



CUKUROVA
UNIVERSITY

CU SoFL
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A Word from the Director:

Dear Reader,

This issue of our newsletter covers a spectrum of topics related to the digital era in which we are now already immersed and from which we can hardly disengage. The world is changing fast, and as it does, so do our habits of everyday lives and conceptions of what is real and what is virtual: the line between the two is long, blurred, and fuzzy. Adjustment and adaptation to this fast-changing era are of paramount significance, not least for teachers, instructors, and administrators, for our generation's youth are already experiencing the change and speedily are becoming an integral part of it. Therefore, as administrators and employees of educational institutions, we bear significant responsibilities to build bridges over digital generation gaps, training, and retraining staff so that they get accommodated to this new age of continuous transition and meet the demands of their clients, all aware of the pitfalls of the journey which we aim to build on the wellbeing of all... Happy reads.

Prof. Dr. Yonca ÖZKAN

Director

Institutional News in Brief

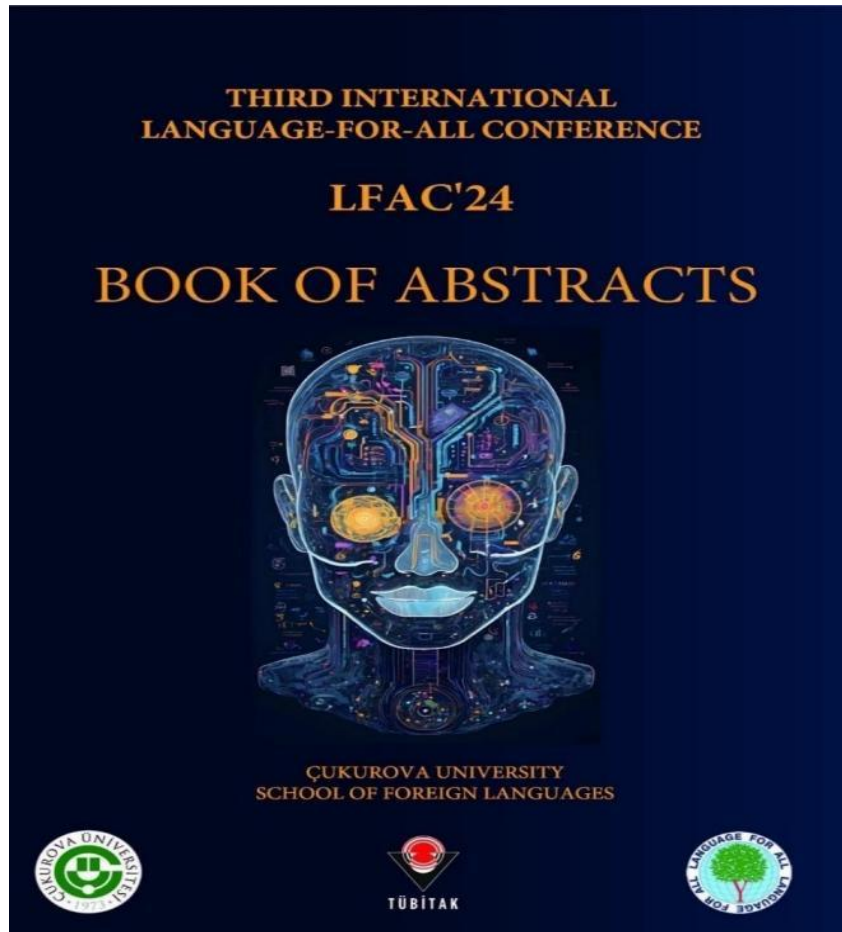
The Third International Language-for-All Conference was held

17 October 2024

The third “International Language-for-All” conference, organized annually by the School of Foreign Languages, was held this year on 17-18 October 2024 at the Mithat Özsan Amphitheater. This academic event, which was organized by the Çukurova University School of Foreign Languages, was held with the participation of Vice Rector Prof. Dr. Ömer KORKUT and Chief Advisor to the Rector Assoc. Prof. Dr. Metin ÖZKAN. The theme of this year's conference, which was attended by esteemed educators and researchers from Turkey and abroad, was “**Artificial Intelligence and Language**”.

The event lasted for two days (in 4 halls), and is the first of its kind, giving way to innovative work and research, as well as cultural studies in fields such as literature and translation also allowing these to be shared with the participants.

Dr. Alessia COGO from the UK, Dr. Emmanuel KEULEERS from the Netherlands and Prof. Dr. Mehmet DEMIREZEN, Dr. Caroline FELL KURBAN and Dr. Jonathan Maurice ROSS from Türkiye have made valuable contributions to the international conference.



<https://lfac.cu.edu.tr/storage/LFAC%2024/LFAC'24%20Book%20of%20Abstracts.pdf>

School of Foreign Languages Orientation Day was Held

13 November 2024

CU School of Foreign Languages (SoFL) Orientation Day was held on November 13 at ukurova University Convention Center.

Our Orientation Day was a fantastic start to the new academic year! We were honoured to host the Vice Rector and the Dean of the Faculty of Economics and Administrative Sciences, along with representatives from the Central Library and the Career Center. They, along with our instructors, shared valuable information to support students throughout their university journey, covering essential resources, academic tools, and career guidance.

SoFL Instructor was Appointed to COST Action Project Committee

15 November 2024

Dr. Canan YOĐURT, Lecturer at ukurova University School of Foreign Languages, who conducts research on South Asia and Indology, has been appointed as a Management Committee member of the COST Action CA23144 titled 'Europe's Representations of India: Texts, Images, and Encounters' (ESIND), funded by the European Union's European Cooperation in Science and Technology (COST) Association. We congratulate her and wish her continued success.

Click [here](#) to go to the COST Action project website.

New International Book "English Studies: A Multifaceted Lens" was Published

19 December 2024

A groundbreaking contribution to the field of English studies has been unveiled with the publication of *English Studies: A Multifaceted Lens*. This double-blind, peer-reviewed international book brings together innovative research and critical insights, offering readers a comprehensive exploration of the ever-evolving discipline of English studies.

Scholars, researchers, and students can now access this valuable resource to engage with diverse perspectives and approaches to literature, linguistics, and cultural studies. With contributions from leading academics worldwide, the book promises to become a cornerstone for further research and discussion in the field.

Click [here](#) to explore the book and gain insights into this multifaceted academic endeavour.

<https://lfac.cu.edu.tr/storage/LFAC%2024/English%20Studies;%20A%20Multifaceted%20Lens.pdf>

Student Clubs are Now Open

➤ Academic Innovation Club

This club is run by Lec. Tolunay EKİZ and Emine DEMİR OKUMUŞ.



The graphic is a three-panel layout. The left panel shows a stack of books with a red tassel and a globe, with the text "Seeking Academic Excellence? We're Here to Support You!". The middle panel has a beige background with the text "ACADEMIC INNOVATION CLUB", contact information (tekiz@cu.edu.tr, demiremine@cu.edu.tr, https://yadyo.cu.edu.tr/), and the note "On Wednesdays (Specific dates and the venue will be announced later)". The right panel features a glowing lightbulb on a yellow background with the text "Inst. Tolunay Ekiz" and "Inst. Emine Demir Okumuş".



The graphic is a three-panel layout. The left panel shows a collage of images including hands shaking, a globe, and a person climbing stairs, with the text "What We Offer:". The middle panel lists the following benefits: "Personal & Academic Development", "Interactive Learning", "Technological Proficiency", "Peer Support & Expert Insights", and "Global Engagement". It concludes with "We invite all students to take part in this inspiring adventure toward achieving excellence!". The right panel shows a collage of images including a globe, a person using a laptop, and a group of people working together.

➤ Speaking Club



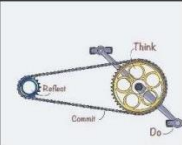

This club is run by Lect. Hasan AHKEMOĞLU. The primary objective of the speaking club is to create a supportive and engaging environment where participants can enhance their spoken English skills through various interactive activities.

Welcome to Speaking Club!

P2&P3


- Fun Speaking Activities Await!
- Enhance Speaking Confidence
 - Expand Vocabulary
- Practice Real-Life Conversations
 - Encourage Critical Thinking
 - "Let's Boost Our Speaking Skills Together!"
 - When & Where?

Every other Wednesday at classroom 309

➤ **Intercultural Club**

This club is run by Lec. Sara HERRERA. The goal of the intercultural club is to provide a broad perspective to students and promote respect and instill cultural sensitivity in educational practices, creating inclusive learning environments through the different themes and projects of intercultural collaboration, cultural sensitivity in education and the creation of intercultural friendships.



INTERCULTURAL CLUB

to provide a broad perspective to students through educational practices projects of intercultural collaboration, cultural sensitivity and the creation of intercultural friendships

P2 & P3 STUDENTS
FRIDAY AFTERNOON CLASS

MS. SARA HERRERA

➤ **Value Education Project Club**

This club is run by Lect. Agnieszka BOJARCZUK-TÜNCER. This club's purpose is to provide an engaging environment for students to practice English while developing global awareness, ethical thinking, and interpersonal skills through meaningful activities.



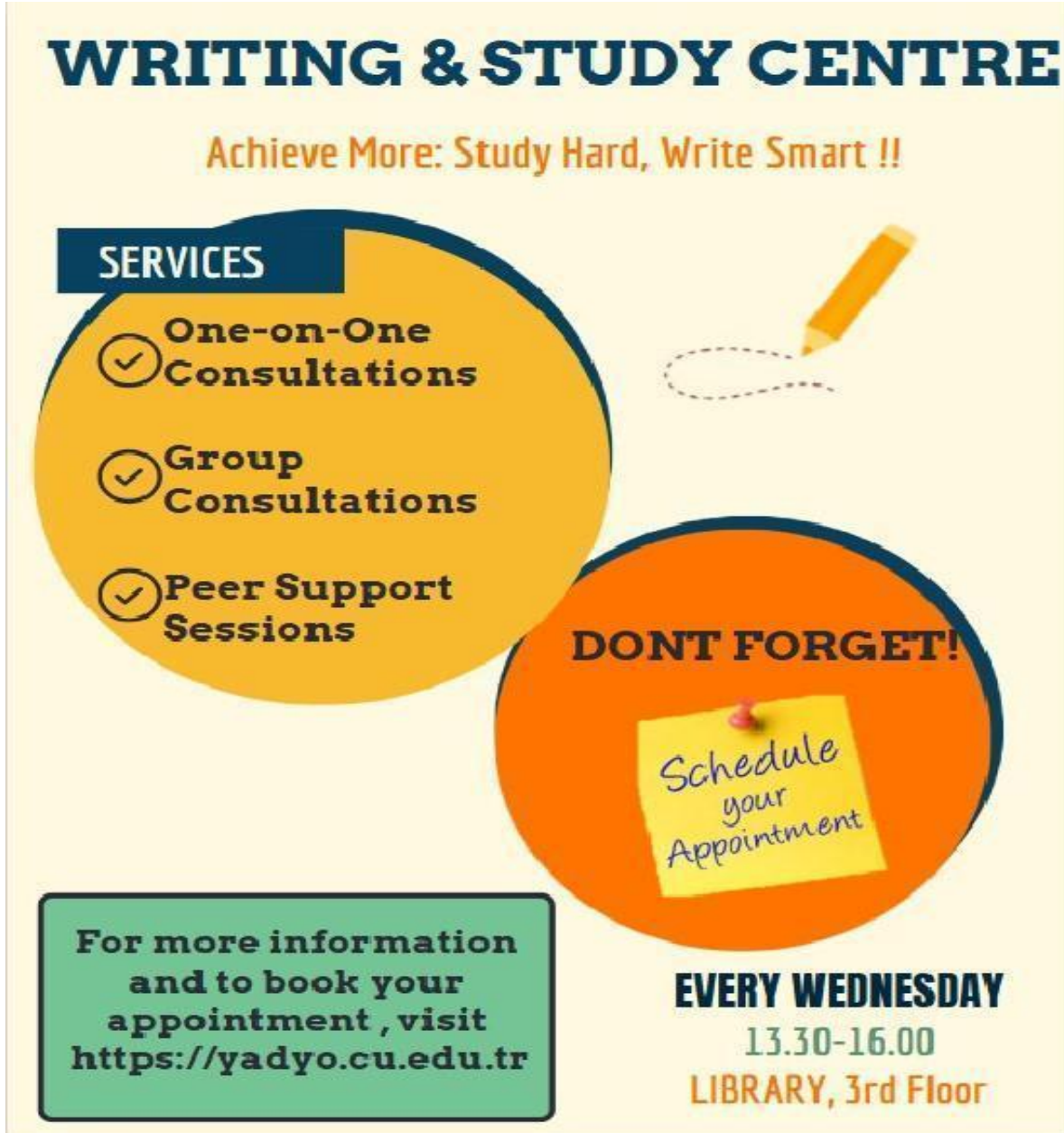
➤ **Film English Club**

This club is led by Lect. Lindsay HUMPHREYS. The goal of the Film English Club Hour is to engage students in learning English through the use of authentic, thought-provoking short films and lesson plans.



➤ **Writing & Study Centre**

This centre is led by Lect. Beyza KABADAYI. It is aimed to get tailored support to boost our students' writing skills at any level!



WRITING & STUDY CENTRE

Achieve More: Study Hard, Write Smart !!

SERVICES

- ✓ **One-on-One Consultations**
- ✓ **Group Consultations**
- ✓ **Peer Support Sessions**

DONT FORGET!

Schedule your Appointment

EVERY WEDNESDAY
13.30-16.00
LIBRARY, 3rd Floor

For more information and to book your appointment, visit <https://yadyo.cu.edu.tr>

The poster features a yellow background with a blue border. It includes a yellow pencil icon and a dashed line representing a stroke. The text is in various colors (blue, orange, green, black) and fonts (bold, regular, handwritten). There are three circular callouts: a large yellow one for services, a smaller orange one for a reminder, and a green rectangular one for contact information.

SECOND CHANCE FOR THE REPEAT STUDENTS



PROF4PROF

As CU SoFL instructors, we believe that **‘Everyone deserves a second chance’**. In the belief of this saying, with the help and support of CU SoFL administration, our team decided to set up the group **‘PREP4PROF’** for the students who have to repeat the classes this year.

Our target group consists of the students who failed to pass the last CU SoFL Proficiency exam in 2024 September but got a score at A2 level. One of our targets is to motivate support and guide these students with lots of handouts, worksheets, studies, quizzes, and sample proficiency exams to make them get ready for the YADYO PROFICIENCY exams in 2025 Academic year. Also, through needs analysis surveys, and interviews, they will be aware of their inadequacies during their learning process and find the best study method for themselves. We aim to help them explore their strengths and weaknesses thanks to our implementations so that they will be able to close the gap from the previous year and reach a level of readiness and knowledge for them to succeed. We are confident that all of the students in our group will strive to make the best use of their second chance along the way to be successful during their education at CU SoFL.

On behalf of her team
Lect. Saadet YILMAZ

‘PREP4PROF’ Team

This team was initiated by the four volunteer instructors in CU SoFL and one more instructor joined the team later on. Our team members are:



Lect. Saadet YILMAZ, Lect. Püren DÖŞKAYA, Lect. Işık TİBET, Lect. Gülcihan ODABAŞI,
Lect. Fatima Zohra BOUCIF (from left to right).

An informative presentation was delivered to the repeat students during the orientation day in the CU SoFL meeting room by the 'PREP4PROF' Team.



Why CU SoFL MAGAZINE?

AIMS AND SCOPE

We wanted to create an online magazine for the School of Foreign Languages at Çukurova University to share experiences, to communicate, to network, to find useful tips for teaching and learning English.

Aims:

- to create a digital environment for English learners and instructors at schools of foreign languages where they can share their knowledge, experiences, achievements, and useful tips for colleagues and students.
- to create an online magazine for talented prep year students who would like to develop their personal and academic skills.
- to invite both teachers and students for brainstorming about the challenges and achievements at preparatory schools.
- to engage more students into creative projects and organize contests, podcasts and vcasts, video materials.
- to publish the interviews/essays/reflections of English instructors and learners from different cities in Türkiye (also foreign instructors teaching in Türkiye)
- to create a dynamic community, new bridges and exchanges among schools of foreign languages, departments and institutions at Çukurova university and other universities to create a new community based on common personal and professional development goals.

SUBMISSION GUIDELINES

- The submission should be a single-spaced Word document in standard 12-point font, Times New Roman. (Check the template)
- The submission should include your name, affiliation, the title of your work and brief biodata with a photo of the author/s. The biodata should not exceed 5-8 lines. (Check the template)
- The submission should be between 500 and 1500 words. It should not be longer than 2000 words.

Please follow the submission guidelines!

- You can download the template from the following website: <https://yadyo.cu.edu.tr/cu/Dergi/Say%C4%B1lar>
- We only accept your submissions online via e-mail. Please send all your written works to the following e-mail address: cusoflmagazine@gmail.com

Please note! We do not accept submissions from any other platforms.

PLAGIARISM POLICY

All submissions should be original and authentic content. Plagiarism software is used to analyse the similarity index. The similarity index should not be more than %25. Please share the sources of any content, photos, graphics, etc. that you benefited from. If not, your submission will not be accepted for publication.

EDITORIAL TEAM

Lect. Dr. Cemile BUĞRA (Team Leader/Managing Editor), Office No: 12

Lect. Dr. Neslihan GÜNDOĞDU (Editor), Office No: 12

Lect. Dr. Ali AVŞAR (Editor), Office No: 16

Lect. Ülkü GÖDE ÖDEMiŞ (Editor), Office No: Z5

MESSAGES FROM CU SoFL TEAM

Dear students,

Our online magazine is open for you all. We accept all your creative written works such as news, memories, stories, letters, book or film reviews, poems, songs, scenarios, interview reports, etc. You are all welcome to send us any creative work of yours at any time during the academic year. You can even work collaboratively with your classmates or friends in other classes in our school. We would like to publish your creative works regularly.

We will have prompts or themes from time to time for the students who need some kind of inspiration but you can touch upon different kinds of issues that can grab the attention of your readers. You can also send your reaction letters to the written works for each issue. We will be happy to read and share them in the following issues.

Why should you write for this magazine?

- It can be an opportunity for you to improve your writing skills and share your creative skills and ideas with others on a platform.
- It can be an opportunity for you to realize your boundaries and maybe go beyond your limits through these writing experiences.
- It helps you to explore yourself and find your self-voice as a language learner and writer.

Dear Colleagues/Contributors,

We are all looking forward to your contributions to our online magazine. It would be a great opportunity for our readers to benefit from your ideas and experiences. Let's create an inspiring space for each other!

Contact Info: For all your inquiries, please send an email to cusoflmagazine@gmail.com

ACKNOWLEDGEMENT

We would like to express our deepest appreciation for the efforts of everyone who contributed to our magazine. We would like to thank one of our former students, **Ceren Nur ERDOĞAN** for helping us while designing the digital poster for the eleventh issue of our online magazine.

**The Theme of the Eleventh Issue:
The Digital Era**

Biodata



***Fatima Zahra BOUCIF** I am Fatima Zahra Boucif, from Algeria. I am an English teacher at YADYO, and I worked as an English lecturer at Adiyaman University and as a high school English teacher in some Turkish and Algerian schools. I graduated from Abdelhamid Ibn Badis University / Mostaganem with a Master of Language and Communication in English and French. I have a TESOL certificate from the University of Arizona, and an IELTS preparation certificate from the University of California. I have been working as a language teacher, researcher and development teacher for more than a decade.*

THE DIGITAL ERA

If one wonders about the meaning of this digital era, there is much to consider, such as where technology has increased the speed of knowledge within the economy, society, and education fields. Today, digital technologies are widely adopted and integrated, to radically change the way information is produced, accessed, shared, and used in a variety of contexts. In a world where events are accelerating and challenges are facing each other. The term "digital world" appears as a critical concept for a number of countries. Exceeding these lines, the term globalisation emerged as a culture of renewal at the end of the last century, the "language of numbers" has become prevalent through technological innovations, most notably the Internet and its associated devices. According to recent international statistics, half of the world's population is connected to digital devices and the Internet - approximately 3.5 billion people - most users of digital networks are young and mature consumers, both male and female. In a span of words, digital technologies have presented an immense transformative potential that influences the 21st century individuals' demands and performances to remain effective and relevant.

In terms of precision, digital screens have lately become an essential part of the individual's life in general and the lives of adolescents in their secondary and university education stages in particular. While it can be viewed as a communication tool that connects the world and provides platforms for learning and participation, it has profound and complex effects on the lives of individuals, especially concerning their educational productivity.

According to the 2023 Common Sense Media report, teens between 13 and 18 spend an average of 7 hours a day interacting with digital screens, including social media. These numbers reveal a startling fact: today's teens are immersed in the digital world far beyond the time devoted to learning or academic activities. This immersion has profound effects on their educational development and learning outcomes, and it is something that needs careful consideration. A study conducted by Ericsson Education (2002) found that students who use their smartphones while studying have difficulty completing academic tasks effectively, with a 25% lower completion rate than their peers who are entirely focused on their studies.

Previously, access to knowledge required effort and time through books and academic sources. Today, social media knowledge is presented quickly and superficially, often needing more context and in-depth analysis. This speed of access to information affects students' ability to develop critical thinking and analyze information more deeply.

Recent studies indicate that digital screens are no longer just a means of entertainment but have become part of the psychological and social structures that affect individuals' time, the extent of their communication and knowledge of the world, and their interactions with knowledge. This

transformation raises questions about the ability of education systems to meet this significant challenge.

The impact of social digitization is not limited to the individual but extends to the educational environment. For example, research shows that students who spend a long time using digital screens suffer from poor real-life social interaction with their colleagues and teachers. A 2022 study by Stanford University found that 45% of teachers noticed a decline in classroom Interaction levels due to excessive reliance on virtual interactions. This decline in real-life interaction weakens strong educational relationships between students and teachers, which is essential to promoting deep understanding and academic success. The extensive use of digital screens also affects individuals' psychological and mental health. While these means provide platforms for self-expression, they expose individuals to indirect pressures related to the ideal image and societal expectations, leading to increased levels of anxiety and depression. This psychological aspect directly affects academic performance. According to a 2023 report by the World Health Organization, 30% of individuals with anxiety disorders also suffer from a decline in school performance.

The digital environment does not support the deep concentration required to absorb academic concepts but makes students always seek distraction and rapid change, which decreases their academic performance. In addition, based on scientific studies conducted by Stanford University, which indicate that many students who are frequently exposed to digital screens show high levels of anxiety and psychological stress, many of them compare their lives to what they see on the Internet, primarily through ideal images or influential figures.

These comparisons make individuals feel less valuable or not good enough, directly affecting their academic performance. A generation that relies on digital resources as a primary means of learning and interaction needs to improve in the values of authentic communication and research-based learning and analysis. This generation may need help to deal with future challenges critically and effectively. Educational institutions must play an active role in addressing these challenges. Digital media can be integrated as an educational tool if used correctly, focusing on teaching students how to verify information and develop critical thinking skills. Families must also take responsibility for educating students on using these platforms and teaching their children how to interact safely and thoughtfully with digital content.

References

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Artificial Intelligences Index Report 2022, Stanford university.

The New York Times: Kids as Young as 8 Are Using Social Media More Than Ever, Study Finds.

www.common sense media.org/research/the-common-sense-census-media-use-by-tweens-and-teens-2019.

Lect. Fatima Zahra BOUCIF

Biodata



Meltem HALAÇOĞLU is an instructor at the School of Foreign Languages (SoFL) at Çukurova University. She holds an MA degree in ELT. Her main interests are learning styles and strategies and learner preferences. She is really into sports and music.

-Although the story below is fictional, it's very likely that people will have similar problems in the future as a result of the widespread use of artificial intelligence in our lives. They may even need to seek professional advice from a psychologist.

SUSIE'S ADVICE COLUMN - IF YOU NEED ADVICE, ASK SUSIE!

Dear Susie,

I'm 25. My fiancé Jack and I have been engaged for a year. I'm a computer programmer, but I'm unemployed at the moment. So, most of the time, I'm preparing stuff for our wedding by myself-going to shops, choosing furniture, trying on wedding dresses etc. Jack is the owner of a big company. We love each other very much, but for the last three months we haven't been able to spend time together as he is too busy with work. He always says he's working for both of us. It just feels like he doesn't care enough to want to be with me. I've been feeling very tired and lonely.

One day, when I was feeling down, a friend of mine suggested that I should find a friend on a chatting site which was popular those days. I decided to try it out to pass the time and to feel better. What I was looking for was a sincere conversation with someone who would understand my feelings. Soon, I started chatting with a guy. You can't imagine how much fun I had at the very first time I spoke to him. He was very understanding, good fun and knowledgeable in every topic-from fashion to human relationships!

Quickly, I realised that I was feeling great when we were chatting. He had such a soothing effect on me, which helped me forget about all my problems in real life.

After a while, the number of our virtual meetings increased and I felt that I needed to tell him every single detail in my life-what I experienced during the day, how I felt, what I ate for lunch etc. He was always there, ready to listen to me, and talk to me! We even sang my favourite songs together!

It's been a few months now since we started to chat, and when I turn on my computer to meet him, I feel so excited. I can't wait to have a conversation with him. I know it's weird, and I tried to stop talking with him many times. Despite all my efforts, I couldn't! You know Jack and I are going to get married. I'm feeling guilty because I always find myself thinking of him. Tell me Susie, am I cheating on Jack? Is having a relationship with AI cheating?

I'm looking forward to your advice. Please help!

Ms. Confused, 25

Lect. Meltem HALAÇOĞLU

Biodata



Canan YOĞURT is a lecturer at Cukurova University, School of Foreign Languages, Adana, Türkiye. She holds a PhD in Indology from Ankara University. She worked as a researcher at Erciyes University for nearly ten years. Her research area is Indian culture, Hindi language, and literature in general.

जानन योगर्ट तुर्की के आदाना में चुकुरोवा विश्वविद्यालय, विदेशी भाषाओं के स्कूल में एक व्याख्याता है। उसने अंकारा विश्वविद्यालय से भारतीय विद्या विभाग में डॉक्टरेट उपाधि प्राप्त की है। वह लगभग दस साल तक एर्जियस विश्वविद्यालय में एक शोधकर्ता के रूप में काम किया है। उसका शोध क्षेत्र सामान्य

ADAPTING TO THE DIGITAL ERA:

REFLECTIONS ON TEACHING HINDI, INDIAN CULTURE, AND MYTHOLOGY

In the Fall Semester of the 2024-2025 academic year, I have had the honour of teaching 'Basic Hindi Language,' 'Introduction to Indian Culture,' and 'Indian Mythology' at Çukurova University. These courses, offered as electives, provide students with an opportunity to familiarize with the fundamental elements of the Hindi language while gaining a deeper understanding of India's rich cultural and mythological heritage. My objective is to create a more engaging and impactful teaching environment by integrating traditional academic approaches with the dynamic opportunities provided by the digital age.

In the Introduction to Indian Culture course, I focus on supplementing traditional lectures with projected texts and creating a space for discussion. By presenting example texts through a projector, I aim to encourage students to engage with the material critically and to foster a collaborative learning environment. Although I have not yet incorporated visual or auditory materials into this course, I plan to make extensive use of them during weeks dedicated to topics such as Hindu festivals and symbols, Indian epics, and so on. The purpose of these resources is to enrich the learning experience, enabling students to deeply connect with these cultural elements and express them in an impactful way.

As the world evolves rapidly, adapting to the digital era has become a necessity rather than a choice. The integration of digital tools in education is redefining the way knowledge is disseminated and absorbed. Adopting these advancements, I strive to address diverse learning styles among my students, make educational content more interactive, and encourage critical thinking. Although measuring success entirely is challenging, I believe this approach allows students to connect with the linguistic and cultural nuances of India, which may not be fully achievable through traditional teaching methods.

In the Basic Hindi Language course, the use of visual and auditory resources plays a key role.

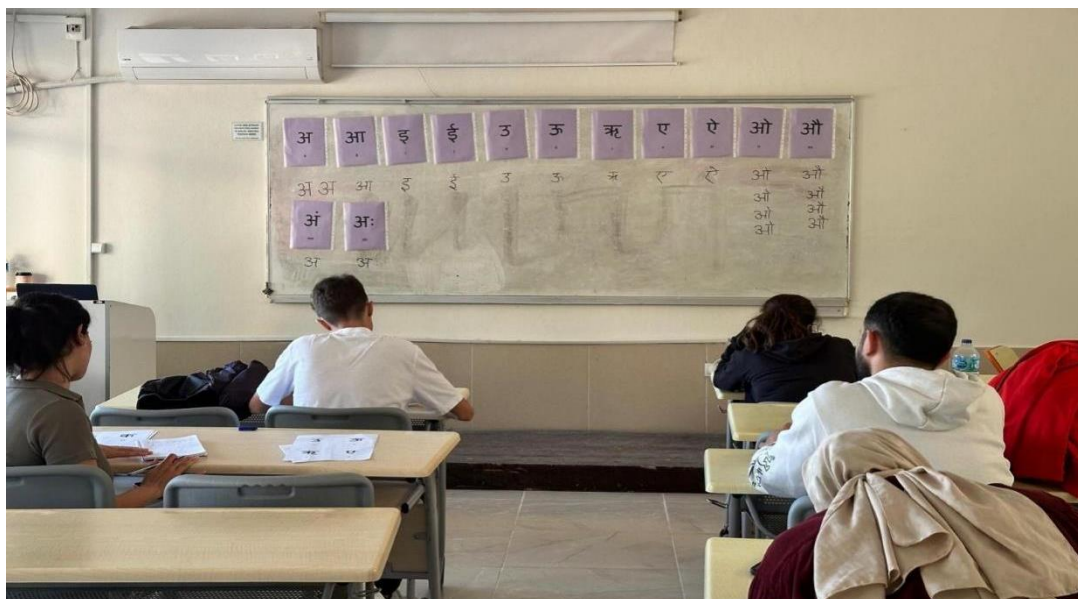
Audio recordings and videos ensure students hear the correct pronunciation of sounds in the Devanagari script while simultaneously visualizing how each character is written. This holistic approach, combining listening and visual learning, seems to offer students a more immersive experience and helps them engage with the script more effectively.

Similarly, in the Indian Mythology course, visual materials are instrumental in explaining complex mythological stories and characters. When discussing gods, goddesses, their attributes, and their

deeds, I rely on images and illustrations to make the narratives more engaging and relatable. These resources not only seem to make the myths more memorable but also help students better understand their symbolic meanings and cultural significance.

Reflecting on these experiences, I find that integrating digital tools and multimedia resources into these courses has the potential to transform traditional teaching methods. By combining digital technologies with established approaches, I believe I am creating a teaching environment that is interactive, culturally enriched, and accessible to the diverse needs of students. I believe that the use of technology in education is a crucial step in preparing students for an increasingly digital and interconnected world. As educators, I believe it is our responsibility to explore and embrace these possibilities to ensure that learning remains both relevant and impactful.

Here are some photos from our Basic Hindi class.





Lect. Dr. Canan YOĞURT

डिजिटल युग के साथ अनुकूलन:

हिंदी, भारतीय संस्कृति और पौराणिक कथाओं के शिक्षण पर विचार

२०२४-२०२५ शैक्षणिक वर्ष के ग्रीष्मकालीन सेमेस्टर में, मुझे चूकुरोवा विश्वविद्यालय में 'बेसिक हिंदी', 'भारतीय संस्कृति का परिचय' और 'भारतीय पौराणिक कथाएँ' पढ़ाने का सौभाग्य प्राप्त हुआ है। वैकल्पिक के रूप में प्रस्तुत किए गए ये पाठ्यक्रम छात्रों को हिंदी भाषा के मूलभूत तत्वों से परिचित कराने के साथ-साथ भारत की समृद्ध सांस्कृतिक और पौराणिक विरासत में गहराई से समझने का अवसर प्रदान करते हैं। मेरा उद्देश्य यह है कि पारंपरिक शैक्षणिक दृष्टिकोण को डिजिटल युग द्वारा प्रदान किए गए गतिशील अवसरों के साथ जोड़कर एक अधिक आकर्षक और प्रभावशाली शिक्षण वातावरण बनाना है।

'भारतीय संस्कृति का परिचय' पाठ्यक्रम में, मैं पारंपरिक व्याख्यानों को प्रोजेक्टर पर दिखाए गए पाठों के साथ पूरक करने और चर्चा के लिए स्थान बनाने पर ध्यान केंद्रित करती हूँ। मेरा उद्देश्य यह है कि प्रोजेक्टर के माध्यम से उदाहरण पाठ प्रस्तुत करके, छात्रों को सामग्री के साथ आलोचनात्मक रूप से जोड़ने और एक सहयोगात्मक शिक्षण वातावरण को बढ़ावा देना। हालाँकि मैंने अभी तक इस पाठ्यक्रम में दृश्य या श्रव्य सामग्री को शामिल नहीं किया है, लेकिन मैं हिन्दू त्योहार और प्रतीक, भारतीय महाकाव्य आदि के लिए समर्पित सप्ताहों में इनका व्यापक रूप से उपयोग करने की योजना बना रही हूँ। इन संसाधनों का उद्देश्य यह है कि सीखने के अनुभव को समृद्ध बनाया जाए, जिससे छात्र इन सांस्कृतिक तत्वों से गहराई से जुड़ सकें और उन्हें प्रभावशाली तरीके से व्यक्त कर सकें।

जैसे-जैसे दुनिया तेजी से विकसित हो रही है, डिजिटल युग के साथ अनुकूलन अब एक विकल्प नहीं, बल्कि एक आवश्यकता बन गया है। शिक्षा में डिजिटल उपकरणों का एकीकरण, ज्ञान के प्रसार और ग्रहण के तरीके को पुनः परिभाषित कर रहा है। इन प्रगति को अपनाते हुए, मैं अपने छात्रों में विविध शिक्षण शैलियों को संबोधित करने, शैक्षिक सामग्री को अधिक इंटरैक्टिव बनाने और आलोचनात्मक सोच को प्रोत्साहित करने का प्रयास करती हूँ। यद्यपि सफलता को पूर्ण रूप से मापना कठिन है, मुझे विश्वास है कि यह दृष्टिकोण छात्रों

को भारत की भाषाई और सांस्कृतिक बारीकियों से जुड़ने की अनुमति देता है, जो पारंपरिक शिक्षण विधियों के माध्यम से पूरी तरह से संभव नहीं हो सकता।

‘बेसिक हिंदी’ पाठ्यक्रम में, दृश्य और श्रव्य संसाधनों का उपयोग एक प्रमुख भूमिका निभाता है। ऑडियो रिकॉर्डिंग और वीडियो यही सुनिश्चित करते हैं कि छात्रों को देवनागरी लिपि में ध्वनियों के सही उच्चारण को सुनने का अवसर मिले, साथ ही यह भी दिखाते हैं कि प्रत्येक अक्षर को कैसे लिखा जाता है। सुनने और दृश्य शिक्षा को मिलाने वाला यह समग्र दृष्टिकोण छात्रों को अधिक गहन अनुभव प्रदान करता है और उन्हें लिपि के साथ अधिक प्रभावी ढंग से जुड़ने में मदद करता है।

इसी प्रकार, ‘भारतीय पौराणिक कथाएँ’ पाठ्यक्रम में जटिल पौराणिक कहानियों और पात्रों को समझाने में दृश्य पाठ सामग्री अत्यधिक सहायक होती है। जब मैं देवताओं, देवियों, उनके गुणों और उनके कार्यों पर चर्चा करती हूँ, तो मैं कहानियों को अधिक आकर्षक और प्रासंगिक बनाने के लिए चित्र और चित्रणों का उपयोग करती हूँ। ये संसाधन न केवल मिथकों को अधिक यादगार बनाते प्रतीत होते हैं, बल्कि छात्रों को उनके प्रतीकात्मक अर्थों और सांस्कृतिक महत्व को बेहतर ढंग से समझने में भी मदद करते हैं।

इन अनुभवों पर विचार करते हुए, मैं पाती हूँ कि इन पाठ्यक्रमों में डिजिटल उपकरणों और मल्टीमीडिया संसाधनों का एकीकरण पारंपरिक शिक्षण विधियों को बदलने की क्षमता रखता है। डिजिटल तकनीकों को स्थापित दृष्टिकोणों के साथ मिलाकर, मुझे विश्वास है कि मैं एक ऐसा शिक्षण वातावरण बना रही हूँ जो इंटरैक्टिव, सांस्कृतिक रूप से समृद्ध और विविध छात्र आवश्यकताओं के लिए सुलभ है। मुझे लगता है कि शिक्षा में प्रौद्योगिकी का उपयोग करना छात्रों को एक तेजी से डिजिटल और परस्पर जुड़े हुए दुनिया के लिए तैयार करने का एक महत्वपूर्ण कदम है। अध्यापिका होने के नाते, मुझे विश्वास है कि सीखने को प्रासंगिक और प्रभावशाली बनाए रखने के लिए इन संभावनाओं का पता लगाना और उन्हें अपनाना हमारी ज़िम्मेदारी है।

जानन योगर्ट

Biodata

Emine DEMİR OKUMUŞ is an EFL lecturer at Çukurova University School of Foreign Languages, dedicated to advancing innovative methodologies in English language teaching. She earned her BA from Gazi University, Ankara, and her MA from Çukurova University, where she is now a PhD candidate in the English Language Teaching Department.

AN UNLOCKING METAPHOR FOR THE DIGITAL ERA

The digital era serves as a transformative age that has fundamentally reshaped the way we live, work, and communicate. Within this context, we find ourselves in a landscape resembling a vast, ever-expanding library, where every book writes itself in real-time, continuously evolving to reflect the latest information, insights, and stories. In this digital library, the shelves are filled with a multitude of genres—each representing different forms of communication and expression.

The digital era, with all its complexities, offers an unprecedented opportunity for growth, creativity, and connection. Each one of us plays a role in shaping this digital landscape, contributing to the collective narrative of our time.

In the end, we shape our own stories as we navigate a complex network of information. Developing digital literacy, taking responsibility for our contributions, and being aware of our impact on others

help us engage more meaningfully with the world. Although the journey through this vast digital space can be challenging, the right skills and mindset enable us to find valuable knowledge and opportunities within it.

As Class 111, we explored the digital era together, sharing our thoughts from various perspectives. Some of us contributed opinions, facts, and stories. We then used artificial intelligence platforms to transform our writings into visuals. Take a look at the results below—we hope you enjoy reading and exploring them!

Emine DEMİR OKUMUŞ

Biodata

Hello! My friend and I worked on this paragraph together.

*My name is **Eylül Sude YAZGAN**. I study at Cukurova University. My department is Economy.*

*And my name is **İrem BULMUŞ**. I am a student at Çukurova University. My department is Food Engineering.*

THE DIGITAL ERA

The digital era is when technology is common. One of the features of the digital era is the common use of the internet today. The internet is used in almost every field. Accessing and sharing information is now easier. It helps us make better decisions. Cultures can be integrated more easily. This allows people's ideas to grow. Through technological devices, we can experience many new things. Many fields have developed, especially in the health area, engineering, and security. It also creates new areas. Traditional trade methods have changed. With e-commerce, finding products has become easier.

Eylül Sude YAZGAN

İrem BULMUŞ

Biodata



*Hi! I am **Özhan SAFATLI** and I am 37 years old. I am a student of Food Engineering Department.*

THE QUEST FOR IMMORTALITY

In the year 2200, people live in a new world. Scientists make a big discovery. They find a way to move human minds into computer chips. They can keep memories, thoughts and feelings.

Now, people do not fear death. When a person is old or sick, their mind goes to a chip. Then this chip is put into a new, strong robot body. The person is alive again, but in a new way.

In this digital future, life is different. People live in robot bodies, but they still have their human minds. Some are happy, but some miss their old lives. The world is strange, but it is full of hope.

Özhan SAFATLI



Biodata

*Hello, I am **Ayşenur KARAOĞLU** and I am 19 years old. I am a student at Çukurova University. I am learning English. My department is business.*

THE DIGITAL PLAGUE

The digital era is the plague of our time. Digitalization is very important but it is very dangerous. There is a technology addiction that comes with digitalization. Technology addiction has made people prisoners. That is why people are getting lazy. People do not think and they are not dreaming. They do not even talk to each other. Digital tools cause danger when used incorrectly. People have been using technology since they were born. That is why they become addicted to technology. If technology is not used correctly, it should not be used at all. Although technology has its good sides, it destroys humanity when it is used unconsciously. Do not let technology become smarter than you do.

Ayşenur KARAOĞLU



Biodata

To our readers, we are **Demirkan DEMIRTAŞ** and **Hüseyin YETER**. We are students at SoFL, Çukurova University.

BEING A STUDENT IN THE DIGITAL ERA

50 years ago, being a student was harder than now. Because, technology was not advanced. Nowadays, everything is easier than old times because technology is developing day by day. Today, we are doing research, we are doing homework and we can teach students that we do not understand. Technology helps us with these subjects.

However, technology has another specialty. It has a bad effect for students. When a student uses a lot of internet, that student may be addicted to the internet. If a student is addicted to the internet, most probably, that student will become lazy and antisocial. If a student becomes an addicted person, that student uses more of the internet and that makes that person more addicted.

Our advice is to you: Be careful and just use the good sides of technology.

Demirkan DEMIRTAŞ
Hüseyin YETER



Biodata

Hi! It is a collaborative work between **Mehmet Enes ÇELİK** and **Murat ATEŞ**. We are students at SoFL, Çukurova University.

NASREDDIN HODJA IN THE DIGITAL ERA

Nasreddin Hodja was a high school student in the digital era. He rode a motorbike and listened to heavy metal music. After school, he played Metin 2, a popular online game, where he focused on developing his in-game character.

One day, his friend asked, “Hodja, Hodja, what are you doing?”
Hodja replied, “I’m trying to get a +9 Dolunay sword.”
His friend asked again, “Will you be able to get a +9 Dolunay sword?”
Nasreddin smiled and said, “What if I do?”



Mehmet Enes ÇELİK

Murat ATEŞ

Biodata

*Hi, my name is **Demir ÜLGER**. I am 20 years old and I am from Adana. I am a student at Çukurova University School of Foreign Languages. After completing prep school, I will study Econometrics.*

THE IMPORTANCE OF TECHNOLOGY IN ECONOMETRICS

My department is Econometrics. It is very important to know finance and technology in my department, especially using a computer. In today's world, technology is everywhere, and it is very easy to access technology. Technology will always continue to improve. However, it involves radiation, therefore, it is crucial to use technology in a proper and necessary manner. Therefore, I advise you to be cautious and pay attention to how it is used.

Demir ÜLGER

Biodata

*Hi! We are students at Çukurova University YADYO. Our names are **Bilgesu DOĞAN** and **Hanife EROĞLU**. We are 19 years old.*

BENEFITS AND DRAWBACKS OF THE DIGITAL AGE

It provides convenience in many places in our lives. It is technology effective in the entire business process of a work. It has an important place in storing data. It also provides fast communication. It is used in the treatment of diseases. It reduces cost. It saves time, reduces paper usage and is environmentally friendly.

It makes people dependent on the screen. Online threats increase. It makes people have laziness problems. Robots start to replace humans and unemployment increases. It also causes information pollution.

In our opinion, people should use technology in various ways depending on their purpose.

Bilgesu DOĞAN
Hanife EROĞLU

Biodata

*Hi! I am **Dilvin UĞUR** and I am 19 years old. I am a student at SoFL, Çukurova University and I will be studying in the department of Economy in the following years.*

TODAY'S DANGER

Everyone has now switched to digital in daily life. When there is a problem, they immediately turn to it. It helps, but this is also a bad thing. People place too much trust in the digital. This is how they become lazy. There is no effort involved. We should not focus only on the digital now. It is more enjoyable to learn by reading a book instead. It is also more memorable.

Dilvin UĞUR

Biodata



Hello! My friend and I worked on this paragraph together.

*My name is **Emre ÖZDEMİR**. I am 18 years old. I study at Çukurova University. My department is Electrical and Electronics Engineering.*

*My name is **Yiğit DURMAZ**. I am a student at Çukurova University. My department is mechanical engineering. I am a student of class 101.*

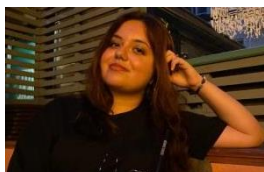
THE IMPACT OF TECHNOLOGY ON OUR LIVES

With the recent development of technology, we have become unable to continue our lives without it. We rely on technology in schools, at home, in cafes, and in parks—everywhere. While this may seem beneficial, it also comes with significant harms. People are becoming increasingly antisocial,

losing touch with one another. That is why it is so important to use technology consciously. The digital era represents a time of great change and innovation, where technology has become a central part of our daily lives. We use smartphones, computers, and the internet to work, learn, and stay connected.

Emre ÖZDEMİR
Yiğit DURMAZ

Biodata



Aleyna BAŞTÜRK, who is a full-time Capricorn and ENFJ, was born on January 1st, 2003 in Adana. She graduated from Hacı Hatice Turgut Anatolian High School in 2021. Currently, she is a student in the English Language Teaching Department in the Education Faculty.

LEARNING MADE FUN WITH DIGITAL TOOLS IN THE CLASSROOM

The Digital World has been criticized for its cons and pros in our lives. Nowadays, it is hard to imagine life without technological devices, and we cannot deny their significant impact, especially on the education system. There is ongoing debate about their effectiveness in classrooms. From my point of view, the lessons prepared by combining the digital world and the real are more effective and memorable than traditional lessons for three significant reasons: they feed students' imagination, make the lesson relatable, and encourage interaction.

Firstly, they fuel the students' imagination, especially in abstract subjects like mythology. It is usually hard to imagine something just by hearing information, they also need visual materials to support this information to make them more permanent in students' minds; for example, in our Indian Mythology classes, the teacher uses presentations with vibrant backgrounds and images, which makes the lesson more enjoyable and helps me stay focused as the colour choices in the presentation grabs my attention which makes me curious and encourages me to listen to the teacher. The pictures used in the lesson makes me imagine more and more things. As a result, digital materials in classes fuel the students' imagination.

Second, the digital material usage in classes makes the lesson more understandable, especially for visual learners. Because of this, students relate to the subject and this kind of material creates an environment where students learn by just looking at. For example, in language classes, we watched a commercial about the topic, and hearing the authentic words made me learn on the spot easily, more than the traditional way. When I grasped the words with the help of the digital material, it made me feel good and made the lesson more approachable. As a result, I learned the lesson quicker and understood the topics more easily than the traditional method.

Thirdly, it encourages interaction in class. This can be between students or between students and teachers. The key point is that it helps them break the ice with various activities that foster interaction. For instance, last week in the Indian Mythology class, our teacher showed us photos of the legends that we covered previously and asked us to say what we saw in the pictures. Almost everyone in the class, even the ones who didn't prefer participation that much, joined the class and made guesses about the photos creating a comfortable mood in the class to express our opinions. Then our teacher encouraged all the students by praising them and told us about the pictures which linked the last and this one. While we interacted with the help of digital material, it made us learn

unconsciously. According to this, we can say that it encourages interaction in class; therefore, it improves both the student's learning process and the class atmosphere.

Long story short, the digital world's impact on the education process is not bad, but very effective if it is used appropriately. If it is used in the right way, it even makes the learning process more enjoyable by grabbing students' attention, fostering interaction, and making the lesson more understandable.

Aleyna BAŞTÜRK

Biodata

Alper ALTUN was born on May 1, 2005, in Adana. Currently, he is studying at Cukurova University. His department is English Language Teaching. He has deep interest in linguistics, especially morphology and lexicology, and philosophy. He thinks that language is not just about talking or writing; one has to feel every word in order to convey feelings.

THE DIGITAL AGE: MAY IT NOT BE AS INNOCENT AS IT SEEMS?

In today's world, we cannot do even our simplest tasks without using any technological devices. They surround us in almost every area, including expectations from life. Of course, one of them is used while this text is being written, but we should take into consideration their drawbacks, which are mostly ignored.

Initially, technology meant whatever people created. We used to call technology to what we saw or touched. In other words, that word was about tangible and controllable things. Nowadays, the definition of it has changed at all. We are not able to see the latest technologies anymore, and because of this, we decided to give them a new meaning: 'digital technologies.'

Even though digital things just took place in our lives, they have already been accepted as more influential than other subjects by people, and it is almost impossible to say that we can stay away from their psychological effects. Our perceptions, decision-making systems, and fundamental demands have been changed since the first digital stuff was released.

First of all, the understanding of desire is being manipulated by social media platforms through notifications and interesting advertisements. We are forced to use and spend most of our time in them, and this is due to our brain's principle of acquiring dopamine. That hormone cannot distinguish real dopaminergic actions from virtual actions. When dopamine is excreted once in a virtual environment, the brain continues to want it. Also, AI projects and online consultancy systems are disrupting the feeling of achieving information and the importance of doing research. The human brain is not as complex as people think. Like every animal, we have a carrot-stick system, which is an inherited feature from our ancestors. Unless it is controlled and restrained properly, its consequences can be dangerous. Moreover, the way we perceive the world has been changing. We are trying to get used to combining our behaviours with digitalization, although we do not have to do so. Should we continue to espouse this attitude? Humanity's real potential to show what they achieve and pave the way for the next generation can be dull. Finally, we have already started to lose control of digital improvements. Now, digital applications can take the liberty of improving themselves without our help.

Besides the digitalization's questionable effects psychologically, there are a lot of pitfalls in its physical effects. Excessive screen time together with a sedentary lifestyle can lead to obesity, problems related to the back, and even strain on the eyes. Such extended periods of spending time often create a problem called "Digital Eye Strain," wherein headache, blurred vision, and dryness

of the eye all combine. What's more, decreased levels of physical activity can increase risks associated with chronic health-related problems, such as diabetes and heart diseases.

In a nutshell, albeit the digital age's contributions to humanity, its negative effects on human beings shouldn't be overlooked. Mental health challenges and physical health problems are just a few of the significant issues that need to be addressed. So as to relieve these effects, individuals and societies have to find a way of integrating the use of technology without resorting to ill effects. Raising such concerns and adopting better digital practices can help achieve balance in digitalisation.

Alper ALTUN

Biodata

*Hey there! My name is **Boran CAN**. I'm currently studying ELT in my 1st year. I like reading and writing. Although I don't have much to say about myself, I'm just a chill guy.*

THE EFFECT OF MODERN TECHNOLOGY ON STUDENT MENTALITY

Education has always been supported by technology. From the invention of writing to the artificial assistants of today. The equipment every student carries with them is a pencil. Wherever you go, whoever you ask, they will probably say pencils are important. But we are in the days that ink is replaced by digital pixels. Education is evolving once again, as it has done many times throughout history. We are yet to know whether it is for the better or the worse.

Education has been an important topic, as it is the way we build our next generation of society, and by shaping ourselves, we shape the future as well. And how we introduce the curriculum to students determines their careers and future lives. As Pearce (2024) puts it, "Students' academic engagements majorly impact their knowledge attainment and educational achievement levels" (p. 5246). If the education system intends to get students engaged, then, it should evolve accordingly. Before the usage of modern technology became worldwide, students used to rely on their pencils and chalkboards/boards. They were the only option back then. But now, we have access to numerous technologically advanced devices.

However, these tools were not the only thing that changed, students have also changed following the change within the education system. This process was supported by COVID-19, as it forced students and teachers to use devices such as tablets, computers, and smartphones in order to continue their studies. This was a quick transformation from traditional face-to-face education to screen-to-screen. Its impact is still in effect as Hoofman (2021) stated "The COVID-19 pandemic has affected and will continue to affect the delivery of knowledge and skills at all levels of education" (p.1076). COVID-19 also caused the working industry to change as well, and automated systems found their way into our daily lives, which also affected teachers.

This paved the way for technology to fill the holes in order to compensate for that rapid change in education. Parents started to homeschool their children rather than sending them to school as they thought that after the pandemic it was clear that one didn't have to send their children to school for them to have a good education. The rest of the students went back to their classes, but things were different. They had all the things they needed on the internet. Following the end of the pandemic, the institution of school lost its respect. Not only has technology's advancement taken away student's will to go to school every day but also made the school worthless in the eyes of the students.

In the end, we are left with an institution that lost its value, and students who lost a year, but technology can help us to reclaim both student's trust and lost knowledge. Technology is useful when used accordingly, if not, then it will cause more harm than good.

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Boran CAN

Biodata

Hello, I'm Esra ÇOBAN. I'm in the Electrical and Electronics Engineering department, currently a YADYO student. Listening to Turkish rock music is my way to relax. I enjoy watching tennis and volleyball tournaments and have a keen interest in automotive & motorsports, as well as art and culture. Looking at paintings relaxes me because it gives me space to think.

CHALLENGES OF DIGITAL EDUCATION IN UNIVERSITIES

The digital era presents several challenges for university education. Firstly, not all students have access to the internet. Those living in small villages may face difficulties connecting online, and some may lack the financial resources to afford phones or computers. Secondly, digital learning can block communication between students and teachers, which may lead to feelings of anxiety and a lack of confidence. Thirdly, the digital format can be disruptive, making it difficult for students to focus on lessons. Many teachers do not require students to keep their cameras on, allowing them to misuse their devices for activities like playing games, scrolling through social media, or chatting with friends. This lack of discipline is often fueled by FOMO (Fear of Missing Out), which is common among young people. Students often feel the need to stay constantly connected, which distracts them from their academic responsibilities and can negatively impact their mental health. FOMO is very hard for students to control. Lastly, online exams make it easier for students to cheat, reducing the quality of education. In conclusion, relying on digital education in universities has significant drawbacks. Students may struggle academically, experience mental health issues, and they will be unprepared for their job in the future because they didn't really learn or develop important skills.

Esra ÇOBAN

Biodata

*Hello, I am **Hilal Betül KEMERCI**. My department is English Language Teaching but I am a student at YADYO. I have been drawing since my childhood. I love making something with clay such as a jewelry bowl. When I have free time, I either read a book or listen to music. I like everything about the theater.*

ADVANTAGES OF AI LANGUAGE TUTORS

There are a lot of advantages of AI language tutors. The first advantage is that it is not a real person so you can talk about all your life. You also feel more comfortable because the robot cannot make fun of you therefore, you can speak without hesitating about whether you make a mistake or not. Flexibility is another advantage of AI language tutors. Normally, with human tutors, you have to obey the time and date the tutors give but with AI tutors you can use whenever and you want. If you do not have any time in the morning, you can use it at night before you sleep. The last advantage is its price. Its price is generally more reasonable than normal tutors. Because there is not a worker with a salary so companies creating the AI make the price cheap. In conclusion, being a robot, flexibility and price are the main advantages of AI language tutors.

Hilal Betül KEMERCI

Biodata

*I'm **Raken HALLUF**, a Computer Engineering student but for now, I'm studying in YADYO. I'm interested in movies, sports, and technology. I like spending my time exploring new things about AI and I try to use it in my daily life.*

UNIVERSITY EDUCATION IN THE DIGITAL ERA

There are a lot of advantages to studying at a university, especially in the digital era you can take it to a whole new level. Firstly, you are able to find any information in just a few seconds. There are a lot of websites where you can find articles about the topic you are searching for. Secondly, there is AI. Using artificial intelligence will help you a lot while doing your homework or if you're learning new things, you can learn it by chatting with AI programs. You can also use AI during your research too because it can scan a huge number of websites in seconds and gives you the exact information you want. Finally, professors can use technology to help them in their job and give the students better materials to help them while studying. They can use several programs to follow their students' progress and give them feedback so they can be better and learn how to do their jobs perfectly in the future. To sum up, there are a lot of advantages to studying at a university in this digital era.

Raken HALLUF

Biodata

Hello, I'm Zeynel ARI. I'm in the Economy department, currently a YADYO student. Listening to music and reading books is my way to relax. I enjoy playing football and watching football. Watching some TV series or films is my favourite activity.

UNIVERSITY EDUCATION IN THE DIGITAL ERA

There are many advantages about university education in the digital era. Firstly, we can be more interested in lessons because digital tools make us ambitious. Secondly, digital tools like tablets, laptops and smart boards can contact us with useful apps and it makes it easier to learn some information. Another advantage is about finding articles or topics. You can find whatever you want as fast as possible. For example, you have to write an essay or you have to do a presentation. You can find enough information in digital tools. For example, you can use academic sites like Wikipedia, Google Scholar... Lastly, in some university libraries, there are ebook applications. You can easily find books that you are looking for. Also, in developed countries like Finland and the United States, their curriculums include virtual reality like virtual reality supports in lessons. It makes lessons more fun and educational.

Zeynel ARI

Biodata

Rukiye TOKMAK is currently studying at the Department of Communication Sciences of Cukurova University. She is interested in academic writing in English and painting.

LIFE IN THE DIGITAL AGE

Digital and information technologies continue to develop and have become a big part of our lives. Today, we live in a digital world. Most of us spend a lot of time checking who shared a story, who sent a message, or why nobody called us. This shows how much we care about our digital lives.

We mainly focus on who shared stories today, who texted us, or why nobody called us. We tend to care more about our digital lives. Even when we want to learn something new or find information, we first browse the internet to see what is available and what kind of information we can discover. We no longer read books or newspapers, and we do not have conversations with others about any topic. All this may mean that we are not using our brains as much as we should. As a result, this change shows how much our digital lives have taken over our focus. For example, I think ChatGPT is an amazing tool in today's world. It is very helpful and makes many things more manageable. I use it often, and I am thankful for this tool. Nevertheless, I also understand that I must use my mind more often.

The digital age has many advantages. Communication is faster than ever before. We can connect with people all over the world in just seconds. Shopping, learning, and entertainment are now so easy and quick. For example, you can watch a video tutorial online if you want to learn a new recipe. You can take a virtual tour if you want to explore a different country. These technologies make our lives easier.

However, there are also some problems. We sometimes lose old habits like reading because we depend so much on digital tools. Some people watch YouTube videos instead of spending time with their families, even when they are at the dinner table. Many people now prefer texting or using emojis instead of talking face-to-face. All this can negatively affect human relationships and make people feel lonely. The digital world can also be stressful. We are always surrounded by notifications, social media posts, and a lot of information. When we spend much time in a digital environment, it is normal to feel addicted. Sometimes, we forget to focus on the real world around us.

Although there are some problems, the digital age is not entirely good or bad. It is just a tool, and its effects depend on how we use it. If we use it carefully, we can enjoy its benefits without letting it control our lives. For example, we can limit our screen time, sometimes do a digital detox, spend more time on hobbies, and have real conversations with friends and family.

In conclusion, the digital age has changed our lives in many ways. It has made life easier and more exciting but has also created new challenges. In order to live better in this era, we need to use technology wisely and remember what is really important in life. By doing this, we can enjoy the good aspects of technology while keeping our creativity alive.

Rukiye TOKMAK
Communication Sciences Student

Biodata

Rana ANTEPLİOĞLU is an undergraduate student at Çukurova University in the department of English Language Teaching (ELT). Along with her goal of traveling all around the world, she would like to advance her language skills and pursue an academic career in the same field. She graduated from one of the most prestigious high schools in Gaziantep, IGAL. She spends her leisure time reading various books, learning different languages, and trying to take part in voluntary projects.

CONNECTED SOCIETY IN THE DIGITAL ERA

Is the beginning of the digital era just a matter related to technological developments? Even if that is a widely held belief, the birth of the digital era with the foundation of computing is an extensive factor that caused a severe changing impact on practically every element of life and society from psychology to the economy. Therefore, we can easily observe huge undeniable generational conflict on these elements in this modern digital era.

As the digital age begins, the healthcare sector is confronted with new and significant physical and mental illnesses. Because of screen addiction, the majority of individuals are becoming antisocial and suffering from sleep issues. On social media platforms, children and young adults in particular are regularly the targets of cyberbullying and threats, which can even lead to suicide due to feelings of loneliness, desperation, and fear. There are almost none of these crucial incidents in the previous generation. May this be the main reason why a huge proportion of individuals miss the pre-digital time?

Regarding the economy, some of the terms that have virtually displaced traditional ones in the new system are Digital Banking, Online Exchange, Bitcoin Money, QR Payments, etc.

They are obviously crucial in terms of being practical, fast, and accessible for everyone. However, it cannot be ignored such a main point like security.

Beyond this current situation, is it still possible to live in a connected society? I strongly believe that digital citizens who use technology together with its right components such as responsibilities, safety, respect, and legality, have a big role in accomplishing this goal. Hope never runs out into the world.

In conclusion, even if the digital era changed most of our customary lifestyles, we can build a connected society by keeping fundamental elements alive. In this manner, ask yourself a tricky question about your own digital citizenship throughout this digital era.

Rana ANTEPLİOĞLU

Biodata

*My name is **Ziřan TEKİNKUŐ**, and I am 17 years old. I was born in Gaziantep in 2007. I completed high school in Gaziantep as a language student. I moved to Adana to start my college education, and right now, I am a student at YADYO preparing for the ELT department. I enjoy listening to music and traveling. I am looking forward to the days when using English will open new doors to me and give me the chance to interact globally. I hope to reach that point one day.*

BENEFITS OF AI IN LEARNING A NEW LANGUAGE

Thanks to developed technology, Artificial Intelligence (AI) has gained popularity in language learning. AI, which is like a tutor, has several benefits in learning a new language. First of all, it provides personalized learning according to our level and weaknesses / strengths. Using AI, you can detect and correct your faults easily. AI provides immediate personalised feedback making the learning process more efficient. Secondly, artificial intelligence has the potential to create different learning experiences that engage students in ways traditional methods cannot. For example, students can practice language skills with AI-driven avatars. Thirdly, since there is no time limit for learning, you can create your own path. Arranging your hours according to your best learning times can pave the way for better results. Eventually, you can practice more with AI. It gives us more opportunities because it is connected to the internet with which you get the chance to study from a variety of resources. To sum up, AI in language learning creates a personalized study process and different learning experiences, offers flexible hours, and provides access to more practice options, which helps you when learning a new language.

Ziřan TEKİNKUŐ

VOICES FROM THE INTERCULTURAL CLUB IN CU SoFL

Biodata



Sara HERRERA. English Teacher at YADYO. Graduated from Language Sciences with a major in English Translation and Interpretation, from the Universidad Autónoma de Nuevo León in Monterrey México. Certificated by TEFL to Teach English as a Foreign Language with over 10 years of experience. Until 2022 working as Business English Teacher for different companies through TEC Milenio University in México. Volunteer as an Elementary School English Teacher in Denmark in 2018. Recently moved with my husband and baby to Turkey in 2022 to look for new opportunities to grow as a person and to gain experience in the field of teaching English as a foreign language.

Passionate about leading others to bring out the best of them through learning.

INTRODUCTION TO “THE DIGITAL ERA”

“In today's globalized and diverse society, intercultural education is increasingly crucial. At the heart of this educational approach is the need to promote understanding and mutual respect among the diverse cultures and societies that make up our world.” – Tekman

In order to promote this worldview and attitude among the students of the School of Foreign Languages of Çukurova University (YADYO) the educational program for the “Intercultural Club” was built, which aims to link Turkish students with other learners of English as a foreign language in various locations (especially Mexico) through different platforms and digital resources, thus achieving intercommunication, virtual interaction and learning focused on the intercultural perspective.

As a foreign teacher and in charge of the Intercultural Club, I feel honored to be able to virtually link my Turkish students with Mexican students from different universities who are voluntarily participating in this project for educational purposes.

Seeing how week after week the students learn from each other by sharing their cultures, traditions and perspectives on various topics, and seeing how they have used digital platforms as simple and common as WhatsApp for digital learning purposes shows me that the objectives of the course are being met.

Preparing students to have a more open perspective to recognize that there is much richness and wisdom in knowing, understanding and respecting other cultures by listening and learning with tolerance leads us to promote inclusion and diversity. And I believe, as a foreign teacher, I can offer this perspective to my students first hand as I understand the need to create this bond between cultures hand in hand with learning.

Sara HERRERA

Lecturer

Biodata



Eliz KÖSE is a P3 Student at YADYO. “My major is Political Science and International Relations at Çukurova University. My passions include exploring new destinations and immersing myself in diverse cultures, as I find great joy in experiencing different ways of life. This is going to be my first article, and I am thrilled to have the opportunity to share my insights and experiences with all of you.”



David NEGRETE Student of first semester in psychology at Tec Milenio Monterrey, I am currently working and studying. I work as an analyst in the labor laws in México in a family business that defends the rights of workers. Besides my job, I am very passionate about psychology and philosophy. I learn about the mind and conduct in human beings and how our surroundings and development through our lives impacts our growth.

THE DIGITAL ERA: A SIGNIFICANT TRANSFORMATION IN HUMAN EXPERIENCE

The digital era has undoubtedly been one of the most significant periods of transformation in human history. The digital era has reshaped our lives in profound ways, impacting everything from how we communicate to how we work, learn, and engage with the world around us. While these technological advancements have unlocked vast new opportunities, they have also introduced challenges that require careful consideration. Individuals, businesses and governments must also maintain this balance.

The Power of Connectivity

At the heart of the digital era is connectivity. The ability to communicate, share information, and collaborate on a global scale has been a game-changer in both personal and professional spheres. The internet, once a limited tool for research and communication, is now the backbone of modern life. Social media platforms, messaging apps, and video conferencing technologies have made it possible for individuals to maintain relationships, engage with communities, and even conduct business without the limitations of physical space.

Mobile technology, in particular, has extended this connectivity to nearly every corner of the globe. Smartphones, tablets, and other portable devices enable people to stay connected, access information, and engage with the world around them at any time and from anywhere.

THE USE OF DIGITAL PLATFORMS FOR INTERCULTURAL LEARNING PROJECTS

The advantages of the platforms like Zoom and WhatsApp is being so useful for the communication and the sharing of information, WhatsApp has helped me in the communication with my partner to do the work and also in some common things like the similarities in school and some differences, in Turkish they start their semester in October and here in México the semester starts in August, besides the hours apart we have talked and share very good things about the project and from our

countries, these apps have made us share the information need for the project and work on, Zoom has helped us more in the educational part having a more personal and intimate class and be better inform about the job we have to do and learn way more and better from Turkish culture, it has been such a great opportunity to connect both cultures and learn from each other and that we can have a better use of these two digital apps that made us connect and make more interesting this project.

Advantages of Digital Platforms for Intercultural Learning

As an advantage, as I already mentioned before Zoom and WhatsApp have made us share information and meet, while working on the multicultural project and the article the chat with our Turkish partners have been more joyful and entertaining, chatting with my partner Eliz has been helpful and joyful because it makes this article and intercultural project more real and personal and looks to get forward on getting two countries in the process of learning and make their students be more fascinating with collage and to look for learning and knowledge. If we list the advantages in detail:

Global Connectivity and Access

Digital platforms enable students and educators from around the world to connect with one another. Whether through video conferences, social media, or collaborative online projects, students can interact with peers from various cultural backgrounds without the need for physical travel. This global connectivity fosters a deeper understanding of different cultures, practices, and perspectives, broadening participants' worldviews and enriching their learning experiences. This exposure to different ways of thinking and problem-solving improves creativity, critical thinking, and cultural awareness.

Cost-Effective and Flexible Learning

Traditional intercultural learning opportunities, such as study abroad programs or in-person cultural exchange programs, can be expensive and time-consuming. Digital platforms offer a more affordable alternative by allowing students to engage in intercultural learning without the associated costs of travel and accommodation. Moreover, online learning can be conducted at any time and from anywhere, providing flexibility for students with changing schedules and commitments.

Disadvantage of Digital Platforms for Intercultural Learning

Digital Divide and Accessibility Issues.

One of the major challenges in using digital platforms for intercultural learning is the "digital divide", the gap between individuals who have access to modern technology and those who do not. Students in country sides or economically disadvantaged areas may lack the necessary devices, reliable internet connection, or technical skills to fully participate in digital learning. This can create inequality in access to intercultural education, limiting opportunities for some students to engage in global learning experiences.

And as a disadvantage the hours apart is a factor that affect us both in the way of connect even more and have a better human touch, Zoom meetings has been helpful, but not sometimes we can have the chance to greet and have a class or a better talk for the long distance hours from our countries, we have Works through videos and some activities that Turkish and Mexico send but it even makes it hard to really have an hour we all can share to work on a more specific and personal

way to learn, even do we live in this digital era and technology has developed so much, it does have this separations and complications on working together.

Conclusion

Digital platforms have brought about significant opportunities for promoting intercultural learning, breaking down geographical barriers, and allowing students from different backgrounds to collaborate, communicate, and share ideas. These platforms foster cultural exchange, offer flexible learning opportunities, and provide access to a wealth of resources. However, challenges such as the digital divide, language barriers, and the risk of cultural misunderstandings highlight the limitations of relying only on technology for intercultural education. To maximize the potential of digital platforms for intercultural learning, it is crucial to overcome these challenges, ensure balanced access, and combine digital tools with real-world experiences to create a more holistic and inclusive learning environment.

Eliz's perspective:

Before the intercultural club, I knew that we had similarities with some cultures, but I did not guess that Mexico was one of them. After I started sharing our cultures with students in Mexico, I realized that we have similar aspects and if I have the opportunity to visit there one day, I don't think I will feel like a stranger. On the contrary, I think Mexican people will be very hospitable and friendly.

Even though it is an online friendship, all of the Mexican students explained their culture very well and helped us become familiar with their culture. I think sending videos to each other and promoting each other is an activity that broadens our horizons. As a result, I met very good people, we had a great time and we continue to do so, and they have become valuable people for me. I'm so happy to meet them.

David's perspective:

I was shocked at the moment because I never thought that I would be working with another country and never expect to work with Turkish people. It is a very thrilling feeling but at the beginning I wasn't sure how we could have an interaction due to the hours differences. Know that we have share information and talk more with the students and the teachers it has change the way of thinking of each country once we start sharing the information, they have some similarities in some ways of celebrations and traditions, they have very small details but at the end is about we all have a nice time with family and friends.

I hope this article has inspired you to think more deeply about the digital era, and we invite you to share your thoughts and experiences. Thank you for taking the time to read.

Eliz KÖSE
David NEGRETE

Biodata



Doğa ÖĞRETMEN I am Political Science and International Relations student at Çukurova University. When I'm not focused on academics, I love drawing, attending art house events and watching movies. I enjoy exploring new ideas and sharing fresh perspectives through my writing. This is my first article for a magazine, and I'm excited to connect with readers.



Cesia Fernanda GONZÁLEZ BENAVIDES I am a student at the Universidad Autonoma de Nuevo Leon. I am about to obtain a degree in Applied Linguistics in teaching and translation of English language. When I do not have many things to do, I enjoy watching movies with my mother, reading or dancing ballet. It is also my first time writing an article for a magazine. So, I really hope to transmit my excitement and curiosity for discovering new things, learning about other cultures and meeting new people from the readers.

THE ROLE OF DIGITAL PLATFORMS IN EDUCATION AND INTERCULTURAL LEARNING

In today's digital era, platforms such as WhatsApp and Zoom have fundamentally changed the way we communicate, share information, and learn. Originally designed for social interactions and meetings, these tools are now integral to educational systems globally. As both educators and learners increasingly embrace these digital solutions, it is essential to evaluate their advantages and disadvantages, particularly concerning intercultural learning.

The Use of Digital Platforms for Educational Purposes

The integration of digital platforms in education has witnessed significant growth, particularly catalyzed by the global transition to online learning during the COVID-19 pandemic. Among the most widely utilized tools for educational purposes are WhatsApp and Zoom. WhatsApp excels in facilitating messaging, group chats, and the sharing of images, making it an effective medium for communication and the quick dissemination of information. Conversely, Zoom serves as a vital platform for virtual classrooms, offering features such as video conferencing and screen sharing that enhance interactive group activities.

Advantages

One of the foremost advantages of employing digital platforms in education is their accessibility. These tools enable students to participate in learning activities from virtually any location, effectively bridging the educational gap between urban and rural areas. For instance, students residing in remote villages can access classes taught by esteemed educators from major cities, thus gaining educational opportunities that were previously unavailable to them.

Flexibility constitutes another significant benefit of these platforms. With the option to view recorded lectures, engage in discussions at convenient times, and review shared resources, students

can tailor their learning experiences to their individual paces and schedules. This adaptability is particularly advantageous for those juggling multiple responsibilities.

Moreover, digital platforms foster collaboration among students. Features such as WhatsApp group chats and Zoom breakout rooms facilitate teamwork, idea sharing, and joint problem-solving. This collaborative environment not only enhances teamwork but also cultivates critical thinking skills that are indispensable in today's society.

Additionally, digital platforms offer economic advantages. By minimizing the necessity for physical infrastructure, travel, and printed materials, these tools contribute to making education more affordable.

Disadvantages

Despite their many benefits, digital platforms come with a set of challenges. A primary concern is the issue of digital inequity. Not all students have access to reliable internet, smartphones, or laptops, particularly in underserved areas, exacerbating existing disparities in educational opportunities.

Another drawback is the lack of in-person interaction. While video calls attempt to replicate face-to-face meetings, they often fall short of fostering robust connections. This limitation can lead to feelings of isolation among students and a decline in motivation to engage fully in their education.

Technical difficulties, including poor internet connections and software glitches, frequently disrupt learning sessions, causing frustration for both educators and students and interrupting lesson continuity.

Furthermore, privacy and security issues are prominent among digital platforms. Risks such as unauthorized access, data breaches, and misuse of messaging services or video calls can compromise the safety of participants and their personal information.

Advantages and Disadvantages of Digital Platforms for Intercultural Learning

Beyond restructuring traditional educational models, digital platforms have introduced innovative avenues for intercultural learning. This form of learning encompasses the acquisition of knowledge about and an understanding of diverse cultures, perspectives, and values. Platforms such as WhatsApp and Zoom enable students from varied backgrounds to exchange ideas and collaborate on global projects.

Advantages

A key advantage of these digital platforms for intercultural learning lies in their capacity to connect individuals from diverse cultures. Students from various countries can interact in real-time, sharing their traditions and languages, which fosters a deeper understanding and awareness of different cultures.

These platforms also serve as effective tools for language acquisition. Through WhatsApp groups or Zoom conversations, students can engage in dialogue with native speakers, thus enhancing their language fluency and comprehension of cultural context.

Moreover, these digital tools provide cost-effective alternatives to traditional cultural exchange programs. Virtual cultural exchanges minimize travel needs while still offering valuable experiences. This accessibility expands opportunities for intercultural learning to a broader audience, including those who might otherwise face financial barriers.

Disadvantages

Nonetheless, digital platforms exhibit limitations when it comes to promoting deep cultural understanding. Virtual interactions often lack the richness of in-person experiences—for example, the nuances of body language, environmental engagement, and sensory experiences of culture. Consequently, students may develop a superficial understanding of other cultures.

Time zone differences present another challenge. Coordinating live sessions with participants from varying regions can be difficult, often requiring scheduling adjustments that may not suit everyone.

Additionally, cultural nuances may be overlooked in virtual communications. Misunderstandings may arise due to differences in language, humour, or etiquette. Without effective guidance, these issues can impede the learning process.

Lastly, an over-reliance on technology has the potential to diminish genuine interest in authentic cultural exploration. While digital platforms are invaluable tools, they ought to complement rather than entirely substitute in-person intercultural experiences.

Balancing the Benefits and Challenges

To optimize the benefits of digital platforms in education and intercultural learning, it is crucial to acknowledge their limitations. Governments, educational institutions, and organizations must collaborate to address the digital divide by investing in resources, providing affordable devices, and implementing digital literacy programs.

Educators should employ strategies aimed at enhancing student engagement, such as incorporating interactive activities, promoting open communication, and establishing a supportive virtual environment. Additionally, training teachers to effectively facilitate intercultural learning can mitigate challenges related to cultural subtleties and miscommunications.

Ensuring security and privacy is paramount. Implementing robust protection measures, educating users about safe practices, and selecting trustworthy platforms can significantly reduce potential risks.

Our Personal Opinions

Before sharing our cultures and communicating with a Mexican student, I thought that there were many differences between us and that we would have difficulty communicating; but it did not happen at all. I realized that we shared some things in common, as well as similar cultures and perspectives. It was like having a warm conversation with someone I chat with every day. “ Meeting such a beautiful person was a very meaningful experience for me. I am happy to be a part of an intercultural project thanks to technology.”

When I knew I was going to be part of a project with Turkish students, I had many questions. I was also very nervous to say something and be misunderstood or offend someone, that, of course, was not my intention. But I did not expect how warm the students were, we found a lot of similarities between us and we are still learning new things. It has been the greatest experience of my life. “ The experience was meaningful and made me know a different perspective from another country, things that due to the technology wouldn't be possible, or much more difficult to do.”

Conclusion

The integration of digital platforms such as WhatsApp and Zoom has significantly reshaped the fields of education and intercultural learning. These tools offer several advantages, including improved accessibility, flexibility, and the ability to connect globally, highlighting their tremendous potential. Nevertheless, it is crucial to acknowledge the challenges they present, such as the digital divide and limitations in cultivating deep cultural understanding, which necessitate careful and thoughtful implementation.

Our collaboration, enabled by WhatsApp and Zoom, has facilitated meaningful intercultural exchanges, allowing us to incorporate diverse perspectives into this article. Through these platforms, we have not only exchanged ideas but also enhanced our understanding of one another's cultural contexts, showcasing the capacity of technology to bridge geographical and cultural divides.

By utilizing these tools responsibly and addressing their inherent limitations, we can foster inclusive, dynamic, and effective learning environments. As technological advancements continue, our ability to connect and learn across cultural boundaries will improve, further enriching educational experiences.

Doğa ÖĞRETMEN

Cesia Fernanda GONZÁLEZ BENAVIDES

Biodata



Claudia RODRIGUEZ. Student of Tecmilenio University. Currently in my first semester of Business Administration in Monterrey, Nuevo Leon, Mexico. I wish to have my own pastry/bakery, so I practice my culinary abilities in my free time. Also enjoy embroidery, reading books or comics, playing video games, listening to music and loving pass time with my four cats.



Berra OREKICI. Student of SoFL. I am currently studying preparatory school in SoFL. My department is computer engineering and my goal is to be a great software developer. I also love reading books and listening to songs all the time.

THE ADVANTAGES AND DISADVANTAGES OF INTERCULTURAL COURSES

We live in an ever more global world and being able to appreciate and manage a number of cultures is now very much needed. Intercultural courses are created with the aim of broadening understanding of other cultural norms, practices and value systems—providing an opportunity for marginalized groups. But with any course, there are pros and cons, and intercultural courses are no different. We'll dive into the pros and cons of these courses below — including how they've all played a role in my personal development.

After taking an intercultural communication course, I can speak to its changing power. I had no idea how much culture affects, how we connect with one another and how we see the world before I took the course. Communication techniques and social conventions were discussed. I had never really given cultural peculiarities any thought, so it was eye-opening to understand that what is typical or accepted in one culture may be taken incorrectly or even offensively in another.

At first, this course filled me with surprise and curiosity because I never had much experience communicating with people from other countries. It was always in a basic or distant way. I never had the necessity or the opportunity to have a proper conversation with them. All these circumstances left me with a little fear and uncertainty about what was to come. But the first activity we had, which was a small class and presentation about the differences between Turkish and Mexican weddings on Zoom and PowerPoint, took away that fear and filled me with excitement. It's really impressive that, even when we live on the other side of the world, we can communicate, share our ideas, and express ourselves in a way that others understand.

So, in the session, we met in a more personal way with Teacher Sara and other students. Ms Sarah talked about a situation and asked for our opinions, so we expressed ourselves and our ideas. But all of this was not possible if we didn't communicate and program it first in text with WhatsApp, allowing us to have more communication with the Turkish students and teachers. Thanks to this intercultural course, I met my partner in this article, and thanks to her, I learned things that I had no idea about, like words in Turkish. I know that I would never have learned these things if I didn't have this opportunity.

But of course, nothing's perfect, and all things have their failures. When we communicate on these digital platforms, there are limits, like the Internet being one of the biggest problems. Also, the limitation of physical contact with other people means that when you use these platforms, you can get distracted very easily and not concentrate 100% on the main subject.

The potential of cultural confusion or appropriation is a major problem of intercultural education. Even while the goal of these classes is to teach people about different cultural customs and practices, some students might not be able to do so in a way that is both courteous and significant. When learning about other cultures, there's a chance that some people would view cultural customs as fads or new developments rather than as deeply ingrained traditions with profound significance.

In my experience, participating in multicultural classes has greatly improved the way I manage to connect with others. These courses offer an extensive overview of how our own customs influence our responses to others and it goes beyond simply educating about various cultural standards. I had no idea how much my cultural background and influences had influenced how I perceived people from different cultures until I enrolled in these programs. The course material and discussions helped me to recognize how deeply ingrained, my interactions with other people were frequently impacted by subtle biases

By far, my favourite part of this intercultural course was the creation of the video explaining the Christmas holiday in Mexico that I sent to the Turkish students. Planning it was really fun. Also, researching in Google my own culture made me discover things that I didn't know even though I live in the country. Editing the video with Capcut was also very challenging and fun because I had never edited a video before, so it was a new experience. Recording my voice and choosing the images and the order of the video was really interesting too.

But all of this gave me an important lesson that I'm going to use for the rest of my life: to take on challenges even when you're not certain about what will happen in the future. Because if I had been scared and didn't participate in this intercultural course, I would never have had the experiences I

have today and never met the people I know now. It also revealed talents and abilities that I didn't even know I had. So, each day, I'm really glad that I took this step.

In the end, having intercultural training brings a lot of chances for both professional and personal development. However, they must be managed carefully to guarantee value and prevent generalizations. With the right use, they can help with the development of a more caring and unified global community.

Claudia RODRIGUEZ

Berra OREKİCİ

Biodata



Ahmet KARABİBER. Student at SoFL. His department is English Language Teaching but nowadays, he is studying at SoFL. For three years, he has been passionate about the English language. In 2024, he was accepted to enter Cukurova University. He comes from Adiyaman. Open for innovation and look forward to learning new languages.



Salma SOSA HERNÁNDEZ. Student at UANL. Salma is an Applied Linguistic student at UANL and an English teacher specializing in helping beginners gain fluency for everyday life abroad. She lives in Monterrey and she feels passion for cultural and environmental topics, she creates dynamic lessons and motivational content to empower her students to thrive in new environments.

THE ROLE OF TECHNOLOGY IN INTERCULTURAL LEARNING

Personal perspectives

Ahmet KARABİBER

Technology has changed our lives significantly. As a society we have been influenced by technological innovation and so on. Today, I want to talk about intercultural interaction and its effects on me.

The intercultural club, which I joined under the leadership of teacher Sara, offered me various opportunities in every aspect. For instance, I had the opportunity to improve my speaking skills. Also, I met different people from another country through digital platforms.

Firstly, I want to mention the influence of the use of digital platforms for educational and learning purposes. When we interacted with Mexican university students, we used WhatsApp to create a mixed group consisting of both Turkish and Mexican students. Even though we are from different continents, we formed a strong bond with each other. For example, both Mexican and Turkish students took a video about their own culture and special days. And this event made us more flexible to understand different cultures and various aspects of life. Hence, I think social media and digital

platforms can be very beneficial for educational and learning purposes because the world is bigger than before thanks to the internet and social media.

Secondly, let's examine the advantages and disadvantages of using digital platforms for intercultural learning purposes. I can honestly say that I never encounter the disadvantages of digital platforms for intercultural learning. But of course, It can be. First of all, I want to mention the advantages. One major benefit of using digital platforms for intercultural learning is that we gained the opportunity to meet foreign students, which offers new opportunities for me. For instance, I learned various cultural things and that's why I felt more open minded about novelties. Another positive side of interaction is that it makes me stronger for empathetic thinking. Since I met a lot of people, it made me more prone to understand people's conditions. Lastly, I had a chance to make new friends from different countries. I think it was quite special for me. And that's why I feel more sociable.

Before this event started. I had no idea about what I should do when I meet with foreign people. Also, I haven't confident enough to speak English but now, I can say that I can interact with new people who speak English. And of course, digital platforms provided this interaction.

Salma SOSA

In an increasingly interconnected world, technology has revolutionized how we communicate and learn, especially in intercultural contexts. As a Mexican student collaborating with Turkish peers, I have experienced first-hand how platforms like WhatsApp and Zoom make global connections possible. These tools go beyond simple communication; they create dynamic learning environments that allow for cultural exchange and understanding across borders.

Platforms such as WhatsApp and Zoom have played a vital role in facilitating our intercultural learning experience. WhatsApp has served as a tool to organize meetings, fostering a sense of connection and community among group members. Meanwhile, Zoom has been indispensable for live interactions, enabling us to share presentations, watch videos, and discuss our experiences. One of the most enriching activities we engaged in was creating videos about our respective cultures. Through this, we shared key aspects of our traditions, such as food, music, and celebrations, making it easier to appreciate and respect our differences.

Digital platforms offer numerous advantages over traditional in-person learning methods. They eliminate geographical barriers, allowing us to connect with others regardless of distance. For example, without Zoom, the collaboration between Mexican and Turkish students would have required expensive travel and logistical challenges. Online tools enable instant and cost-effective communication, providing a seamless alternative to traditional methods. While face-to-face interactions are valuable, the flexibility and accessibility of digital platforms have made them an essential tool for fostering intercultural relationships.

The benefits of using these platforms for intercultural learning extend beyond mere convenience. They provide opportunities to connect with people who share similar interests in learning and cultural exploration. For me, this experience has been eye-opening, as I have gained deeper insights into Turkish culture while sharing aspects of my own. This exchange has broadened my understanding of global perspectives and highlighted both the differences and similarities between our cultures.

Despite the clear benefits, it is worth acknowledging that technology can have limitations. However, in my experience, I have encountered no significant barriers. Instead, I found that platforms like WhatsApp and Zoom made communication smoother and cultural exchange more

accessible. These tools allowed us to discuss cultural topics openly and fostered a collaborative environment.

This experience has profoundly shaped my perspective. Before starting the course, I was excited but unsure of what to expect from interacting with students from another country. Now, I feel not only more confident in my ability to communicate in English but also more open to engaging with diverse cultures. The interactions have been enriching, helping me see my own culture through a new lens and appreciate the traditions and values of others.

In conclusion, digital platforms have transformed the way we learn and connect across cultures. They provide invaluable opportunities for cultural exchange, education, and personal growth. Through these tools, I've learned that while we may come from different parts of the world, technology has the power to bring us closer and foster meaningful relationships that transcend borders.

Conclusion

Digital platforms like WhatsApp and Zoom have revolutionized the way we approach education and intercultural learning, bridging gaps between cultures and enabling connections that were once unimaginable. For both Mexican and Turkish students, these tools have proven invaluable in fostering communication, collaboration, and understanding. Through activities such as creating videos about cultural traditions, students gained insight into one another's worlds, building empathy and open-mindedness along the way.

One of the greatest advantages of these platforms is their ability to eliminate physical and geographical barriers. They provide a cost-effective, efficient alternative to traditional methods, making global collaboration accessible to anyone with an internet connection. The exchange of cultural knowledge—whether it be about food, celebrations, or daily life—highlights our shared humanity while celebrating our differences.

While no tool is without limitations, both experiences shared here demonstrate that platforms like WhatsApp and Zoom can be overwhelmingly positive for intercultural learning. These technologies not only improve language skills but also help participants grow more confident in engaging with diverse cultures. As we continue to embrace technology, its role in education will undoubtedly expand, allowing for even greater opportunities to connect, learn, and build meaningful relationships across the world.

Ahmet KARABİBER

Salma SOSA HERNÁNDEZ

Biodata

*My name is **Hanna BRDYŚ**. I work at the Foreign Languages Centre at the Silesian University of Technology in Poland. I am a Doctor of Philology in American Literature of the 19th century. I teach technical English at the university. My hobbies and interests include reading, watching television, and travelling to explore intriguing places and meeting interesting people.*

THE DIGITAL ERA

Technological progress has made digitalization crucial in changing every aspect of human life. How we communicate and access information in our personal and professional lives has changed our perception of the world and our actions. This digital revolution has reached most aspects of our lives, including the arenas of sports and entertainment, “The Impact of the Digital Era” and “Digitalization and Sports” are two articles that explore both the positive and negative aspects of living in a digital age by examining its interconnected aspects and offering insights into its advantages and challenges.

The first article, “The Impact of the Digital Era,” mentions the influence of digital technologies on communication, information accessibility, and the workings of the social spheres. The ubiquitous smartphones and the Internet have made communication more straightforward, efficient, and instantaneous. At the same time, the author warns against the damaging consequences of overreliance and dependence on these digital tools. The negative issues that arise on this occasion include the weakening of direct personal communication and the high amount of online misinformation that is fed to the public. Therefore, the author proposes adopting a balanced and careful approach to digitalization. The article emphasizes the importance of maintaining direct human interactions and encourages critical thinking in evaluating the correctness of the provided information.

The second article, “Digitalization and Sports,” discusses how technology has changed sports activities. In the 1960s, new ways of data collection appeared, like Decision-Support Systems (DSS), telemetry, and virtual reality. These digital tools have developed exponentially in the past decades and have enhanced the precision of refereeing, enriched fan experiences, revolutionized sports perception, and made it possible to measure achievements better. The author also points to the incredible rise of e-sports and stresses that digital platforms have changed competitive gaming. The article’s tone allows us to envision new inventions driven by AI and advanced digital tools designed to create or enhance experiences that simulate reality or blend the physical and virtual worlds.

Through these two articles, we can gain a comprehensive picture of the strong influence of digitalization on our lives, from our daily personal interactions to specialized fields like sports disciplines. The first article emphasizes the social implications of the digital revolution and the problems it can cause. The second article turns our attention to the rapid and tremendous technological advances that have changed the sports disciplines and allowed competitors to reach new performance levels. Both texts underline the need for a cautious approach to digital tools to align technological progress with humanity’s goals. By examining the complex interaction between

technology and human life, these perspectives encourage readers to be mindful of the potential problems and use digitalization's potential beneficially.

Hanna BRDYŚ

Biodata

My name is Adam WOLANY. I'm a second-year student of Informatics at the Silesian University of Technology. My main interests include innovative technologies, Artificial Intelligence, music, computer games and aviation.

THE DIGITAL ERA IN SPORTS

According to Wikipedia.org, we adopt digital tools to create new or modify existing products, services, and operations.

Since 1945, when the U.S. Army used the first electronic programmable computer, ENIAC, for ballistic calculations by the U.S. Army, humanity has achieved countless technological and scientific breakthroughs. Today, we use thousands of computers daily, often without even noticing. The statement that digitalization has transformed every aspect of our lives does not need proof. Everyday activities such as cooking, reading news, communicating, studying, and entertaining have evolved significantly. In this article, however, I will focus on how, in the digital era, recent technologies have reshaped sports, how they look at our time, and how they could be in the future.

Human creativity knows no bounds, and throughout history, we have created hundreds of sports disciplines—far too many to list. Yet, all sports share one fundamental aspect: data. There is no sport where data cannot be generated because without competition—and the need to identify winners through rules—sports wouldn't exist. This reliance on data is likely where the use of computers in sports began. In the 1960s, people started collecting and organizing sports information in databases. So today, in a few seconds, we can search for the score of any football match from 20, 40, or even 60 years ago.

Let's move forward to the present day and examine Decision-Support Systems (DSS) for referees. In the past, without time-measuring machines, it was sometimes difficult to determine which runner, or car crossed the finish line first or whether a player was offside or caused a foul. This is the problem where DSS, such as VAR in football or Hawk-Eye in tennis, comes in. These systems have improved referees' precision, reducing errors and controversies.

Another fascinating aspect of modern sports is telemetry. For instance, in football and basketball, ordinary balls often contain chips that collect data, such as goals, shots, throws, or passes, so viewers can get live statistics and predict which team is closer to winning. However, the true leader in telemetry is Formula 1, often referred to as the Queen of motorsports. Every F1 car has hundreds of sensors, providing drivers, engineers, and viewers real-time information on the tires' temperatures, car speed, and G-forces in corners.

Viewers' experience is another domain that has seen enormous change. Watching a football or basketball game decades ago often required attending the event in person—or watching on TV if

broadcasted. Today, we can enjoy almost any high-definition match on television or the Internet. Moreover, thanks to advancements in VR and AR technologies, fans can experience events like an F1 race or a basketball game through VR/AR headsets. These technologies allow fans to access multiple camera angles, real-time statistics, and even live tracking of drivers' positions on a racetrack. Additionally, the fans who have F1 memberships can take part in Formula 1 by casting their votes on a dedicated website to choose the 'Driver of the Day.' This is a terrific way to engage fans and allows them to recognize the best driver from each Grand Prix.

Then, we cannot avoid mentioning e-sports. These virtual sports are an excellent example of how digitalization has transformed gaming competition. After humble beginnings, they have become immensely popular and a global phenomenon, with professional leagues, multimillion-dollar prize pools, and huge audiences streaming events on platforms like Twitch and YouTube. E-sports demonstrate how digital platforms have transformed how people engage in competitions.

When looking into the future, it is fascinating to speculate on how sports might evolve over the coming years. What new, more sophisticated technologies will emerge? How significantly will AI influence gaming strategies and decision-making? How real and captivating will viewer experiences become? We will have our answers soon. However, one thing is sure: the digital age will keep pushing the boundaries of what is possible in sports.

Progress in the digital sphere will continue to push and extend the boundaries of what is possible in sports.

Adam WOLANY

Biodata

*My name is **Antoni SUROWY**. I am a student at the Silesian University of Technology studying Industrial IT. My goal is to become a professional programmer. I also work in IT and am enthusiastic about sports, programming, and animals.*

THE IMPACT OF THE DIGITAL ERA

How many messages do you send each day? How many videos, tutorials or funny cats do you watch each day? How often do you check news or data for your projects and work? In the digital era, communication and accessibility to information have become faster and easier than ever. We live in an era marked by the widespread adoption of digital technologies like smartphones, laptops, and PCs. We live when the Internet impacts every aspect of human activity, including communication, work, and leisure. This essay explores the advantages and challenges of digital communication and information availability and their influence on society. Communication and easy access to various resources are critical elements in this era. We can check news or documentation in seconds. The benefits and risks or challenges of digital communication and information availability are evident in their impact on people.

The first and essential theme will be communication; after all, who doesn't send messages daily? How easy it is to send messages to someone. It takes just a few seconds for the recipient to receive our message. We can contact friends and family wherever and whenever we want, but it also happens in the working sphere. Let's have emails. Now companies don't need to write and send mail by post. Previously, postal or snail mail required preparing and sorting and several days or weeks to reach its destination! In the digital era, it's one clicks and the task is done. Communication has become easier than ever – we can conduct video conferences, instantly send text messages, and have social media or remote platforms for work and learning. But this progress also has consequences.

Because of digital communication, most people lose their ability to talk face-to-face. Many struggles to express emotions like anger, happiness, or sadness. Many individuals avoid social interactions and direct conversations, as digital communication has diminished their ability to express emotions. And what about work? There is a lot of talking, but how do you talk to someone if this person... can't speak? It's a significant problem because digital communication is emotionless and can cause misunderstandings.

Another plus of the digital era is accessibility to resources. How easy it is to check something online. We need to type a few words about our problem, and we get the answer in seconds. We also have AI that gives us detailed and comprehensive responses to our dilemmas. Nowadays, getting information about any problem or subject is easier and faster.

Twenty or more years ago, people had to go to the library or search for the archives to find the required information. There was often the only way to gather information and learn about a project or a problem. Today, we get the answer online and usually don't bother to check it. But there are so many websites that give us fake information. For example, let's say someone famous dies. How many times can we read about an actor's death while they are just having a holiday? These days, many people mindlessly absorb any information they get from the Internet, spreading it further. Good books and reliable articles are losing importance in favour of quick, sometimes unreliable, online content. It often happens for the straightforward benefit of reporters or individuals seeking attention and clicks.

The digital era has impacted on our society and lives. It has given us new opportunities and flexibility at work and has facilitated communication. Unfortunately, as with many inventions, digitalization in our lives has some significant issues and disadvantages, like a lack of face-to-face conversation skills or a vast amount of false information mixed up with the truth.

As we rely on digital tools, we must ensure that personal connections and the ability to find truthful information from reliable sources are not lost. When comparing the benefits of digital tools with the importance of genuine human interaction and critical thinking, we must reflect on all the advantages and disadvantages of this interaction. We must balance these factors to receive truthful answers to our queries. This process is essential for our society's growth.

Antoni SUROWY

Biodata

*Hello, I'm **Bartosz SEK**. I'm currently studying IT at the Silesian University of Technology. In my free time, I enjoy spending time with my girlfriend and playing basketball with my friends. I am truly interested in computer programming, which is the main reason I chose to follow this path of study.*

HOW THE DIGITAL ERA AFFECTS HUMANITY

Nowadays people got used to sharing even the most common tasks with electronic devices. The internet has become an integral part of daily life. These practices play a significant role in the development of humankind however, they also come with many dangers people must deal with. I'm going to discuss the positive and negative effects that the Digital Era has on us.

Starting with the advantages of the Digital era, it is truly hard to omit greatly improved access to information. I am a firm believer that this change positively contributes to the human race in a wide range of fields. Students have obtained a useful study tool which makes their lives easier. The internet also makes crucial tasks, such as looking for a job or advertising one's services, more convenient.

Digital devices also have a note-worthy impact on communicating with others. The traditional methods including letters are being replaced with tremendously faster ones. It makes communicating with family and friends fast and simple no matter how far they are. So, if you and your loved ones are separated, the internet has you covered.

Since people gained access to the internet quite a while ago, it is not difficult to figure out that they already found ways to monetize it. I personally see this as a positive aspect, since it led to the development of a wide range of new jobs, which helps with the issue of unemployment. This aspect is most beneficial to people with analytical minds, as most of the IT industry jobs are based on analytical thinking. Additionally, these people now have powerful tools to develop futuristic solutions to strengthen the human race.

Obviously, the digital era is not only about advantages. It also comes with many drawbacks. The most common issue for quite literally everyone with the access to the internet is privacy problems. Nowadays we have become worryingly vulnerable to personal information theft. People are giving this issue a lot of attention, though it still remains dangerous, as someone could, for example, take a loan using someone else's ID.

Another big issue is a sedentary lifestyle. Since the start of humankind people have been forced to fight for their lives by hunting, eating, searching for homes and so on. Those activities often required a lot of physical strength and active lifestyle. Yet just recently people developed tools that essentially perform all these tasks for them and additionally improving these tools requires you to sit and stare into the monitor for several hours daily. People are not accustomed to that kind of lifestyle, and scientifically need physical activity, which is often downplayed by people causing lots of health problems. It will take us quite a time until we will adapt to the new way of living, and in the meantime, we should give our health more attention.

Personally, I strongly believe that the Digital Era is an important milestone for humankind, although it is not perfect yet. We should pay more attention while using new tools to ensure we remain safe and healthy.

Bartosz SEK

REFLECTIONS ON LFAC'24 CONFERENCE

Biodata



Berna BALCI HARMANDAR got her PhD from the ELT department of Çukurova University in 2017. She has been teaching English for 15 years. Her research interests include SLA, discourse and critical discourse analysis, pragmatics and corpus linguistics. She is currently teaching English at Çukurova University School of Foreign Languages.

LFAC'24 INSIDERS' PERSPECTIVES

As LFAC'24 Organizing Committee, once again we are proud to have combined our efforts with our beloved students from different departments of Çukurova University at this year's LFAC. Working side by side with these promising young ladies and gentlemen and seeing them do their best proved that we were on the right track. I would like to thank each one of the ASK ME students for their amazing support and great success. Love you all...

Lec. Dr. Berna BALCI HARMANDAR





VOLUNTEER STUDENTS' REFLECTIONS

Biodata



Aynur AKSOYDAN is a freshman at the Department of English Language Teaching at Çukurova University.

MY EXPERIENCE AS AN ASK-ME VOLUNTEER IN LFAC'24

Joining the Third International Language-for-All Conference as an Ask-Me volunteer has proven to be a highly rewarding experience. It has highlighted the importance of proper preparation, time management, teamwork, and communication for an effective organization. Furthermore, it has highlighted the mental and physical effort spent during the planning and running of such a conference.

The preparation begins months in advance to provide the best possible service during the event. We, 'the Ask-Me's, began working the day prior to the conference, hanging up posters and schedules, preparing the conference halls and helping out our superiors with the tasks they require

assistance on. On the day of the conference, we greeted our attendees, handed out name tags and showed them to their assigned venues. We switched places, allowing one another to attend the sessions, and benefit from the information our speakers had to offer.

To conclude, the presentations were highly informative and interesting, and to be able to partake in helping them run smoothly was a great joy for us. The interactions we had with one another and our guests were significantly beneficial to us as we practiced the ability to speak a foreign language. Together, these experiences provided a space for us to grow. It was an event that would be a delight to repeat.

Aynur AKSOYDAN

Biodata



Berivan KEKİL. *I was born on December 5, 2003 in Kahramanmaraş. I am currently a second-year English Language Teaching student studying English at Çukurova University.*

MY REFLECTIONS AND EXPERIENCES AS AN ASK- ME STUDENT AT LFAC'24

LFAC'24 offered great opportunities for me. Firstly, I met new foreign people and I got the chance to communicate with them. I also met new friends from many different departments. I not only met new people, but also talked to many of my valuable professors from CU SoFL. As an ask-me student my role was to greet participants and answer their questions if they ask. My other important duty was to help our teachers with the presentations and organization.

During the conference my other teammates and I easily overcame these tasks by sharing the work and we came up with a great team effort. LFAC'24 hosted professors and students from many different countries and universities. Also, their presentation was useful for my department.

To sum up, LFAC'24 was a great chance for me. It provided me with the opportunity to communicate with new people, to understand the importance of teamwork and to acquire new horizons. It was an honor for me to be a part of this organization as an ask-me student. I am grateful to everyone who helped me take part. I'm looking forward to next year's conference. See you next year, LFAC community.

Berivan KEKİL
ELT Student

Biodata



İkbal ÖZDEMİR was born on November 25, 2005, in Malatya, Türkiye. She is currently studying English Language Teaching at Çukurova University.

MY INSIGHT REGARDING MY EXPERIENCE AS AN ASK-ME VOLUNTEER AT LFAC'24

Being an Ask-Me volunteer at LFAC'24 was an eye-opening experience for me. It provided me an opportunity to gain valuable insights into how events run and how communities interact. My primary role involved greeting participants and answering any questions they had. By taking on this role, I was able to assist others and connect with numerous precious individuals from various countries and universities.

During the event, I realized the significant influences of communication and teamwork. Each interaction underscored the importance of being approachable and friendly. I observed that even a brief conversation could brighten a participant's mood and increase their confidence. Moreover, as an English Language Teaching student, the range of presentations at the conference gave me useful information on how to improve myself academically. Furthermore, I found it remarkable that the main theme of the conference was closely aligned with current issues.

In conclusion, my experience as an Ask-Me extended far beyond a mere role. It allowed me to engage with others, acquire knowledge, and contribute to a vibrant community. I am grateful for this involvement and eager to utilize what I have learned in my future endeavors. I am looking forward to the next conference.

İkbal ÖZDEMİR
ELT Student

STUDENTS' REFLECTIONS FROM CU SoFL- CLASS 209

Students from CU SoFL attended our international “LFAC’24 Conference” and some of our P3 students from class 209 reflected on their experiences about the conference with the support of their teacher Diser SUCAK.

Biodata

Hi, I'm Eren ERİŞEN and I'm 19 years old. I was born in Ankara and I have lived in Alanya for 19 years. My department is English Language Teaching and I study at Çukurova University. I love playing guitar and listening to music.

MY FIRST EXPERIENCE AT A CONFERENCE

As you might know, I am new to higher education, and this was my first time being in a place where foreign educators and highly experienced professors shared their presentations about the English language.

The ambiance of the amphitheater motivated me to research the topics the professors talked about. Besides, the programme of the conference was well prepared, thanks to our teachers. I enjoyed the flute and oboe performances the most and wasn't expecting that to happen. Turkish coffee and cake were provided by different brands as refreshments.

The first keynote speaker's topic was about English as a lingua franca, which helps people whose native languages are different from each other and those from different nations to communicate. I heard this idea for the first time, and it seemed quite reasonable. However, the professor's suggestion to apply it to our classrooms felt unrealistic to me. Traditional, standard English has been taught by teachers for a long time, and it would be a radical change. Still, it was a different perspective and made me think about it.

The second speaker's topic was about flipped classroom teaching. I believe it's a brilliant idea compared to traditional teaching because it encourages students to think more and be creative, instead of just following the boring syllabus of traditional education.

In short, the professors opened up a new window for me, and I've started thinking and researching different ideas in English Language Teaching. Overall, I enjoyed the programme, and it was a new experience for me on my journey towards ELT. Thanks to everyone involved!

Eren ERİŞEN

Biodata

Hello, I'm Esra ÇOBAN. I'm in the Electrical and Electronics Engineering department, currently a YADYO student. Listening to Turkish rock music is my way to relax. I enjoy watching tennis and volleyball tournaments and have a keen interest in automotive & motorsports, as well as art and culture. Looking at paintings relaxes me because it gives me space to think.

FROM LANGUAGE LEARNING TO FEMINISM: MEMORABLE MOMENTS AT THE CONFERENCE

The mini orchestra was absolutely fantastic! Dr. COGO was so sweet. I already knew that lingua franca was Italian. I knew 'lingua' meant language, but I didn't know 'franca'. I searched for 'franca' online and found out that 'lingua franca' is a popular term and English is widely used as a common language, and it's considered the easiest languages to learn. I hadn't fully understood this during the presentation, possibly due to the accent, but after doing some research, I think I grasped it better. The second presentation was kind of boring for me. I don't know why. I knew that ChatGPT made a lot of mistakes in theoretical subjects. When I asked a physics or math question, most of the time it would solve it incorrectly. But using AI for language learning is a good idea because the language you learn with AI can go beyond what you learn from a teacher. And I've partially confirmed this because ChatGPT has recognized mistakes more and made fewer errors. The problem is that they only used the free version of ChatGPT for their research. The problem is that they only used the free version of ChatGPT for their research. They could have used Gemini, which is also free but has more capabilities than ChatGPT. In third presentation Mr. KEULEERS tried to explain using Star Wars characters, but I didn't fully understand. But from what I understand they all represent different things he tried to apply this to the real world. And we talked about static and dynamic language which are traditional learning and interactive attendance. I think combining them will give the best result. We can use static, and later we use dynamic for to develop it further. I had a better time on the second day. Professor Mehmet's examples using decibel meter photos were quite explanatory. It was also nice that he gave pausing examples in both American and British accents. I especially liked the example he gave: woman without her man is nothing. The presentation about proto-feminism was my favourite. Most presentations were about AI or English, but this one made a difference. It tells the story of a situation that still continues. And the fact that the presenter was a man made me more attached to the subject. Also, I can't forget the free coffee they gave us! Thank you so much for all your efforts.

Esra ÇOBAN

Biodata

*Hello, I am **Gonca İdil ÇİFÇİ**. I am 19. I am from Adana. My department is electric-electronic engineering. I am a YADYO student right now. My hobbies are listening to music, hanging out with my friends and watching films or series. Also, I love watching football and tennis matches.*

A NICE EXPERIENCE: THE CONFERENCE OF LFAC

First of all, the conference was very carefully prepared, I really liked it. The music played at the beginning of the conference was very good. The people who played the music were very talented. They played well. The speakers explained the topics they wanted to talk about very well. They always kept our interest alive with the examples they presented and by asking questions to the audience. They were all informative and explanatory presentations. On the first day, Italian speaker Alessia COGO made a presentation on how to use words in more than one language at the same time during daily speech. In the next presentation, the place of artificial intelligence and ChatGPT in foreign language learning in our lives was mentioned. And in the presentation made the next day, we were told how to intonate the words correctly while speaking. Thanks to intonation, it was explained with examples how a word can have a positive, negative or question meaning. All the presentations were very enjoyable and informative.

Gonca İdil ÇİFÇİ

Biodata

*Hello, I am **Hilal Betül KEMERCI**. I am studying at YADYO. My department is English Language Teaching. I have a lot of hobbies. One of them is drawing. Thanks to drawing, I feel relieved. As relevant to drawing, I enjoy making something with clay such as a jewellery box. Another one of my hobbies is reading books. I can read all types of books but my favourite is crime books.*

IMPRESSIONS OF THE CONFERENCE

The conference called “Language For All” started with a concert performed by conservatory students. It was fascinating. It reminded me of a series I watched in my childhood on Disney Channel. I guess the concert was everyone’s favourite. Next, conference was about developing an ELF Perspective In ELT. This conference was performed by a native speaker therefore I couldn’t understand it very well. But if I speak frankly, the topic is boring and I am not interested. One of the other conferences on Thursday was about ChatGPT for writing practices. It was really useful I think because it mentioned ChatGPT’s effectiveness such as time-saving, easier, and objective. I listened carefully even though I took some notes. But my favourite conference was on Friday. It was about “The Functions of Pausing in English”. I think it was the most useful and most comprehensible. And I also loved the way the teacher explained. I listened without being bored. And the last presentation I attended Proto-Feminist Attempts. It was understandable too. I also think the speaker’s thoughts were very right. Generally, the conference was a very good experience for me. For the first time I have attended an English conference and I felt like a real university student.

Hilal Betül KEMERCI

Biodata

Hello, I am **Mehmet Şevki KAYA**. I am currently a student in the field of mechanical engineering, though at the moment I am also a YADYO student. YADYO stands for "Yabancı Diller Yüksekokulu" (School of foreign languages I), where I am working on improving my language skills, an essential part of both my academic and professional life. In my free time, I enjoy a variety of activities that help me relax and stay active, such as playing basketball and going to the gym. I am also a huge fan of sitcoms, as they offer a fun way to unwind after a busy day. But one of my greatest passions is music—particularly the band *QUEEN*, who have left a lasting influence on me with their powerful sound and timeless hits.

EXPERIENCE I HAD IN THE AUDITORIUM

When I first entered the auditorium for the event, I was immediately struck by its size and elegance. The architecture of the room was breath-taking, with high ceilings and rows of seats that stretched far beyond my line of sight. As the crowd began to fill in, I started to feel a bit out of place. Most of the people around me were strangers, and I was not sure what to expect. However, I tried to shake off my nerves and remain open-minded. The waiting period before the event started passed quickly, and soon, the opening slide appeared on the screen. It was clear from the visuals that many people had put effort into preparing for this conference.

The first thing that struck me was the initial music show. It felt like walking through a field of flowers—calming, soothing, and a perfect way to ease into the event. The music set the tone for the rest of the conference, creating an atmosphere of relaxation and focus. The first presentation was about ELF (English As A Lingua Franca). The subsequent topics included artificial intelligence, literature, language autonomy, methodology, network flows, dynamic and static nodes, prevalence, Schwa /r/'s, an AI program called "FluenDay", morphology, pauses and suffixes in English.

They provided us with a wealth of information about AI, innovations in language autonomy and methodology, as well as discussions on rhotic and non-rhotic /r/'s or bunched and retroflex /r/'s. And in my opinion, every single one of them was so efficient for us students.

I still remember some important sentences,

Such as;

"It's not AI's fault if you get the wrong product, just give it more details", or

"-Will it take my job?"

-Not yet!"

These phrases were reminders that, although AI is becoming more advanced, it still relies on human input and context to function effectively. It's a comforting thought, knowing that technology and human intelligence can complement each other in meaningful ways. In the end, the experience was not only educational but also inspiring, offering new perspectives on language, technology, and the future.

I'd like to express my deepest appreciation to all of the people who have made an effort to present that insightful conference on AI and English literature. Your ability to seamlessly blend these two fields has expanded our understanding of both. By showing how AI can enhance our analysis of literary works and help preserve cultural texts, you've opened up new possibilities for both creativity and technology. The ethical considerations you raised, alongside the potential for AI to shape future literature, were thought-provoking. Your expertise, passion, and clarity have truly inspired us all. Thank you for an unforgettable and intellectually enriching experience!

Mehmet Şevki KAYA

Biodata

I'm Raken HALLUF, a Computer Engineering student but for now, I'm studying in YADYO. I'm interested in movies, sports, and technology. I like spending my time exploring new things about AI and I try to use it in my daily life

EXPLORING AI IN LANGUAGE EDUCATION

The conference was quite intense but very informative. Starting with an introduction about Adana was an interesting choice. The music afterwards was quite pleasant and helped to create a positive atmosphere, people could even relax and enjoy their time. Teacher Mustafa KARA's speech was one of the most meaningful aspects of the opening ceremony.

Alessia COGO's presentation caught my attention the most, by focusing on the concept of English as a Lingua Franca (ELF), and discussing the multilingual nature of the language.

Due to the coffee break, I missed a part of the second presentation, but in the part I attended, she mentioned the power of ChatGPT. She interestingly mentioned that a person could get different outputs with the same prompt which gives another perspective on AI's flexibility.

The presentations by Berke ŞAHİN, Utku ALTINOK, and Elif KEMALOĞLU were a bit tricky to follow. The room had an annoying echo and the projector screen was small. However, I think they were talking about a cool experiment where they got different translations for the same word in ten different chat sessions. That sounded pretty interesting!

Finally, Roza ALTINBAŞ and Nursel ÇETİNKAYA's presentation was the most useful for me. They talked about ChatGPT alternatives and a number of AI applications for English education.

Prof. Dr. Emmanuel KEULEERS' presentation was interesting but I couldn't follow it well because my English wasn't good enough. Still, I guess he presented research on the most frequently used terms.

Overall, the conference was really enlightening. I gained good perspectives on both AI and language education.

Raken HALLUF

Biodata

*Hello, my name is **Serdar MENİZ**. My department is Electrical and Electronics Engineering but I am a YADYO student now. I like playing video games and watching series in my free time. I also love listening to music while studying.*

ABOUT CONFERENCE

I was excited when we first entered the conference. Topics were very diverse and I didn't know which ones to enter. Conference started with opening remarks. There was an excellent musical show at the opening. Then sessions started.

I learned a lot of information that I didn't know in the opening sessions. I especially attended speeches about AI because I am into it. These speeches taught me how I use AI applications more usefully in learning English. I certainly will use this information.

We shared our opinions with friends and chatted with our teachers during coffee breaks. All speeches were very informative and enjoyable to listen to. Conference gave me different perspectives. I would like to thank all academicians and students who contributed to the conference

Serdar MENİZ

Biodata

*I am **Toprak Çınar AKŞAM**. I am 18 years old. I have been living in Adana for 18 years. I graduated from Adana Anatolian High School. I like watching and playing football. Playing Electro guitar is my best hobby.*

A LITTLE CONFERENCE ADVENTURE

Hello, there was an international language conference at Mithat Özhan Amphitheater on Thursday and Friday last week. I was really excited for this because I have attended very few conferences in my life and this was one of them. I was surprised when the conference started with music. They played on the flute. It made me feel like I was in the Lord of the Rings film set! It was enough to make this one more special than other conferences. Many topics were related to AI and as you know AI is one of the most important things of our time. At the same time my department is Electric-Electronic Engineering, for this reason it interests me more than enough.

On the first day of the conference, the topic of the session I attended was about Chat GPT's percentage of mistakes. The researchers compared a teacher with Chat GPT. Some questions were asked to them and the mistake points were calculated based on their answers. According to the answers, the teacher's percentage of mistakes is more than Chat GPT's. But sometimes teachers' answers looked closer to the Chat GPT's. But still neither are perfect. One listener asked 'which one should we believe' at the end of the conference. That was an amazing experience for me.

Another presentation I attended was about pause sounds in languages. The speaker was Prof. Dr. Mehmet DEMİREZEN. He talked about the definition of Pause Sounds and their benefits in our lives. My middle school Turkish teacher mentioned about pauses. She thought punctuation and breath control were very important in communication. This conversation was very useful for me.

Finally, I'll talk about Chatbots' presentation. I knew a little about command bots but I had just heard the name of the chatbots. I learned something about chatbots in the conference. Chatbots are like our neighbours. We can talk with them about everything and discuss our problems with them. And some research shows that students are more comfortable talking to chatbots than to teachers.

Toprak Çınar AKŞAM

Biodata

Hello, I'm Zeynel ARI. I'm in the Economy department, currently a YADYO student. Listening to music is my way to relax. I enjoy watching football matches and also, I enjoy playing football. Also, I usually read manga in my free time. As a preparatory class student, I love improving my English level.

FIRST EXPERIENCE OF ENGLISH CONFERENCES

First of all, the musical part was amazing. I think Alessia COGO didn't appeal to me, but it was very useful for those who were interested. Also, I sent her an email to ask if she could send me the slides of her presentation, but she didn't answer back. The presentation made by Emmanuel KEULEERS was quite enjoyable and funny. I also had the opportunity to meet him face to face and asked him the same question, but he told me that he couldn't share slide presentations, but he said if you want to get detailed information, another problem or topic you can contact me via email. I asked them this question because I didn't understand very well and I want to analyze them on slides by myself. Then I listened to the presentation made by Jonathan ROSS but I don't have any idea about that presentation, I just tried to understand. On the same day, a presentation was done by Semih SARIGÜL. It was about online video games and how to translate or how we should translate languages in online video games platforms. It was sad because he was presenting himself and no one listened to him. There were just a few people in the hall. Matthew CHAPLIN was on the stage after this presentation. The subject of his slide was "Innovating in Teaching Reading Skills for a Changing World". He used a high level of English when he was presenting and I couldn't catch him. He made a paper test then he played a chapter on slide presentation. He gave us a paper test then he played a chapter on slide presentation but I couldn't solve it. It was hard. Overall, all presentations were entertaining and informative. It was the first time for me and it was fascinating.

Zeynel ARI

SHORT STORIES FROM P1 STUDENT IN CU SOFL

Biodata

*I'm **Elifnaz KAYIRAN**. I'm 19 years old. My department is Electrical and Electronics Engineering but this year I'm studying English at the school of Foreign Languages in order to improve my English skills. I'm from class 107.*

*I'm **Halil KARAVAR**. I'm 19 years old. My department is Mechanical Engineering but this year I'm studying English at the school of Foreign Languages in order to improve my English skills. I'm from class 107.*

*I'm **Muhammet Emin AYDIN**. I'm 19 years old. My department is Electrical and Electronics Engineering but this year I'm studying English at the school of Foreign Languages in order to improve my English skills. I'm from class 107.*

DESPAIR

Topic: A family risking everything for their sick child.

Characters: Klaus, Julia, John, Claudia, Matt, Emma.

Place: America, Florida

Time: 1972

There was a poor family in Florida. They had an ill son. His name was John. He was five years old. He was born sick and if he didn't find any cure, he was going to die. His cure was very expensive so his father Klaus did heavy work and his mother Julia was going to clean houses. They were so pitiful. They saved money, but their money wasn't enough for the cure, and their son had little time to cure. They thought about the cure.

Klaus : We need a lot of money. We can't save this money.

Julia : Yes, but we should earn money. If necessary, I can work at another job. Tomorrow I am going to go to Claudia's house to clean.

Klaus : Okay, we'll talk later.

Julia went to Claudia's house the next day. Claudia is a very old and kind person. Her husband was a rich doctor but he died four years ago.

Claudia: Welcome darling. How are you?

Julia : Thank you, Mrs. Claudia. I'm trying to be fine. How are you?

Claudia: Thank you, dear. I'm fine. Let's start cleaning. You start cleaning the bedroom. If you have any problem, I'm in the garden.

Julia: Okay, Mrs. Claudia.

She took the cleaning materials and went to the bedroom. She started to clean. When she opened the wardrobe, she dropped a bag. She saw a lot of money and coins in the bag. She was worried and put the bag back in the wardrobe. She continued cleaning. She finished cleaning in the evening. After she took the payment, she went home. She made dinner. When they ate dinner, they started to talk.

Klaus : Did you go to clean today?

Julia : Yes, I did. She gave \$20 for the payment and \$20 for the tip.

Klaus : Wow! It's so much.

Julia : *Yes, she's very rich. I dropped a bag during the cleaning. There was a lot of money in the bag.* They looked at each other. They were quiet and continued eating. They heard their son's cry.

Julia : *We can't save this money. We need a solution.*

Klaus : *Did Claudia live alone in the house?*

Julia : *Yes, but why?*

Klaus : *I have an idea but it's dangerous.*

Julia : *What is it?*

Klaus : *This money is enough for the cure. We should steal this money.*

Julia : *How?*

Klaus : *If you go there again, don't lock the back door. We can go inside. We are going to take the money and we are going to go outside.*

Julia : *Okay. I can do that for my son.*

The following week, Julia went to clean again and she didn't lock the back door. She went home and they prepared for burglary. They waited until midnight. They went to Claudia's back garden and waited for the lights to turn off. After the lights turned off, they entered the house through the back door. They went upstairs quietly then turned left. After that, they entered Claudia's bedroom. They opened the door and saw the old woman. Julia got stressed and wanted to give up but she remembered her child. Klaus checked the woman and Julia took the bag. When Julia closed the wardrobe, she made a noise. Claudia woke up and said, "Who are you?". They were very scared. Klaus panicked and hit the woman with a vase on the table. The woman fell next to the bed, and her head started bleeding. Julia and Klaus were afraid.

Julia : *What are we going to do now?*

Klaus : *Did she die?*

Julia : *I don't know. Her head is bleeding.*

Klaus : *We should go.*

Julia : *What? We can't leave her!*

Klaus : *We have to. If we don't go outside, we can go to prison.*

Julia thought, but he was right. They left Claudia's house with the money. They went home. When they opened the door, they saw John.

John : *Where did you go?*

Julia : *We are coming from the bank. Why didn't you sleep?*

John : *I'm thirsty.*

Julia : *Let's go to sleep.*

John : *Okay. Good night.*

He went to bed. Julia and Klaus started to talk.

Julia : *What are we going to do?*

Klaus : *We don't do anything. We should wait and be calm. Maybe she didn't die. We should focus on our son's life. He had a short time.*

Julia : *You are right. Tomorrow we can go to the hospital.*

Klaus : *Let's go to bed.*

They couldn't sleep. The next day, Julia talked to John.

Julia : *I have news for you.*

John : *What is it?*

Julia : *Yesterday we took money from the bank, so you can be treated.*

John : *Really!*

Julia : *Yes, honey. Today we are going to the hospital.*

After breakfast, they went to the hospital. John had surgery. Three days later they saw police officers in front of Claudia's house.

Julia : *Look at that Klaus. The police officers are in front of the Claudia's house. OMG! Did she die?*

Klaus : *Don't panic Julia. Calm down.*

They heard knocking at the door and looked at each other. Julia opened the door. There were some police officers.

Matt : *Good morning madam. I'm a police officer. My name is Matt. I have a few questions.*

Julia : *Good morning. We are listening to you.*

Matt : *Do you know your neighbour Claudia?*

Julia : *Yes, I know her. I go to her house to clean. She is a very kind and good person. I hope there aren't any bad things.*

Matt : *Claudia died.*

Julia : *What? How?*

Matt : *When did you go to clean?*

Julia : *Ten days ago.*

Matt : *Did you see anything abnormal?*

Julia : *No, I didn't see anything.*

Matt : *Okay madam. If you learn anything, please call the police station.*

The police officer went to the other neighbour.

Matt : *Good morning madam. I'm a police officer. My name's Matt. I have a few questions.*

Emma : *Good morning sir. I'm Emma. I'm listening to you.*

Matt : *Do you know Mrs. Claudia?*

Emma : *Yes, I know her. Why?*

Matt : *She died. Did you see anything different?*

Emma : *Really! I'm very sad. I didn't see anything.*

Matt : *Does someone regularly visit her house?*

Emma : *No, she lived alone.*

Matt : *Hmmm...*

Emma : *But Julia went there to clean once a week.*

Matt : *Are you sure?*

Emma : *Yes, I'm sure.*

Matt : *When did she last go there?*

Emma : *Generally, she went every Monday.*

Matt : *Did she go on Monday? I mean 3 days ago?*

Emma : *I don't know.*

Matt : *Okay madam. If you learn anything, please call the police station.*

Emma : *Of course.*

After the police officer left Emma's house, he went to Klaus and Julia's house. He saw John in the garden.

John : *Why did you come?*

Matt : *There is nothing important. There is an ill woman.*

John : *Oh! I'm very sad. I was very ill but I had surgery three days ago.*

Klaus came to the garden.

Matt : *Get well soon. I didn't know your son's ill and went to the hospital three days ago. You didn't say that to me.*

Klaus : *Oh! Yes, we went to the hospital.*

Matt : *Please don't talk. I want to talk with the child. He gave chocolate to John and asked.*

Matt : *Where were you the night before three days ago?*

John : *I slept early but I was thirsty, so I got up and went to the kitchen. My mom and dad came home from the bank. They took money for a cure.*

Matt : *Okay John. Klaus and Julia, come with me!*

They went to the police station. Klaus and Julia confessed their crimes and went to prison. John was fine but he went to the orphanage.

Note from the authors: Would you do anything for your child?

Halil KARAVAR
Elifnaz KAYIRAN
Muhammet Emin AYDIN

Biodata

Nur Hayat IŞIK is a student at the School of Foreign Languages at Çukurova University. His department is mechanical engineering. She is in class 112.

İzzet DOĞAN is a student at School of Foreign Languages at Çukurova University. His department is mechanical engineering. He is in class 112.

Esmâ Hanife KAYA is a student at the School of Foreign Languages at Çukurova University. His department is business and administration. She is in class 112.

THE TRIP TO TURKEY

There are two young girls who live in the Netherlands. Mary is from Germany. She is 17 years old. Mary lives in a small village. Her father is a farmer. They have ten cows on the farm. Her father grows vegetables. Her mother is an accountant. She works in an office. They prefer living in a village because they like natural life.

Mary goes to school with her friend at 8 o'clock every morning. They are classmates. Her friend's name is Yaren. Yaren is Turkish. She is 18 years old. Yaren lives in Amsterdam. She hardly ever goes to Turkey.

Their school plans a trip. They decide to join this school trip to Turkey. They visit historical and natural places together. Yaren loves reading Turkish history. She tells Turkish history to his friends during the trip. Then, they visit Anıtkabir. Anıtkabir is Atatürk 's grave. Mary is amazed when she sees Anıtkabir. Because Europe doesn't have big graves.

After that, they go to Datça, Muğla. Mary loves it there because she lives in a village. It is similar to where she lives. There is a forest and lakes.

After visiting the place, they have a break. They have Kebap and Ayran for lunch. Mary likes "Kebap". Then, they drink Turkish coffee. Mary also eats Turkish delight. It is amazing! They have so much fun.

In the evening, they go to a hotel. Mary and Yaren stay in the same room. They spend time together in the room. Then, they talk about life in Turkey. Yaren says she misses Turkey very much. She

hardly ever goes to Turkey. Mary's opinions about Turkey are as follows. Turkey is a historical place. It is a multicultural country. Traditional Turkish foods are delicious. They feel tired at the end of the trip and they go to bed at midnight.

Nur Hayat IŞIK
İzzet DOĞAN
Esmâ Hanife KAYA

Biodata

*Hello, my name is **Muhammed KAVAK** and my friend is **Alp Eren BİÇER**. We are studying at Çukurova University. Our e-mail addresses are below:
bicera584@gmail.com // kavakbeyy01@gmail.com*

A REAL-LIFE STORY

Alp Eren was a simple man. He worked at a small shop in his town. One day, he decided to play cards with his friends. He played some casino games for fun and to pass the time. Surprisingly, Alp Eren won a lot of money.

The following week, he went to a big casino. He played games all night. Again, he won more and more money. Alp Eren became very rich in a short time. He bought many cars and gave expensive parties every weekend. However, he did not save any money. One day, his luck ended. He lost all his money at the casino. Alp Eren had to sell his house and cars to pay his debts. Soon, he had no money and no friends left. Alp Eren learned a big lesson.

Sad and lonely, Alp Eren wanted to change his life. He thought about his mistakes every day. He decided to start fresh and found a small job in a bakery. One day, he met a kind woman named Açelya. She was smart, cheerful, and always smiling.

After a year, they got married, and they lived a very happy life. Alp Eren was now happy with Açelya. They worked hard at the bakery every day. Their customers loved their fresh bread and warm smiles.

One day, Alp Eren had an idea. He wanted to create a special bread for the bakery. Alp Eren and Açelya worked on the recipe together. After many attempts, they made the perfect bread. The customers loved it, and the bakery became very popular.

Alp Eren and Açelya saved money little by little. They dreamed of opening a second bakery one day. Their life was simple but full of joy. Alp Eren never forgot the mistakes of his past. He learned that true happiness comes from love and hard work.

Muhammed KAVAK
Alp Eren BİÇER

Biodata

Mustafa İLASLANER is a student at School of Foreign Languages at Çukurova University. His department is electric and electronic engineering. He is in class 112.

Mustafa Turan DEMİRÖZ is a student at School of Foreign Languages at Çukurova University. His department is mechanical engineering. He is in class 112.

Yusuf Salih YILDIZHAN is a student at the School of Foreign Languages at Çukurova University. His department is computer engineering. He is in class 112.

FINDIK AND YAMAN

Fındık is a dog. It lives in Yozgat. It is one-year-old. It has big ears and big teeth. It is so cute. It has a friend. Its name is Yaman. Yaman is very big and very angry. Fındık loves Yaman but Yaman doesn't love Fındık, so Fındık is very sad. Fındık wants Yaman's love. Fındık usually goes Yaman's home. Fındık gets food to Yaman everyday but Yaman doesn't love Fındık.

Yaman goes to the forest and looks for food. Then, Yaman finds a big bone as food. It fights with other dogs.

Fındık comes to help Yaman. Fındık and Yaman fight with other dogs. Fındık saves Yaman. Yaman's

opinions change. According to Yaman, Fındık is a strong dog. Yaman starts to love Fındık. Fındık is

happy now.

Fındık and Yaman play games together. They live in the same home together. One month later, they have five puppies. Yaman and Fındık are very happy. They go to the garbage for food. Their puppies stay at home.

One person comes to their home. He gives food to the puppies. They eat the food. And they play games together.

Yaman and Fındık get home. The puppies sleep. In the morning, they don't wake up. Fındık and Yaman are worried. They see puppies are dead and they are very sad.

One year later, Fındık and Yaman walk on the street. They see a baby cat and they remember their dead babies. They take the baby cat and go home. Baby is very hungry and very tired. Fındık gives food to the baby.

Baby eats the food. Cat goes to bed and sleeps. Now Fındık and Yaman are very happy because they have a baby.

The end.

Mustafa İLASLANER
Mustafa Turan DEMİRÖZ
Yusuf Salih YILDIZHAN

Biodata

*My name is **Nursu AKVERDİ**. I am 18 years old. I am from Adana and I live in Adana. I am a student at Çukurova University. My department is Political Science and International Relations. In my free time, I write and draw. I won many painting and story competitions in middle school and high school. Additionally, I have certificates in typing and computer operation.*

*My name is **Danyal BACAKSIZ**. I am 19 years old and I live in Adana. I am a student at Çukurova University. My department is Political Science and International Relations. In my free time, I like following the news, reading poetry, writing poems, listening to music, and learning new cultures. I was a library club leader in high school and an amateur track and field athlete. My goals are to travel the world and live a calm but active life.*

THE STORY OF THE DEAF FROG

Once upon a time, there was a frog race. The goal was to climb to the top of a very tall tower. Many frogs gathered to watch their friends, and the race began.

The spectators did not believe that any of the frogs could reach the top of the tower. They shouted, "Poor frogs! They will never make it!"

The frogs started climbing, but soon, one by one, they gave up because the tower was too high. Only one frog kept climbing tirelessly, trying to reach the top. The spectators shouted even louder, "Poor frogs! They will never make it!"

In the end, all the frogs gave up except for one. This last frog, with great effort, finally reached the top of the tower. The other frogs were amazed and wanted to know how it succeeded.

One frog asked, "How did you do it?"

The frog did not answer. The others asked again, but it still did not respond. Then, they realized that the frog was deaf. Finally, the Wizard King asked the frog, "Do you want a reward?" The frog replied, "I want my ears to open." And so, the frog's ears opened. The other frogs who saw this realized that the most important way to succeed was not listening to negativity and not giving up.

Nursu AKVERDİ
Danyal BACAKSIZ

Biodata

*My name is **Nursu AKVERDİ**. I am 18 years old. I am from Adana and I live in Adana. I am a student at Çukurova University. My department is Political Science and International Relations. In my free time, I write and draw. I won many painting and story competitions in middle school and high school. Additionally, I have certificates in typing and computer operation.*

*My name is **İbrahim EFE**. I am 20 years old, and I am from Adana. I have never attended any English courses. I usually don't have much free time, but when I do, I listen to music and read history books. I love football. I achieved 2nd and 4th place in football competitions in Adana. I am also a runner and placed 4th in running competitions in Adana. I love sports in general. That's all about me.*

THE LION'S MASK

Once upon a time, there was a peaceful forest. All the animals lived happily there. One day, jackals came to the forest. They wanted to catch a gazelle. The spotted gazelle ran away and hid in the deep forest. There, she saw a lion and a rabbit.

The gazelle was scared.

"Don't be afraid of me," said the lion. "I will not hurt you."

"Really?" asked the gazelle.

"Yes, trust me," said the lion.

The gazelle trusted the lion and went to a cave with him. The rabbit welcomed them. The gazelle felt safe. But at night, the lion got hungry. He looked at the gazelle with hungry eyes.

The rabbit saw this and said, "Gazelle, don't trust the lion too much. He is a hunter."

"But he saved me," said the gazelle. "He will not hurt me."

Suddenly, the lion jumped on the gazelle. The gazelle was very scared. The lion said, "I saved you, but I am hungry. In the forest, the strong survive." The lion ate the gazelle. The rabbit ran away into the forest and stayed safe.

The animals in the forest learned a lesson: Be careful, not everyone is your friend.

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