olmak, Engin Gençtan [Emine Palta]

-Of Mice and Men, John Steinbeck [Şevval İzgüt]

-Hasretinden Prangalar Eskittim, Ahmed Arif [Şevval İzgüt]

-Chess, Stefan Zweig [Mustafa Hakan Yanar]

-Işın Çağı Çocukları , Gülten Dayıoğlu [Melih Yasin Tunçer]

-Flight Of The Storks, Jean-Christophe Grangé
 [Melih Yasin Tunçer]

-The Picture Of Dorian Gray, Oscar Wilde [Berke Oğuz Yılmaz]

-A Clockwork Orange, Anthony Burgess [Berke Oğuz Yılmaz]

-Walden, Henry David Thoreau [Betül Ercan]

-Blindness, Jose Saramago [Betül Ercan]

-Follia profonda (Oyunbaz), Wulf Dorn [İbrahim İncirbelen]

-La Dame aux Camélias (Kamelyalı Kadın), Alexandre Dumas
[Eylül Fenercioğlu]

-Six of Crows, Leigh Bardugo [Alperen Aykut Aydemir]

The Journey So Far
GELTS
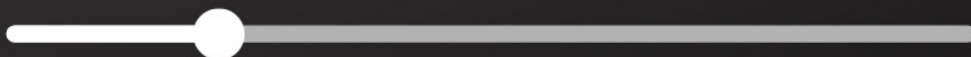
0:58   -2:32

GELTS was founded in the 2020-2021 academic term

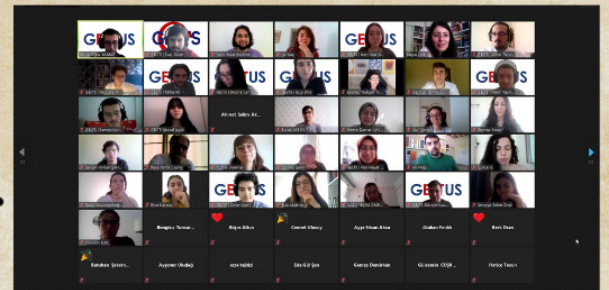We had our first ever orientation on March 6th, 2021
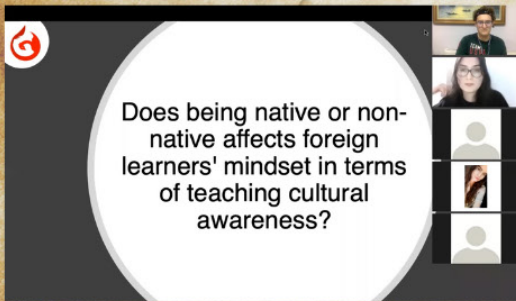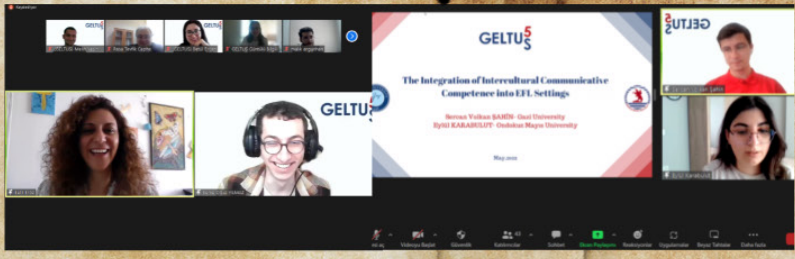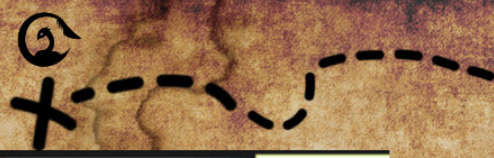
We held Academic Discussion Platforms
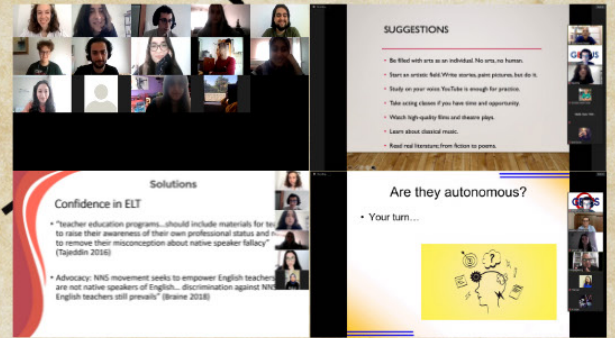
We held Phoenix Talks, where we invited academicians to talk about their experiences

We played games

We held the 4th GELTUS Conference

We finished our year with the 5th GELTUS Conference.

For the first time ever, we established speaking-centred English lessons available for all of the Gazi University students.

We once again welcomed academicians as they shared their experiences

We had a breakfast event

We had our first booth

We care about you, so we listened to what you wanted and needed

Thank You!

Hi Reader,

I would like to thank to my invaluable mentors and my team as they have always supported me from the beginning till the very end of this work in front of you. Also, many thanks to you, dear reader, because you have always been important for us and you are the reason of this first issue!

We -as a team- wanted to leave something behind to enlighten other teacher candidates' way and we initiated the first step.

We hope that GELTS Magazine will continue as a tradition and help others to see their own way.

With my best wishes,
-Betül ERCAN

geltsociety   gazieltcollab@gmail.com